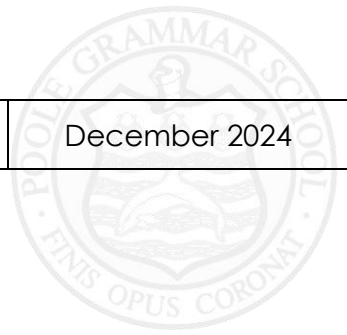


Poole Grammar School	Policy – Mandatory	Version 1.00	December 2024
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SEN Information Report

Introduction

The aim of this information report is to explain how we implement our SEND (Special Educational Needs and Disability) policy at PGS and how SEND support works in our school.

If you want to know more about our arrangements for SEND, this can be found in our SEND policy.

1 The kinds of SEND 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 condition, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, Attention Deficit Hyperactivity Disorder (ADHD), Oppositional Defiant Disorder (ODD) Conduct Disorder and Challenging behaviour
- Sensory and/or physical needs, for example, cerebral palsy, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate and multiple learning difficulties

2 Which staff will support my child and what is their expertise?

Students may receive a range of support from different professionals including:

- Our special educational needs and disabilities co-ordinator (SENDCo), Fiona Gollan.
- Our specialist teacher, Katie Al-Soufi who is responsible for conducting certain learning difficulties assessments, as well as handwriting speeds and for exams access arrangements (EAA).
- Our SEN Lead, Caroline Tewksbury who is responsible for the day-to-day management of the Bryson Base, our SEND provision rooms.
- Our learning support team including a team of 8 Learning Support Assistants (LSAs) who are trained to deliver SEND provision.
- All teaching staff who receive in house SEND CPD and are supported by the learning support team to meet the needs of student who have SEND.

Our SENDCo is also a member of the Senior Leadership Team (SLT) and is also the schools' Deputy Designated Safeguarding Lead (DDSL).

In the last two years, the SEND team have also been trained in student support and behaviour management interventions. Our 8 LSAs are trained to deliver interventions such as practical assistance, scribe, supervised study, inclusion support and in-class provision.

LSAs will support students on a one-to-one basis when they have a physical disability requiring a practical assistant and/or a scribe, when a student is overwhelmed, when a student struggles to cope with the classroom environment and requires the support of an LSA in the classroom. LSAs will support students in small groups when they require organisational support or inclusion support in order to return to the classroom environment. We use specialist ELSAs, and also have an in-school counsellor.

We also work with the following agencies to provide support for students with SEND:

- BCP Council (LA – students living in the BCP conurbation)
- Dorset County Council (DCC) - (LA – students living in the DCC conurbation)
- Child and Adolescent Mental Health Services (CAMHS)
- The Speech and Language Therapist
- NHS Community Paediatrics
- Hearing and Vision Support Services provided on behalf of BCP and Dorset County Councils
- NHS Children's Therapy Services

3 What should I do if I think my child has SEN?

Please contact our school SENDCo, Fiona Gollan by email on gollanf@poolegrammar.com, or phone on 01202 692 132 to discuss your concerns.

4 How will the school know if my child needs SEN support?

We will assess each student's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all students and identify those whose progress:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the student's previous rate of progress
- fails to close the attainment gap between the student and their peers
- widens the attainment gap
- indicates they struggle in any way with communication or organisation that impacts learning on a regular basis

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

Slow progress and low attainment will not automatically mean a student is recorded as having SEND. If the teacher notices that a student is falling behind, they try to find out if the student has any gaps in their learning. If they can find a gap, they will give the student extra support to try to fill it. Students who do not have SEN usually make progress quickly once the gap in their learning has been filled.

If the student is still struggling to make the expected progress, the teacher will talk to the SENCO, and will contact you to discuss the possibility that your child has SEN. When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the student and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

5 How will my child and I be involved in decisions made about my child's education?

We will have an early discussion with the student and their parents when identifying whether a special educational provision is needed. These conversations will make sure that:

- everyone develops a good understanding of the student's areas of strength and difficulty
- we consider the parents' concerns
- everyone understands the agreed access arrangements and/or reasonable adjustments sought for the student
- everyone is clear on what the next steps are

Notes of these early discussions will be added to the student's record and given to their parents. We will formally notify parents when it is decided that a student will receive SEND support, and they will be given an Individual Learning Plan (ILP).

6 How will the school assess and review my child's progress towards outcomes?

We will follow the graduated approach and the four-part cycle of assess, plan, do, review. The SENDCo will carry out a clear analysis of the student's needs. This will draw on:

- teachers' assessments and experiences of the student
- a specialist teacher's assessment of processing and handwriting speeds (where appropriate)
- the student's previous progress and attainment / behaviour
- the student's development in comparison to their peers and national data
- the views and experience of their parents
- the student's own views
- advice from external support services, if relevant

The assessment will be reviewed regularly. If the review shows a student has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue, and the school's targets, strategies and provisions will be revisited and refined.

All teachers and support staff who work with the student will be made aware of their needs, the outcomes sought, the support needed to be provided, and any teaching strategies or approaches that are required. The SENDCo will regularly review the effectiveness of the support and interventions, and their impact on the student's progress. LSAs will also monitor student progress and will communicate with parents.

7 How will the school support my child in preparing for adulthood?

We will share information with the school, college, or other setting the student is moving to. We will agree with parents and students which information will be shared as part of this. We invite students for induction visits before starting at Poole Grammar School.

When moving from our main school to sixth form we ensure that the student's course teachers are fully aware of the support needed.

We offer careers guidance, and preparing for adulthood support where appropriate, throughout a student's time at Poole Grammar School.

8 How does the school approach teaching students with SEND?

Teachers are responsible and accountable for the progress and development of all the students in their class. Quality-first teaching is our first step in responding to students who have SEND. This will be differentiated for individual students.

We will also provide the following interventions:

- Exit cards/Time-Out Cards – providing a reasonable adjustment allowing a student to exit the classroom environment to access student support including our Emotional Literacy Support Assistant (ELSA) provision
- Organisational support sessions
- Homework support sessions
- LSA one to one and/or support in lessons, including the provision of a practical assistant where needed
- Subject interventions with subject specialist teacher in smaller groups and/or one to ones
- Laptop provisions where handwriting legibility and/or speed are having a detrimental effect
- Bespoke timetables
- Support given in Study Centre, Bryson Base, Hub or sixth form student support.

9 How will the school adapt the curriculum and learning environment for students with SEND?

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

- Differentiating our curriculum to ensure all students are able to access it, for example, by grouping, one to one work, teaching style, content of the lesson, etc.
- Provision of supervised rest breaks during exams and in-class assessments and/or a smaller/individual room for examinations
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured reading rulers, visual timetables, larger fonts, etc.
- Differentiating our teaching, for example, giving longer processing times, providing an advanced list of key vocabulary, reading instructions aloud, providing writing frames, print-outs of presentations / work to be copied down from the board etc.

10 How will the school secure resources for my child?

Our SEND department has four dedicated facilities in school:

- The Bryson Base – our SEND student support hub, this facility is for any student requiring support including those with SEND.
- The Hub – our support hub, this facility is for any student requiring inclusion support.
- Study centre – our student study centre offers supervised study support to sixth form students and main school students who have been disapplied, for a variety of reasons including SEND, from subjects.
- Sixth-form study for sixth-form SEND

We may need to secure extra equipment, training for staff or external specialist expertise. In this case we would consult with external agencies to get recommendations on what will best help your child access their learning. If funding is needed, we will seek it from our local authority.

11 How will the school evaluate the effectiveness of support for my child?

We evaluate the effectiveness of provision for students with SEND by:

- Reviewing students' individual progress towards their goals at relevant points in the year.
- Reviewing the impact of interventions
- Using student questionnaires
- Monitoring by the SENDCo, specialist teacher and LSA team
- Holding annual reviews for students with EHC plans
- Annually reviewing students' Individual Learning Plans (ILPs)

12 How will the school enable my child with SEND to engage in activities available to those in the school who do not have SEND?

All of our extra-curricular activities and school visits are available to all our students within the constraints of available resources, including our before and after-school clubs.

All students are encouraged to go on relevant residential trip(s) to a variety of locations.

All students are encouraged to take part in our enriching program of extra-curricular activities during their time at Poole Grammar School.

All reasonably practicable adjustments will be made for SEND students taking part in these activities, in order to prevent a student not being able to take part due to their SEN or disability.

- Our Anti-bullying Alliance takes steps to prevent disabled students from being treated less favourably than other students
- We provide our student support hub, the Bryson Base, and 8 LSAs to help a student with a disability access all our school has to offer. We make reasonable adjustments to teaching and examinations. Some examples of provisions we have are; specialist

computer equipment e.g. ramped access to buildings and specialist equipment including height adjustable chairs.

- The school's accessibility plan covers:
 - Improving the physical environment to enable disabled students to take better advantage of the education, benefits, facilities and services we provide
 - Improving the availability of accessible information to disabled students

13 How will the school make sure the admissions process is fair for students with SEND?

Admission to Poole Grammar School is by means of entrance test; boys are eligible to be considered for admission to Poole Grammar School in Year 7 if they meet the required standard in the tests used and administered by the local selective schools. Eligible boys who have met the required standard and have an Education Health and Care Plan (EHCP) issued by a Local Authority, naming PSG, will be given priority and offered a place the school. This will reduce accordingly the number of places available, as expressed by the Published Admission Number.

Students with a Special Educational Need will be given appropriate access arrangements. The arrangement(s) put in place MUST reflect the support given and normal way of working in their current school. This will be agreed by a panel of SENDCos from the four grammar schools for normal point of entry admissions to Year 7 and by the school's specialist teacher for in-year testing.

Students will be ranked according to the current admissions policy.

The school will liaise with feeder schools and parents to ensure a smooth transition to Poole Grammar School. Individual Learning Plans will be created, where possible, in advance of a student starting in September and will be finalised in the first half of the Autumn Term.

14. How will the school support my child's mental health and emotional and social development?

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

- Students with SEND are encouraged to be part of the school student voice
- Students with SEND are also encouraged to be part of our Anti-bullying Alliance to promote teamwork/building friendships
- Providing access to an ELSA.
- Providing access to our quiet, sensory space within our Bryson Base.

We have a school wide zero-tolerance approach to bullying. Please see our anti-bullying policy for more information.

15 Complaints about SEND provision

Complaints about SEND provision in our school should be made to the SENDCo in the first instance. They will then be referred to the school's complaints policy.

The parents of students 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 What support is available for me and my family?

The BCP Council SEND Local Offer provides information on services and activities for children and young people living in Bournemouth, Christchurch and Poole aged 0 to 25 with special

educational needs and disabilities. Help for school age children and young people with SEND can be found by following this [LINK](#)

The Dorset County Council SEND Local Offer provides information on services and activities for children and young people living in the Dorset County Council conurbation aged 0 to 25 with special educational needs and disabilities. Help for school age children and young people with SEND can be found by following this [LINK](#)

Our contribution to the local offer is: [LINK](#)

Our local special educational needs and disabilities information advice and support services and organisations are:

<https://sendiass4bcp.org>

<https://www.parentcarerstogether.org.uk>

17 Glossary of helpful terms

- **Access arrangements** – special arrangements to allow students with SEND to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a student's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a student with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- **CAMHS** – child and adolescent mental health services
- **Differentiation** – when teachers adapt how they teach in response to a student's needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
- **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND
- **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the student's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the student
- **Intervention** – a short-term, targeted approach to teaching a student with a specific outcome in mind
- **Local offer** – information provided by the local authority which explains what services and support are on offer for students with SEN in the local area
- **Outcome** – target for improvement for students with SEND. These targets do not necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENDCO** – the special educational needs and disabilities co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEN information report** – a report that schools must publish on their website, that explains how the school supports students with SEN
- **SEN support** – special educational provision which meets the needs of students with SEN
- **Transition** – when a student moves between years, phases, schools or institutions or life stages

Equality Impact Assessment (EQIA)

Document Name: SEN Information Report

1. Title of document/service for assessment	SEN Information Report
2. Date of assessment	December 2024
3. Date for review	December 2025
4. Directorate/Service	SEND
5. Approval	SLT

	Yes/No	Rationale
6. Does the document/service affect one group less or more favourably than another on the basis of:		
• Race	No	
• Gender (including transgender)	No	
• Religion or belief	No	
• Sexual orientation, to include heterosexual, lesbian, gay and bisexual people	No	
• Age	No	
• Disability – learning disabilities, physical disabilities, sensory impairment and mental health issues	No	
• Marriage and Civil Partnership	No	
• Pregnancy and Maternity	No	
7. Does this document affect an individual's human rights?	No	
8. If you have identified potential discrimination, are the exceptions valid, legal and/or justified?	N/A	

9. If the answers to any of the above questions is 'yes' then:	Tick	Rationale
Demonstrate that such a disadvantage or advantage can be justified or is valid	N/A	
Adjust the policy to remove disadvantage identified or better promote equality	N/A	
If neither of the above possible, submit to Diversity Committee for review	N/A	

Policy Approved by	Date of approval	Review cycle	Next Review Date	Statutory / Non statutory	Website
SLT	10 December 2024	Annual	November 2025	Statutory	Yes