HERSCHEL GRAMMAR SCHOOL

SEND information report 2025-26

The SEND (Special Educational Needs and Disabilities) Information report describes the implementation of the principles set out in the school's Special Educational Needs Policy.

1 Additional Needs Coordinator contact details:

The school's Additional Needs Coordinator is Miss Morgan Nolan. She can be contacted initially through the main school email address inclusion@herschel.slough.sch.uk or phone number 01753 520950.

2 The SEND needs that are supported:

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

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

3 Identifying pupils with SEND 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 needs of children/young people for 'SEN support' assumes 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 first 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 needs.

- **Upon entry in Y7:** we work closely with our feeder schools to identify any new entrants with SEND. The Y7 Head of Year and/or ANCo make school visits to meet any SEND pupils who will be joining Herschel. We arrange a coffee morning for any new SEND pupils and their parents for an additional transition visit. The ANCo also meets with parents of potential entrants to discuss provision.
- Cognitive Ability Tests (CAT) testing in Year 7 and Exact screening in Year 9 are used to identify pupils who may have specific learning difficulties.
- **Upon entry in Y12** Exact 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 Year and/or the ANCO. The ANCO works closely with teachers, parents and heads of year to investigate and build a picture of need. Parents may also refer concerns to the ANCO 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.

4 Consulting and involving pupils and parents:

The SEND Code of Practice makes it clear that pupils, parents, and carers must be actively involved in the assessment and decision-making process for pupils with SEND at all stages.

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 consider the parents' concerns.
- Everyone understands the agreed outcomes sought for the child.
- Everyone is clear on what the next steps are.
- For EHCP pupils Annual EHCP meetings take place.
- In addition, parents of students receiving SEND support will have termly meetings with the ANCO/ Key workers to review progress and support in place.

5 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 ANCO 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

6 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 coordinating 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 to plan how they will travel and live independently at university. For year 7 pupils joining Herschel, who receive SEN support in primary, the ANCO 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.

7 Our approach to teaching pupils with SEND

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 strategies in the school's SEND 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 students with SEND and links to personalised strategies to help support them. These strategies are further shared via weekly briefings, regular emails, and staff inset. Teachers are also reminded of these strategies or any updated strategies via meetings or email, should the needs of an individual pupil change.

Teachers complete SEND/ILP reviews each term over the academic year, setting out:

- Strategies they use to support each child on the SEND 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 ANCO.

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).

8 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 can access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc. This is shown through Quality First Teaching.
- 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
- Other technologies such as braille note, Perkins, embosser to support VI students.

9 Additional support for learning:

We have 3 learning support assistants (LSA) and 1 higher learning teaching assistant (HLTA) who are trained to deliver interventions such as social skills, ELSA, anger management, speech and language therapy and assist with physio exercises.
LSA's and HTLA's will support pupils on a 1:1 basis when advised to by ANCO/subject teacher.
LSA's and HTLA's will support pupils in small groups when advised to by ANCO/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
- External mentoring (Adrian Patrick Academy)
- SEN Team at SBC for EHCP pupils
- External agencies assigned to work with pupils on the SEND list: VI/HI/Physio, etc.
- Berkshire sensory consortium
- Specialist reports from agencies as provided by parents.
- Speech and Language training and support through symbolconnect.

10 Expertise and training of staff

- Our Assistant Headteacher has 10 years' experience with line managing SEND at Herschel
- Our ANCO joined Herschel in April 2023.
- We have a team of 3 LSA's and 1 HLTA, who are trained to support SEN provision.

In the last academic year, staff have been trained in Access Arrangements updates to subject teachers, safeguard training.

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

11 Securing equipment and facilities

To support pupils with SEND at school we have:

- Two disabled toilets in the sports centre
- ICT – Ground floor computer room.
- Ability to timetable ground floor lessons for pupils with mobility problems.
- Coloured overlays
- ELSA programme
- Behaviour programme
- Social skills programme
- Handwriting support programme
- Anger Management program.
- Physiotherapy stretches.
- Stairlift
- Wheelchairs and crutches.
- Inclusion Hub- contains a sensory room.

12 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 and parent questionnaires
- Monitoring by the ANCO, Assistant Headteacher and Trust SENDCO
- Using individual learning plans to measure progress.
- Holding annual reviews for pupils with EHC plans
- 4Matrix data
- School reports and HOY reports analysis
- SEND reviews completed by subject teachers.
- Learning Walks and monitoring cycle

13 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 Year actively intervene, along with tutors, to support pupils in building relationships and often orchestrate opportunities for pupils.

All 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.

Engagement with extra-curricular and wider opportunities for all pupils with SEND is monitored and tracked.

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 have been through teacher training and work done around empathy across the whole school.
- 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.

14 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 social clubs to promote teamwork/building friendships. This is monitored and tracked.
- 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.
- ELSA
- 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
- School Nurse counselling service
- Work closely with Heads of Year (HOYs) and tutors.
- Communicate pupils' needs and strategies to support with staff.
- We have a zero-tolerance approach to bullying.

15 Working with other agencies

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

These are services that we currently work with:

- Adrian Patrick Academy – Behaviour services
- 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

16 Complaints

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

- Complaints regarding classroom provision: ANCO (who will forward to Heads of Dept/Faculty)
- Complaints regarding ANCO's direction and co-ordination of provision: Jo Rockall and Trust SENDCO
- 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

17 Contact details of support services for parents of pupils with SEND

- 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
- Berkshire Sensory Consortium https://www.berkshiresensoryconsortium.co.uk/
- Speech and Language Therapists (SALT)
- Educational Psychologists
- SEND Teacher Advisers

18 Contact details for raising concerns:

- Miss Morgan Nolan – Additional Needs Coordinator
- Mrs Chloe Barton – Assistant Headteacher (Pastoral Lead)
- Mrs Katrina Rodriguez – Designated Safeguarding Lead
- Ms Jo Rockall - Headteacher
- Mr Kamran Samad - Trust SENDCo

19 The local authority local offer

Our contribution to the local offer is published here:

Herschel Grammar School | Slough For You (sloughfamilyservices.org.uk)

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 ANCO/Assistant Headteacher (Pastoral Lead) **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
- SEND Policy
- 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