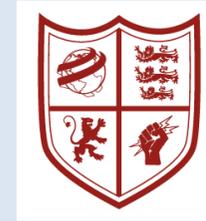


# Stretford Grammar School

## Special Educational Needs and Disability SEND Information Report 2021



The intention of Trafford's local offer is to improve choice and transparency for families. All schools and academies in Trafford are expected to identify and support pupils with special educational needs to make the best possible progress. Schools are supported to be as inclusive as possible and wherever possible, the needs of pupils with a Special Educational Need are met in a mainstream setting, where families want this to happen. Trafford's Graduated Approach provides guidance on expectations of what should usually be available within school's resources.

This will be reviewed annually. Please find the link to the Trafford Service Directory and the local offer below.

The full local offer of services available in Trafford can be found at [www.trafford.gov.uk/servicedirectory](http://www.trafford.gov.uk/servicedirectory) or by contacting the Family Information Service on 0161 912 1053 or [fis@trafford.gov.uk](mailto:fis@trafford.gov.uk)

If you would like to contact the school about this report or any other matter relating to SEND, please email in the first instance the SENCo - [n.hyde@stretfordgrammar.com](mailto:n.hyde@stretfordgrammar.com)

Governor Link – Mrs M Brettell. Responsible for reporting to the full governing body and monitoring and evaluation of the SEND process. [admin@stretfordgrammar.com](mailto:admin@stretfordgrammar.com)

## **1. What kinds of special educational needs does the school provide for?**

At Stretford Grammar School, we embrace the fact that every child is different, and, therefore, the educational needs of every child are different. We uphold high standards of achievement, provide opportunities for all students to succeed and encourage in our students a set of personal values based on honesty, trust, tolerance and respect for others. We are fully committed to meeting the needs of those student with Special Educational Needs and Disability so far as is reasonably practicable and compatible with the provision of the efficient education of other students. Every teacher is a teacher of every child or young person including those with SEND. Currently Stretford Grammar School supports learning for the following special educational needs and disabilities:

- Specific Learning Difficulties
- Autism Spectrum Conditions
- Sensory Impairments
- Physical Disabilities
- Speech, Language and Communication Needs
- Social Emotional and Mental Health Difficulties
- Attention Deficit Hyperactivity Disorder

## **2. How does the school know if children/ young people need extra help and what should I do if I think my child/young person may have special educational needs?**

The early identification of students' individual needs is of paramount importance to the successful implementation of support. We place great importance on communication between home and school. Parents and carers are encouraged to let us know of any concerns or identified needs prior to joining the school and once the young person has started school.

To ensure that students' needs are recognised and addressed at an early stage by the school, the Department of Special Educational Needs and Disability will:

Liaise with pastoral staff visiting all Year 6 with a place at Stretford Grammar School in the summer term to pass on information about SEND needs and make another visit if necessary.

Contact parents/carers before the end of the summer term and be available at the New Entrants' Evening at the end of June and

again at the Information Evening in November.

Invite parents to attend the termly SEND Parent Forum to raise concerns with the Learning Support Team.

Use progress data to identify any significant underperformance in relation to the achievement of the peer group which has not improved as a result of classroom teacher intervention.

Provide a one-page profile on each student on the SEN register and the Radar List including strategies for reducing barriers to learning and meeting the needs of the student.

Organise regular case conferences with Progress Leaders, Curriculum Leaders, Form Teachers and subject staff for identified SEND students to share strategies and update information.

Respond promptly to referrals made by Progress Leaders, Curriculum Leaders, Form Teachers and subject staff by conducting initial assessments of the student through observations and consultations with parents and others in school in contact with the student.

Ensure concerns are raised at the Learning Support department meetings; that students are carefully monitored over a period of time; their needs are discussed and observations and assessment take place.

Ensure parents/carers are kept informed at all times, either at Information Evenings, Parents' Evenings and other meetings called by Teachers, Progress Leaders or Curriculum Leaders. If further understanding of a student's needs is required, parents/carers will be consulted and other professionals will be invited to assist if necessary.

Will request the involvement of outside agencies and reports produced will be used to inform interventions.

### **3. How will the curriculum be matched to my child/young person's needs?**

A broad and balanced curriculum is provided by Stretford Grammar School:

Teachers differentiate within their planning to meet the needs of all their students, following guidance and information shared by the SENCo including one-page profiles (passports)

Some subjects are set whilst others are taught in mixed ability groups. The setting is reviewed regularly and all students are presented with opportunities to progress and flourish.

Lessons include a wide range of activities including individual, paired and group work.

The quality of teaching is regularly assessed and monitored to ensure that all students are receiving a high standard of education

regardless of their different needs.

#### 4. How will school staff support my child/young person?

The aim of formally identifying a student with SEND is to help school ensure that effective provision is implemented and so remove barriers to learning. The support provided consists of a four – part process: Assess Plan Do Review. This cycle enables the identification of those interventions which are the most effective in supporting the student to make good progress and achieve successful outcomes.

**Assess:** How does the school decide if a child needs extra support?

The class teacher's assessment and experience of working with the student, details of previous progress and attainment, comparisons with peers and national data, specific assessment tasks and tests as well as the views of parents and students are used to identify needs. Advice may also come from external support services.

**Plan:** What type of support and how much support will the child receive?

Information gathered is then used to develop interventions and adaptations to the environment and to the curriculum. Advice from outside agencies including schools and families specialist services, the educational psychologist, behaviour support, the emotional health and wellbeing team and speech and language therapists may be accessed. Class teachers work alongside the SENCo to plan the most appropriate strategies and interventions.

**DO:** How will school staff support the child?

Quality first teaching is the first response to any underperformance. Specific Interventions from the Department of SEND may involve group or one-to-one support both in class and away from the classroom on specific interventions. It may also involve use of different equipment or the adaption of the curriculum including laptops. Some students will receive training in Touch-typing to prepare them for using this equipment effectively. Some students will be mentored by staff from the Learning Support Team.

The curriculum may be adapted through differentiation, using prompts, adapted resources and by support from teachers and learning support assistants. In some cases, specific schemes of work (including for social and emotional difficulties) and interventions are used.

Experienced Learning Support Assistants are deployed effectively to provide tailored support in class to identified students, thus allowing students to access their education without barriers.

Identified SEND students receive dedicated support from the SENCO to ensure they are able to complete work and achieve and

make equal progress to their peers

Short-term tailored programmes to identified students in the field of anger management, literacy encouragement, social skills and building self-esteem.

**Review:** How will school and I know how the child is doing?

Intervention work is reviewed periodically by the SENCo with class teachers and learning support assistants using teacher assessments, specific test results and observations. The impact of interventions will be shared with parents and carers. Children with SEND are also carefully monitored at each data capture point by class teachers, Progress Leaders and the SENCo.

Parents/carers will be offered a chance to discuss progress each term at the SEND Parent Forum. More regular meetings happen where staff and families feel it is necessary. Multi- agency meetings, where support from other agencies is necessary, will also happen as well as the termly review meetings.

The impact of interventions will be shared regularly with Governors at Welfare Committee meetings.

## 5. What support will there be for my child/young person's overall wellbeing?

There is a robust pastoral system in place, with an identified Assistant Headteacher and dedicated Progress Leaders attached to each year group.

Form Tutors play a vital role in this process and they are supported by their Progress Leader to fulfil this role.

The Learning Support Centre provides a range of support for students experiencing either long or short-term difficulties. Learning Support Assistants regularly mentor students with additional needs.

An Emotional Resilience Survey is completed by all students and those identified as requiring additional support in developing essential skills will follow an Emotional Resiliency Programme.

The school has access to different experienced professionals who work with identified students to remove potential barriers to learning for example; The Educational Psychologist, The School Nurse and SEND Specialists in Trafford.

We are taking part in a research project with Oxford University on Mindfulness. 5 teachers in school are trained to deliver the .be programme. This will be offered to most students in the next few years.

There are two Counsellors who provided counselling services to students on a referral basis.

Active Learning Days provide information and training for students on key wellbeing topics.

Students can be referred for therapeutic Art and Design sessions.

Students are directed towards Kooth for online counselling.

All medicines are carefully monitored and recorded. Where necessary, the nurse assigned to the school will be contacted.

Dietary needs are discussed and any allergies shared with relevant staff.

The school has a dedicated Attendance Officer who monitors and follows up attendance, as well as resolving issues as needed.

## **6. How is the decision made about what type and how much support my child/young person will receive?**

Students are identified as having SEND needs in two main ways:

All children are regularly assessed and progress is tracked and monitored. Any student who is falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries, have social or emotional difficulties or are vulnerable or have specific diagnosed needs will be monitored and interventions put in place to support the student. The Student Passport communicates adjustments which will need to be made to reduce barriers to learning. Interventions required will determine the amount of additional adult support which will be needed. Some of the interventions we use to assess are included in the SEND policy.

Some students have been formally assessed by a professional who identifies a specific need and line of support to allow them to achieve and reach their full potential. Some of these students have an Education and Health Care Plan.

The school makes reasonable adjustments to the environment wherever practicable, to meet the needs of identified students, including accessing specialist equipment if needed. For example, the Food Technology area has received extensive work on making the area accessible for students with mobility problems.

Teachers can request support from a Learning Support Assistant for a class which has a student/ students with a recognised additional need. Teachers are expected to share with the SEND Department, the outcomes they wish to achieve by having additional adult support in the classroom.

### **7. How will my child/young person be included in activities outside the classroom including physical activities and school trips?**

There are a vast range of enrichment activities and competitions all year round. Staff make reasonable adjustments, where possible to allow all students to take part in enrichment activities.

All students are invited on numerous trips overseas, locally and nationally and we use the EVOLVE Risk Assessment System in order to ensure the safety of all students.

We use Medical Care Plans and always seek consent from parents and carers prior to any activity taking place. Parents/carers will be invited into school to discuss trips or visits prior to them taking place.

### **8. What specialist services and expertise are available at or accessed by the school?**

- Trafford Special Educational Needs Advisory Service
- Educational Psychologist
- Speech and Language Therapist
- Social Services
- Child and Adolescent Mental Health Service (CAMHS)
- Parent Partnership
- Behaviour Support Team
- Counsellor
- School nurse
- Connexions
- Trafford Medical Educational Service

## 9. How accessible is the school environment?

Our school environment

- Stretford Grammar School's Accessibility Plan is in place and all staff are fully aware of the requirements of the Plan
- All curriculum areas of the school are accessible to students and visitors who use wheelchairs.
- There is one disabled toilet located in the science block and another one near the main reception. There is a dedicated personal care room along the main corridor with the key located centrally at the school office.
- The school has two main buildings, which both have two floors and both buildings have a lift to allow wheelchair access.
- The school's Product Design department has received extensive work over recent years to ensure the area is accessible to students with mobility problems.
- All classrooms have DDA access and guidance is taken into consideration when planning redevelopments of the school.

## 10. How are parents and young people themselves involved in the school?

Parents are encouraged to participate and engage in the life of the school.

Parents/carers are encouraged to discuss any concerns at the earliest opportunity.

The SEND Parent Forum takes place termly. Parents are invited to comment on and contribute to both the Passport for their child/young person as well as the SEND Information Report.

The school has a strong PTA of which parents/carers are automatically members. You can find information on the schools website. Parents/carers will also be invited to:

- Parents' Evenings
- Information Evenings
- Annual Review Meetings
- Pastoral Support Programme Meetings

- Multi-professional meetings
- Music Department Christmas Concert
- Induction Evenings
- Parents/carers could be contacted via – telephone calls, emails and letters

### **11. What specialist services and expertise are available at or accessed by the school?**

Our CONNEXIONS (Careers) officer Tracy Blackburn who attends identified parents' evenings and information evenings and can be contacted via [admin@stretfordgrammar.com](mailto:admin@stretfordgrammar.com)

Two trained Counsellors provide a counselling service for students on-site.

Identified agencies are in attendance at Annual Reviews and formal links established, where this will be to the benefit of the student in order to break down barriers.

Therapeutic Art and Design sessions are offered to students.

### **12. What training have the staff supporting children/young people with SEND had?**

The SENCo has achieved the National Award for Special Educational Needs Co-ordinators.

Learning Support Assistants have a range of skills which are updated regularly as a result of attendance on external courses and training led by the SENCo

Teachers are given training led by the SENCo at the Annual Update in September and through INSET events

Departmental representatives are accessing training by NASEN and are leading training in their own departments

Regular case conferences held about specific students provide further training opportunities for teachers

The SENCo circulates a SEND update for staff on a weekly basis.

### 13. How will the school prepare and support my child/young person to join the school, transfer to a new school or the next stage of education and life?

The school operates a transition programme that gives parents/carers and their children the opportunity to get to know the school before students start. There are two days in the summer term when Year 6 students with the offer of a place are invited into school to take part in bonding and team work activities which enable pupils to become acquainted with both older students and with teaching staff. Parents and carers are invited into school for information events and have opportunities to meet teachers, governors and the PTA. In addition to this, parents/carers will have the opportunity to attend:

Individual appointments that can be made with the SENCO or other transition staff for a tour of the school and an opportunity to ask questions.

All students are offered Connexions guidance to support them in making decisions about the next steps in their education.

Careers support and guidance sessions are provided from SEND Careers at key transition stages.

Annual reviews provide the opportunities for the next stages of a student's education to be discussed and for outcomes to be considered.

### 14. What other support is available?

**The LA Local Offer.** The Children and Families Bill was enacted in September 2014. From this date Local Authorities (LA) and schools are required to publish and keep under review information about services they expect to be available for children and young people with special educational needs (SEN) aged 0-25. The LA refer to this as the 'Local Offer'. The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area.

Find out more about the local offer of support which is available for disabled children and young people and those who have SEN on the Trafford Service Directory [www.trafford.gov.uk/servicedirectory](http://www.trafford.gov.uk/servicedirectory) or by contacting the Family Information Service:

**Telephone: 0161 912 1053 Monday to Friday, 8.30am until 5pm**

The full local offer of services available in Trafford can be found at [www.trafford.gov.uk/servicedirectory](http://www.trafford.gov.uk/servicedirectory) or by contacting the Family Information Service on 0161 912 1053 or [fis@trafford.gov.uk](mailto:fis@trafford.gov.uk)

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