

SEN information report

1 The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

2 Identifying pupils with SEN and assessing their needs

Herschel Grammar has a whole school approach to SEND provision. As stated in the SEN Code of Practice 2015, every teacher has a responsibility to provide appropriate support and differentiation to ensure all students and all needs are catered for to make progress possible for all students. The need of children/young people for 'SEN support' is based on the assumption that they are already receiving 'high quality teaching that is differentiated and personalised to meet their individual needs. Provision for our SEND pupils is underpinned by high quality teaching and is compromised by anything less.

Teachers are responsible and accountable for helping to meet the individual's special educational needs and for following/supporting the school's procedures for identifying, assessing, and making provision to meet those needs. For this reason, each member of staff is provided with SEN strategies in the school's SEN folder, containing detailed information on special educational needs and a range of strategy banks covering different SEND.

- **Upon entry in Y7:** we work closely with our feeder schools to identify any new entrants with SEND. The Y7 Head of Learning and the SENCO make school visits to meet any SEND pupils who will be joining Herschel and we create transition plans with pupils, primaries and parents. The SENCO also meets with parents of potential entrants to discuss provision.
- Cognitive Ability Tests (CAT) testing in Year 7 and Lucid screening in Year 9 are used to identify pupils who may have specific learning difficulties.
- **Upon entry in Y12** Lucid screening

Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

Where a pupil is not making expected academic progress, teachers will complete a Cause for Concern form to refer pupils to Heads of Learning and/or the SENCO. The SENCO works closely with teachers, parents and heads of learning to investigate and build a picture of need. Parents may also refer concerns to the SENCO via email or phone call. Pupils may also be referred from a Cause for Concern in faculty meetings where initial intervention can take place. Once a picture of need is built, parents are contacted and the appropriate external agencies contacted, if needed.

3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEN support.

We consult parents of SEND pupils through emails, letters, phone calls and face to face meetings. For EHCP pupils Annual EHCP meetings take place. In addition, parents of students receiving SEND support will have termly meetings with the SENCO to review progress and support in place.

4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

We liaise with the Sixth Form team when pupils move from KS4-KS5 and work with them to support pupils.

We facilitate transition planning for Further Education (FE), Higher Education (HE) and Apprenticeships. We host meetings with local authorities for EHCP Review Meetings, along with co-ordinating external agency support required to facilitate transition, e.g. if a pupil with a visual impairment is moving to university, we will support the co-ordination of their work with the Sensory Consortium in order to plan how they will travel and live independently at university. For year 7 pupils joining Herschel who receive SEN support in primary, the SENCO will meet with the pupil and parents.

We provide emotional support via counselling referrals and Educational Psychologist referrals for pupil who may need support prior to moving to university. We also provide additional guidance with careers through CEIAG during years 9-11.

6 Our approach to teaching pupils with SEN

Teachers are responsible and accountable for helping to meet the individual's special educational needs and for following/supporting the school's procedures for identifying, assessing, and making provision to meet those needs. For this reason, each member of staff is provided with SEN strategies in the school's SEN folder, containing detailed information on special educational needs and a range of strategy banks covering different SEND. In addition, all staff have access to a SEND register which contains the records of all SEND students and links to personalised strategies to help support them. These strategies are further shared via weekly briefings, on the noticeboards in the staffroom, and via Link Teacher meetings. Teachers are also reminded of these strategies or any updated strategies via meetings or email, should the needs of an individual pupil change.

Both the SEND register and the SEND resources are reviewed and updated annually. We take on a graduated approach for supporting our SEND pupils through using Assess, Plan, Do and Review, which involves the SENCO, LSA's and subject teachers.

Teachers complete SEND reviews twice over the academic year (January and June), setting out:

- Strategies they use to support each child on the SEN register
- The progress of each child/YP.
- Concerns they may have about the child/YP

These SEND reviews are shared with parents with the opportunity to discuss with the SENCO.

In addition, for EHCP students their EHCP's are reviewed annually, which involves input from the student, SENCO, parents, support staff and subject teachers.

Teachers and form tutors play an important role in sharing, amending and providing additional strategies for support via meetings or the reviews, which are collated by faculty (for the purpose of faculty meeting discussion) and by pupils (with the purpose of sharing strategies, progress and concerns across subjects).

Further advice is provided through regular in year training from the Special Educational Needs Coordinator (AN) for new staff (including NQTs) and SEND induction.

The SENCO co-ordinates support between parents, teachers, external partners and pupils in order to ensure that we support our pupils cohesively.

7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, sharing lesson slide prior to lesson time etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Use of Access Arrangements for exams that meet the JCQ regulations
- Peer mentoring for pastoral and curriculum support

8 Additional support for learning

We have 2 learning support assistants who are trained to deliver interventions such as social skills, anger management, speech and language therapy and assist with physio exercises.

Teaching assistants will support pupils on a 1:1 basis when advised to by SENCO/subject teacher.

Teaching assistants will support pupils in small groups when advised to by SENCO/subject teacher.

We work with the following, to provide support for pupils with SEN and secure specialist expertise:

- **Slough Borough Council: SEND assessment, Ed Psych, Access Arrangements Testing, ASD, SALT.**
- Specialist support from Beechwood SENCO
- Social Emotional and Behavioural Outreach Service, (SEBDOS)
- SEN Team at SBC for EHCP pupils
- External agencies assigned to work with pupils on the SEND list: VI/Hi/Physio, etc.
- Specialist reports from agencies as provided by parents.
- Speech and Language training and support through symbolconnect.

9 Expertise and training of staff

Our SENCO has 4 years experience in this role.

They are allocated 5 days a week to manage SEN provision.

We have a team of 2 learning support assistants, who are trained to support SEN provision.

In the last academic year, staff have been trained in Access Arrangements updates to subject teachers, Introduction to Child protection, Anxiety in Children during Covid 19, Understanding Depression and Low Mood in Young People. Further to this all staff had a quality first teaching inset, ASD focused learning drop in session, as well as teaching and learning meetings.

We use specialist staff for speech and language support, specialist teachers and educational psychologists for Exam Access Arrangement testing.

10 Securing equipment and facilities

To support pupils with SEND at school we have:

- Two disabled toilets in the sports centre
- ICT – new laptops purchased for SEND pupils
- Ability to timetable ground floor lessons for pupils with mobility problems.
- Coloured overlays
- Behaviour programme
- Social skills programme
- Anger Management programme
- Physiotherapy stretches
- Stairlift
- Wheelchairs and crutches.

11 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions termly
- Using pupil questionnaires
- Monitoring by the SENCO
- Using individual provision maps to measure progress
- Holding annual reviews for pupils with EHC plans
- 4Matrix data
- School reports
- SEND reviews completed by subject teachers.

12 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

Inclusion in our school is a key priority and we are proud to say that pupils, regardless of their SEND status, are welcomed and included in our community.

The SEN department and Heads of Learning actively intervene, along with tutors, to support pupils in building relationships and often orchestrate opportunities for pupils.

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trip/ day trips during activities week.

All pupils are encouraged to take part in sports day/school plays/special workshops.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

We support pupils with disabilities through the following:

- Arrangements for the admission of disabled pupils includes meeting the pupil and their parents to discuss their needs and support plan. They will also be able to tour the school and become familiar with the surroundings.
- The steps that we have taken to prevent disabled pupils from being treated less favourably than other pupils has been through teacher training on equality.
- To ensure that disabled pupils can access our school, we timetable lessons on the ground floor as much as possible, ramps, disabled toilets and appropriate chairs and stools. We also have a stairlift to use when appropriate.
- The school's accessibility plan can be found on the school website.

13 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council
- Pupils with SEN are also encouraged to be part of sports clubs and board game club to promote teamwork/building friendships
- Peer Mentoring of KS3/4 pupils via the Year 12 Community Involvement Mentoring Programme.
- 1:1 support for emotional difficulties with a member of the SEN Team or other appropriate staff.
- Behaviour for my future programme

- Create opportunities for responsibility within the whole school
- Social skills training with an ASD specialist for pupils who have a diagnosis.
- Educational Psychologist assessment
- Speech and Language Therapy assessment
- Behaviour support from Social Emotional and Behaviour Outreach Service (SEBDOS)
- School Nurse counselling service
- Work closely with Heads of Learning (HOLs) and tutors
- Communicate pupils' needs and strategies to support with staff

We have a zero tolerance approach to bullying.

14 Working with other agencies

Our school works with other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting pupils' SEN and supporting their families.

These are services that we currently work with:

- Social Emotional and Behavioural Outreach Service, (SEBDOS)
- SEN Team at SBC for EHCP pupils
- External agencies assigned to work with pupils on the SEND list: VI/Hi/Physio, etc.
- Mental Health Practitioners
- Educational Psychologists

15 Complaints about SEN provision

Complaints about SEN provision in our school should be made to the SENCO/Headteacher in the first instance. They will then be referred to the school's complaints policy.

Complaints regarding classroom provision: SENCO (who will forward to Heads of Dept/Faculty)

Complaints regarding SENCO's direction and co-ordination of provision: Alison Oxley and/or Jo Rockall

Complaints are usually resolved through meeting with parents or arranging a phone conversation before and after they have been investigated.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

16 Contact details of support services for parents of pupils with SEN

- Slough SEND Information Advice and Support Service. sendiass@slough.gov.uk or call 01753 787693.
- Berkshire Healthcare NHS <https://www.berkshirehealthcare.nhs.uk/>

- National Autistic Society <https://www.autism.org.uk/advice-and-guidance> 0808 800 4104

17 Contact details for raising concerns

Mrs Chloe Barton – Additional Needs Coordinator

Mrs Alison Oxley – Designated Safeguarding Lead

Ms Jo Rockall - Headteacher.

18 The local authority local offer

Our contribution to the local offer is:

<http://servicesguide.slough.gov.uk/kb5/slough/services/organisation.page?id=uZsGvUML8rA>

Our local authority's local offer is published here:

<https://www.sloughfamilyservices.org.uk/kb5/sloughcst/directory/localoffer.page?directorychannel=5>

Monitoring arrangements

This policy and information report will be reviewed by SENCO **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

Links with other policies and documents

This policy links to our policies on:

➤ Equality Act 2010

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf

➤ Safeguarding <https://s3-eu-west-1.amazonaws.com/sh-herschel-slough-sch-uk/media/downloads/Safeguarding%20Policy%20July%202020.pdf>

➤ SEND Policy <https://s3-eu-west-1.amazonaws.com/sh-herschel-slough-sch-uk/media/downloads/Special%20Educational%20Needs%20Policy%202020.pdf>

➤ SEND Code of Practice

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

➤ Supporting Pupils with medical needs <https://s3-eu-west-1.amazonaws.com/sh-herschel-slough-sch-uk/media/downloads/Supporting%20pupils%20with%20medical%20needs%20Policy%20Oct%202019.pdf>