



**Annual Special Educational Needs
Information Report
November 2018**

About this Report

The purpose of this report is to bring together a transparent and comprehensive picture of the support we offer at the Royal Grammar School (RGS) for students with Special Educational Needs (SEN). It also summarises our ethos when working with students, parents and staff in providing effective SEN support.

It is now a statutory requirement that all mainstream schools produce a SEN Report on an annual basis as part of 'The Local Offer'. The Local Offer is a national initiative that aims to provide easy access to information for children and young people with special educational needs (SEN) and their parents or carers. This report forms part of the Buckinghamshire Local Offer, which is available on the Buckinghamshire Family Information Service Website; www.bucksfamilyinfo.org/localoffer

We will update this report on an annual basis and welcome comments or suggestions in order to ensure that parents, students and staff continue to find it helpful. The report should be read in partnership with the RGS SEN Policy, which is available on the school website.

Our approach to supporting students with Special Educational Needs

Governors and staff at RGS are committed to the belief that every student has the right to a broad, balanced and relevant education and is able to access the full range of the curriculum. The school welcomes diversity and seeks to help each student reach his full potential.

It is an underlying principle at RGS that the vast majority of learning needs can be supported effectively through high quality teaching, which engages and motivates students, yet differentiates accordingly. Of course, there are particular instances or occasions where additional support may be necessary for students to achieve their potential.

The school follows the guidance given by the Special Educational Needs and Disability Code of Practice 2015 (Department of Education). The school also has a separate Special Educational Needs Policy, which gives further details relating to the procedures in place at RGS, which can be accessed via our website.

Support targeted to specific learning difficulties

At RGS, we have experience supporting students with a wide range of special educational needs. We tailor strategies and support to reflect the specific difficulties of the student, with the aim to help students to cope and succeed in the many scenarios and challenges that school presents.

We have worked, as a school, with many students with a wide range of needs, including:

Communication and Interaction	Speech and Language Difficulties Autistic Spectrum Condition Social Communication Difficulties Sensory Integration Difficulties
Cognition and Learning	Dyslexia Dyspraxia Dysgraphia Processing difficulties Sequencing difficulties Organisation difficulties
Social, Mental and Emotional Health	ADHD ADD Anxiety Autistic Spectrum Condition
Sensory and/or Physical Needs	Hearing Impairment Autistic Spectrum Condition Visual Impairment Cerebral Palsy Klippel Feil Syndrome Stickler Syndrome

SEN Codes/Categories

The SEND Report includes students with:

- An Education and Health Care Plan (EHCP). (Code E)
- An identified learning disability or medical condition significant enough to need additional provision to support learning and development. (Code K – SEN Support).
- An identified learning difficulty or disability but whose needs are being met through first quality differentiated teaching or
- No diagnosed SEND but who have been identified as needing short term additional provision/monitoring to support learning and development. (Code W – SEN Aware).

See Appendix A: SEN Numbers at RGS 2018-2019

Targeted Support offered at RGS

Support can be offered to students who have a particular learning need. This support is designed to help students cope with a variety of situations that may be presented to them at RGS. Support given is highly student focussed, encourages independent learning and aims to build an awareness of strengths and weaknesses. The list below provides a summary of some of the support offered:

- Mentoring – may be in a particular subject, study skills, emotional support.
- Counselling – the school has counsellors who can support some pupils.
- Revision and study skills – talks from external providers and follow up support from teachers.
- Organisational support – use of planner, homework timetable.
- Handwriting Club – to help with handwriting skills and typing.
- Laptops – for those boys with assessed difficulties with writing.
- SEN Exams – some boys sit their end of year school exams and public exams separately, with the SEN Team.
- Social Skills Group – to assist boys with their integration into school life.

Exam access arrangements at RGS

We fully support students in providing additional arrangements for students in exams, where it is necessary and appropriate to do so. We follow the Joint Qualifications Council (JCQ) exam board regulations and only apply for access arrangements when we have appropriate evidence of need from the classroom teachers, specialist reports AND have screened for an underlying learning difficulty that allows for that arrangement.

See Appendix B: Access Arrangements Numbers at RGS 2018-2019

Identifying Learning Difficulties at RGS

Students are identified as requiring special educational needs support either through the admissions process (through liaison with feeder schools and parents), or by identification by school staff.

Admissions

Students with SEN are admitted to the school in a similar manner to other students, on the basis of meeting admissions criteria. Liaison visits to feeder schools help identify individual needs. The school admission form also encourages parents to pass relevant information to the SEN Department prior to their son's entry to the school, and the SEN Department records their names on the SEN List. The SEN Manager will arrange to liaise with the student and the parents in order to ascertain whether the student's SEN can be effectively supported in the classroom with staff and student strategies put in place, or whether additional support will be needed. For students with Statements or 'Education Health and Care Plans' who are transferring schools and name RGS as their preferred school, we will work together with all relevant parties regarding the transfer. This applies to late entry and Year 12 admissions.

Identification whilst at RGS

Staff, students and parents are all encouraged to make a referral to the SEN Department if they feel that additional support is necessary. Staff will refer students to the SEN Department for a wide range of issues including difficulties making the required level of progress, issues regarding concentration/organisation, handwriting or spelling difficulties, social/communication issues or physical needs. Regular timed assessments also help to identify difficulties and staff are encouraged to send specimens of pupils' work to the SEN Department to help ascertain whether additional support is required.

Monitoring the progress of students with SEN

We follow the graduated approach of Assess-Plan-Do-Review.

Regular assessments are used to monitor every student's progress and thereby identify his needs. The school has both subject and whole school assessment policies. Regular assessments are made by the subject teacher including class assessments, progress grades and annual school exams. These are recorded by the teacher and school data systems year on year, thereby enabling progress to be monitored and further action to be taken. The SEN Department extracts data relating to students with special educational needs in order to monitor the progress of these students more closely and keep track of how they are progressing in relation to the rest of the year group. We take a holistic approach to development and believe that progress may be on a more personal level and not always academic.

Accessibility

In accordance with the provisions of the Equality Act 2010, no pupil with SEN should be disadvantaged or discriminated against in respect to their SEN. This is reflected in the school's exam access arrangements, differentiated teaching in the classroom, possible LSA support and possible special equipment provision as deemed necessary in a Statement or EHCP. The school's Accessibility Plan can be accessed on the school website.

Staff

- SENCo – Mrs DC Booth.
- SEN Manager – Mrs L Taylor.
- Deputy SEN Manager – Mrs B Haynes.
- Learning Support Assistants – there are currently 10 Learning Support Assistants.
- Students with SEN are supported by the whole pastoral team, giving a range of support spanning from academic to emotional issues as appropriate.
- All staff are given regular relevant training in SEN. For particular students, specialists are invited in to offer further guidance in order to advise staff about how to best support our students and to keep them up-to-date regarding SEN developments or new policies.

Parents /Carers

At RGS, we recognise the importance of parents in order to help us tailor support for their son:

- Parents/carers are welcome to contact the SENCo or SEN Manager.
- We will keep parents/carers informed regarding the targeted support we offer their sons and welcome their input and suggestions.
- We will communicate with home details of specific strategies when they are formulated in conjunction with the student, and we encourage parents/carers, students and staff to comment on these. These will be updated periodically over the student's time at RGS.
- We can carry out some assessments for a range of underlying learning difficulties and endeavour to seek parental/carer support and keep parents/carers updated regarding our findings and their implications. External assessments may be recommended.
- We will inform and be open to the views of parents/carers when we feel it necessary to explore differentiated exam arrangements for their son.
- We encourage parents/carers to inform the school if assessments or support relating to their son's learning difficulties is given out of school, so that we can consider the full picture when making choices about support in school. This included medical assessments.
- The school endeavours to keep parents/carers regularly informed about their son's progress through written and verbal reports as well as face-to-face meetings.

External Support Available

The school is committed to a partnership approach to supporting pupils with SEN. This approach includes the following dimensions:

- Visits to feeder schools provide information about the needs of a student, prior to his arrival at the school, and help to facilitate a smooth transition.
- All support agencies are involved as necessary, including CAMHS, Specialist Teaching Service, Adviza, Speech and Language Service, and the Occupational Therapy Service who work within a time allowance allocated by the Local Authority.

Compliments, concerns or complaints

We find it very encouraging when we receive feedback regarding what we are doing well. Equally, we welcome your suggestions on how to improve the services we offer. If for any reason you have a concern that you do not feel has been dealt with appropriately, the school's complaints procedure can be found on the school website.

Useful contacts

SERVICE	WEBSITE	Telephone No.
Bucks Child & Adolescent Mental Health Service (CAMHS)	www.oxfordhealth.nhs.uk mailto: oxfordhealth.SouthBuckinghamshireCAMHS@nhs.net	01865 901951
Bucks Educational Psychologist Service (EPS)	www.buckscc.gov.uk/school/eps	01494 732187
SEND (Bucks)	www.buckscc.gov.uk/SEND	01296 395000
Bucks Specialist Teaching Service (STS)	www.buckscc.gov.uk	01296 383342/0149 4 475333
Bucks Speech & Language Therapy Services (SALT)	www.slt.buckshealth.link	01296 566045
British Association of Behavioural Optometrists (BABO)	www.babo.co.uk	07443 569021
FACT (Bucks) Families and Carers Together	www.factbucks.org.uk/	
British Dyslexia Association (BDA)	www.bdadyslexia.org.uk	0333 405 4567
Connexions (High Wycombe)/Adviza	www.connexionsbucks.org.uk/www/adviza.org.uk	0178 402 7050
Dyspraxia Foundation	www.dyspraxiafoundation.org	01462 455 016
Local Offer for SEN & Disability	www.bucksfamilyinfo.org/localoffer	
The National Handwriting Association	www.nha-handwriting.org.uk	01256 464598
Bucks SEND IAS (Bucks Special Education Needs and Disability Information, Advice & Support [IAS])	http://www.buckscc.gov.uk/education/bucks-send-ias/	01296 383754
The Professional Association for Teachers and Assessors of Students with Specific Learning Difficulties (PATOSS)	www.patoss-dyslexia.org	01386 712650

RNIB	www.rnib.org.uk	0303 1239999
SEN Code of Practice	www.gov.uk	
Children & Young Peoples Occupational Therapy Service	www.buckshealthcare.nhs.uk/childrenandyoungpeoplesot	01296 566045

Appendix A: SEN Numbers at RGS 2018-2019

Year Group	Totals	EHCP (E)	SEN Support (K)	Student Development Aware (W)	Communication and Interaction	Sensory and Physical	Social, Emotional and Mental Health	Cognition and Learning	Other (to be identified)
7	10	0	0	10	1	2	2	1	4
8	21	1	3	17	3	8	0	6	4
9	17	2	3	12	6	5	2	4	0
10	10	0	5	5	1	6	0	1	2
11	20	2	4	14	4	4	1	8	3
12	15	0	1	4	2	4	1	2	6
13	18	2	4	12	3	5	0	3	7
Totals	111	7	20	84	20	34	6	25	26
% of school population to 2 DP	8.09	0.51	1.46	6.12	1.46	2.48	0.44	1.82	1.90

The number of K, W and Other students is transient. National data includes only E and K students.

Appendix B: Access Arrangements Numbers at RGS 2018-2019

Year Group	7	8	9	10	11	12	13	Total
Extra Time			2	0	4	4	3	13
Laptop					3	3	3	9
Extra time and Laptop			1	1	4	1	3	10
Rest Breaks		1			1		1	3
Extra time/rest breaks			1	2	2	1	1	7
Extra time/rest breaks/laptops			2				2	4
Extra time/laptop /rest breaks/prompt		1	1					2
Extra time/prompt								0
Modified papers/laptop/extra time								0
Modified papers		2						2
SEN Exam Room only	1	1	1	2	1	2		8
Separate room for language listening tests		3		4	1	2	0	10
TOTAL	1	8	8	9	16	13	13	68*

Note: All of the pupils with SEN sit their exams in a separate room – sometimes as a group or on their own. This year we had separate 1:1 invigilation for seven pupils. Other pupils may sit separately for exams for medical/emotional reasons that are not with SEN.

* 4.96 % of the school population.