

South Wilts Grammar School

Local Offer: SEN information report

General information about the school

The school currently caters for 1 student with a statement and in the current school year 2015-16 1.2% of the students are on the special needs register within the Student Support category denoting considerable input from staff beyond their class teachers. In addition 8.1% of students to date have some additional SEND information recorded and circulated, a large proportion of these students come from years 11-13 where special access arrangements for public examinations are in place. A team of three Teaching Assistants support the stated student fully throughout the week, both in class and in a withdrawal space as is most appropriate.

Leadership and Management

The Deputy Head teacher is also the SENCO and coordinates communication with the other member of the Leadership team, staff, students and parents. The SENCO holds the nationally recognised National Award for SEN Coordination. There is a named Governor responsible for SEND and she meets with the SENCO to discuss the development and implementation of SEND policies and practices.

Curriculum and Teaching

The school follows an academic curriculum appropriate for students who have passed the 11+ exam and this is adapted to take into account the additional or different needs of individual students in consultation with their teachers, parents and outside professionals as well as the young person themselves. There are high expectations of all students. The SENCO and Heads of Department as well as the class teachers are available to answer any concerns that you may have about academic courses or progress. Staff are happy to give students access to lesson power points in advance of the lessons to ease note making and many resources are available on the school VLE.

Communication

The school issues two progress reports, one full report and holds one parents evening per year group. There is also an additional evening for year 7 parents and an additional academic support evening for students in years 10-13. The form tutors, class teachers and pastoral staff communicate with parents where there is need to and letters are sent home for praise and if there have been detentions issued. Parents are asked to sign homework diaries and these act as a method of communication as well. Students will have targets set for the end of Key Stage 3, for GCSE and for A levels and these are explained to the students in school and to parents at parents Evenings where there are often talks by senior members of staff. Class teachers will discuss the targets and will amend them if necessary. Work is marked each term with appropriate grades so that students can see if they are achieving their target levels. Pastoral and academic staff analyse this data each time to identify students who are not making the expected progress and one to one meetings are arranged and the discussions communicated to parents. If parents have any concerns about progress they can speak to the relevant teacher or tutor, Head of Department, Head of Key Stage or SENCO as required. The SENCO meets with students who are having additional support to discuss progress, but in more general terms the students can voice their opinions through the School Council or an e mail service talk@swgs.wilts.sch.uk. Parent feedback is welcomed through an annual questionnaire and at parent voice sessions held throughout the year. A student voice session gathers views on the experience of students with additional support in place.

Wellbeing and Bullying

The school considers the personal and social development of students to be very important and supports this through a tutorial programme, PSHE lessons and a strong pastoral system. All students are supported in their participation on school trips and visits, with Teaching Assistants accompanying them and specialist transport hired if appropriate. The school runs a variety of extra-curricular activities ranging from sport, to art, drama and music. The school has a clear focus on creating a climate where all students have respect for each other whatever their needs. Students have been involved in writing the anti-bullying policy and peer support prefects are involved in supporting students in the school. Current students would be happy to talk to prospective students about the school.

Training and expertise

The SENCO also coordinates the input from outside experts from the educational psychology service, Wiltshire Council's Specialist SEN and Sensory Impairment services or from CAMHS, the Child and Adolescent Mental Health Services. The school employs the services of a school counsellor and a specialist support teacher who carries out diagnostic testing, coordinates access arrangements and issues profiles of need to help classroom teachers offer support to individual students. Information about all students identified with additional needs is communicated to all staff at the start of the year through the Special Needs register. The school devotes whole school training time to issues as necessary, for example supporting students through exam anxiety, social communication difficulties and dyslexia. The need for training is assessed by the SENCO and she will seek to ensure staff are trained to deal with student needs confidently in advance of the student joining their class. The SENCO is always available to discuss any concerns and the school has an advertised complaints procedure that parents can use if they are not satisfied with any aspect of support within the school.

Resources, environment and equipment

The SENCO discusses with the Head Teacher about the allocation of resources necessary to support individual and groups of students. The school site is mainly accessible for wheelchair users but at present there is no access to the art department or the servery in the Dining Room. The ground has been levelled recently to ease accessibility and additional markings have been painted to highlight hazardous areas, such as steps. Measures are in place to ease congestion around the site in buildings at busy lesson changeover times. There is a disabled parking space in the main car park, disabled toilet facilities in 3 of the main school buildings and a sound field system has been installed in the Main Hall. Dietary requirements are catered for with carefully labelled food but there is no completely nut free food preparation area in the kitchen. Students are supported with additional technology to help them access the curriculum, some by the use of a laptop, others an ipad linked to the whiteboard in the classroom.

Medical needs and Healthcare

The school has trained first aiders available, including on reception at all times during the school day. There is a medical room for student who are unwell, where their situation can be assessed before they return to class or go home. The school nurse has a drop in on site once a week and the school nursing service carry out their vaccination programme in school. The staff have epipen and asthma training and additional training is undertaken to support individual student medical needs, for example for type 1 diabetes. The school liaises with CAMHS as necessary, information sharing where this has been agreed and sometimes appointments will be scheduled to take place at school. Where possible, medical professionals have been involved in meetings to support individual students. The school counsellor is available on site to give advice and guidance and often works with parents to support their daughters.

Transition

The school considers requests for special access arrangements before the 11+ examination and is able to arrange pre-visits for those with special questions or concerns. The 11+ day is set up carefully to take into account anticipated additional needs. Appropriate members of staff are always happy to discuss individual needs. The maths department hold an evening for parents to help explain the teaching of maths so parents might understand and support their daughters in this area of the curriculum. Pastoral staff have handover meetings to ensure the smooth transition from one key stage to another. The school Careers and Personal Development Officer contributes to all transition reviews and is available for 1:1 meetings with any student who needs support in terms of transition to employment or further education.

Identification, assessment and review

The school takes into account the views of teachers, parents and the students themselves in terms of the necessary support to put in place. Information can also be transferred from primary or other Secondary schools. Parents are welcome to raise concerns and teachers can refer students for additional support with literacy, numeracy or general organisation, presentation or handwriting. A special educational need can be identified at any stage of a student's education. Differentiation of work remains the responsibility of the class teachers but advice is available from specialists in and outside school. Students with Education and healthcare Plans will have an Individual Education Plan which identifies additional targets specific to their own needs in addition to the targets set for each curriculum area. Parents Evening appointments are available with class teachers and the SENCO and students transferring from statements to Education and Health Care Plans will have a full Annual review where parents' and student views can be aired fully and outside professionals can contribute to the plan.

For further information, please contact Carolyn Stammers, Deputy Head and SENCO through the switchboard or by e mail on cms@swgs.wilts.sch.uk

For information on the Wiltshire Local offer see www.wiltshirelocaloffer.org.uk

