

SEN Information Report

2022-2023

SENCO: Mrs Tracy Stanley

SEN Trustee: Mrs Suzy Hughes

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Dedicated SEN staff: SENCO (with teaching allocation of 32/50 per fortnight) + 2 x Part-time Assistant SENCOs total 7 ½ days between them per week. Specialist Teacher working with individuals/small groups for 2 days per week

Local Offer Contribution:

<http://www.kent.gov.uk/education-and-children/special-educational-needs>

Whole School Approach:

Tonbridge Grammar School values the abilities and achievements of all our students, including those who have special educational needs or a disability (SEN/SEND). We are committed to providing the best possible environment for the wellbeing and learning of everyone, enabling them to achieve the best possible outcomes for the next stages of their education and life.

All teachers are teachers of students with SEN. Support begins with high quality differentiated teaching in the classroom. The Special Educational Needs Coordinator (SENCO) and two part time Assistant SENCOs work with all teaching staff, support staff, parents/guardians, students and where necessary, outside agencies, to ensure that every student achieves their full potential. The SENCO is a qualified teacher and has completed the National Award for SEN Co-ordination and a qualified teacher and assessor for Dyslexia.

Tonbridge Grammar School has due regard for the Children and Families Act 2014; the Special Educational Needs and Disability Regulations 2014; the Special Educational Needs and Disability Code of Practice: 0 to 25 years (2014); Supporting students at School with medical needs (DfE Statutory Guidance 2014); the Equality Act 2010; and the Education Act 1996 and associated Regulations. The school also has due regard for specific guidance relating to the International Baccalaureate Diploma program: Meeting student learning diversity in the classroom (International Baccalaureate, 2013).

Full details of how we serve the needs of those students identified with SEN are set out in the school's Special Educational Needs and Disability Policy which can be found [here](#). The school's other policies which deal with aspects of wellbeing are also followed and integrated into our approach to SEN at all times. These policies are listed at the end of the document including our Accessibility Policy which covers facilities for disabled students.

Students identified with SEN are full members of the school community and staff are committed to identifying and providing for the needs of all students in a wholly inclusive environment. The school actively encourages all students to participate in all aspects of the curriculum and school life including trips, activities and extra-curricular activities. This may include making extra provisions, carrying out risk assessments and considering further reasonable adjustments to enable participation. Further details can be found in our Accessibility Plan which can be found [here](#).

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

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health
4. Sensory and/or physical needs

(Reference: SEN Policy)

As of September 2023, we have 84 students receiving additional support for one or more of the categories of SEN identified above (an increase of 13 the previous academic year), this includes 2 students with an Educational Health Care Plan (EHCP). 95 additional students are being monitored to see if they require additional support under any of the four areas mentioned above. There were 108 at this time last year.

SEN Needs:

At Tonbridge Grammar School we make provision for students with the most frequently occurring special needs which includes specific learning difficulties including speed of processing issues, dyslexia, dyspraxia, speech and language needs, sensory impairment, high functioning autism, learning difficulties and linked behavioural difficulties, mental health issues or long term illness and physical difficulties such as hypermobility.

Should the need arise to provide other provision so that the needs of a student with a less common additional need can be met, the school accesses relevant training and advice. The admission or provision needs of a student with an Education, Health and Care Plan is by direction from the Local Authority. Any additional needs for such a student would be met in discussion with the Local Authority and the student's parents/guardians.

The admission arrangements in Year 7, Year 12 and for admissions outside of the transition years do not discriminate against or disadvantage disabled children or those with special educational needs.

We have internal processes for monitoring the quality of provision and assessment of need. The SEN policy is reviewed by the SENCO, reporting to the strategy group and the trustee responsible for SEN. Evaluation of the policy's effectiveness is informed by the internal analysis of examination data. This information is presented to the Trustee Body annually. The success of the policy and its implementation is measured by considering whether students with SEN have achieved in line with expectations based on prior attainment and whether progress is in line with their peers who do not have SEN.

Identification of Students with SEN:

A range of assessment opportunities to monitor and review student progress are used during the year including end of topic and term assessments, end of year internal examinations and teachers' professional judgements and observations. Baseline data is collected at the beginning of year 7 through Cognitive Ability Tests (CATs), dyslexia screening (which gives an indication of the chance of dyslexia but not a formal assessment). Base line data for Year 12 is collected using ALIS and previous GCSE results as well as the dyslexia screener. Further monitoring of annual end of year assessments, controlled in-class assessments and public examination results all contribute to the overall monitoring of academic progress and the effectiveness of provision. Additional data is collated through information requests from parents, records from primary schools or previous secondary schools, information supplied from outside agencies such as GP's or other agencies such as those relating to issues of child protection.

The Curriculum and Wellbeing teams and the SENCO review and monitor academic progress for all students using the above information as well as data relating to attitude, behaviour, commendations and attendance. This holistic review enables the school to monitor elements of wellbeing alongside academic progress. Students' academic progress is also monitored through an interim progress report and an annual full written report both of which are published to parents/guardians. Where there are concerns that a student is not meeting expected progress, irrespective of whether any SEN exists, they are offered additional support to enable the student to get back on track. Concerns regarding students and any potential SEN can be raised by classroom teachers, subject leaders, the wellbeing team or parents/guardians. The SENCO or Assistant SENCO will investigate further and discuss the concerns raised with parents/guardians and the student. If appropriate, the student will be referred for formal assessment of specific learning difficulties (SPLD). Following formal assessments at school by our qualified assessor or from a privately commissioned report by parents/carers in liaison with the school, we will be more aware of an individual student's needs and can make additional or special provision for that student. This information will be communicated to all staff working with the student through a Pupil Profile. A student will only be identified as a student with SEN because the school will be making provision for the student which is additional to or different from that which is available to the rest of their cohort outside of the classroom. This complies with the definition of SEN from the SEN Code of Practice, 2015.

Supporting Students with SEN:

Information regarding specific students' additional needs is available to staff through the school's data management system and Pupil Profiles which is kept up to date by the SENCO, Assistant SENCO, Student Support Co-ordinators and the office manager.

Students with SEN are supported primarily in the classroom through quality teaching and differentiation. We follow the mainstream core standards developed by the Kent County Council. These can be found [here](#). Depending on individual needs they may also be offered additional resources which may include access to tablets or laptops, provision of printed notes or PowerPoints. They may also be offered peer mentoring, staff mentoring, subject clinics, workshops, revision classes, study skills and examination preparation classes. Further specialist provision will be available from the Specialist Literacy Teacher if required. We have also been able to offer catch up sessions using the National Tuition Programme and other providers. A Learning Support Assistant has also been employed to help students with complex needs within the classroom or to provide additional support outside the classroom.

Students with specific medical needs at school are supported through targeted staff training, storage and administration of medicines and the management of frequent or long-term absences. The school employs a full time School Nurse to support students with medical conditions and illness. Assistant SENCOs co-ordinate work for students with long-term absences in liaison with the SENCO. Specialist support from the Kent Health Education Service is accessed when necessary.

Individual support is given to students with medical or mental health issues through our Mental Health Co-ordinators.

The school enables students with SEN to access special arrangements for public exams following JCQ or IBO guidelines and protocols.

The school may seek additional help from specialist services to help identify and support students including:

- Educational Psychologist for assessment and intervention;
- Speech and Language Specialist;
- Children and Young Persons Mental Health Services (CYPMHS);
- Kent Health Needs Education Service;
- Kent School Nurse Service;
- The Kent Safeguarding Children Board (KSCB);
- The Kent Attendance Service;
- Kent Early Help Preventative Services.

Consulting with Children, Young People and their Parents/guardians:

Involving parents/guardians and learners is central to our approach and we do this through maintaining regular contact, which can be initiated either by the school, parents/guardians or students. Meetings will typically involve key members of staff knowledgeable about the needs of the student, their parent/guardian and the student.

The SENCO, Assistant SENCO and Specialist Teacher are also available throughout the year for parental meetings. Parents/guardians are also aware that they can communicate at any time with the SENCO or Student Support Co-ordinators if they have a pressing concern.

Staff Development:

We are committed to developing the ongoing expertise of our staff and have regular CPD sessions led by the specialist teacher, SENCO and members of strategy group. This is supplemented by visiting experts focusing on a range of needs. Staff have access to written resources to extend their knowledge and understanding of teaching students with SEN.

We have a whole school focus on 'Developing and Building Resilience' which will see a focus on academic and emotional resilience, helping students to maximise their potential. There will be a continued focus on students with SEN, Pupil Premium students, students with identified additional emotional needs and new students joining the Sixth form. These students will be tracked and monitored closely. Interventions and additional support will be identified and implemented where necessary.

The school invests in its staff to ensure they are able to access appropriate further training to develop their skills and ensure their knowledge base is current. The SENCo accesses annual Exam Access Regulation updates. This ensures the school is aware of the most current guidance and able to apply for special access arrangements for our students. The SENCO, Assistant SENCOs and Student Support Co-ordinators have access to further training provided by local charities, school consortia, online courses as well as access to local authority training. Members of staff are also encouraged to network with other local professionals to discuss issues and disseminate good practice and share expertise. The SENCO provides training to all staff in dedicated Academy Day time and is always available to advise staff.

The SENCO also contributes to the induction programme of new staff which includes an overview of the types of additional needs experienced most frequently at school, the current support structures and expectations of classroom support and information sharing processes.

Staff Deployment:

Considerable amounts of planning and preparation goes into utilising our staff to ensure students achieve the best outcomes.

The school employs a Specialist Teacher for 2 days per week. In liaison with the SENCO her workload is managed to give the maximum opportunity to support students with specific learning difficulties. Additional tuition is provided on either an individual or group basis. Short courses have been developed for delivery by the Specialist Teacher to small groups of students (up to 10 students) on topics such as Exam Preparation and Exam Technique for older students and 'How I learn' and 'Getting the most out of school' for the younger students. The SENCO is accredited to assess students for specific learning difficulties and the referral process is managed by the SENCO and Assistant SENCOs. The School ensures that the assessor has access to the most appropriate diagnostic tests to help identify areas of specific difficulties in the learning process including DASH, CTOPP2, TOMAL-2 . These assessment tools are reviewed annually.

The school employs a professional counsellor for one day per week. Students can be referred to her for additional emotional support over and above that offered by the wellbeing team. Referrals to the School Counsellor are made usually by the Student Support Co-ordinators but may also be requested by parents/carers. The Mental Health Co-ordinator manages referrals to the School Counsellor and meets with her regularly to review her student case load. The school also engages with other outside counselling services such as Walk-Talk and mentoring services from the Young Lives Foundation (Kent). The school employs a School Nurse. The nurse's role is to oversee all aspects of the medical wellbeing of students as well as having a wider role within the wellbeing team.

Finance:

The School is committed to specialist SEN provision through our general annual grant (GAG funding). This enables the addition to the staff of a Specialist Teacher and School Counsellor. We have also commissioned the services of an Educational Psychologist through Kent Educational Psychology Service (KEPS). Budgets are also allocated for specialist training and updating of assessment tools, software and essential equipment including technology, assessment booklets and physical aids.

Local Offer:

Kent County Council's 'Local Offer' concerning Special Educational Needs and Disabilities is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. The Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors. It applies to all those who have a special educational need or disability, not only to those who have an EHC Plan. All Local Authorities in England have published their own SEND Local Offer. Full details of the Kent Local Offer can be found by clicking [here](#).

We have established good working relationships with other professionals in the local community and Local Authority, understanding local processes and procedures in order to access additional services when necessary.

School Partnerships and Transitions:

Tonbridge Grammar School works with all the transitioning students' schools to ensure we are aware of all students' additional needs before they join us. If a new student has a known and diagnosed special need we make appropriate measures and arrangements to ensure the transition is as smooth and seamless as possible. Students' additional needs are occasionally identified post transition and as a result of internal monitoring and assessment.

We closely monitor students' 16+ and 18+ destination data. We work with Sixth Form providers and Further Education to ensure that the transition process is appropriate for the student and that all relevant information is exchanged promptly.

Complaints:

Any concerns or complaints regarding the provision for a student should be addressed in the first instance to the SENCO, who will respond by meeting with the parents/guardians to discuss the situation. If a resolution is not reached, the school will deal with the complaint in accordance with its published Complaints Policy.

In 2022/23 we have had zero formal complaints from parents/guardians regarding the additional provisions for their child.

Challenges this year:

As a school we are finding that we are supporting students with more significant needs while they wait for external agencies to provide the higher level of support they require. This is obviously not unique to our school as there are limited availability for services such as CYPMHS and Assessments by the NHS for conditions such as autism, attention deficit disorders (ADD) and medical conditions. In particular, we are seeing an increase in request for ADD referrals, which also follows a national trend. As a school we are unable to make a formal assess for such medical conditions but will complete necessary paperwork following a GP referral.

Success this year:

The school has successfully hired two Learning Support Assistants funded through KCC Higher Needs Funding. One of these Learning Support Assistants also trained to be a School Led Tutor (through the National Tutoring Programme - NTP) to support students with catch-up provision. The team have established some successful interventions in literacy through the Specialist Teacher. An example is a Year 11 group that pre-read and discussed Jane Eyre at the end of Year 10 before they studied it with the rest of the class in Year 11.

Maths intervention has also been delivered to some Year 11 students through the NTP and for Year 13 students through the DfE's Sixth Form Tuition Fund. There was also separate Maths intervention for year 8 as part of the need stipulated in an EHCP.

The continued development of the wellbeing hub has been vital for students who need time-out and provides a low stimulation environment. This includes the employment of two additional Student Support Co-ordinators who will be on hand to help our students throughout the day. A Safeguarding Co-ordinator has also been appointed to support the school's approach to all aspects of safeguarding.

Further development:

We continue to develop SEN provision through:

- Reviewing the way interventions are recorded for all students across the school, not just within the SEN Team
- Reviewing online programmes and technological solutions available to students for supporting their learning needs
- Further training for staff to promote awareness of strategies to support neurodiversity. This includes our engagement with the ADHD Foundation's Umbrella Project.

Relevant School policies and guidance underpinning this SEN Information Report include:

SEND Policy
Child Protection
EAL Policy
Examination Policy
Accessibility Plan
Teaching and Learning Policy
Behaviour Policy
Supporting Students with Medical Issues at School

These can be found on the school website

Review:

The Tonbridge Grammar School SEND Information report is reviewed annually in Term 1

Appendix I

Definition of SEN (Special Educational Needs)

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty if he or she:

- (a) Has a significantly greater difficulty in learning than the majority of others of the same age; or
- (b) Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

(SEN Code of Practice (2014, p 4))

There are four categories of Special Educational Need. They are:

- 1) Cognition and Learning.
- 2) Communication and Interaction.
- 3) Physical/Sensory
- 4) Social Emotional and Mental Health

Behaviour concerns are symptomatic of other needs and NOT a need in themselves. Behavioural difficulties do not necessarily mean that a child or young person has a SEN and should not automatically lead to a student being registered as having SEN.

Definition of disability

Many children and young people who have SEN may also have a disability under the Equality Act 2010 – that is ...

“a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’

(SEN Code of Practice (2014, p5))

Having a disability does not necessarily mean that the student has difficulty in accessing the curriculum, for this reason a student with a disability will only be identified as having Special Educational Needs if their disability hinders or is likely to hinder their learning and inclusion.

Definition of ‘vulnerable group’

In addition to our statutory requirements to monitor and provide for those with SEN and Disabilities, we look at other groups of students who research tells us might be at risk of underachievement or difficulty in accessing all parts of school life for example, students who are in receipt of free school meals, children who have suffered significant life events such as bereavement or other trauma. These students will be monitored by the Curriculum Managers, SENCO and Pastoral Team.