



## SEND Information Report 2023-24

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The Board has appointed a governor who takes special responsibility for SEN/D issues. The governor and SENDCO meet regularly as part of the monitoring function of the Board.

### Introduction

The SEND information report for Sutton Grammar school is part of the Sutton local offer for students with Special Educational Needs (SEND). All governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools have a legal duty to publish information on their website about the implementation of the governing body's or the proprietor's policy for pupils with SEND.

Sutton Grammar School aims to meet the Special Educational Needs of pupils in our school as defined in our school's Special Educational Needs and Disability Policy.

The SEND Code of Practice (2014) defines SEND as:

**"A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:**

- a) Have a significantly greater difficulty in learning than the majority of others of the same age: or**
- b) Have a disability which prevents or hinders them, from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions"**

If a learner is identified as having SEND, we will provide provision that is 'additional to or different from' the normal differentiated curriculum, intending to remove barriers to their learning.

Our SEND profile for 2022-23 shows we had 67 children receiving some form of SEND support and 9 students who have Education, Health and Care Plans. This accounts for a total of 7.4% of the school roll, below the national average of 13.0% (2022/23 figures).

In accordance with the SEND Code of Practice (2014) Children and young people's SEND are thought of in the following broad areas of need and support:

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### **-Communication and interaction**

In 2022-23, there were 7 pupils with an Education, Health and Care plan and 12 pupils with SEND support whose primary need is communication and interaction, including Speech, Language and Communication Needs (SLCN) and Autistic Spectrum Disorders (ASD). This accounts for 25% of the total SEND register.

Provision for pupils with communication and interaction needs includes Speech and Language Therapy (SLT) and delivery of SLT packages as advised by a Speech and Language Therapist, along with in-house provision of social skills training and social mentoring.

### **-Cognition and learning**

In 2022-23, there was 29 pupils with SEND support whose primary area of need is in Cognition and Learning (Specific learning difficulties, SPLD). This accounts for 38.1% of the total SEND register.

Provision for pupils with needs in cognition and learning includes differentiation of materials and equipment including electronic aids for dyspraxia and coloured overlays, reading guides and writing materials for dyslexia. Individual support has also been provided, where appropriate.

### **-Social, emotional and mental health**

In 2022-23, there were 9 pupils with SEND support whose primary needs concern social, emotional and mental health, including anxiety, depression and Obsessive Compulsive Disorder (OCD). This accounts for 11.8% of the SEND register.

Provision for pupils for whom social, emotional and mental health is an area of need includes access to mentor support, in-house support from our Pastoral and Student Support Officer and Emotional Literacy Support Assistant (ELSA), access to the school counsellor, arrangement for provision by external agencies e.g. Wellbeing Practitioner, Educational Psychologist, and referrals to CAMHS and medical tuition services.

### **-Sensory and/ or physical needs**

In 2022-23, there were 2 pupils with an Education, Health and Care plan and 17 students with SEND support with Sensory and physical needs including visual and hearing impairments and motor control issues. This accounts for 25% of the SEND register.

Provision for these pupils is by the use of differentiated practical activities, advice and training for staff from Sensory impairment services, differentiation and modification of materials in order to facilitate access to the curriculum, provision of Sensory aids including electronic equipment, and enhanced risk assessments implemented for practical activities, extra-curricular clubs, educational visits and residential trips to encourage safe participation and remove any potential barriers to their inclusion – these are usually designed by medical professionals working in collaboration with parents and school.

## **Identifying SEND and monitoring provision at Sutton Grammar School**

We have internal processes for monitoring quality of provision and assessment of needs. These include:

- Ongoing monitoring by subject teachers and pastoral staff, along with the tracking and reporting of progress with grade reports which are published once per term. The summer term's grade reports are an annual reflection and contain detailed comments about students' academic progress and effort. For students in Year 11 and 13, they receive detailed comments reports towards the end of their first term owing to public exam study leave later on in the academic year. In addition to the above, students in Year 7, 10, 12 and 13 also receive early effort grade reports towards the end of the first half term.
- Where a pupil is not making above expected progress in one or more subject areas, there may be additional contact between the school and home.
- Reviewing progress and support for students with additional support needs. The frequency and nature of these reviews will be decided, as appropriate for the needs of the student.
- Documenting additional support made available to pupils with SEND in their IPM (individual provision map). These are evaluated regularly in conjunction with staff who work with the pupil, parents/carers, and external agencies where appropriate.
- Discussions with key staff, parents/carers and the pupil may lead to support from external providers being sought for children continuing to experience significant difficulty.

For some learners we may seek advice from specialist teams and the school works with a number of external agencies, including:

- Assessment for exam access arrangements
- Autism Spectrum Disorder Service
- Child and Adolescent Mental Health Service
- Educational Psychology Service
- Jigsaw4U and other voluntary services
- MASH (Multi Agency Support Hub)
- Occupational Therapy
- School counsellor
- School Nurse
- Sensory Impairment Service
- Social Care
- Special Educational Needs Team
- Speech, Language & Communication Service
- Wellbeing Practitioner

If it is decided that a student may benefit from support from any of the services listed above, there are referral processes/procedures that the school must follow to make sure that the appropriate and relevant support is provided owing to their current needs.

## **Supporting Learners with SEND at Sutton Grammar School**

Every teacher is required to adapt the curriculum to ensure access to learning for all children in their class (Teachers' Standards 2011, Department for Education). At Sutton Grammar School, teachers' planning for lessons is based around prior attainment of individuals and groups within the class, including individual pupils with SEND. Grouping arrangements are carefully coordinated to maximise learning opportunities. Additional adult support may be used to help groups or individuals in group tasks and with private study, aiming to facilitate inclusion and promote independence. We differentiate the curriculum to support students with special educational needs and a lighter

programme with fewer GCSE subjects can be employed in exceptional circumstances. These pupils may still have classroom advice shared with their teachers.

Information about each pupil with SEND is held on the SEND register. The SEND register is accessible to all staff and is updated regularly with personalised differentiation and guidance strategies provided. The register is amended by the SENDCO/Assistant SENDCO on an ongoing basis, after consultation with the pastoral team. We also keep a list of students of concern for pupils who do not meet the threshold for SEND support, but who we feel may require enhanced monitoring and guidance.

In accordance with the 2014 SEND Code of Practice, pupils with SEND may have objectives set for them that are 'additional to' or 'different from' those normally provided as part of the differentiated curriculum. This may lead to teachers anticipating and encouraging different and personalised outcomes from learners working with the same lesson content.

Some pupils may also meet regularly with a member of teaching staff/or support staff to review academic progress and the findings from these meetings are used to provide additional guidance to teaching staff to help the pupils in accessing the curriculum.

## **Tests and Examinations: Access Arrangements**

We follow the JCQ (Joint Council Qualification) criteria in screening for special arrangements for examinations. Certain access arrangements can be made only after specialist assessment. These then must be made part of the normal classroom practice for the student in the subject in which the access arrangements for examinations are to be applied. Examples of the access arrangements currently being made include:

- Use of Word processors
- Large print examination papers
- Coloured exam papers
- Extra Time
- Rest breaks
- Quiet exam room
- Scribe

## **Access to Premises and Facilities**

There are no students in the school whose disability would prevent their access to any learning environment within the school. Sutton Grammar fulfils all duties under the Equality Act 2010, and strives to continue to improve the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage for education and benefits facilities or services provided. (Schedule 10, Equality Act, 2010).

The school buildings are of varied ages and there is currently no lift access to the science laboratories. Once a student has been offered a place at our school, an access plan for students with disabilities will be completed so that reasonable adjustments can be made to enable the student to participate fully in school life.

## **Social and Emotional Support**

There is a strong ethos of pastoral care in our school and form tutors are the first point of contact. The House system (five houses) is very active in encouraging competition and team spirit. Students will remain in their form and house from year 7 to year 11. Older students in the same house provide some support, as prefects, and when students in year 12 are attached to a lower school form.

Some students may be allocated a sixth form mentor, who will help with general school issues and can also provide social and emotional support. Some students may be supported with social skills training in small groups, led by experienced staff with expertise in special needs education. There is access to specialist support, e.g. from CAMHS (Child and Adolescent Mental Health Services) in areas such as anxiety and behaviour and there is access to support, e.g. from Cognus Speech Language and Communication Needs Service for speech, language and Communication needs and the school's ELSA for emotional regulation. The school also has a full time Pastoral Support Officer, who supports pupils with a wide range of issues, including anxiety and health concerns, and pupils can also be referred to the school counsellor for support. Next to the Pastoral and Student Support Officer's office is a quiet room which is a place for students to visit if they need a time-out/quiet space to go to for study or emotional regulation.

The school is a safe place at break and lunch times, with members of staff on duty in all parts of the school during these times. Senior members of staff are also visible before school to provide a clear point of contact. The school provides an extensive extra-curricular programme, including activities at lunch and after school. These are inclusive of many students including those with SEND and a full digital booklet of these activities is accessible via the school website:

[Curricular Enrichment | Sutton Grammar School](#)

## **Bullying**

The comprehensive school policy concerning bullying and harassment can be found on the school website. National evidence suggests that SEND students are more likely to experience bullying than their peers and so there are additional monitoring strategies in place. ('Bullying involving children with Special Educational Needs and Disabilities', Council for Disabled Children and Young Voice, in partnership with Anti-Bullying Alliance, endorsed by Department for Education)

## **Transition**

Students joining our school who have special educational needs will have careful transition arrangements. These are decided after consultation with the previous school, parents/carers, the pupil and key staff at our school. A transition meeting may be necessary, along with visits to the previous school and observations of the student in that setting. The last couple of years has seen the running of a summer sports induction programme for those joining Sutton Grammar School in Year 7. This takes place during the last week of the school summer holidays and all students including those with SEND are invited and a member of the Learning Support Team is present to monitor and support those with additional needs. The Learning Support Team have an increased presence across Year 7 lessons during the first half-term to help students with adjusting to new routines and experiences at secondary school. This year we welcomed a number of children and young people with special educational needs or disabilities.

The majority of students at our school go on to study for undergraduate degrees at higher education institutions such as universities. Support for students who are making this transition is available e.g. support with UCAS applications, personal statement writing/drafting, undergraduate study/further education choices and locations,

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independent life/living skills, student finance. Information regarding support needs/additional arrangements can be provided to the university to enable the continuation of support post-18. We also offer transition support for those pupils who may decide to follow a different pathway after A-levels e.g. apprenticeship, higher education college.

Students moving between year groups and key stages will have support from the pastoral team in the school. Where a change of form tutor occurs, there is a continuation of support and the transfer of key information occurs in a meeting between the existing and the next tutor. This year we have helped support students in their transition to our school and between key stages.

## **Staff development**

All new staff and trainee teachers are briefed fully on SEND policies, programmes and procedures, as part of their induction. The SENDCO is responsible for the delivery of an on-going programme of INSET.

This year we have had whole school INSET training provided by the SENDCO covering supporting students with working memory difficulties. Discussions on concerns and strategies for SEND pupils are on the agenda for regular Learning Support Team meetings and a wide range of resources are available to all members of staff concerning specific SEND strategies.

Learning Support Assistants receive in-house INSET annually on SEND and LA experts deliver a programme of support when needed to address current issues. This has included support from the ASD service and training by Speech, Language and Communication Needs Service. The school currently has a member of staff completing the SEND Champion course and has had another member of staff become an Autism Champion.

## **Complaints**

Our complaints policy can be found on our website:

<https://www.suttongrammar.sutton.sch.uk/MainFolder/Information/Academy-Trust-Governors/ComplaintsPolicy.pdf>

## **Relevant school policies underpinning this SEND information include:**

Sutton Grammar School Local Offer

Sutton Grammar School Behaviour, Rewards and Sanctions policy

Sutton Grammar School Complaints Policy

## **Legislative Acts taken into account when compiling this report include:**

SEND Code of Practice 2014

Equality Act 2010

Teacher Standards 2012

Bullying involving children with Special Educational Needs and Disabilities, Council for Disabled children and Young Voice, in partnership with Anti-Bullying Alliance, endorsed by Department for Education)

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