



Parkstone Grammar School

SEN INFORMATION REPORT

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This information is published in conjunction with POOLE authority's Local Offer which can be found at: <http://www.poolefamilyinformationdirectory.com/kb5/poole/fis/localoffer.page>

Our SEN information should be read in conjunction with the following policies:

SEN <http://www.parkstone.poole.sch.uk/wp-content/uploads/2016/05/SEN.pdf>

BEHAVIOUR <http://www.parkstone.poole.sch.uk/wp-content/uploads/2016/05/Behaviour-Policy.pdf>

COMPLAINTS POLICY <http://www.parkstone.poole.sch.uk/wp-content/uploads/2016/05/Complaints-Policy-1.pdf>

ADMISSIONS POLICY 2018 <http://www.parkstone.poole.sch.uk/wp-content/uploads/2016/05/Admissions-Policy-for-Entry-2018-1.pdf>

SINGLE EQUALITY PLAN <http://www.parkstone.poole.sch.uk/wp-content/uploads/2016/05/Single-Equality-Plan-Jan-17-1.pdf>

Who do we cater for?

We welcome applications from parents who live in the Borough of Poole and beyond. Admission is at 11+ into Year 7 and is by educational assessment. Entry into other years is by educational assessment and dependent upon places being available. Applications for the Sixth Form are dependent upon academic achievement at GCSE. The admissions policy is reviewed annually and should be consulted for the proposed year of entry.

We are a heavily oversubscribed 11-18 selective girls' school offering outstanding education to the girls of Poole and its surrounding area. We aim to meet the needs of all SEN students that successfully pass the entrance test. Our students are aged between 11 and 18 years old and include a number who have specific SEN requirements, including:

- *Communication and interaction needs;*
- *Cognition and learning needs;*
- *Social, emotional and mental health difficulties;*
- *Sensory and/or physical needs.*

How do we identify children with SEN and assess their needs?

We aim to identify students with SEN at the earliest opportunity. Each student is tracked according to their progress in every subject, with a minimum of one progress checkpoint every term using the Grade Card system (measuring both progress and attitude to learning) and reviewed using SISRA. Where concerns are raised about PROGRESS and/or BEHAVIOUR and/or ATTENDANCE over a sustained period of time we involve the SENco in discussion with the Head of Year. We identify additional methods of support to establish whether differentiated teaching strategies and more targeted support are needed.

The student continues to be closely monitored to establish if the agreed support has resulted in progress accelerating.

When the SENco becomes involved we alert parents to what is happening in School and invite their comments and support. Parents are always invited into School to discuss the outcomes of diagnostic SEN testing.

What happens next if progress continues to be less than expected?

If we have applied individual pastoral support that is still failing to enable a student to reach expected outcomes, we arrange SEN SUPPORT to complete full diagnostic testing and produce a school-based plan that includes a detailed profile of the student.

SEN SUPPORT includes a cyclical process of: assess, plan, do and review. As part of the process we:

- *Contact parents to discuss the level and type of support and review progress;*
- *Conduct full SEN diagnostic testing using specialist teachers of SEN;*
- *Establish a School based report that details the strengths and weaknesses of the student, their particular needs, information collected from diagnostic testing, comments from teachers and the student, and the agreed strategies to meet the outcomes.*

The SENco, class teachers and the student remain closely involved at this stage and liaison with parents is a priority.

If the student still does not achieve the intended outcomes, we consider making a referral to the LA for an EHC Plan needs assessment. This assessment replaced the statutory assessment that used to apply before SEN reform. It is the first stage for those seeking an education, health and care (EHC) plan, previously known as a statement.

How do we teach children and young people with SEN?

Our priority is to ensure that the quality of teaching is high throughout the school. We aim for all lessons to be either good or outstanding.

Part of our criteria for a good and outstanding lesson is that children with SEN are catered for appropriately. We expect that:

- *teachers have high expectations for what our SEN pupils can achieve;*
- *each lesson is considered in relation to the needs of all the pupils in the classroom;*

- *that teachers support each other by sharing their areas of SEN expertise in order to meet the needs of all our pupils;*
- *teachers vary the strategies they use and the way they approach their lessons to address the different learning needs of the students in their classes;*
- *teachers target pupils who assessment has indicated are making less than expected progress.*

In addition we have:

- *specialist teachers trained to a high level in SEN to offer one-to-one SEN support outside of the classroom;*
- *highly qualified support teachers working with each year group to provide intensive support to children who require support as identified in an Education Health Care Plan;*
- *a specialised 'Learning Space' that is accessible to those students that, due to SEN, experience challenges when accessing a full-time timetable.*

How do we involve our parents and carers?

Our parents and carers are involved in supporting students with SEN in our school. We do this by:

- *parent/carer roles on the Governing body;*
- *bi-annual questionnaire to parents and carers with children with SEN to collect their views about School provision.*

We involve parents and carers in establishing the needs of their child, strategies we can use to support them and outcomes (usually a minimum of every half term) through communication with the SENco or the Pastoral team.

Specific meetings 'around-the-child' are arranged when appropriate. These will involve input from parents and any additional external agencies that may be working with the young person.

Curriculum and Pastoral staff will readily communicate with parents if their child is receiving special educational needs support.

How do we consult with children about SEN?

We make sure that, where possible and appropriate, children are included throughout the consultation we hold with parents/carers. They are invited to give their views and we aim to ensure that they contribute to and understand the contents of their profile. Every student undertaking diagnostic SEN testing at Parkstone will have findings explained to them by the testing specialist teacher, and the student will subsequently be invited to attend the review meeting held for parents. Our expectation is that both parents and students will attend the review meeting.

All targets and intended outcomes are created in full consultation with students and they are encouraged to contribute to all subsequent reviews.

Students with an EHC Plan have an annual opportunity to give their views during their Formal Review about the support they have been given over the year.

Arrangements are in place so that class teachers will alert the SENCo to any child whose views are perhaps not included due to their SEN. It is our policy to make additional provision either through additional adult support or through the use of alternative in-class methods.

How do we adapt the curriculum and the learning environment?

We aim to ensure that all of our students can access all aspects of the curriculum and can use all the facilities in the school. Our SINGLE EQUALITY PLAN describes our current arrangements and what we are prioritising next:

<http://www.parkstone.poole.sch.uk/wp-content/uploads/2016/05/Single-Equality-Plan-Jan-17-1.pdf>

We make reasonable adjustments within the classroom and to resources to meet the range of needs, with Quality First Teaching identified as the most effective way of supporting progress for students with SEN.

Although we have long-term plans to ensure a broad and balanced curriculum in our school, class teachers plan on an individual basis for their class. This ensures that the plans are tailored to meet the needs of the children in each year group.

Resources are selected specifically and are tailored, with the help of the SEN Team, to the individual needs of the child and any outcomes identified as part of their SEN profile report or EHC plan.

Class teachers are provided with advice from a range of specialists (including Vision and Hearing Support, Occupational Therapists and other experts on ways the classroom can best suit the needs of children with disabilities).

How do we make sure that staff are appropriately trained and that there are sufficient specialist staff in our school?

When reviewing our SEN policy we also complete a staff training audit which aims to ensure that:

- all members of staff have taken part in SEN awareness-raising sessions and are familiar with all aspects of our SEN policy;
- we have at least one member of staff who specialises in more specific areas of SEN such as attention deficit hyperactivity disorder (ADHD), Dyslexia, Eating Disorders, Autistic Spectrum Condition, Mental Health and Wellbeing needs;
- all staff have received training in identifying and referring potential students with SEN;
- all staff have received additional training and guidance (through student specific in-class teaching instructions) in supporting pupils with SEN as need is identified.

Our staff appraisal system identifies where there is a particular need for additional training for a member of staff, and all staff are expected to know the SEN students in their care.

The SENCo and SEN Team are encouraged to attend courses to supplement their knowledge as more information about individual needs becomes available. The SENCo makes recommendations for further whole-staff training which is incorporated in our school improvement plan.

The overall effectiveness of training is reviewed by the SENCo, the participant and the linked member of the Leadership Group.

Where we are due to admit a child with a medical condition or SEN that we have not previously experienced, the SENCo and person responsible for administration of medicines

will organise training. Please also see our Administration of Medicines Policy: <http://www.parkstone.poole.sch.uk/wp-content/uploads/2016/05/Administration-of-Medicines.pdf>

What happens when our expertise is not enough?

If progress remains insufficient as a result of adaptations to teaching and the curriculum, we begin the process of applying SEN support through the 'assess, plan, do and review' cycle. Each case is unique and during the assessment stage we consult with parents and children about their particular needs.

We have a range of support that includes:

- *specialist SEN teachers who are expert in focusing on specific needs;*
- *a school counsellor (Listening Ear);*
- *a range of extra-curricular support activities (i.e. mindfulness groups);*
- *Wellbeing classes incorporated into every Year group and afforded specific curriculum time every two-week timetable cycle;*
- *pastoral and curriculum staff who are highly trained and can be allocated to support individuals with particular needs;*
- *a designated 'safe' Learning Space accessible to students in need of additional support outside of the classroom environment.*

Where we believe that we need additional expert input from specialists we establish links with either:

- *educational psychologist;*
- *school nurse;*
- *social care team (we may hold a meeting to engage support for a family at this stage, with a parent/carer's permission)*
- *The QUAY School;*
- *CAMHS (Children and Mental Health Services);*
- *Hearing and Vision Support Services;*
- *I-EAT Clinician and YPeds support.*

We will ask for support in assessment and in identifying the appropriate strategies and resources to support your child when there is an educational need (i.e. their difficulty is impacting on PROGRESS/ATTENDANCE/BEHAVIOUR in school, or there are concerns regarding behaviour and safety in school).

What enrichment activities are available?

We provide a range of enrichment activities which include:

- *after-school activities – including sports, arts, drama, science, film club etc.;*
- *the 'Wellbeing' programme is incorporated into the timetable for every student;*
- *an extensive range of organised trips and visiting specialists.*

All of these activities are available to all of our children. If there is an activity that you would like your child to take part in but you are unsure how we can support them with this, please contact your child's form tutor.

The visit co-ordinator for each year group liaises with the SENCo to ensure that arrangements are made for each visit to accommodate any specific medical or SEN there might be. We liaise closely with you to ensure you have all the necessary information. It is our policy that all children accompany us on any residential.

What opportunities are there for my child to develop socially and emotionally?

We recognise the importance of building into our curriculum opportunities for our pupils to:

- *develop resilience;*
- *recognise their own strengths;*
- *build upon their self-esteem;*
- *be critical thinkers;*
- *recognise their important role as valuable members of our school society;*
- *take leadership responsibilities within the school.*

Our Wellbeing curriculum includes units that allow children to explore who they are and how they feel and incorporates specific 'Time to Talk' opportunities, where your child will be able to discuss their wellbeing in a small group environment led by the pastoral Tutor. We have an agreed set of values and themes as a school that are shared and discussed in assembly and during tutor time. Please see our Collective Worship and Assemblies Policy: <J:\Admin\Policies\Collective Worship Assemblies Policy.pdf>

Additionally, please see our Citizenship Policy: <J:\Admin\Policies\Citizenship.pdf>.

Every Year Group participates in a 'Charity Week' set of fund raising activities.

For students where there are particular concerns about the emotional, social or behavioural needs we have a range of support structures within school (School Counsellor, Student Mentoring etc.)

The School also has a Whole School House System that provides opportunities for students to interact and work together across tutor groups and year groups.

Our SENCo, School Counsellor and Pastoral staff are well-known to all the children and are available in and around the school building for any child who would like to raise a concern or simply talk. Parkstone Grammar School runs an 'open-door' policy for students in relation to SEN, counselling and pastoral care.

How will you make sure that my child is safe and free from bullying?

You can read our anti-bullying policy at: <J:\Admin\Policies\Anti Bullying Policy.pdf>

Parkstone Grammar School believes that every student and member of staff has a right to study or teach without discrimination or threat and be able to fulfil their potential. Any report of bullying is acted on immediately either through the actions of the class teacher, form tutor or in conjunction with the Leadership Group. We work closely with parents to inform them of any incident that their child might have been involved in, either as a victim or as a bully.

We promote an open and honest anti-bullying ethos. To this end we have signed up to the Anti-bullying Charter. However, we are aware as a school that more needs to be done than sign a piece of paper to reduce bullying within an educational establishment. As a result we use a variety of preventative measures to encourage an atmosphere conducive to anti-bullying. Frequent opportunities exist within the taught curriculum at Parkstone to discuss

issues around diversity and draw out antibullying messages. These include, amongst others, tutor programmes, Drama and RMP as well as other subject areas. In addition the Wellbeing programme develops appropriate skills amongst our students in such areas as empathy and the management of feelings.

Opportunities throughout the school calendar are used to raise the awareness of our students to the negative consequences of bullying. These include:

- Anti-bullying week, usually run by students to promote strategies to reduce bullying;
- Key Stage and Year Group assemblies;
- Attendance by students at the LA anti-bullying events;
- Anti-bullying helplines are frequently advertised around the school on notice boards and through tutor notices;
- We have installed on our website a 'Don't Suffer in Silence – TALK' button so that students can alert is instantly to bullying related issues, experiences and incidents.

The School also has a team of trained Anti Bullying Ambassadors in Years 10 and 11 that can be called upon in an attempt to resolve possible friendship problems that may lead to bullying becoming an issue.

How do you know that what you do works?

Our half-termly progress check-points are an opportunity for the class teacher to report on appropriate progress (through our Grade Card system), to share not only academic progress of individuals but also their attitude within the classroom.

We track students as individuals but also as groups to ensure that our provision is enabling all our students to progress and that additional support is correctly targeted.

Our governing body is closely involved at every stage in monitoring the effectiveness of our SEN provision, including:

- having a named member of the Governing Body with specific responsibility for SEN;
- SENco has the capability to discuss provision for students with SEN with the Leadership Group;
- termly bulletins by the headteacher at governors' meetings through her headteacher's report – with a specific section for SEN;
- governor involvement in the review of the SEN policy;
- governor involvement in writing the annual SEN information report.

We analyse our data to identify the progress of individual pupils with SEN as well as the group. Intervention programmes are individually assessed for their effectiveness by looking at before and after results as well as using attitude surveys (delivered by specialist SEN teachers).

How do we help your child transfer from Year 6 into Year 7?

Information is passed from the feeder School to the Head of Year 7 at the Cross Phase transfer meeting. Feeder schools are then asked to provide information on a transfer sheet which is passed to the Pastoral Co-Ordinator. This is then passed on to the SEN Co-Ordinator when relevant. Teachers and SEN Co-Ordinators at feeder schools are able to

*talk to the Head of Year 7 or the Pastoral Co-Ordinator on the school visits.
Communication is open between home and school as soon as places are accepted.
Further communication takes place between staff and parents during the Parents Evening of Transition Day. Documentation is passed from the feeder schools before the start of the new term to enable support to take place. Sometimes further documentation is needed from other professionals and outside agencies.*

How do we help your child transfer to his/her next school?

During year 11 there are opportunities for you to visit providers and meet their teams to identify which one might be most appropriate for your child. All SEN diagnostic reports are mailed home to parents, with additional copies available upon request.

Where a pupil has SEN there is additional opportunity for you to meet with the SENCo at the provider of your choice, please contact the relevant school in order to access this.

Where children transfer mid-year our SENCo will arrange a discussion with the SENCo of the receiving school. We pass all relevant SEN documentation onto the new educational provider.

How accessible is our school?

We have an equality plan (<J:\Admin\Policies\Single Equality Plan Jan 17.pdf>)

that explains in more detail the changes we have made and those we are intending to make, to ensure that our school building is accessible to those who wish to use it.

We currently have full wheelchair accessibility and disabled changing and toilet facilities. We have close links with the local authority's occupational therapist who provides advice and identifies resources.

We consult annually with disabled children and parents to check on the accessibility of our provision and to inform our accessibility plans.

What do I do if I am not happy with the provision that is being made for my child?

We aim to ensure that parents are closely involved in their child's SEN assessment, planning, provision and evaluation. Throughout this process there will be opportunities for you to raise any concerns you have with pastoral staff, curriculum staff and SENCo.

If you are still unhappy with the provision that is being made, our headteacher, Tracy Harris, will be happy to discuss this with you.

Our named governor for SEN is Ann Simmons and she can also be contacted through her school email address enquiries@parkstone.poole.sch.uk

There are formal means of pursuing a complaint where you are unhappy with an EHC needs assessment or EHC plan. Details of this can be found on the local authority Local Offer at: <http://www.poolefamilyinformationdirectory.com/kb5/poole/fis/localoffer.page>