



## Sutton Grammar School's contribution to the Sutton Local Offer

### Contact to discuss child needs

Who should I contact to discuss the concerns or needs of my child?

For students currently at our school, concerns or needs should be raised with the form tutor or direct with the SENDCO (Special Educational Needs and Disabilities Coordinator), Ms Mariam Mahmoud (email: [mariammahmoud@suttongrammar.school](mailto:mariammahmoud@suttongrammar.school) or telephone: 0208 642 3821 x229). For the 2023/24 academic, please contact James Tuck (Assistant SENDCO) – email: [jamestuck@suttongrammar.school](mailto:jamestuck@suttongrammar.school) or telephone: 0208 642 3821 x229

Pupils who are offered a place in the school are selected using entrance tests. If a pupil needs adjustments or access arrangements for taking the tests, these are considered using information provided by the family during the application for entrance tests.

For students joining the school in the next academic year and those considering applying in the future, please contact our school registrar in the first instance:

Email: [admissions@suttongrammar.sutton.sch.uk](mailto:admissions@suttongrammar.sutton.sch.uk) or telephone: 0208 642 3821

### About the school

Sutton Grammar School is a state funded selective school for boys, situated in the centre of Sutton. We also welcome girls into the Sixth Form.

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

The kinds of special educational needs that are provided for in our school are those arising from sensory impairments e.g. visual/hearing impairment, emotional and behavioural difficulties e.g. anxiety and mental health, 'speech, language and social communication needs' e.g. Autism Spectrum Condition, and other specific learning difficulties e.g. Attention Deficit/Hyperactive Disorder, Dyslexia.

### Assessing children

- *How does the school know how well my child is doing?*

Pupil progress is assessed during lessons, with homework assignments and with summative assessments during the course, for example, at the end of a topic or module. Pupil progress is reviewed periodically, using grade reports that are also shared with families.

## Informing parents and carers

- *How will I be kept informed about how well my child is doing?*

Grade reports are published to families during the year in addition to written annual reports. There is a parents' evening held for each year group.

Students with additional support needs will have an Individual Provision Map (IPM) that details the summary of need, advice to staff, and outcomes for the pupil including SMART targets and provision to meet these. The student and parents/carers are involved in the designing of the IPM and it will be reviewed at least three times during each academic year, to ensure that the content is still relevant to the student's needs and that there is provision to remove barriers to learning and participation.

If students are receiving bespoke interventions from the Learning Support Department e.g. social skills/study skills/handwriting, then feedback on progress in these will be shared and reviewed with parents periodically.

## Updates on progress

- *How regularly will I be updated on my child's progress?*

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.

Parents are invited to meet teachers at least once a year, when further updates on progress can be shared and discussed.

## If a child is not making progress

- *Will I know if my child is not making progress and what will happen?*

If a pupil is not making progress, information will be gathered from different subject areas by the Head of Year and parents will be contacted to arrange a discussion to plan steps to help tackle issues and difficulties currently being faced.

## Curriculum

- *What is the curriculum and how is it taught?*

As an academy and a selective school we broadly follow the National Curriculum in key

stages 3 and 4. All students follow courses of study, mostly leading to GCSE. Students who attend the school in the sixth form (years 12 and 13) follow courses of study leading to A level.

In Science, students begin the GCSE courses in year 9, taught in form classes of 27. Virtually all students take triple award science, leading to a GCSE in each of Biology, Chemistry and Physics.

### **Adapting for child needs**

- *How will the curriculum be adapted to meet the needs of my child?*

We differentiate the curriculum to support students with special educational needs and a lighter programme with fewer GCSE subjects/GCE subjects is employed in exceptional circumstances.

### **Teacher flexibility on child needs**

- *How flexible can teachers be in meeting the needs of my child?*

Teachers are skilled at adapting lessons, materials and delivery of content and their planning of lessons takes into account the needs of individual pupils. The grouping arrangements are organised carefully to maximise learning opportunities for all including for small group work.

### **Additional support**

- *Is there any additional support available to help my child reach his/her expected outcomes?*

Additional adults may be used to help groups or individuals in group tasks and with private study. When such support is employed, it is to facilitate inclusion and promote independence.

Pupils may be provided with additional support for organisation, revision and completion of work. This is both in small group interventions and in individual sessions.

Some classes/ pupils may be allocated support staff and have access to guided group work. Some students may be supported in practical activities within lessons such as Design Technology and Science.

The Head of Academic Support monitors the progress of students through report grades and assesses the need for mentoring and organises appropriate interventions.

Some students in key stage 3 will be allocated a sixth form mentor to help with subject-specific needs and organisation. Additionally they may be allocated a 'buddy' to support learning in Maths.

### **Learning strategies**

- *Are there any special features or strategies to help children learn?*

Homework tasks are detailed and shared using the platform Show My Homework. Academic departments subscribe to subject-specific curriculum tools such as Kerboodle and Seneca. The school has a virtual learning environment, with materials to support independent learning.

### **Meeting child needs**

- *How do I know my child's particular need will be met?*

Families of pupils with special educational needs and disabilities who are coming to join our school will have various opportunities to explore and plan provision to meet particular needs. Families are invited to visit the school and speak with the SENDCO if it is felt necessary.

Families of pupils with special educational needs and disabilities currently at our school are invited to participate in each review of the Individual Provision Map (IPM), at which time further differentiation, learning strategies and provision will be discussed and agreed.

## **Access to exams**

- *What arrangements are available for pupils to access tests and assessments?*

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 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 that can be made are:

- Use of a word processor
- Modified exam papers (e.g. font size, paper colour)
- Extra time
- Rest breaks, including toilet breaks. Any lost time is made up at the end of the exam.
- Quiet Room.
- Scribe

## **Additional support or time for exams**

- *How will I know if my child qualifies for additional support or time to access tests?*

When pupils appear to have difficulties performing well in timed tasks or finishing in the time given, the possible need for extra time will be explored. Information is gathered first from across the curriculum to give a detailed picture of need. Parents are then contacted to discuss the issue and, if necessary, an assessment for exam access arrangements such as extra time will be agreed.

Where pupils have other difficulties during or in completing assessments, these will be explored at the IPM review, or can be raised at any time by families contacting the SENDCO/Assistant SENDCO/Learning Support Team.

## **Comfort, safety and socialising**

- *How does the school help my child to feel comfortable and safe and manage social situations?*

Pupils are placed in a form group when they join the school and will be taught in this group in some subjects until the end of year 11. Discussions about safety and managing social situations are conducted in form groups, as part of the PSHE programme and in assemblies. Pupils with special educational needs and disabilities may need extra support managing social situations and there are various additional support measures such as friendship groups, social skills interventions and mentoring. Lessons, trips and extra-curricular

activities can also be adapted where necessary to meet the requirements of those pupils with special educational needs.

## **Developing social & emotional skills**

- *How does the school help develop my child's social and emotional skills?*

Some students may be supported with social skills training individually, or in small groups, led by experienced staff with expertise in special needs education. Some pupils might need support with emotional literacy and may follow a block of intervention sessions with our in-house Emotional Literacy Support Assistant (ELSA).

We offer a wide range of extra-curricular clubs and activities and these provide further opportunities for our students to integrate socially and develop good communication skills - these are available to access on the school website in the form of a digital booklet. There is an annual activities week, which includes opportunities for residential and foreign trips, as appropriate. Pupils with SEN/D might need additional support so that they can take advantage of these opportunities.

## **Early Help Support in the Community (Tier 2)**

- *Examples : please include any ELSA ( Emotional Literacy Support Assistant), counselling, Talk and draw, parent groups, support groups for parents and children e.g. Self Esteem and social skills, Clinical Psychology paid for by the school, Mentoring, Anger management / Feelings work.*

Some pupils may access Early Help Support, for example from:

- Autism Spectrum Disorder Service
- Child and Adolescent Mental Health Service
- Educational Psychology Service
- Emotional Literacy Support Assistant (ELSA)
- Family Liaison
- Jigsaw4U and other voluntary services
- MASH (Multi Agency Support Hub)
- Occupational Therapy
- Parental Information Evenings
- Pastoral and Student Support Officer
- School counsellor
- School Nurse
- Sensory Impairment Service
- Social Care
- Social Skills Groups
- Special Educational Needs Team
- Speech, Language & Communication Service
- Sutton Dyslexia Association
- Wellbeing Practitioner

## **Bullying**

- *What is the school's policy on bullying?*

Please see Section 12 of the Behaviour, Rewards and Sanctions Policy:

[Behaviour, Rewards and Sanctions Policy 2022.pdf \(suttongrammar.sutton.sch.uk\)](https://suttongrammar.sutton.sch.uk/Behaviour%20Rewards%20and%20Sanctions%20Policy%202022.pdf)

## **Disability support**

- *What facilities are in the school to assist children with disabilities move around the building and take part in lessons?*

The school buildings are of varied ages and there is currently no lift access to the science laboratories.

The school facilitates use of assistive technology such as High-Vis equipment and modified materials for students with visual impairments, radio link amplification devices for students with hearing impairments and adjustments and modifications to activities and practices for students with physical disabilities.

Some students may be allowed to use electronic equipment such as a laptop or tablet to enable participation in all lessons.

## **Accessing lessons**

- *How do I know my child will be able to access all lessons?*

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.

## **Who we work with**

- *Who does the school work with?*

The school works with other agencies as part of a multidisciplinary team, e.g., in child in need, team around the family, safeguarding and special educational needs assessment meetings.

Discussions with key staff, parents/carers and the pupil may lead to support from external providers being sought for children who experience significant difficulties with learning, participation or communication and interaction.

Where pupils have medical needs, the school works with the school nurse and other medical professionals to accommodate their needs. Some pupils with more complex medical conditions may have a Healthcare Plan which is shared to all staff for when different activities and trips are taking place as reasonable adjustments may be required to facilitate safe participation.

## **Working with other agencies**

- *How does the school work with other agencies?*

We use external agencies flexibly, including taking advice and support for staff in their personalised approach to pupil's learning as well as on an individual basis. Involvement of specialist services is usually subject to parental consultation and agreement.

## Informing parents and carers

- *How will I be informed?*

Where appropriate, parents will be invited to a meeting in person, by video call or on the telephone to discuss the need to involve external agencies. When agreement has been reached, families will be informed of the details in writing, usually by email.

## Helping your child settle with confidence

- *How will the school help my child settle with confidence and manage change as they move between schools and year groups?*

Students joining our school who have special educational needs will have careful transition arrangements. These may be 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.

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.

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, 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.

## Extended School Day

- *What additional facilities do you offer? E.g. Breakfast club; After school clubs; walking train to after school care*

The school runs various clubs and activities at different times of the school day, and offer various enrichment opportunities. Details of the clubs and enrichment opportunities can be found on the school website:

<https://www.flipsnack.com/5DDF8EFF8D6/winter-term-2-extra-curricular-clubs-activities/full-view.html>

The clubs and enrichment opportunities are updated termly throughout the academic year.

## Policies

- *Add any relevant web links to things like policies here, e.g. SEN policy, Behaviour policy, Equalities policy, Access Plan*

For all school policies, please follow the link below:

[School Policies and Ethos Statement | Sutton Grammar School](#)

For the SEN information report, please follow the link below:

[Special Educational Needs and Disabilities | Sutton Grammar School](#)

## **Keywords**