



TOWNLEY
EST 1937
GRAMMAR SCHOOL

Special Educational Needs and Disability (SEND) Information Report

What types of Special Educational Needs are supported?

Our school currently provides additional or different provisions for a range of needs, including:

- Communication and interaction.
- Cognition and learning.
- Social, emotional and mental health difficulties.
- Sensory and physical needs, including those with Hearing and Visual impairments.

How does the school identify SEND?

Special Educational Needs and Disabilities are identified in different ways:

- The process of early identification of special educational needs and disabilities are aligned with the graduated cycle (assess, plan, do, review).
- At admission to the school, from information provided by parents/carers.
- Information shared by the previous school the student transitioned from (Year 6 to Year 7 or Year 11 to Year 12).
- In school, through an online referral from a staff member.
- Communication with the school by the parent/carer or the student may lead to investigating the barriers to learning, progress and/or wellbeing. .
- Data gathered from academic work and reports may lead to a further investigation of a barrier to learning.
- Through the information shared with the school by outside agencies, including Health or Care partners (such as doctors or Social Workers).

Slow progress and low attainment will not automatically mean a student is recorded as having SEND. A diagnosis of a particular condition does not automatically mean that a student is recorded as needing SEND support if the provision in the classroom is enough to overcome possible barriers to learning and progress.

What should a parent/carer do if they think their child may have special educational needs?

If parents/carers have concerns about their child's learning, please initially discuss these with their child's house tutor. This may result in a referral to the Learning Manager or SENDCo. Parents/carers may contact the SENDCo directly if they feel this is more appropriate.

All parents/carers will be listened to and responded to. Their views and aspirations for their child will be central to investigating barriers to learning and provision that the school offers.

How does the school involve students and parents/carers in learning and support?

When we meet with a student and their parents/carers to discuss additional support, we will make sure that:

- Everyone develops a good understanding of the student's areas of strength and difficulty.
- We take into account everyone's ideas and concerns.
- Everyone understands what we are trying to achieve with the student.
- Everyone is clear on what happens next.

We will notify parents/carers when it is decided that a student will receive additional support. Students benefit from being in school, in their mainstream classes with other students, and we minimise time away from this wherever possible. When students need support outside of classes, it will be done because it is best for them, and we will communicate this with parents/carers.

We use our best endeavours to meet parents/carers of students with SEND 3 times per year, including Individual Education Plan meetings, Parents' Evenings and Annual Reviews of Education, Health and Care Plans (EHCPs). This will be a telephone conversation, 'face to face' or virtual meeting.

How does the school evaluate students' progress towards outcomes?

- Students' attainment is tracked using the whole school tracking system. They are then discussed in progress meetings between Learning Managers, the Senior Leadership Team and, when appropriate, the students.
- When it is decided that the attainment shows that additional educational provision may be required, parents/carers will be informed that the school considers that their child may need to access SEND support. The school will follow an assess, plan, do and review model (Graduated Approach):

1. *Assess:* Data on the student held by the school will be collated by the subject teacher to accurately assess the student's needs.
2. *Plan:* If a review of the action indicates that "additional to and different from" support will be required, the views of staff, the parents/carers, and the student will be obtained, and appropriate support will be identified, recorded and arranged with advice from the SENCo.
3. *Do:* Teachers are responsible for the learning, progress and engagement of all students they teach, including those identified with SEND. Quality First Teaching that is differentiated is the main form of support for all students. Additional support or interventions (SEND support) will be recorded on a plan showing a clear set of aims, including challenging academic and personal targets. This will be recorded, and a date will be made for review. This may involve referring to and working with outside agencies.
4. *Review:* Progress towards these outcomes will be reviewed at an agreed time and shared with the parents/carers and the student.

The school will plan for other or additional support, including outside agencies, if progress is insufficient. However, the intended purpose will be discussed with the student and parents/carers before seeking involvement from outside agencies.

For a small percentage of students whose needs are significant and complex, and the SEND support required to meet their needs cannot reasonably be provided from within the school's resources, a request will be made to the local authority to conduct an assessment of education, health and care needs (A Request for an Education Health and Care Needs Assessment). This may result in the Local Authority issuing an Education, Health and Care Plan (EHCP).

How does the school work with outside agencies?

The school practices multi-agency working across many aspects of SEND, pastoral and safeguarding care. We have contracted agreements with;

- Educational Welfare Services Bexley
- Bexley Early Intervention Team– including Educational Psychology, Social Workers and Specialist Teacher Services
- Counselling services

We also work with:

- Bexley Early Intervention and Specialist Advice Service (EISAS)
- Autism Advisory Service
- Speech and Language Service
- Child and Adolescent Mental Health Services
- Domestic Abuse Services
- Youth Offending services
- Young Carers Services
- Child Emotional Wellbeing team Bexley
- Physiotherapy Services
- Occupational Therapy Services
- Safeguarding and Social Care services
- Family and wellbeing services
- Addiction services
- Private Educational Psychology services
- Hearing and Visual Impairment Specialist Teams

What is in place for students moving between school phases and preparing for adulthood?

Strategies are in place to enable smooth transitions from one school to another or to move up a Key Stage. These include:

- Entry admissions procedures include gathering information about a child's needs before entry.

- The transition programme is in place for students and provides opportunities for students and parents/carers to communicate with school staff. These opportunities may be further enhanced for students with SEND and their parents/carers.
- The annual review in Year 5 for students with an EHCP begins the process where parents/carers are supported to make decisions regarding secondary school choices. In Years 9 and 11, transition reviews are held in preparation for Key Stage 4, Sixth Form and the workplace.
- Parents/Carers will be encouraged to consider options for the next phase of education. The school will involve outside agencies, as appropriate, to ensure the information provided is comprehensive but accessible.
- For students with SEND transferring to local schools, the SENDCo of both schools will meet to discuss the needs of students with SEND to ensure a smooth transition where possible.
- The records of students who leave the school in-year (not at the end of Key Stage 4 or 5) will be sent within five school working days of the parents/carers notifying their child enrolled at another school.
- The school will invite the next school to the Transition Annual Review for students with an EHCP.
- Where a student has an EHCP, all reviews of that Plan from Year 9 at the latest and onwards will focus on preparing for adulthood, including employment, independent living and participation in the community.

What is our approach to teaching students with SEND?

- All students benefit from Quality First Teaching: teachers are expected to assess, plan and teach all students at the level which allows them to progress with their learning.
- Teaching practices are reviewed with support from the senior leadership team, outside service providers and consultants.
- Students with a disability will be provided with reasonable adjustments (such as auxiliary aids and services) to overcome disadvantages and increase their access to the curriculum.
- The quality of classroom teaching provided to students with SEND is monitored through various processes aligned with the school's approach to Quality Assurance, Teaching and Performance Development Reviews.

Further details of our School Offer can be found below. These are examples of what is available to students to provide additional or universal support for students with SEND. Not all interventions are available all the time.

- High-quality teaching with differentiation for students
- Thoughtful seating plans and reduced noise in classrooms.
- Clear rules and boundaries in classrooms and the community.
- Opportunities to contribute to the school community, e.g., assemblies, clubs, and projects.
- Staff trained in supporting students with Special Educational Needs and Disabilities across our schools.
- Useful displays like number lines and subject vocabulary that don't distract.
- Positive student and staff role models.
- Student-focused pastoral support that promotes achievement and personal success.
- Printed handouts, coloured paper, and large print (for students with Visual Stress or Visual Impairment).
- Access Arrangements in tests and examinations (as guided by the Joint Council for Qualification <https://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/>). Please refer to the school's Access Arrangement Policy for more information.
- Assistive technology to encourage independent learning and engagement.
- Enhanced transition sessions for Primary to Secondary transition.
- Different methods of recording.
- School counselling service.
- Young Carers referral.

What adaptations are made to the school curriculum and environment?

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

- Our Accessibility Plan describes the actions the school is taking to increase access to the environment and the curriculum, and further information is available on the school website.
- The Accessibility Plan will continue to be reviewed within a three-year cycle, or as the need arises, whichever is sooner.

Differentiating our curriculum to ensure all students can access it using the guidance in *The Bexley Quality First Teaching and Special Educational Needs Toolkit*. This enables staff to:

- Adapt our resources and staffing
- Use recommended aids, such as laptops, coloured overlays, larger fonts, etc.
- Secure Access Arrangements for some students for examinations.

How do we evaluate the effectiveness of provision for those with SEND?

- Reviewing students' progress towards their planned outcomes at regular review meetings.
- Reviewing the progress of our designated priority groups through school data and reporting.
- Reviewing the impact of interventions through student voice, baseline and exit data.
- Using screening tools, such as the Lucid Exact.
- Monitoring by the SENCO through teaching observations.
- Holding Annual Reviews for students with EHCPs.

How will students with SEND be included in activities outside the classroom, including school trips?

- Risk assessments are carried out, and procedures are implemented to enable all students to participate in all school activities where reasonably possible.
- Students with SEND can attend or be invited to all trips and visits related to their learning unless a Risk Assessment level cannot be overcome despite all 'best endeavours' in planning.
- The school ensures it has sufficient staff expertise or will seek external specialist advice to make reasonable adjustments for students with SEND to access school activities.
- The school's admission arrangements ensure that students with SEND are not directly or indirectly discriminated against.
- The school encourages student leadership for all students so that they can regularly contribute to school extra-curricular events and activities.

How does the school improve students' emotional social development, character and wellbeing?

- Students with SEND are encouraged to be part of student voice initiatives and leadership roles.
- "Character and Wellbeing" is our model for delivering key elements of character education and statutory PSHE requirements for the school. It is created to encapsulate our school's unique nature, ensuring students have the opportunities and expertise to develop their confidence, resilience and self-regulation.
- We regularly have speakers discussing aspects of emotional wellbeing across all year groups.
- Our curriculum is designed and delivered to encourage contribution by all, and all are encouraged to explore their academic and creative interests.
- We have a Behaviour Policy supported by the guidance and training of staff.
- Our Behaviour Policy relates to the *Equality Act 2010*, the *SEND Policy*, and our *Anti-Bullying policy*. The policies can be found on the school website.
- Pastoral and Inclusion teams are well equipped to recognise and support mental and emotional health.
- We recognise that children with SEND are at greater risk of suffering harm, and all our staff are receiving appropriate training and are attentive to ensure that all students are safe.

What is the expertise and training of staff related to SEND?

- Our SENCO undertakes ongoing training to supplement his knowledge and skills to coordinate effective support for all students and staff. His qualifications include the *Postgraduate Certificate in SEN Coordination with National Award for SEN Coordination* and *Level 7 Organisation Postgraduate Award of Proficiency in Assessment for Access Arrangements (PAPAA)*.
- Our Family Liaison Officer is First Aid and Mental Health First Aid trained.
- Inclusion and Support Assistant is First Aid trained and has experience supporting and working with students with a range of special educational needs and disabilities.

What are the contact details for parents/carers of students with SEND, including how to raise complaints?

The school works, wherever possible, in partnership with parents/carers to ensure a joint approach to meeting students' needs. If you wish to discuss your child's special educational needs, please contact staff in the following order:

- Form Tutor
- Learning Manager
- The SENDCo
- Deputy Headteacher
- The Headteacher

Parents and Carers can also get impartial and confidential advice on SEND from Bexley Independent Advice and Support service.

- <https://www.bexleyiass.co.uk/>
- Bexleyiass@bexley.gov.uk
- Tel: 020 3045 5976

If a parent or carer wishes to complain about the SEND provision or policy, they should, in the first instance, raise it with the SENCo, who will always try to resolve the situation. If the issue cannot be resolved within an agreed time, the parent can submit a formal complaint to the Headteacher in writing. The School Complaints procedures can be viewed on the school website.

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

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

Key staff overseeing SEND in September 2023-24:

- The SENDCo at Townley Grammar School is Mr N Swart (NASENCO and PAPAA)
- SEND trustee is Ms K Maxwell
- The Senior Leader overseeing SEND is Ms H Mitchem
- The Headteacher is Mrs N Pandya

What is the Local Authority Offer?

Our contribution to the local offer is as above.

Our local authority's local offer is published here: www.bexleylocaloffer.uk

We have students attending our school and living outside the Local Authority. These are the local offers in those areas:
Greenwich Local Offer:

<https://www.greenwichcommunitydirectory.org.uk/kb5/greenwich/directory/localoffer.page?localofferchannel=0>

Bromley Local Offer:

<https://www.bromley.gov.uk/LocalOffer>

Kent Local Offer:

<https://www.kent.gov.uk/education-and-children/special-educational-needs>

Lewisham Local Offer:

<https://lewisham.gov.uk/myservices/socialcare/children/special-educational-needs-and-disabilities>