



SEND Information Report September 2020

The SEND (Special Educational Needs and Disabilities) Information report describes the implementation of the principles set out in the school's Individual Needs Policy. A student has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

1. Individual Needs Coordinator contact details

The school's Individual Needs Coordinator is **Mrs. Catherine Andrews**. She can be contacted initially through the main school email address school@lgs.slough.sch.uk or phone number **01753 598300**.

2. SEND provision

Langley Grammar School currently provides additional and/or different provision for students with a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder (ASD), speech and language difficulties;
- Cognition and learning, for example, dyslexia, developmental co-ordination disorder;
- Social, emotional and mental health difficulties, for example, attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD);
- Sensory and/or physical needs, for example, visual impairments, hearing impairments.

3. Identifying students with SEND

a) *How are students with special educational needs identified?*

Langley Grammar School uses a range of screening, diagnostic and assessment tools to assist in early identification of students with SEND;

- 11+ registration form
- Primary school visits and new intake data entry;
- Cognitive Abilities Test (CAT) data;
- Progress data and attitude to learning scores;
- Behaviour and achievement points;
- Referral by class teachers, phase leader, parents, or the student themselves.

b) *How are the requirements of students with special educational needs assessed?*

Once a student has been identified as possibly having SEND steps are taken to ascertain the student's precise areas of need. These can include;

- Lesson observations;
- Feedback from teachers, phase leader, parents, or the student themselves;
- SEND Teacher Advisor referral;
- General Practitioner referral;
- Children and Young People's Integrated Therapies Service referral;
- CAMHS referral;
- Berkshire Sensory Consortium Service assessment;
- Educational Psychologist assessment.

4. Involving students and parents

Parents will be actively involved in setting and reviewing targets for their son/daughter; they are expected to support them in achieving these targets, and contribute to assessing the impact on their son/daughter's wider attainment and progress.

Parents are expected to support their son or daughter by attending review meetings and by contacting the school to communicate relevant information. Where a student has an EHC plan the student and their parents will be part of the process of assessing the outcomes and impact of the plan.

5. Assessing and reviewing SEND students' Progress

The progress of students with SEND is closely monitored using a range of measures including;

- Progress data and attitude to learning scores;
- Attendance and punctuality records;
- Achievement and behaviour points;
- Behaviour and exclusion reports;
- Individual learning plans;
- Teacher/Parent/Student/Phase Leader feedback;
- Review meetings.

All teachers and support staff who work with a student will be made aware of their needs, the outcomes sought, support provided and any teaching strategies or approaches that are required. The effectiveness of the support and interventions and their impact on the student's progress will be regularly reviewed.

6. Supporting students moving between phases and preparing for adulthood

Before a student starts at Langley Grammar School information is gathered from both the primary school and the parents/guardians. Incoming Year 7 students attend an induction day in the summer term so that they can start to make friends and familiarise themselves with the school. If a student is the only student from their primary school who will be coming to transferring to Langley Grammar School then they are invited for an additional induction day in advance of the main Slough wide induction day.

In September, Year 7 students start a day before the rest of the school for further induction activities. Some students with SEND needs may be invited to attend the school at additional times in the summer term so that they are fully prepared for the transition to secondary school. Year 7 students are assigned a Sixth Form 'buddy' who they can talk to about any worries or concerns they might have.

All students are offered mentoring support by the tutor teams as they make decisions about subject options at GCSE and A-Level, careers and higher education options. The school works with a number of providers of careers information and guidance who will deliver key messages through assemblies, lessons and one-to-one interviews.

Students also participate in a variety of internal and external careers events where they meet people from a wide range of businesses and professions. Students with SEND will also be guided through transitions by the INCo. The school's personal development curriculum provides students with essential information and advice to help them to live independently as adults, and make a positive contribution to society.

7. Our approach to teaching students with SEND

Teachers are responsible and accountable for the progress and development of all the students in their class. New staff members meet with the INCo for training on how to support the students with identified SEND. In addition to regular training focusing on high-quality teaching and learning, all staff have access to regular professional development from in-house training by specialists on specific learning needs.

The School has a designated teacher responsible for supporting Looked After Children (LAC) who will also ensure that LAC students have everything they need in order to access all areas of the curriculum. Their progress will be closely monitored so that early intervention can be put in place if necessary.

Quality First Teaching (inclusive, high-quality lessons which meet the needs of all students) is the most effective way to support a student with SEND. However, for some students additional support may be necessary for them to achieve their full potential. There is an expectation that SEND students attending the school are able to participate in mainstream lessons alongside their peers with appropriate support.

In addition to high quality teaching and learning, the school provides a range of additional support for learning for students with specific SEND:

Communication and Interaction	<ul style="list-style-type: none"> • Autism Support Services • Speech and Language Therapists • Learning Support Assistants • Group intervention for social communication and understanding. • Access Arrangements for examinations
Cognition and Learning	<ul style="list-style-type: none"> • Educational Psychologists • SEND Teacher Advisers • Adapted resources • Group intervention for study skills and revision techniques • 1:1 intervention for English, Maths and Science. • Access Arrangements for examinations
Social, Emotional and Mental Health	<ul style="list-style-type: none"> • School Counsellor • Child and Adult Mental Health Services (CAMHS) • Access Arrangements for examinations
Sensory and/or Physical Needs	<ul style="list-style-type: none"> • Berkshire Sensory Consortium Service • Occupational Therapists • Access to technology (e.g. radio aids) • Adapted resources (e.g. enlarged worksheets) • Access Arrangements for examinations

We ensure that the learning environments are effective and that all students can all access the breadth of the mainstream curriculum. Students with SEND are only withdrawn from lessons if there is significant evidence that this is the best route for them and it is kept to a minimum – all experience a full range of subjects and complete their 8 subjects at GCSE.

8. Expertise and training of staff

The current INCo has 7 years' experience in this role and has completed the National Award for Special Educational Needs Coordination. They have allocated time in order manage SEND provision.

The school employs one Learning Support Assistant and makes effective use of the Student Support team who provide front-line welfare support for individual students. In addition, the school's Behaviour and Welfare Practitioner, who is a trained counsellor, provides support for students with wellbeing and mental health issues.

In the last academic year, relevant teaching staff have been trained in teaching students with hearing and visual impairments, including those with profound hearing loss who have cochlear implants.

The school uses specialist staff from the Berkshire Sensory Consortium (including a teacher of the deaf and a teacher of the blind) and Slough Autism Services.

9. Evaluating the effectiveness of SEND provision

The effectiveness of provision for students with SEND is evaluated by:

- reviewing students' individual progress;
- reviewing the impact of interventions after an appropriate period of time;

- seeking the opinions of students, parents and teachers;
- holding annual reviews for students with EHC plans.

10. Providing equality of opportunity for students with SEND to engage

Students are encouraged to participate in the wide variety of sporting, musical and other opportunities available at Langley Grammar School. The school has excellent facilities including a sports centre and drama studio, and a strong House system provides a framework for a wide range of sporting competitions and other events including music and drama competitions.

There is a wide range of day and residential educational visits through which students can develop and apply what they have been learning in the classroom. The school operates the Duke of Edinburgh's Award programme for students in Year 9 upwards.

11. Support for Improving Emotional and Social Development

The pastoral support system at Langley Grammar School is thorough and robust; Form Tutors and Phase Leaders work together closely to ensure that students enjoy their time at school. A pastoral review during the first half term of Year 7 looks at how students have settled into secondary school, including their social interaction and contribution to lessons.

Students who are identified as needing social and emotional support may be provided with a mentor or referred to the School Counsellor. Students whose behaviour is presenting a concern may be put on behaviour report and/or have an individualised reward plan. Students' successes and achievements are celebrated regularly in assemblies and through the school newsletter.

The school provides a harmonious and well-ordered community that encourages consideration for others. Bullying or harassment of any kind is unacceptable. If bullying does occur, students can report it in the knowledge that incidents will be dealt with promptly and effectively. Students explore the issue of bullying in their Personal and Citizenship Studies (PCS) lessons; there are also anti-bullying workshops during Year 7 tutor time and a team of Sixth Form anti-bullying mentors run assemblies to raise awareness of bullying and provide mentoring to individuals.

12. Complaints about SEND Provision

Concerns about SEND provision should be raised with the INCo in the first instance. If the concern cannot be satisfactorily resolved informally, the complainant will then be referred to the school's complaints policy.

Parents of students with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that the school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

13. Contact Details of Support Services for Parents of Students with SEND

Productive collaboration with a variety of agencies ensures that parents/carers and the school have appropriate support in meeting a student's needs. The following list of agencies is not exhaustive, but provides an indication of the support services which can be involved in supporting students at Langley Grammar School:

- Berkshire Sensory Consortium (Hearing and Visual Impairments)
- Slough Autism Service
- Child and Adolescent Mental Health Service (CAMHS)
- Occupational Therapists
- Speech and Language Therapists (SALT)
- Educational Psychologists
- SEND Teacher Advisers

- Slough SEND Team

These agencies assist the school with securing the necessary equipment and facilities to meet a student's needs (e.g. the Berkshire Sensory Consortium can provide radio aids, hearing aid batteries etc.).

14. The Local Authority Local Offer

Slough local authority's local offer is published here:

<https://www.sloughfamilyservices.org.uk/kb5/sloughcst/directory/localoffer.page>

15. Admissions

Students are admitted to the school in Year 7 on the basis of their ability as determined by their performance in the 11+ entrance examination set and administered by the Slough Consortium of Grammar Schools. The procedures for testing are outlined in the *Slough Consortium of Grammar School - a Guide to the 11+ Test* document published annually by the Consortium.

The registration process for the 11+ examination allows parents to notify the Consortium that a student may have SEND. Extra time of up to 25% for each paper may be available for students with SEND. Supporting evidence from the student's primary school will be required, as well as a copy of any diagnosis a student may have and/or a copy of their Education, Health and Care Plan (EHCP).

For students with an EHC plan our admission policy specifies that:

Children who have an Education Health and Care Plan (formerly a statement of Special Educational Needs) which names the School will be admitted automatically provided they are eligible for consideration and the School can meet their needs.

To be 'eligible for consideration' in the context of this admission route means that the student's ability is in line with the normal cohort admitted through the 11+ examination process.

16. Physical and Curriculum Access

Students with SEND are integrated into the activities of the school as far as is practical and compatible with them receiving the necessary provision, the effective education of the other students and the efficient use of resources.

Arrangements in line with the Equality Act 2010, reasonable adjustments may be made to ensure that students who have a disability are not put at a disadvantage in comparison to students who are not disabled. All buildings within the school have wheelchair access. There are toilets for the disabled around the school. There are automatic doors to the 2006 MFL and Sports blocks. In other areas of the school there are wide access doors.

The main school building is being to be rebuilt under the Priority Schools Building Programme (Phase 2), work began in February 2019. The rebuilding project will last until July 2021 and the new buildings will have significantly improved access. During the different phases of construction there may however be some restrictions on physical access to different parts of the site.

17. Exam Access Arrangements

Access Arrangements are pre-examination adjustments for candidates based on evidence of need and normal way of working. Access Arrangements fall into two distinct categories: some arrangements are delegated to centres (e.g. use of a word processor for examinations or supervised rest breaks), others require prior JCQ (Joint Council for Qualifications) awarding body approval (e.g. extra time).

Access Arrangements allow candidates/learners with SEND or temporary injuries to access the assessment without changing the demands of the assessment. In this way Awarding Bodies will comply with the duty of the Equality Act 2010 to make 'reasonable adjustments'.

Further details about the JCQ access arrangements can be found via the link below

<https://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/regulations-and-guidance/access-arrangements-and-reasonable-adjustments-2019-20>