



SOUTH WILTS GRAMMAR SCHOOL

General information about the school's SEND provision

The school currently caters for two students with EHCPs. In the current school year 2021-22 2.81% of the students are on the special needs register within the EHCP or Student Support category. In addition some students have special access arrangements for public examinations.

The school has a Flexible Learning Space staffed by two Learning Support Assistants and Pastoral staff; this facility is available for students who may need a supported learning environment during lesson time. There is additional administrative support for the SENDCo role.

Our aim is to provide support for all students with SEND. Provision includes targeted support for students with a range of additional needs including sensory impairments and physical needs, ASD, specific learning difficulties such as dyslexia and dyspraxia and social, emotional and mental health difficulties. The SENDCo coordinates communication with members of the leadership team, staff, students and parents. There is a named Governor responsible for SEND who meets with the SENDCo to discuss the development and implementation of SEND policies and practices.

Curriculum and Teaching

The school follows an academic curriculum. High quality teaching, differentiated for individual students, is the first step in responding to students with SEND. The academic curriculum is adapted to take into account the additional or different needs of individual students in consultation with their teachers, parents and outside professionals as well as the young person themselves. The effectiveness of teaching for students with SEND is monitored through the school observation process and students are given regular opportunities to update their personal profiles and to discuss any concerns or difficulties with the SENDCo. The SENDCo works closely with the Exams and Admission Officer in determining special access arrangements for public exams.

Training and expertise

The SENDCo coordinates the input from outside experts from the Educational Psychology Service, Wiltshire Council's Specialist SEN and Sensory Impairment Services or from the Child and Adolescent Mental Health Services (CAMHS). The school employs a school counsellor and a specialist support teacher who carries out diagnostic testing, coordinates access arrangements and issues profiles of need to help classroom teachers offer support to individual students. Information about all students identified with additional needs is communicated to all staff at the start of the year through the Special Needs Register. The school devotes school training time to issues as necessary, for example supporting students through exam anxiety, social communication difficulties and dyslexia. The need for training is assessed by the SENDCo and they will seek to ensure staff are trained to deal with student needs confidently in advance of the student joining their class.

Resources, environment and equipment

The school site is mainly accessible for wheelchair users but at present there is no access to the Art Department. The ground has been levelled to ease accessibility and additional markings have been painted to highlight hazardous areas, such as steps. Measures are in place to ease congestion around the site in buildings at busy lesson changeover times. There is a disabled parking space in the main car park, disabled toilet facilities in 3 of the main school buildings and a sound field system has been installed in the Main Hall. Students are supported with additional technology to help them access the curriculum.

Medical needs and Healthcare – The SENDCo is responsible for students with medical needs. The school has trained first aiders available, including on Reception at all times during the school day. The school nurse has a drop in on site once a week and the school nursing service carry out their vaccination programme in school. The staff have EpiPen and asthma training and additional training is undertaken to support individual student medical needs, for example for Type 1 Diabetes. The school liaises with CAMHS as necessary, information sharing where this has been agreed and sometimes appointments will be scheduled to take place at school. Where possible, medical professionals have been involved in meetings to support individual students. The school counsellor is available on site to give advice and guidance and often works with parents to support their daughters.

Transition

The school considers requests for special access arrangements before the 11+ examination. The 11+ day is set up carefully to take into account anticipated additional needs. Appropriate members of staff are always happy to discuss individual needs. To ensure successful transition of students with SEND from primary to secondary school, the SENDCo visits students in their primary setting where possible and liaises closely with primary staff. There are also opportunities for additional familiarisation visits, targeted at individual needs. Pastoral staff have handover meetings to ensure the smooth transition from one key stage to another. Post 16 provision - The Careers Officer contributes to all transition reviews and is available for 1:1 meetings with any student who needs support in terms of transition to employment or further education. The SENDCo supports transition of students with SEND needs into the sixth form.

Identification, assessment and review

The school takes into account the views of teachers, parents and the students themselves in terms of the necessary support to put in place. Information can also be transferred from primary or other secondary schools. Parents are welcome to raise concerns and teachers can refer students for additional support with literacy, numeracy or general organisation, presentation or handwriting. A special educational need can be identified at any stage of a student's education. Differentiation of work remains the responsibility of the class teachers but advice is available from specialists in and outside school. Students with Education and Healthcare Plans or in the Student Support category will have a personalised plan where appropriate which identifies additional targets specific to their own needs in addition to the targets set for each curriculum area. Parents Evening appointments are available with class teachers and the SENDCo and students with statements or Education and Health Care Plans will have a full Annual Review where parents' and student views can be aired fully and outside professionals can contribute to the plan.

