



## **Pate's Grammar School**

### **SEND School Information Report 2022-23**

<b>Approved by:</b>	Full Governing Body	Date: January 2023
<b>Last reviewed on:</b>	January 2022	
<b>Next review due by:</b>	January 2024	

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**Welcome**

Welcome to our SEND Information page. Here you will find everything you need to know about the variety of ways we support all students with special educational needs and disabilities at Pate’s, to ensure that

- Students have full access to the curriculum and extra-curricular opportunities
- Students are supported through important transition phases through their time at the school, including the transition into higher education or the workplace.
- The views of students and parents are taken into account at all times, and they are active participants in decision making processes

**Within this document the following short forms are used**

SEND – special educational needs and disabilities.

SENDCo – special educational needs coordinator

EHCP – education, health and care plan

IHPP – Individual Health and Pastoral Plan

**Our Special Educational Needs and Disabilities Coordinator (SENDCo )** is Ms Jane Elcome

**Our SEND administrator** is Mrs Fiona Hutton-Potts

**Our SLT with responsibility for Pastoral Care throughout the school** is Mr Andrew Jones.

**Our Governor with responsibility for SEND** is Mrs Molly Macleod

**Overview**

SEND stands for special educational needs and disabilities. A child or young person is deemed to have a SEND if they have a learning difficulty or disability which calls for special education provision to be made for them.

## **What needs are covered under the special educational needs and disabilities banner?**

The different types of need are divided into 4 broad areas

1. Communication and Interaction difficulties
2. Cognition and learning needs
3. Social, emotional and mental health difficulties
4. Sensory and/or physical needs

The 2010 Equality Act states that a person has a disability if they have

*‘a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day to day activities.’*

A student with a learning difficulty will be one who experiences significantly greater problems learning than their peers.

A student with a disability is one who has a permanent or temporary illness, disability or mental state which hinders them making use of facilities of a kind generally provided for their peers in mainstream schools or mainstream post 16 institutions. This definition includes sensory impairments and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

In some cases, students will have both a learning difficulty and a disability.

The Special Education Needs and Disabilities Code of Practice 2014 sets out an individualised and graduated response to support children and young people with special educational needs and disabilities (SEND). For those with more complex needs an Education, Health and Care Plan (EHCP) may be put in place.

Our SEND Policy can be accessed [here](#).

### **SEND at Pate’s**

Our statement of Intent:

At Pate’s we are committed to nurturing excellence, providing equality of opportunity and access to learning for every pupil to fulfil their potential no matter what their needs. We aim to provide a secure and accessible environment in which all our pupils can flourish and be valued. Our SEND pupils access our full curriculum, which is ambitious, broad and rigorous; it is also flexible and student-centred to allow for individuals who need an adjusted timetable with additional support. We have high aspirations for all our students and a strong focus on improving outcomes for every pupil, within a culture of inclusion, acceptance and support. Our teaching staff are committed to inclusion and delivering Quality First Teaching to every pupil.

The school creates an environment which actively helps and encourages all students including those with SEND to:

- challenge themselves to achieve their personal best in whatever they are doing, and to develop confidence in themselves as people
- enjoy their learning, to work effectively and to take increased responsibility for their own development
- acquire the attitudes, skills, knowledge and qualifications necessary for success in their chosen paths in life and to take full part in the life of their communities
- behave appropriately and with sensitivity towards people and the environment and to learn to work with and for others
- make the most of the opportunities available to them, both within and outside the classroom, and ensure that equality of opportunity is available to all members of the school community.

At Pate's we embrace a range of needs the most common of which include Autism Spectrum Conditions, Dyslexia, ADHD, Specific Learning Difficulties, Physical Difficulties and Social Emotional and Mental Health Difficulties which may impact on a student's learning.

Students at Pate's are treated as individuals, and we allow flexibility in our approach to meet individual student's needs. Our success with SEND students lies in the fact that we are well informed and take time to get to know our students, their parents and other professionals who might be involved in their care. We ensure that the views of our students and their parents are at the centre of all we do, and these partnerships underpin the support we can offer.

Our communications with parents, students and other professional agencies are often cited as being exceptional. These partnerships are crucial, and we work hard to ensure a flow of information between the school, parents, students and external agencies so that interventions are both appropriate and successful.

Within the classroom clear communication between students and teachers lays the foundation to help students achieve their best and we believe that targeted encouragement is vital to enable the young person to learn. This allows us to put together learning strategies that will play to their strengths and support their weaknesses.

Our teaching staff are committed to inclusion, and they understand that they are all responsible for catering for SEND students in their lessons through Quality First Teaching. Teachers undergo regular training from both internal and external sources in areas relating to teaching and learning as well as pastoral support and they work hard to develop appropriate learning and strategies to support each student, whatever the difficulty. Lessons are differentiated both in terms of outcome, resources and activities, and learning styles. Interventions are individualised to meet any specific additional needs. As well as differentiated teaching and learning strategies within the classroom, students may also be

supported in a variety of other ways including regular support meetings, monitoring and academic reviews and the input of outside specialist agencies where necessary.

We have a comprehensive monitoring and data analysis process that enables us to identify, assess, monitor and secure support for children with SEND.

We were judged as being 'Outstanding' in all areas in our latest OFSTED report and that "the small number of students with special educational needs make exceptional progress. This is due to the high level of care and highly effective support they receive."

We hope you will feel confident that your child will be supported and nurtured to allow them to make progress both in and outside of the classroom.

If you would like to know more about the SEND offer at our school, please read our frequently asked questions below or contact Jane Elcome – the SEND coordinator  
[jelcome@patesgs.org](mailto:jelcome@patesgs.org)

### **What is the role of the SENDCo?**

- To lead the process within the school to identify whether special provision needs to be put in place for any student and to support students entering the school where a SEND requirement has already been identified
- To ensure that all SEND students are provided with the opportunity to achieve academic and social independence and success using a graduated approach that focuses on the impact of the support provided. This is achieved through a cyclical process of **assessing** the needs of the students, drawing up a co-ordinated **plan** of the support required, **implementing** the plan and **reviewing** the outcomes to inform future decisions.
- To advise teaching staff about the individual needs of SEND students through training and the production of an individual Student Support Profile
- To liaise with staff, students, parents and external agencies in order to provide the best possible outcome for SEND students
- To assess students to ensure that the most appropriate access arrangements are put in place during formal assessment periods/ exams
- To make arrangements, if appropriate, for additional out of lesson support to help individual students and groups of students' progress
- To develop and implement transition plans at appropriate stages
- To monitor each student's progress via data tracking and review
- To ensure parents and students are involved with all processes and decision making.

## **What are the arrangements with regard to the Grammar School Entrance Test & Admissions and students with SEND?**

There is a central on-line registration process for all students wishing to sit the Grammar School Entrance Test for year 7 entry. Parents/Guardians are requested to provide SEND evidence and information at the time of registration.

All requests for extra time or special exam access arrangements go to an external panel which will decide, based on evidence of need, what arrangements need to be put in place for the day of the exam.

For sixth form admissions Parents/Guardians are requested to provide SEND evidence and information at the time of application.

## **My child has been offered a place at Pate's and already has identified SEND needs or an EHC plan.**

Once your child receives an offer of a place at Pate's Grammar School, our SENDCo will arrange a transition meeting at your child's current school. This allows us to talk to teachers and meet students so we can gather all the information needed to prepare for the transition to Pate's. Parents will also be contacted and invited to provide further information and further transition meetings may be arranged if required.

A transition plan will be developed in conjunction with parents and the student, taking into account any additional information from outside agencies. This may include further school visits and familiarisation, information to teachers, information about expectations in the classroom and information about daily routines.

## **How are special educational needs identified?**

Needs are most commonly identified by teachers who can assess both difficulties with learning and social interactions through their on-going daily contact. Identification of learning difficulties is also part of regular monitoring and assessments throughout the year. Progress is tracked by Year Heads and difficulties highlighted to the SENDCo.

Parents are also encouraged to contact the SENDCo if they have concerns so these can be addressed, and further investigation made if required.

If further assessment is needed the SENDCo will organise testing for common difficulties such as reading and comprehension, writing speeds, processing speeds and working memory. Should a full specialist diagnostic assessment be needed parents would be advised to seek the advice of an Educational Psychologist or other relevant multi-agency services.

## **Who do I talk to if I am worried my child has a Special Educational Need?**

Any parent who has concerns should contact our SENDCo – Ms Jane Elcome - [jane.elcome@patesgs.org](mailto:jane.elcome@patesgs.org)

Concerns will be discussed and then the SENDCo will make further investigations. Parents and students will be given the opportunity to discuss outcomes and plans moving forward. If it is decided that your child requires special educational provision, we will inform you. If the provision required cannot be provided from within the school, then it may be appropriate to request an assessment of Education, Health and Care Plan (EHCP) need. This EHCP statutory assessment is completed by the Local Authority (LA). The LA must provide parents and children with advice and support through this process.

Further details of the EHCP application process can be found [on the Gloucestershire Education website here](#) and [also here](#).

### **Additional Support for SEN students**

We will explore all opportunities to ensure best progress for SEND students. We will make reasonable adjustments to the curriculum, school equipment, facilities and/or learning environment to ensure SEND students maximise learning opportunities, and are included in all activities undertaken by pupils who don't have SEND.

The school allocates a specific sum each year to support SEND students. The funds are used to pay for teaching staff and other learning resources to allow students with SEND to access the full range of the school's facilities.

An EHCP may provide 'top up' funding that the Local Authority will allocate to support additional education needs of a SEND student with a high level of need. This budget will normally be managed by the school but in some cases, parents may elect to manage the budget themselves (subject to meeting certain criteria) or the LA or a third party can manage the budget on your behalf.

Further details on how personal budgets work can be found on the [Gloucestershire Education website here](#).

Information on the Gloucestershire Local Authority SEND Local Offer can be found [here](#).

### **How does the school ensure information about a young person's SEND or Education, Health and Care Plan is shared and understood by all relevant staff?**

Pate's staff understand that it is every teacher's responsibility to be a teacher of SEND. It is our aim to help all students make sense of the world around them so that they can be confident independent individuals. We run regular training and support sessions for both teaching and non-teaching staff. We may also hold discussion sessions between the team of teachers of individual students. The SENDCO will put together a Student Support Profile for each SEND student on which information is shared about the student's needs, successful interventions and styles of teaching/activities that help the individual student the most. Information is shared with relevant parties in the interest of the student and will be treated as confidential at all times.



## **How does the school ensure the best outcomes for young people with SEND?**

By following the graduated approach of 'assess, plan, do and review', for each SEND student we are able to look at difficulties and problem solve to deal with any issues that arise. The student and their parents are at the heart of this information dissemination and give us invaluable insight as to how to provide the best possible environment for each child to flourish as a fully inclusive member of the school.

Detailed information gained from previous schools, parents and the student with SEND is processed into an individual Student Support Profile to which every member of staff has access electronically.

Each Student Support Profile (SSP) comprises sections:

- 'About me'
- Difficulties and/or additional needs
- How to support the student e.g. teaching strategies, adaptations to resources or the environment
- SEND Provision
- Exam access arrangements

Every teacher will use the information in the Student Support Profile (SSP) to adjust and differentiate their teaching to ensure each student has full access to the curriculum.

Staff and the SENDCo communicate regularly via email or staff meetings and further specialist training may be offered if necessary to support the teaching offered.

The SENDCo and students will have regular meetings and reviews and the SENDCo may have regular contact with parents.

Appropriate access arrangements are put in place for both internal and external exams once supporting evidence has been collated.

Monitoring and data tracking ensure and demonstrate that SEND students achieve as well as the performance of our other students.

## **What support is offered for students with SEND?**

The needs of most of our SEND students can be met by Quality First Teaching. We can offer a wide range of means to provide tailored support to the individual student including Teaching Assistants where appropriate. Both students and the parents are at the heart of the decision-making process

People involved in supporting your child may include:

- The SENDCo,
- Head of Year
- Teaching Staff
- Teaching Assistants
- Pastoral Support Hub
- School counsellor
- School Nurse
- Advisory teachers working for the local authority
- Specialist professionals such as independent educational psychologists.

In summary, the nature of the support required depends entirely on the difficulty that your child has. Throughout their time at school, close and regular communications between the SENDCo, staff, pupil and parents will remain critical to the success of any intervention.

Further details of support services can be found on [schoolsnet](https://schoolsnet.org.uk/).

### **Can you give some examples of the common ways lessons are differentiated?**

- Breaking instructions into bite sized chunks
- Using colour and pictures on teacher information to make more accessible
- Support material and writing frames
- Structuring long response answers and essays
- Group work structured to allow more able students to support less able students, and for discussion work
- Differentiated and negotiated outcomes
- Help with time management of extended assignments via short term goals
- Time out cards where students have permission to leave the room to calm down
- Help cards where students can indicate they need support
- Recording homework and uploading resources onto Teams
- Allowing use of laptops in class

### **How will the progress of my child be monitored throughout their time at school?**

All students are set target grades based on the outcome of individual subject tests and assessments, and regular monitoring, together with the professional judgement of the teacher. These are reported to parents three times a year (twice in the 6<sup>th</sup> form) in grade cards/reports and there is also the opportunity for parents to attend a formal Parents' Evening where the progress of your child can be discussed with subject teachers. Reports/Grade cards will indicate the expected grade your child will achieve based on their classroom performance and this is compared with the target grade. This data is analysed by the Heads of Year, in conjunction with the SENDCo to assess whether your child is making the expected progress. Regular reviews and frequent data analysis allows us to evaluate the support given and inform further interventions.

If further intervention is required to improve outcomes a Student Action Plan may be put in place by the Head of Year. This will offer further individualised support from various sources and parents and students will be invited to discuss the additional support on offer and the expected outcomes thus ensuring quick intervention and thorough evaluation.

Students will be moved in and out of the SAP programme as necessary depending on progress and outcomes.

### **If my child has Special Educational Needs will they be given additional exam access arrangements for GCSEs and A Levels?**

It is the SENDCo's role to coordinate any applications for special exam access via the exams office. There are strict guidelines set by the Exam Boards that the school is required to adhere to. Apart from medical or psychological diagnosis, there is also an onus on the school to show evidence of need. For each application, different evidence is required both from external professionals and from teachers. Each case is therefore dealt with on a one-to-one basis, but where exam access arrangements are applied for and granted by the Exam Boards the school will meet these needs to help ensure the best outcomes at the time of assessment.

### **My child has Autism Spectrum Condition. How will your school help support them to cope?**

We have a good deal of experience of helping students with Autism. We will put into place support to help them find their way with as little stress and anxiety as possible, with careful transition which starts as soon as your child has a place at Pate's and continues as they move up through the school. If necessary, there may be regular support from the SENDCo or a TA to help work through issues and plan for unstructured days, new activities and trips.

We treat all students as individuals, work with their specific needs and we find other students are often very supportive when they understand the difficulties Autism can present

### **My child has dyslexia. What support will be given?**

All teachers are trained on the difficulties that students with dyslexia may have, and they will adjust their teaching accordingly. Students may require differentiated instructions or frameworks for open ended tasks or help with organisation or time management. It is the SENDCo's role to find out what specific support works best for the individual, and to make this information available to staff via the Student Support Profiles. Laptops can be used in lessons if they prove helpful but will need to be provided by the family.

### **How do you look after the emotional needs of your students?**

As is seen in the population at large, the number of students with emotional and mental health issues has grown over time, including those with eating disorders, self-harm, depression and anxiety. We take this very seriously. All staff have received professional training in promoting positive well-being and resilience and this remains a key issue as we guide your child through stressful times.

Your child will be looked after by Year Heads and the Pastoral team, which includes the Deputy Head Pastoral who is responsible for pastoral care throughout the school, pastoral administrators and Sixth Form Team. The Deputy Head Pastoral is responsible for pastoral interventions with long term SEND cases will also provide support and liaise with the SENDCo, parents and outside agencies, for instance attending case reviews with medical staff or keeping in touch with pupils who are absent from school for an extended period.

## **Facilities and Accessibility**

The school does not have a specialist teaching support unit. SEND needs are met by all teaching staff and appropriate support staff.

The school has accessible toilet facilities and lifts to access upper floor in the school.

The school's accessibility plan is available online on our website [here](#).

## **How do you look after students with temporary or long-term medical needs?**

Parents are encouraged to make us aware of any temporary or long-term medical conditions so we can put appropriate provision in place in the classroom and during participation in extra-curricular activities, school day trips and residential trips.

An Individual Healthcare and Pastoral Plan (IHPP) will be put together for students with long-term health conditions which impact on their education, with input from students, parents and other professionals involved, where appropriate. This will cover aspects such as the symptoms to look out for, what actions should be taken in the case of an emergency, contact details for parents and external professionals, medication taken, and spare medication held by the school.

In addition

- Medical reviews with external agencies will be attended by a member of staff where appropriate
- We will put in place procedures to supervise and record the administration of prescribed medicines where appropriate
- We will ensure that correct procedures are applied when administering medicines during school trips/visits
- We will provide opportunities for staff to be trained to understand the needs of students with specific medical conditions eg diabetes, severe allergies or with other specific individual needs
- We will undertake individual risk assessments for students with medical conditions, so that they can safely take part in school trips and extra-curricular activities.

## **How do we support our students as they move through different key stages of the school and beyond?**

Times of change can cause great anxiety for our SEND students and so we plan for the transfer period to smooth the way. Transition plans depend on the needs of the individual student but they are developed in conjunction with both the student and their parents.

Transition plans may include

- Discussion about the subject choices
- Information about the structure of the course and aspects that may prove challenging
- Information about teachers and teaching structure of the course
- Information about course work and trips
- Timetable planning to pair the most appropriate teachers and peers for that student
- Pre course visits

## **How do I make a complaint or appeal against a decision taken with regard to my child's special education need or disability?**

All complaints will be treated seriously and will follow the process outlined in the school complaints procedure [that can be accessed here](#). If necessary continued failure to resolve concerns will lead to a referral to an independent mediator to access support and advice.

## **What Anti-Bullying Measures are in place?**

The Anti-Bullying and Hate Policy ([here](#)) is followed by all students including those with SEND. Please also see the Promoting Positive Behaviour Policy ([here](#)).