

# SIR HENRY FLOYD GRAMMAR SCHOOL

*Working Together to Inspire, Challenge and Achieve*

## **SEN Information Report - September 2020**

### **1. School Setting**

Sir Henry Floyd Grammar School is a co-educational selective school. There are approximately 1300 students on roll.

**The philosophy of our school values the individuality of all of our students.** The school community currently includes students representing a wide variety of special educational needs (including but not limited to – Autistic Spectrum, Hearing Impairment, Visual Impairment, ADHD, Dyslexia, Dyspraxia, and Physical Disability such as cerebral palsy).

Our SEND Policy can be found here: <https://www.sirhenryfloyd.co.uk/>

### **2. Identification & Assessment**

Students with SEND are identified in a variety of ways:

- information received on transfer from other schools (See also 11.Transition).
- evidence from parents/carers (See also 11.Transition)
- through the school's screening and assessment procedures. The school may conduct assessments to gather data which indicates whether a student is below the expected level for their age
- concerns raised by existing students or parents/carers who can contact school staff at any stage to discuss their concerns
- records or contact from other agencies (for example, medical or social care agencies, specialist teaching services, speech and language therapists, etc.)
- by subject teachers, Subject Leaders, Faculty Leaders, Form Tutors and Heads of Year(s) and
- through the school's academic tracking process. if a student's progress is substantially below the expected level for their year or if they are concerned about a student's social or emotional welfare.

In many cases, identification comes through a combination of the above.

When a potential SEND has been identified, the school may use one or more of the following to assess the student:

- feedback from the student, parents/carers and school staff (which may include the subject teacher/leader, form tutor, SENDCO, Personalised Learning Team).
- observations in lessons.
- information from professionals who have been working with the student in their previous school.
- assessment tools which may include (as appropriate):

- handwriting, spelling, reading/ comprehension tests or other similar screening tools
- testing or assessment by the Specialist Teaching Service
- testing by a trained in-house staff member
- screening by another appropriate professional (e.g. County Educational Psychologist, Speech & Language Therapist, CAMHS)
- Visual Screener.
- A Specialist Assessor appointment by the school to complete assessments

Where parents/carers commission a private assessment to be carried out externally to the school, the school requests that it has the opportunity to contribute to the assessment so that their views may be taken into consideration to reflect the student's performance and behaviour in the setting of their school.

The school reserves the right to disregard private assessments if they have not been conducted appropriately and in line with official guidelines.

The following people may be involved in the identification and/or assessment of a student's special educational needs and may discuss concerns with the student and parents/carers:

**Teachers** deal most directly with a student's progress and all teachers are considered to be teachers of SEND. This means that all teachers will:

- be familiar with the SEND Code of Practice Graduated Approach, the school's current SEND Policy, categories of SEND and possible symptoms
- identify and discuss with subject leaders or faculty leaders any students who are not making the expected rate of progress according to the school's academic monitoring process or who are giving cause for concern on account of social or emotional difficulties. This discussion may lead to a further dialogue with one or more of the following: year leader, form tutor, or SENDCO. It may include debate on whether further assessment for SEND is considered appropriate
- direct, guide and liaise with Assistant Teachers who work with teachers in lessons to support them in delivering personalised learning.

**Subject Leaders and Faculty Leaders** have responsibility for academic progress within their subject/faculty area. Alongside teachers, they will identify students who are underachieving within their subject area and, if regular targeted, additional academic strategies (Wave 2 of High Quality Teaching) are not able to remedy the situation, they will liaise with pastoral leaders to initiate further investigation which may include contacting the SENDCO.

The **Form Tutor** is seen as the central person responsible for the day-to-day welfare of students under his or her charge. They work with teachers and other members of the pastoral team to collate information on the student's progress and to discuss what strategies can be put in place to support the student.

**Heads of Year(s)** have pastoral responsibility for all students in their year group(s), working with Raising Achievement Officers. They monitor academic progress regularly and identify students who are not making the expected rate of progress. They also receive referrals from teaching staff, subject leaders and form tutors regarding concerns about student welfare. They will be involved in discussions to determine whether formal assessments should be made.

**SENDCO**, Mrs S Kallay, is responsible for the implementation of the school's SEND Policy, for the coordination of provision for SEND students and for liaising with teaching staff accordingly. She has overall responsibility for the Personalised Learning Department, and manages the team of Raising Achievement Officers and Assistant Teachers. She is responsible for liaising with Heads of Year(s), teaching staff, Subject and Faculty Leaders, Form Tutors and external agencies, such as CAMHS. Additionally, Mrs Kallay works with students and parents/carers. She is

responsible for collating information from other educational settings, external agencies, parents, teaching and pastoral staff and for organising screening tests and assessments.

### **3. Provision, Monitoring and Evaluation**

Where a student is not making the expected level of progress on account of their SEND and it is considered that the student should receive specific SEN Support or where a student has an Education, Health & Care Plan (EHCP), the school will discuss options with the student and parents/carers. Provision for SEND students is based on individual need and what is considered the most suitable option to help the student make the expected level of progress. Provision available within the school falls into two categories, academic and emotional & social development. This includes (but is not limited to):

#### **Academic**

- academic mentoring
- 1:1 or small group work on reading/comprehension, handwriting or spelling delivered by Assistant Teachers (ATs)
- study skills support either in a small group or 1:1 basis (including note-taking, revision and organisational skills) delivered by ATs
- ATs are used for in-lesson support, to 'free up' the teacher to spend more time with the students in greatest need
- ATs can deliver small group work and 1:1 sessions for specific students.
  
- additional 1:1 support or booster work in small groups may be provided in exceptional cases, where a reduced timetable has been agreed
- revision workshops for GCSE students
- specialist support either directly from an external agency or as directed by them on a 1:1 or small group basis. (It should be noted however that referrals for support from external agencies may have to meet the agency's own criteria in order for them to be willing to assess and/or work with a student)
- peer mentoring

#### **Emotional & Social Development**

- mentoring, including anger management, self-monitoring and self-reinforcement, and support building resilience.
- counselling (provided by our Raising Achievement Team or external agencies)
- social skill development through regular social skills groups or on a 1:1 basis delivered by ATs or SENDCo
- Buddy System
- life skills support on a small group or 1:1 basis delivered by ATs
- specialist support either directly from an external agency or as directed by them on a 1:1 or small group basis. (It should be noted however that referrals for support from external agencies may have to meet the agency's own criteria in order for them to be willing to assess and/or work with a student)
- peer mentoring
- Pastoral support in the Personalised Learning Centre aimed at supporting students with organisational or emotional difficulties.

Teaching staff are encouraged to evaluate their teaching strategies regularly to meet the needs of all students, and this personalisation forms part of the Graduated Approach and high quality teaching. Once specific SEN Support has been identified and agreed between the student, parents and the school, a Person-Centred Learning Plan (PCLP) will be developed and progress will be monitored and then reviewed with parents and students, a minimum of three times per year, based on the agreed criteria for success or a set of targets. Discussions with parents will include expectations for how parents can and should support their child at home. Progress will be discussed with the student and parents/carers in accordance with the Graduated Approach.

Throughout the review of PCLPs the SENDCo will update staff as and when required. All staff are expected to action the updated strategies with immediate effect.

The Equality Act 2010 requires schools to make **reasonable adjustments** for students who are disabled within the meaning of the Equality Act 2010, and would be at a substantial disadvantage in comparison to someone who is not disabled. Therefore, we may put in place **reasonable adjustments** to support SEND students. These are measures taken to eliminate barriers to learning or bridge the attainment gap (e.g. provision of an A4 planner, enlargement of text, use of a word processor, special locker provision etc).

Reasonable adjustments also include **access arrangements** for public examinations and there are a variety of adjustments which can be made for students with SEND. The school is required, however, to follow the criteria and guidelines of the examining bodies in determining and putting in place the most appropriate arrangements for the individual student. These guidelines do change from time to time. In most cases, arrangements should reflect the student's normal way of working in school. The school is required to demonstrate an evidence of need to show that it is their normal way of working and also that the arrangement does eliminate the barrier to learning, whilst not providing an unfair advantage. These guidelines are set out by the Joint Council for Qualification (JCQ) and all deadlines set by the JCQ must be adhered to by the school.

The Governing body review the progress of students with EHCP's or receiving SEN Support annually.

## **Monitoring and Evaluation**

We evaluate our provision through:

- Frequent discussions between all staff members working with the student, including the subject teachers, Assistant Teachers and SENDCo, to ensure the provision is appropriate for the child
- Regular analysis of the attainment and progress of each child
- Reporting progress to the Senior Leadership and SEND Governor
- Ensuring members of staff are trained and confident in their work
- Carrying out learning walks and observations of whole class teaching and interventions
- Annual report to the Governing Body with the SEND Information Report posted on our website.

## **4. Consultation and liaison with students and parents**

The school consults and liaises in the following ways:

- students have a formal academic review meeting with form tutors once a year to discuss progress and set targets
- parents receive half-termly and termly reports on effort and progress in accordance with the Teaching & Learning Policy
- parents have the opportunity to discuss student progress with teachers, SENDCo and Heads of Year(s) at the annual Parents' Evening for the student's year group
- parents may contact a form tutor, subject teacher, year leader, or the SENDCo at any time during the year if they have concerns about their child's academic progress or their welfare
- students with EHCPs are expected to attend their Annual Review. SEND students are expected to attend meetings between parents and school throughout the school year
- where specific support has been put in place for a student with an EHCP or on SEN Support the following will also apply:
  - The school will discuss with the parent the most effective way to provide regular feedback (e.g. regular email, telephone contact, a home-school book) depending on the support and expected period of impact
  - A review of support will be conducted at least three times a year through one or more of the following ways:
    1. Email communication / review of PCLP
    2. Meeting with student, parent/carer, SENDCo
    3. Opportunity to meet with SENDCo at the annual Parents' Evening
    4. Telephone communication or formal meeting as per parental request
    5. For those with an EHCP an annual review meeting to include parents, student, SENDCo and other agencies involved with the child
- parents and students may attend multi-agency meetings.

**Complaints** - If a parent/carer has any concerns about the SEND provision for their child, these should be discussed, in the first instance, with the SENDCo who will resolve the issue as promptly as possible. If the parent/carer remains dissatisfied with the provision for their child, they can then make representation to the Governor responsible for SEN.

The school's formal complaints process is outlined in the Commendations & Complaints Policy.

## **5. Approach to Teaching**

Students with SEND are fully integrated into the mainstream curriculum and extra-curricular activities followed by their peers. When they join the school, they have the opportunity and are expected to study and participate in exactly the same subjects as their peers. Full details of the school's curriculum are advised to parents/carers and students in the school's Students and Parents/Carers Information Pack during the admission process. It is also available on the school website.

The teaching of SEND students and how their progress is assessed is governed by the school's Teaching & Learning Policy. Subject teachers are expected to follow the Graduated Approach (Assess-Plan-Do-Review) outlined in the SEND Code of Practice 2015 as part of high quality teaching for all students.

There may, on occasion, be the need to withdraw students from certain lessons to participate in one-to-one or small group work or to work with external agencies. Sometimes special permission is given for students to reduce the number of subjects they take at Key Stage 3, GCSE, IB (if students take IB certificates rather than the full diploma) or A-level but this is **only** done after careful consideration of the student's individual needs by students, parents, academic and pastoral staff. If this is agreed, students are expected to spend non-timetabled time studying under supervision or working with ATs, teachers, the SENDCo or external agencies, usually in the Personalised Learning Centre, the Library or the Sixth Form Study Centre (Glover Block).

In some instances, students are offered the opportunity to operate on a reduced timetable to meet specific health or medical needs. Risk assessments are conducted for specific students where necessary and reasonable adjustments put in place as required (e.g. use of lifts, specific equipment, rest breaks etc.).

## **6. Skills, Knowledge and Training**

### **Skills and knowledge:**

All teachers and members of the pastoral team have access to the following:

Person-Centred Learning Plans outline the SEND and recommended strategies to use with individual SEND students. This information is collated from feedback provided by the student and parents/carers, teachers, Heads of Year(s), form tutors, previous schools and external agencies and is reviewed three times a year or more frequently if necessary. This information can be accessed electronically and staff are notified of updates regularly

- the current Access Arrangements List agreed for individual students. This information can be accessed electronically and staff are notified of updates regularly
- specific student files containing SEND information (e.g. Assessment or diagnostic reports, Statements, EHCP's, etc.) held by the Personalised Learning Department. These can be accessed through the SENDCo and are treated with a high degree of confidentiality. Central student files are marked to indicate which students have a separate SEND file
- the SEND Library – books and resource files held in the Personalised Learning Centre.

### **Training:**

- training and update sessions are given to teaching staff on training days and at staff meetings
- teachers may attend external SEND courses as required
- NQT's and trainee teachers are given 1:1 or small group induction on SEND and given the opportunity to work with the SENDCo with specific students or small groups (e.g. Social Groups), or to work shadow an AT
- several members of staff, including SENDCo, Heads of Year(s), and Assistant Teachers are trained in positive handling focusing on de-escalation and restraining students safely in accordance with the use of reasonable force within the Behaviour for Learning policy
- the SENDCo has undertaken the PGCert National Award for SEN Coordination (NASENCO) (award pending)
- the SENDCo attends training courses and regular meetings to update and enhance her knowledge. Information from courses is disseminated to other members of staff as appropriate, including on staff training days and in the Staff Bulletin
- ATs also attend courses and workshops (both external and internal) to develop their skills and knowledge of special educational needs. They are encouraged to undertake HLTA or a SEND diploma.

### **External Agencies:**

- The school uses funds, as appropriate, to access additional support from specialist teachers, Speech and Language Therapists or other external agencies whereby supplementary support is required in order to meet the needs of the individual. See section 9.

## **7. Extra Curricular**

SEND Students are expected and encouraged to participate in the school's lunch-time and after-school activities, as well as in school trips off-site (residential and non-residential). Risk assessments for school trips are conducted to address the needs of specific students and the provision of 1:1 support on trips is provided if required.

The school monitors the representation of SEND students in extra-curricular activities such as music lessons (peripatetic teachers are provided with teaching and learning information on SEND students), prize giving, and membership of the Student Senior Leadership Team.

SEND students are encouraged to become integrated in the normal life of the school at break and lunch-times by using the canteen facilities and socialising with peers. However, in specific circumstances where it is specifically agreed and considered appropriate that students do need to rest or have some quiet time, they are offered this facility in the Personalised Learning Centre where they can rest quietly alone or socialise in a small group.

## **8. Medical Support**

Where a student has specific medical needs, parents should request a Care Plan Form from the school's Reception (01296 424781) or speak to the Administration Assistant – Medical. On these forms parents can provide information on the administration of medicine or medical care for a specific student. These forms are held in a confidential place and school staff are advised of medical conditions as appropriate. Parents may be asked to meet with school staff to discuss a student's medical needs if more information is needed or a more detailed care plan is considered necessary.

Attendance is monitored daily by a Raising Achievement Officer. Specific patterns of non-attendance are reviewed with the student, parents and the form tutor and/or Heads of Year(s) and measures put in place to monitor and improve attendance as appropriate.

Where it becomes apparent that a student is unlikely to be able to attend school normally or is to be absent for an extended period of time (through prolonged illness or the onset of a debilitating condition), members of the pastoral team will liaise with the student and parents/carers to assess and coordinate what alternative arrangements could be put in place for the student to continue to have access to the school curriculum. This process may include referrals to external agencies and specialists for their advice, use of the VLE for on-line learning provision and specific exam provision, a reduced timetable and/or provision to rest during the school day.

Risk Assessments are conducted and prepared for students at risk to ensure their safe movement around the school and in lessons. This information is communicated to all relevant staff, including non-teaching staff (e.g. caretakers, canteen staff) when necessary.

Evac Chair Training and refresher training is conducted termly by staff certified to train others in the use of Evac Chairs. Provision is to ensure that all areas of the school are covered by staff trained to use the chairs in the event of evacuation.

A range of staff complete regular First Aid at Work or Emergency First Aid training in accordance with the requirement for their role within the school.

Staff are trained in the use of specific equipment to support students with SEND or medical conditions (e.g. hearing aids, Epipens etc.) as required by their role within the school.

## **9. Other Agencies**

The school's Governing Body, guided by the SENDCo, involve other services to meet the needs of students with SEND and their families by using the following external agencies:

- Bucks Learning Trust - Specialist Teaching Service (ASD, Visual Impairment, Hearing Impairment, Physical Disabilities, Cognition & Learning)
- Speech & Language Therapists
- Bucks CC Educational Psychology Service
- CAMHS (Child and Adolescent Mental Health Service)
- School Nurse
- Community Paediatrics
- Social Care
- Youth Services Team
- Child Protection Service
- Family Resilience Service
- Education & Welfare Officers
- Counsellors
- Pupil Referral Units and alternative provision setting such as the The Bridge and Aspire.
- County SEN Team
- Youth Offending Service
- Autism Teaching Company

## **10. Accessibility**

The Accessibility Policy can be found here: <https://www.sirhenryfloyd.co.uk/>

The school has the following facilities:

- a Personalised Learning Centre within the school for students, including those with SEND. The SENDCo and team of ATs supervise students here and the area is used to work with individual or small groups of students
- a Raising Achievement Office within the school for students, including those with SEND. The SENDCo, Heads of Year(s), Raising Achievement Officers and Assistant Teachers are based here and the area is used to work with individual or small groups of students for counselling, or discussion
- the school is equipped to accommodate wheel chair movement around campus and this includes the availability of lifts for students who use wheel chairs or who cannot use stairs. Lifts are available in the Tower Block, the Practical Block, the Humanities Block, the Library Block, the Performing Arts Centre and Glover Block. Ramps are available to access locations where necessary. There is no lift in the Staff Block but the upper floor usually does not need to be accessed by students
- there are five disabled toilets on site close to main toilet facilities
- Additional buildings being constructed during 2016-2017 will take into account the needs of disabled students
- disabled parking bays are provided in front of the school, and also in front of the Performing Arts Centre and the Personalised Learning Centre
- lines are painted on stairs and other key areas (e.g. exits/entrances) to aid the movement around the building for Visually Impaired students as directed by the Specialist Teaching Service – VI
- risk assessments are conducted for the evacuation of physically disabled students
- on-site pedestrian crossing and speed bumps in the Performing Arts car park to facilitate students crossing to the Personalised Learning Centre
- miscellaneous equipment including: Height adjustable tables in two IT rooms and a Science Room, and a reading slope.

Reasonable adjustments, such as additional equipment, and facilities will be made to support children and young people with special educational needs. The school will use the notional SEN funding allocated from within its budget to ensure these adjustments are made. Where this is not possible, application to the County Council from the High Needs Block will be made if appropriate.

## **11. Transition**

The school is keen to ensure a smooth transition for students joining us and recognises that the earlier it is made aware of a student's needs, the more effectively it can prepare for them. Preparation for transition may include the following:

- parents are asked to introduce themselves and visit the Personalised Learning Centre on Open Evenings or Mornings
- parents can arrange for a separate meeting and tour of the school to discuss their child and whether the school can meet their needs
- parents/carers are sent a form in the school admission pack which they are asked to complete to notify us of any SEND and existing provision
- once the student has been allocated a place, the school will liaise with the student and parents/carers as well as with the feeder school to gather information about how they learn and what provision or strategies are used to support them
- a programme of transition is planned for each SEND student taking into account the individual student's needs. This will include liaison with the feeder school and parents. It may include:
  - extra visits to the feeder school by school staff
  - attendance at annual review meetings at the primary school
  - a Welcome Booklet
  - extra visits by the student to the school to familiarise them with their new educational setting
  - A half-day transition for students and parents
- liaison with any external agencies who work with the student.

Similarly, if a student leaves the school before completing their secondary education, the school will liaise with the new educational setting and forward relevant documents as appropriate.

Although there are no specific links with the SEND departments of further education institutions, the school will liaise (if requested by the student and parent/carers) with the relevant departments of specific institutions to support and facilitate the transition of students with SEND from school to university. It will also liaise with other further education institutions and relevant external agencies on transition from children to adult services in accordance with accepted guidelines.

## **12. Key Contacts and Information:**

Mrs S. Kallay, SENDCo  
Ms J Cochrane, Headteacher  
Mr P Ellis, Chair of Local Governing Body

Email: [Skallay@shfgs.co.uk](mailto:Skallay@shfgs.co.uk)  
Email: [headteacher@shfgs.co.uk](mailto:headteacher@shfgs.co.uk)  
Email: [gov\\_pellis@shfgs.co.uk](mailto:gov_pellis@shfgs.co.uk)

All school staff can be contacted at:

Sir Henry Floyd Grammar School  
Oxford Road  
Aylesbury  
HP21 8PE  
01296 424781  
Email: [office@sirhenryfloyd.co.uk](mailto:office@sirhenryfloyd.co.uk)

Individual staff email addresses are available on the school website:  
<https://www.sirhenryfloyd.co.uk/>

**Buckinghamshire Special Educational Needs and Disabilities Information, Advice and Support (SEND IAS) Service** can be contacted at:

<http://www.buckscc.gov.uk/education/bucks-send-ias/>  
Telephone: 01296 383754  
Email: [sendias@buckscc.gov.uk](mailto:sendias@buckscc.gov.uk)

**The Advisory Centre for Education** can be contacted at:

[www.ace-ed.org.uk](http://www.ace-ed.org.uk)  
Email: [enquiries@ace-ed.org.uk](mailto:enquiries@ace-ed.org.uk)

**Contact A Family** – for families with disabled children can be contacted at:

<http://www.cafamily.org.uk/>  
Telephone: 0808 808 3555

This SEND Information Report has been written with reference to –

- the SEND code of practice 0 to 25 years January 2015
- the Children and Families Act 2014
- Supporting pupils at school with medical conditions 2014
- The Special Educational Needs and Disabilities Regulations 2014
- Working Together to Safeguard Children 2015
- Reasonable adjustments for disabled pupils 2012
- The Equality Act 2010
- Bucks LA and SEN Policies and Guidelines
- Relevant school policies, including:
  - SEND Policy
  - Accessibility Policy
  - Attendance Policy
  - Commendations & Complaints Policy
  - Confidentiality Policy
  - Equality & Cohesion Policy
  - Teaching & Learning Policy

School policies can be found on the school website:

<https://www.sirhenryfloyd.co.uk/>

### **13. The Local Offer**

The school links to the Buckinghamshire Local Offer.

Information for the Local Offer for Buckinghamshire is available at [www.bucksfamilyinfo.org/localoffer](http://www.bucksfamilyinfo.org/localoffer)

The Buckinghamshire Local Offer provides information and advice and information on Special Education Needs & Disability provision, both inside and outside the Local Authority. If you wish to contact Buckinghamshire County Council about the Local Offer please call 01296 383065 or email [familyinfo@buckscc.gov.uk](mailto:familyinfo@buckscc.gov.uk) [www.bucksfamilyinfo.org/localoffer](http://www.bucksfamilyinfo.org/localoffer).