

Clitheroe Royal Grammar School

SEND Information Report 2022-23

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Local Offer contribution: Please see the SEND area of our school website

Introduction:

Clitheroe Royal Grammar School believes that every young person matters and our students are seen as individuals with differing interests, knowledge, skills and needs. Our school seeks to ensure that all students' needs are met and that every student is valued equally and encouraged to develop their potential to the full.

Whole School Approach:

Our priority for all students is high quality teaching across the school. For students who have additional needs we carefully plan our specialist interventions and provision. Details of this can be found in the SEND Offer on our school website. This document helps us to regularly review and record what we offer every young person in our care and what we offer additionally.

At CRGS, student assessment is both formative and summative and this allows the tracking of students' achievements. The progress of all students is monitored closely. All teachers are responsible for every student in their care, including those with SEND.

SEND Needs:

Children and young people's SEND are generally thought of in the following four broad areas of need and support:

- **Communication and interaction**, e.g. speech, language and communication needs (SLCN) Autism Spectrum Disorder (ASD), Asperger's Syndrome
- **Cognition and learning**, e.g. Specific learning difficulties (SpLD), moderate learning difficulties (MLD), dyslexia, dyscalculia and dyspraxia
- **Social, emotional and mental health difficulties**, e.g. attention deficit hyperactive disorder (ADHD), depression, eating disorders, attachment disorder
- **Sensory and/or physical needs**, e.g. vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) or Cerebral Palsy (CP), epilepsy.

As of May 2022, we have 87 students receiving some form of SEND Support at main school and sixth form.

Underpinning all of our provision in school is the **graduated approach** cycle of:



Assess:

Students have Special Educational Needs/Disability if they have a learning difficulty which calls for special provision to be made for them.

Students have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of students of a similar age
- Have a disability which prevents or hinders them from making use of educational facilities.

As such, the educational provision they need is additional or different from that made generally for other students of the same age.

The identification of SEND can happen in various ways including the following:

- Through specific reports from feeder schools on admission, which may identify educational, social or medical needs
- Through communication with and, where necessary, visits to feeder schools both at Main School and Sixth Form, which provide the information needed to enable a smooth transition and ensure that the student's SEND status is transferred as early as possible.
- Through information given on student admission forms and from contact with parents/carers
- Through specific reports received from external agencies or Children's Services as part of the information sharing system. This may include receipt of a an Early Help Assessment (EHA) form completed by the feeder schools or by external agencies working with the student / family
- Through the monitoring of student work and progress by subject teachers and tutors. The Form Tutor or subject Teacher/Head of Department then consults with the Head of Year / Senior Tutor if there is a particular cause for concern
- Through academic monitoring, for example, autumn and spring interim reports

- Through regular consultation between the Student Support Managers, Heads of Year/Senior Tutors, the SENDCO and Head of Main School / Head of Sixth Form
- Through school referrals to a specialist teacher for assessment or diagnosis as appropriate following the above mentioned consultations.
- Through medical reports made by the School Nurse
- Through parents/carers contacting the school directly
- Through self-referral by the student

Plan:

The vast majority of students with SEND at CRGS have had their needs identified at their previous school. In all cases where we are pre-informed of a student with SEND we work closely with previous educational settings to ensure a smooth transition. All students with an EHC Plan are carefully monitored, in line with the requirements of the Code of Practice. Students who are at SEND Support (Tier 1/Tier 2) will receive an appropriate level of provision according to their level of need and their (and their parents' / carers) wishes.

Within school, the identification of SEND is built into our overall approach to monitoring the progress and development of all students. Subject teachers make regular assessments of progress for all students. These lead to the identification of students who are making less than expected progress given their age and individual circumstances. This is characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the student's previous rate of progress
- fails to close the attainment gap between the student and their peers

It can also include progress in areas other than attainment, for instance where a student needs to make additional progress with wider development or social needs in order to make a successful transition to adult life. These factors may indicate the presence of a special educational need.

Do:

Our first step in responding to students who may have SEND is by ensuring high quality differentiated teaching is in place. Students will only be identified as having SEND if they are not making adequate progress once all the relevant interventions and adjustments have been put into place, alongside high quality personalised teaching.

Examples of differentiation include:

- Varying the type of tasks through which students learn
- Using stepped questions, open-ended tasks and extension tasks, which broaden knowledge and understanding
- Using specific strategies to support students' organisation
- Providing key words for spelling practice
- Displaying key words
- Adopting dyslexia/ASD/ADHD friendly techniques
- Providing printed materials to reduce the amount of copying from the board

- Room timetabling to accommodate physical needs

The SENDCO will meet with the student on a regular basis to review and evaluate the strategies that are in place. If a student is not making adequate progress, despite the differentiated additional support which the subject teachers have given then the Head of Year / Senior Tutor will discuss the student issues with the SENDCO.

Review:

Our Support Plan Register is broken down into the following categories and reviewed in the following ways:-

Monitor

A student may have a diagnosis of a Special Need such as Autistic Spectrum Disorder or Dyslexia but is, in the main, managing the difficulty with his/her own strategies along with quality teaching in the classroom. Teachers will be made fully aware of the difficulties and will refer to the "Student Support Plan/IEP" on the School Information Management System (SIMS) for advice about how to best meet the needs of the student. The student's progress will be monitored through the existing reporting/monitoring systems in place in school.

A student may also have a minor difficulty which may affect progress. If this is the case there will be a note on SIMS and progress would be monitored as stated above. If it appears that the student is not coping then a review can be called by a member of staff, student or parent/carer. Following this review the student may move to a different category.

Tier 1

A student at this tier has a recognised learning difficulty and continues to have difficulties when classroom interventions have been put into place. The student is attending some form of additional internal intervention to help address the difficulties. The student has a Support Plan/IEP in place which is reviewed regularly; via Parents Evening, One-to-One meeting with Head of Year / Senior Tutor and the SENDCO Support Plan Review. School performance and tracking data would also further inform progress.

If, following these reviews, it appears that the student is not making sufficient progress then a review can be called by a member of staff, student or parent/carer. Following this review the student may move to a different category.

Tier 2

As above, but having employed appropriate school interventions the student is still at risk of underachievement, advice would then be sought from outside agencies such as the Educational Psychologist. The student has a Support Plan (SSP) in place that is reviewed termly; via Parents Evening, One-to-One meeting with Head of Year / Senior Tutor and the SENDCO Support Plan Review. School performance and tracking data would also further inform progress.

If it becomes appropriate to apply to the local authority for an EHC Plan (because insufficient progress was being made through Student Support) we would follow the procedures laid down in the Code of Practice, having gathered evidence from both within school and from external specialists, making use of information gathering tools (such as EHA) where appropriate.

Having consulted with children, young people and their parents, all our additional provision (internal or external) is based on an agreed outcomes approach.

Consulting with children, young people and their parents/carers

Involving parents/carers and students in the dialogue is central to our approach and we do this in a range of ways:

Towards the end of the summer term we contact all our feeder primary schools to find out about any students who may have additional needs. A meeting will be held with the student and their parent/carer if it is deemed necessary

We have an induction day for Year 6 students in June each year and often make alternative arrangements for students who need greater support with transition.

We also have a Transition evening for Main School students in June where key staff including the SENDCO are introduced to parents/carers and students.

The SENDCo is available to discuss transition to sixth form at open evenings with parents and carers.

At the sixth form, we obtain information about students with additional needs from the application form. Early in the autumn term we will contact the feeder secondary schools to obtain as much information as possible. We will then draw up a Student Support Plan and discuss this with the student and parents/carers.

After each review the Student Support Plan is amended and sent home for approval. Parents/carers are welcome to meet with the SENDCO in school and we will contact parents/carers if there are concerns.

Staff training and development

We are committed to developing the ongoing expertise of our staff.

Every member of teaching staff and relevant support staff are briefed each year regarding any students with additional needs and up-to-date information is readily available to all staff via the Additional Support Register.

The school counsellor, MHST, school nurse and other outside agencies are able to provide strategies for teaching students with SEND and medical conditions.

The CRGS personalised CPD programme includes various sessions related to SEND.

The SENDCO attends network meetings and SEND cluster meetings on a regular basis.

Staff deployment

Considerable thought, planning and preparation goes into utilising our support staff to ensure children achieve the best outcomes, gain independence and are prepared for adulthood from the earliest possible age.

- SENDCO / Inclusion Manager – Mrs L Jones
- Link Deputy Headteacher – Miss J Renold
- TA – Mrs J Fielding

- TA Level 2 – Ms C Harkness, Mrs S Begum
- Student Support Manager (Main School)– Mrs R Crow
- Student Support Manager (sixth form)- Mrs J Roberts
- Student Support Manager (sixth form)- Mrs R Thompson

- Library Supervisor (Main School) – Ms C Harkness
- Learning Resource Centre Manager (Main School & Sixth Form)- Ms K Pulman

- SEND Administration link- Mrs G Threlfall at Main School and Mrs Joanne Duerden at Sixth Form

- Nurture Breakfast Lead- Mrs Kathryn Kinney

Finance

Our notional SEND budget comes directly from the EFA to support the needs of students with additional needs. The funding is managed by the school's Bursar. The SENDCO and other relevant staff administer the spending ensuring that it is used to directly support our students.

The budget is used to fund, for example:-

- SENDCO allowance and leadership curriculum time
- Support staff (additional to quality first provision)
- Commissioned external services, e.g. Educational Psychologist, Specialist Assessor
- Additional teaching resources
- Staff training and development
- The cost of offering intervention sessions such as Handwriting, Organisation and Study Skills
- Other appropriate and relevant expenses

A full list of the external partners with whom we work can be found in our SEND Local Offer.

School Partnerships and Transitions

This year, we worked with our feeder schools to welcome a number of children and young people with special educational needs or disabilities to both the CRGS Main School and Sixth Form. We also use many different strategies to ensure that our students experience a smooth transition to their next phase in education or employment.

Our approach involves:

- Liaising closely with primary and secondary feeder schools
- Arranging relevant work experience placements
- Holding career/future events
- Pastoral support with UCAS applications
- Visits to universities
- Liaising with Local Authority services

We closely monitor young peoples' destination data.

Complaints

Should a parent/carer have a concern about the special provision made for their child they should follow initially contact the SENDCO or a member of the senior leadership team on either site. We would hope then to respond to any concerns positively and in a supportive and timely manner.

Relevant school policies underpinning this SEND Information Report include:

- CRGS SEND Policy
- CRGS Local Offer
- CRGS Medical Needs Policy
- CRGS Admissions Policy and CRGS Sixth Form Admissions Policy
- CRGS Anti-bullying Policy
- CRGS Complaints Policy
- CRGS Child Protection and Safeguarding Policy

Legislative Acts taken into account when compiling this report include:

- SEND Code of Practice 0 – 25 July 2014
- Children & Families Act 2014
- Equality Act 2010
- Mental Capacity Act 2005