

SEND Information

SEND Information Report

Alcester Grammar School provides for a variety of SEND needs including physical disability, hearing impairment, visual impairment, Autistic Spectrum Condition, dyslexia, dyspraxia, other specific learning difficulties and students with social, mental and emotional health issues.

Please refer to the Admissions Arrangements Section which can be found on our website [here](#).

How we identify students with SEND (Special Educational Needs and Disability)

Pre-transfer

Before a pupil joins we may refer to the following information:

- Information on transfer documents including admission forms.
- Liaison with Educational Psychologist where appropriate.
- Liaison with other agencies where appropriate.
- At 11 + Primary School Liaison.
- At 16+ with Head/Deputy Heads of Sixth Form interviewing individuals.
- Contact with parents prior to transfer.

In School

Once at AGS we use the following routes to identify pupils who may have SEND.

- Regular academic review, e.g. progress checks and reports.
- GCSE, Alis data and A/S mock exam results.
- By Subject Teacher/ Form Tutor/Head of Year/SENCO (Special Educational Needs Co-ordinator).
- Parental information and involvement.
- Student self- referral.
- Subject specific screening.
- Attendance data analysis.

Identification Procedure

If a SEND concern is identified then the procedure would be:

- ❑ Registration of the concern to the SENCO with evidence that a student may have special educational needs.
- ❑ SENCO collects additional information through discussions with staff involved and examples of student's work.
- ❑ In the case of medical or other difficulty, a query can be raised with the SENCO. Parents may be signposted to medical / other routes as appropriate.
- ❑ Student, parents and teachers are informed of any action that has been started and permission gained for referral to a specialist professional where appropriate.
- ❑ Professional reports to school and parents.
- ❑ Further action is agreed upon in conjunction with the staff concerned and parents and students are consulted.

SEND Assessment Procedure

A SEND Assessment may be made, with parental approval by the following bodies:

- ❑ A specialist assessment (learning support)
- ❑ Educational Psychologist
- ❑ CAMHS (Child and Adolescent Mental Health Services). This is now RISE in Warwickshire.
- ❑ Recommendation to refer to family's own GP, medical professional or external agency

Provision for students with SEND

Once a student is identified as having SEND then they will be placed on the school's SEND register or Additional Needs register depending on the level of support required. These are confidential, restricted access documents which staff can access electronically. All changes and updates are communicated to staff via the SEND department. The registers are used by staff to make informed decisions about the way they teach.

The school's approach to teaching student with SEND

Quality First Teaching (excellent targeted classroom teaching). All students at Alcester Grammar School should get this as part of the school's practice. This means there is appropriate adaptation in the classroom, so every student is able to make progress. Some specific strategies may be suggested by the SEND Department in order to help the student make the best possible progress. All students are regularly assessed by their class teachers and assessment data is reviewed by Heads of Department. If a student is found not to be making the progress they should, then the teacher will make a plan with a clear set of outcomes and progress will then be reviewed.

Evaluating the effectiveness of provision

To ensure the effectiveness of the SEND provision in place, we may use the following methods:

- student and parent feedback
- reviewing and evaluating short term goals
- exam results
- consulting teaching staff
- learning walks
- departmental reviews

Arrangements for assessing and reviewing the progress of students with SEND

- Each year group is assessed as a whole at points throughout the year to see if appropriate progress is being made.
- Teachers also monitor progress lesson by lesson.
- All Education and Health Care Plans are reviewed on an annual basis.
- Termly meetings are held for students on the SEND register.
- Information on the additional needs register is reviewed annually and updated throughout the year as appropriate.

How the school adapts the curriculum and learning environment for students with SEND

- Classroom teachers carry out quality first provision (see above).
- Changing GCSE options, e.g. considering dropping one or more subjects or not doing a language where appropriate.
- Carrying out work in the Learning Support Room.
- A Learning Support Assistant may complete a targeted intervention with a student.

Additional support available for students with SEND

- One to one or small group work on spelling, organisation, revision and other study skills.
- Mentoring
- Counselling
- Monitoring in lessons
- The school works within the JCQ (Joint Council for Qualifications) and exam board rules to put access arrangements into place to meet the needs of individual students.

Activities that are available for students with SEND in addition to those available in accordance with the curriculum

- All extra-curricular activities, e.g., Duke of Edinburgh
- Activity trip to Newquay

- ❑ Enrichment activities (Enrichment week, Maths Olympiad, Aim High programme, etc.)
- ❑ Ski trips and language trips abroad

Support that is available for improving the physical, emotional and social development of students with SEND

- ❑ Counselling
- ❑ Mentoring
- ❑ Quiet area at break and lunchtimes in the Learning Support Room.
- ❑ Medication is kept in the 7-11 Hub where students can come and take with supervision.

Members of staff

The SENCO is Caroline Brown. She can be contacted by phoning the school (01789 762494) or via email at c.brown@alcestergs.com

Parents and students have the opportunity to meet the SENCO or Learning Support Co-ordinator at open evenings, parents' evenings and induction evenings. Parents can also arrange a separate time if they wish.

- ❑ Learning Support Co-ordinator (Year 7-11) - Jo Vanson
- ❑ Assistant SENCO - Annie Maltby
- ❑ Learning Support Assistants
- ❑ SEND governor – Kyriaki Mitsiou-Begg

Expertise and staff training

Staff receive regular INSET to ensure understanding of SEND and strategies to ensure students are well supported in the classroom, this includes new staff and trainee teachers. Certain support staff are trained to be 'experts' in different areas such as Autism Spectrum Condition, Memory & Organisation / Revision and Specific Learning Difficulties such as dyslexia and dyspraxia. The SENCO has gained the National SENCO Award.

All SEND information is kept on a central electronic restricted access document, that all staff can access at all times. Updates given to staff in briefing or via e-mail.

Equipment and facilities

- ❑ The school site is wheelchair accessible and there are three disabled toilets and a disabled toilet and shower in the sports centre.
- ❑ In most multilevel buildings there are lifts.

- Disabled parking is available by main reception.
- Students who need to word process work have access to do so in school where appropriate.
- Please refer to our school accessibility plan for further information.

https://docs.google.com/document/d/1nqm_oDXLqChh3iV3bgINWdRfCxgsLenqKTqk5C4Xpf4/edit

Consulting parents and students

If teaching staff have a potential SEND concern regarding a student, they will monitor this according to their usual classroom practice, in line with department and whole school procedures.

Where a concern remains following this initial monitoring the subject teacher will liaise with the SENCO and parents will be contacted. If an assessment is thought necessary, parents' written consent will be sought before continuing. Following such an assessment parents, along with the student if they wish, are invited to meet with the SENCO to discuss the findings. Parents and students will be issued with a copy of the assessment report and can use this opportunity to discuss next steps or to raise any queries they may have.

Where a concern relates to a difficulty other than a specific learning difficulty such as dyslexia (for example Autism Spectrum Condition), parents will be consulted and signposted to services for further information.

Where a pupil is already identified as having SEND, parents will be consulted either by the subject teacher, Head of Year, Learning Co-Ordinator or SENCO at any point during the year to discuss issues that may arise.

Making a complaint

Any parents or students who wish to register a complaint about the provision made for that student should first contact the SENCO. If the matter remains unresolved then it will be referred for discussion with the Principal and the Governing Body or their representative. The time scale from the complaint to discussion with the Principal should normally be within two weeks. If the complaint about provision concerns external agencies, then the SENCO will liaise with the parents to follow the external agencies complaints procedure. Parents also have the opportunity to raise issues in an annual evaluation survey.

The whole offer is reviewed by SLT and the designated SEND Governor.

Support services

- Mentoring / Heads Up Now
- SEND Supported - Specialist SEN educational consultants
- Educational Psychologist
- Specialist teacher
- Counsellor
- Warwickshire Vision support service

- ❑ Warwickshire IDS Hearing Team

Arrangements for supporting students with special educational needs in transferring between phases of education or in preparing for adulthood and independent living

- ❑ Induction process at Year 6-7
- ❑ Induction process at Year 11-12
- ❑ If the student is moving to another school we will pass on the relevant information
- ❑ When the student changes year group, information will be passed on to the new Head of Year and new teachers
- ❑ If the student is going on to higher or further education, then on student/parent request the relevant documentation is given to them. Parents and students are also given information about transition into university as well as the Disabled Students' Allowance
- ❑ 'Life' programme
- ❑ PSHE (Years 7-11)
- ❑ Work experience co-ordinator
- ❑ Careers advice

Admission information for students with SEND

The determined admission arrangements can be accessed via the links below:

<https://www.alcestergs.co.uk/page/?pid=22>

<http://www.warwickshire.gov.uk/elevenplus>

Useful websites

The local authority's local offer is published at:

www.warwickshire.gov.uk/sendlocaloffer

Information for students living in Worcestershire can be found at:

<http://www.worcestershire.gov.uk/thelocaloffer>

Information for students living in Gloucestershire can be found at:

https://www.glofamiliedirectory.org.uk/kb5/gloucs/glofamilies/family.page?familychannel=2_1

Rise website - Coventry and Warwickshire's emotional well-being and mental health services for children and young people: www.cwrise.com

Warwickshire SENDIASS (Special Education and Disability Information, Advice and Support Service):

<https://www.kids.org.uk/warwickshire-sendiass-front-page>