

Holcombe Grammar School

SEN (Special Educational Needs) Information Report

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[Medway Local Offer Contribution](#)

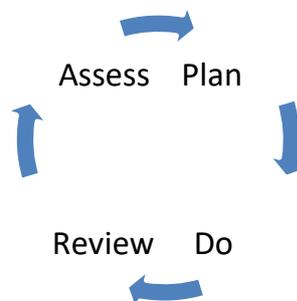
Whole School Approach:

This SEN Information Report outlines the provision and support available for students at Holcombe Grammar School who are identified as having Special Educational Needs (SEN). The SEN Code of Practice (2015) defines such students as:

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. Special educational provision is provision that is significantly different from or additional to that normally available to pupils or students of the same age.

High Quality First Teaching (QFT) and appropriate interventions are identified and defined through our regular dialogue across school. This dialogue shapes, influences and contributes to our planning and the delivery of our provision. This dialogue also helps us to regularly review and record what we offer every child or young person in our care and what we offer additionally. These discussions also serve to embed our high expectations with staff about quality first teaching and the application of a differentiated and personalised approach to teaching and learning. We make it a point to discuss aspirations with all our learners.

Underpinning all our provision in school is the **graduated approach** cycle of:



All teachers are responsible for every child in their care, including those with special educational needs. (**Reference:** Teaching & Learning Policy, Code of Practice, 2015)

Assess:

- Information is collated from all teaching staff who teach students with SEN status ('K' SEN Action or 'M' SEN Monitoring)
- Information is collated from Form Tutors and the pastoral team responsible for students with SEN status
- Current rate of progress for all subjects acquired
- Information is sought from students with SEN status – what is working well / what needs to be done differently
- Any outside specialist assessments requested where appropriate (i.e. Educational Psychology, NELFT, Behaviour Support Service, Speech and Language, Marlborough Outreach Team)
- Current Provision Map for all students with SEN 'K' status reviewed – what has been tried already and what was the impact of this intervention?

Plan:

- Using the information acquired decisions are then made regarding whether the provision in place needs to be adapted to allow the student to make better progress/achieve their full potential
- Parents formally notified of SEN support to be provided. Parents and students consulted on any adjustments, interventions and support to be put in place
- All staff working with the student are made aware of their needs, the outcomes sought, the support provided and any teaching strategies/approaches that are required
- Planning is put in place at this stage will be until the next APDR cycle
- Planning is recorded formally on an APDR form
- Changes are reported on the SEN register and students provision maps by SENCO/Assistant SENCO

Do:

- All of the planning is now in place and being actioned on a daily basis by teaching staff, LSAs and other school support staff
- Teachers informed of updates/changes on the SEN register and provision map by SENCO/Assistant SENCO

Review:

- The effectiveness of the support and interventions and their impact on the student's progress is reviewed in line with the agreed date.
- The impact of the APDR process will be formally reviewed regularly and as appropriate for each student
- Grades for all students with SEN status are reviewed informally by the SENCO/Assistant SENCO/LSAs/HoY/HoDs on a termly basis (ie 3 times a year)

Having consulted with children, young people and their parents, all our additional provision (internal or external) is based on an agreed outcomes approach. Where the needs of a student are more complex and they require support from an external agency / provider the school will endeavour to obtain this support. Holcombe Grammar School will involve parents and students at all stages of the decision making process for external agency support. The affordability of this provision is monitored by the SENCO; all provision for all SEN students is logged and costed on the SEN provision map which is updated after each APDR round.

Special Educational Needs:

Children and young people's SEN are generally thought of in the following four broad areas of need and support:

1. Communication and interaction; for example autistic spectrum disorder (ASD) and speech and language difficulties
2. Cognition and learning; for example dyslexia and dyspraxia
3. Social, emotional and mental health; for example attention deficit hyperactivity disorder (ADHD)
4. Sensory and/or physical needs; for example visual impairments, hearing impairments, processing difficulties and epilepsy

(Reference: SEN Policy September 2019)

As of May 2022 we have 112 children or young people receiving some form of SEN Support.

We have internal processes for monitoring quality of provision and assessment of need. These include, but are not limited to, our SEN referral form and Assess, Plan, Do and Review and a termly data analysis for all SEN students.

SEN Provision

Our approach to identification and assessment of special educational needs is set out in our [SEN Policy](#). The policy sets out our approach to:

- identifying and providing for students who have special educational needs and additional needs.
- working within the guidance provided in the SEND Code of Practice, 2015.
- operating a "whole student, whole school" approach to the management and provision of support for special educational needs.
- providing support and advice for all staff working with special educational needs students.

Arrangements for assessing and reviewing the progress of pupils with SEN

Every student in the school has their progress tracked six times per year. In addition to this, students with special educational needs may have more frequent assessments of their progress

to see if students are increasing their level of skills in key areas. If these assessments do not show adequate progress is being made the Student Passport and Individual Provision Map will be reviewed and adjusted.

Holcombe Grammar School approach to teaching pupils with SEN

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered. SEN Code of Practice (2015, 6.37)

Holcombe Grammar School employs some additional teaching approaches, as advised by internal and external assessments e.g. one to one tutoring, mentoring, small group teaching, use of ICT software learning packages. These are delivered by additional staff employed through the funding provided to the school as 'notional SEN funding'

How Holcombe Grammar School adapts the curriculum and learning environment for pupils with SEN

At Holcombe Grammar School we follow the advice from Medway LEA on how to adapt the curriculum and the learning environment for pupils with special educational needs. We also incorporate the advice provided as a result of assessments, both internal and external, and the strategies described in statements of special educational needs and Education, Health and Care Plans

Additional support for learning that is available to pupils with SEN at Holcombe Grammar School

As part of our budget we receive 'notional SEN funding'. This funding is used to ensure that the quality of teaching is good in the school and that there are sufficient resources to deploy additional and different teaching for pupils requiring SEN support. The amount of support required for each student to make good progress will be different in each case and a full list of the interventions we can offer is on our provision map. In very few cases a very high level of resource is required. The funding arrangements require schools to provide up to £6000 per year of resource for pupils with high needs, and above that amount the Local Authority should provide top up to the school.

How Holcombe Grammar School enables pupils with special educational needs to engage in the activities of the school (including physical activities) together with children who do not have special educational needs

All clubs, trips and activities offered to students at Holcombe Grammar School are available to students with or without an Education, Health and Care Plan. Where it is necessary, the school will use the resources available to it to provide additional adult support to enable the safe participation of the student in the activity.

Support that is available for improving the emotional, mental and social development (SEMH) of pupils with SEN

At Holcombe Grammar School we understand that an important feature of the school is to enable all pupils to develop emotional resilience and social skills, both through direct teaching for instance Life Skills and Personal Development, and indirectly with each conversation adults have with students throughout the day.

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

For some students with the most need for help in this area we also can provide the following: mentor time with an appropriate member of staff, external referral to NELFT, time-out, safe space (The Bridge, The Haven and Student Services) for students to use when upset, referral to Therapeutic Counselling, a 'go-to-person,' SULP, Student Services and The Hive.

Students in the early stages of emotional and social development because of their special educational needs will be supported to enable them to develop and mature appropriately. This will usually require additional and different resources, beyond that required by students who do not need this support.

Consulting with children, young people and their parents

Involving parents and learners in the dialogue is central to our approach and we do this through the SENCO and Assistant SENCO being available at appropriate Parent Consultation Events, review of student's school-based plans where applicable and annual reviews of EHCP students, which, wherever possible, will also include external agencies involved with the student. All such provision will be recorded, tracked and evaluated on a Provision Map.

All parents of students at Holcombe Grammar School are invited to discuss the progress of their children once a year and receive a written report once a year. In addition, we are happy to arrange meetings outside these times.

There are external support services available for parents of children with SEN. The contact details for these services can be found in Medway's Local Offer.

Staff contacts and development

The SEN provision within our school is co-ordinated by the SENCO. Our SENCO is Mr D. Hayes (NASENCo) who can be contacted at the school by phone: 0333 360 2130 or by email at send@holcombegrgrammar.org.uk

We are committed to developing the ongoing expertise of our staff. This year, we have put in additional training into quality first teaching by ensuring whole-school CPD on topics that have included thinking skills, differentiation, student feedback, empathy and new progress measures.

In addition, the teaching staff have attended (virtual, where appropriate) specific training on SEN support and the new SEN Code of Practice. Individual members of staff have had specialist training in Emotional First Aid, Reading Programmes, Social Use of Language Programme, Anger Management and Therapeutic Counselling. Further training and development needs are identified and implemented as necessary.

Where a training need is identified beyond staff within the Academy we will look to find a provider who is able to deliver it. Training providers we can approach are; Marlborough Autism Outreach Team, Educational Psychologist, Speech and Language therapist, Occupational therapists, dyslexia specialists and Behaviour specialists. The cost of training is covered by the notional SEN funding.

Staff deployment

Considerable thought, planning and preparation goes into utilising our support staff to ensure children achieve the best outcomes, gain independence and are prepared for adulthood from the earliest possible age.

School Partnerships and Transitions

The School works with a number of external partners including (but not limited to) NELFT, Occupational Therapy, Educational Psychologist, AAP, Exam Concessions testing, School Nurse, Hearing Impairment Service, Visual Impairment Team, Speech & Language Therapist (SALT), Medway Inclusions, Schools Support Group (SSG) and the Marlborough Outreach Team.

Extending our school approach, we commission using an outcomes-based approach. This enables us to hold our partners and ourselves to account.

We believe this has benefited our children/young people and their families in the following ways:

- the early identification of children and young people's needs and early intervention to support them
- greater choice and control for young people and parents over support
- collaboration between education, health and social care services to provide support

The School works closely with the local authority which retains a strategic role across its area to support SEN provision. Details of that support are set out in the local authority's local offer which can be found at [Medway Local Offer](#).

Our academic assessment for children and young people with special educational needs is moderated through our cluster of schools and neighbouring partners.

This year, we worked with our feeder partners to welcome children and young people with special educational needs or disabilities and we have supported Year 11 students and 6th Form young people transition to the next phase in education or employment.

Our approach involves closely monitoring children and young people's destination data by ensuring all relevant information is shared with the next education setting to support their onward destination.

Complaints

The normal arrangements for the treatment of complaints at Holcombe Grammar School are used for complaints about provision made for special educational needs. We encourage parents to discuss their concerns with the class or subject teacher, the SENCO, the Head of Year or the Principal to resolve the issue before making the complaint formal to the Chair of the Governing Body.

If the complaint is not resolved after it has been considered by the governing body, then a disagreement resolution service or mediation service can be contracted. If it remains unresolved after this, the complainant can appeal to the First-tier Tribunal (Special Educational Needs) if the case refers to disability discrimination, or to the Secretary of State for all other cases.

There are some circumstances, usually for children who have an EHCP, where there is a statutory right for parents to appeal against a decision of the Local Authority. Complaints which fall within this category cannot be investigated by the school.

Challenges this year

Challenges for our school have included lack of identification of SEN for Year 7 students in their primary schools, and below expected progress for SEN students evidenced by in house data. We have also experienced a significant rise in the number of young people reporting Mental Health challenges, such as anxiety:

We intend to address this through

- Early identification through SEN referral and testing
- Additional support strategies for SEN students to be shared with staff in CPD
- Greater liaison between SENCO and HODS to target progress
- Closer monitoring of SEN progress through termly extended leadership review
- Bespoke and small group workshops to focus on building resilience and strategies to support Mental Health challenges

We have included an addendum to cover the specific challenges posed by Coronavirus and remote/hybrid learning.

Further development

Our strategic plans for developing and enhancing SEN provision in our school next year include

- Bespoke CPD for LSA's, to be identified through performance management
- Ongoing and regular review of SEN provision – The Bridge, Student Services and The Haven
- Targeted QA of SEN books by SENCO and SEND team
- Whole school CPD in supporting students with SEN including behaviour management and de-escalation techniques
- Continued development of our remote and hybrid learning provision for students with special educational needs

Relevant school policies underpinning this SEN Information Report include:

- Teaching & Learning Policy
- Behaviour Policy
- Medical Policy
- Admissions Policy
- Safeguarding Policy
- Accessibility Plan

Legislative Acts taken into account when compiling this report include:

- Children & Families Act 2014
- Equality Act 2010
- Mental Capacity Act 2005
- SEND Code of Practice 0-25 (September 2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- Teachers Standards 2012

Date presented to/approved by Governing Body: TBC

Date of next review: June 2023

Special Educational Needs 2022 Covid-19 Addendum

At Holcombe Grammar School, our aim is to be an inclusive school. We actively seek to remove barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for our children. Every child has an entitlement to the full curriculum and the needs of each individual child are recognised and met using a variety of approaches and differentiated teaching, in partnership with parents and other professionals. It is necessary, in light of the Covid-19 pandemic, to make some adjustments to the SEN policy. These adjustments are set out below:

School will offer onsite provision to all children with EHC plans whose risk assessment determines that attending school is the right course of action, and where parents/carers are in agreement and wish to access this provision.

The SENCo, working alongside the local authority, will keep appropriate risk assessments for EHCP pupils up-to-date to reflect any changes in circumstances.

The SEN Team, through (at least) weekly phone calls, will engage proactively with parents and carers to support pupils with an EHCP with their emotional wellbeing, engagement in learning and plans for returning to school when appropriate. Where appropriate, home communication will take place on a more regular basis according to need.

Coronavirus (COVID-19) makes it more difficult for school to provide the specified special educational and health provision in an EHC plan. Possible reasons why this might be more difficult are:

- The child is not currently attending school.
- The following of 'social distancing' guidelines disrupts schools normal 1:1 or small group provision for those who are still attending and make certain interventions impractical.
- The resources to secure the provision are reduced, for example because of illness, self-isolation or the need to direct staff resource at responding to the pressures generated by coronavirus (COVID-19).

Schools will ensure that parents are informed of services for additional support, for example around anxiety, mental health and behaviour. This will centre around the Local Offer and related services.

Coronavirus (COVID-19) is limiting the level of service that can be provided by outside agencies (such as Educational Psychologists and SALT) who provide advice and information for students with SEN. The SENCo and SEN Team will continue to liaise with these services and pass advice and guidance onto staff, parents and carers.

Teaching staff will provide differentiated learning for those students with SEN accessing both onsite and remote provision. It may be difficult for schools to provide the provision on Pupil Passports/Behaviour support plans/Pastoral Support Plans due to the following reasons:

- The following of 'social distancing' guidelines disrupts schools normal 1:1 or small group provision for those who are still attending and make certain interventions impractical.
- The resources to secure the provision are reduced, for example because of illness, self-isolation or the need to direct staff resource at responding to the pressures generated by coronavirus (COVID-19).

School will endeavour to provide differentiated learning for pupils who are not attending settings full time in person.