Parkstone Grammar School

SEND INFORMATION REPORT

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This information is published in conjunction with **BCP** authority's Local Offer which can be found at: https://www.fid.bcpcouncil.gov.uk/send-local-offer
Our SEND information should be read in conjunction with the following policies: *SEND* *Parkstone Grammar School SEND Policy* *BEHAVIOUR* *Parkstone Grammar School Behaviour Policy* *COMPLAINTS POLICY* *Parkstone Grammar School Complaints Policy* *ADMISSIONS POLICY* *Parkstone Grammar School Admissions Policy* *SINGLE EQUALITY STATEMENT* *Parkstone Grammar School Single Equality Statement*
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 school offering outstanding education to the girls of Poole and its surrounding area. We aim to meet the needs of all SEND students that successfully pass the entrance test. Our students are aged between 11 and*

18 years old and include a number who have specific SEND requirements across the four areas of need:

- *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 SEND and assess their needs?

We aim to identify students with SEND 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 Tracking Point Grade Card system (measuring both progress and attitude to learning) and reviewed using individual student data (SISRA). Where concerns are raised about ***PROGRESS*** *and/or* ***BEHAVIOUR*** *and/or* ***ATTENDANCE*** *over a sustained period of time we involve the SENDco in discussion with the Head of Year. We identify additional methods of support to establish whether adaptive 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.

We alert parents to what is happening in School at the earliest opportunity and invite their comments and support prior to making a referral to SEND. Parents are invited into School to discuss the outcomes of diagnostic SEND 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 SEND SUPPORT to complete full investigative testing and produce a school-based plan that includes a detailed profile of the student.

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

- *Contact parents to discuss their child's needs, the level and type of support and review progress;*
- *Conduct, whenever appropriate, full SEND diagnostic testing using specialist teachers of SEND;*
- *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;*
- *Create an IEP (Individual Education Plan) in order to help remove barriers to learning in School.*

The SENDco, 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 may consider making a referral to BCP or Dorset for an EHC Plan needs assessment (EHCNA). It is the first stage

for those seeking an education, health and care (EHC) plan, previously known as a statement.

Before referring to BCP for EHC Plan needs assessment, the School will follow the Assess-Plan-Do-Review and is supported by regular targeted meetings and reviews.

How do we teach children and young people with SEND?

Our priority is to ensure that the quality of teaching is high throughout the school. We aim for all lessons to be fully inclusive of individual needs.

Part of our criteria for Quality First Teaching and Learning is that children with SEND are catered for appropriately. We expect that:

- *teachers have high expectations for what our SEND 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 SEND 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 SEND to offer advice and 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 'Student Support Room' (SSR) that is accessible to those students that, due to SEND, 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 SEND in our school. We ensure that there are

- *parent/carer roles on the Governing body;*
- *attendance at Parent's evening*
- *invitation to SEND meetings*

We involve parents and carers in establishing the needs of their child, strategies we can use to support them and outcomes through communication with the SENDco 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 SEND?

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 investigative SEND 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. Parents are also encouraged to attend face-to-face meetings to discuss the needs of their child as required.

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 and attend the meeting.

Arrangements are in place so that class teachers will alert the SENDCo to any child whose views are perhaps not included due to their SEND. 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:

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.

Parkstone adapts curriculum and learning environment in line with BCP's 'GRADUATED RESPONSE' approach:

https://www.fid.bcpcouncil.gov.uk/send-local-offer

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 SEND Team, to the individual needs of the child and any outcomes identified as part of their Individual Education Plan 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 SEND policy we also complete a staff training audit which aims to ensure that:

- *all members of staff have taken part in SEND CPD sessions and are familiar with all aspects of our SEN policy; SEND update training occurs during the Autumn term;*
- *we have at least one member of staff who specialises in more specific areas of SEND such as attention deficit hyperactivity disorder (ADHD), Dyslexia, Autistic Spectrum Condition, Mental Health and Wellbeing needs;*
- *all staff have received training in identifying and referring potential students with SEN;*
- *we employ our own full-time dedicated staff for investigative SEND testing and completion of Access Arrangement requests for tests and examinations;*
- *all staff have received additional training and guidance (through student IEP) in supporting pupils with SEND 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 SEND students in their care.

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

The overall effectiveness of training is reviewed by the SENDCo, 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.

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 SEND 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 SEND teachers who are expert in focusing on specific needs;*
- *A range of extra-curricular support activities (i.e.lego club, board games club and quiet club);*
- *Wellbeing and Life Skills 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;*
- *Dedicated qualified staff to deliver Trauma Informed Schools support and Designated Mentor for Children in Care;*
- *A designated 'safe' Student Support Room (SSR) 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;*
- *Montacute School Outreach support;*
- *CAMHS (Children and Mental Health Services);*
- *Hearing and Vision Support Services;*
- *Eating Disorder Service*
- *Mental Health Support Team*

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 etc. and more SEND specific clubs – Lego, Board Games and Quiet Club.*
- *the 'Wellbeing' and 'Life Skills' 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 trip liaises with the SENDCo to ensure that arrangements are made for each visit to accommodate any specific medical or SEND 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 'Life Skills' 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.

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 (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 SENDco, 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 SEND, 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: https://www.parkstone.poole.sch.uk/wp-content/uploads/2021/12/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. 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 RP 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:

- *Key Stage and Year Group assemblies;*
- *Anti-bullying helplines are frequently advertised around the school on notice boards and through tutor notices.*

How do you know that what you do works?

Our progress check-points are an opportunity for the class teacher to report on appropriate progress (through our Tracking Point 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 SEND provision, including:

- *having a named Trustee with specific responsibility for SEND;*

- *termly bulletins by the Headteacher at 'Trustee meetings through his Headteacher's report – with a specific section for SEND;*
- *Trustee involvement in the review of the SEND policy.*

We analyse our data to identify the progress of individual pupils with SEND 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 SEND 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 SENDCo when relevant. Teachers and SEND 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.

The SENDCo and KS3 Pastoral team will, where necessary, arrange for additional transfer meetings to be held in School to discuss the specific needs of a child. Where necessary, the SENDCo will produce a 'Transition IEP' to be used by staff as soon as a child starts in Year 7 – this will then be reviewed in light of how their specific needs present as they progress through the Autumn term of Year 7.

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 SEND diagnostic reports are mailed home to parents, with additional copies available upon request.

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

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

How accessible is our school?

We have an equality plan Parkstone Grammar School Single Equality Statement 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 SEND 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 SENDCo.* *If you are still unhappy with the provision that is being made, our Headteacher, David Hallsworth, will be happy to discuss this with you.* *Our named trustee for SEND is Michelle Howard and she can also be contacted through the school email address* office@parkstone.poole.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 BCP Local Offer at:* https://www.dorsetcouncil.gov.uk/children-families/sen-and-disability-local-offer/dorsets-local-offer www.poole.gov.uk