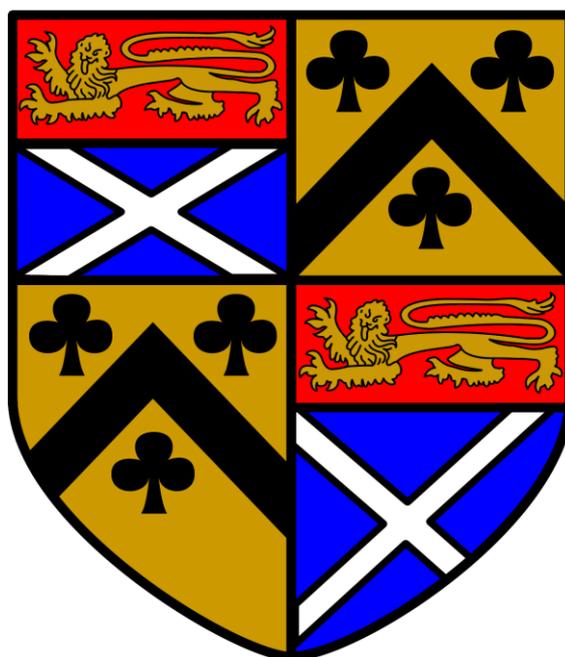


# The Rochester Grammar School

## Special Educational Needs and Disability Information Report



March 2024

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### 1. SEND information report

This SEND Information Report outlines the provision and support available for students at Rochester Grammar School who are identified as having Special Educational Needs and Disabilities (SEND).

The SEND Code of Practice (2015) defines such students as: A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

#### 1.1 The kinds of SEND that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger’s Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

#### 1.2 Identifying pupils with SEND and assessing their needs

When a pupil is identified as having special educational needs, RGS will provide interventions that are additional to or different from those provided as part of the school’s usual differentiated curriculum. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child’s previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

We will assess each pupil’s current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate.

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

Early Identification Assessment is a continuing process that can identify pupils who may have SEND. RGS will measure children’s progress by referring to:

- evidence from teacher observation and termly assessment
- their performance against the level descriptions within the National Curriculum at the end of a key stage
- standardised screening or assessment tools

### **1.3 Consulting and involving pupils and parents**

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEND support.

### **1.4 Assessing and reviewing pupils' progress towards outcomes**

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENDCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

### **1.5 Supporting pupils moving between phases and preparing for adulthood**

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

We will use information from the primary school to provide appropriate support and provisions for the pupil to enable them to access the curriculum as fully as possible on arrival to RGS.

If a SEND pupil transfers to a new school the SENDCO will contact the new school or education provider to share all appropriate information prior to transition.

The SENDCO and Pastoral Team have a thorough schedule in place for the transition of students into Year 7; this includes meeting with parents and pupils with any identified SEND, primary school SENDCOs and Year 6 teachers. A

phased induction if necessary in the Summer Term with additional visits to the school and interaction with the SEND team are also scheduled as is appropriate. The SENDCO attends, where required, Annual Reviews for Year 6 pupils who are due to join the school who have an EHCP.

## **1.6 Our approach to teaching pupils with SEND**

High-quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils.

Teaching such pupils is a whole-school responsibility, requiring a whole-school response. Central to the work of every class and every subject is a continuous cycle of planning, teaching, assessment and evaluation that takes account of the wide range of abilities, aptitudes and interests of the pupils. The majority of pupils will learn and progress within these arrangements. However, for pupils with special educational needs, there may be a need to provide an enhanced level of provision that supports and enhances their learning abilities. Teachers are responsible and accountable for the progress and development of all the pupils in their class.

## **1.7 Adaptations to the curriculum and learning environment**

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

## **1.8 Additional support for learning**

Rochester Grammar School does not have use of teaching assistants for direct classroom support, however the SENDCO and the pupil's subject teachers will decide on the action needed to help the pupil to progress in the light of their earlier assessment. This might be:

- to provide different learning materials or special equipment
- to introduce some group or individual support
- to devote extra adult time to devising the nature of the planned intervention and to monitoring its effectiveness
- to undertake staff development and training aimed at introducing more effective strategies
- access to LA support services for one-off occasional advice on strategies or equipment or for staff training may make it possible
- to provide effective intervention without the need for regular or ongoing input from external agencies

## **1.9 Expertise and training of staff**

Our SENDCO is allocated a reduced timetable of teaching hours each week in order to oversee and manage the SEND provision and support for SEND students at RGS.

Teacher staff receive on-going support and continual professional development opportunities from the SENDCO and any appropriate external providers to ensure that they are able to deliver a curriculum that is accessible by all students. Time within the CPD schedule is allocated for this on-going professional development to be carried out. Within the weekly staff bulletin, advice and guidance on particular SEND support is also provided for all staff.

When specific training is needed to support the needs of an individual pupil training is delivered to all members of staff who are involved with the pupil on a regular basis. Where possible the school involves the support of external providers to support training needs.

### **1.10 Securing equipment and facilities**

SEND is funded through Medway Council and all mainstream schools are provided with resources to support those with additional needs, including pupils with SEND and disabilities. This funding is determined by a local funding formula, discussed with the local school's forum. The school has an amount identified within its overall budget called the notional SEND budget but this is not a ring-fenced amount and the school endeavours to provide high quality appropriate support for SEND pupils from the wider budget where appropriate and necessary. Pupils with an EHCP can have additional top-up funding provided to help meet their needs if Medway Council deem it appropriate. This is typically allocated where the needs of an individual pupil exceeds the nationally prescribed threshold.

Where individual equipment or facilities are required to support the learning and progress of a student with an identified SEND or physical need, these will be in the first instance be discussed with the student to ensure that the securing of any equipment will address the required need and support the student.

### **1.11 Evaluating the effectiveness of SEND provision**

Strategies employed to enable the pupil to progress will be recorded within an Individual profile (IP) for each student with an identified SEND need. The IP includes information about:

- the teaching strategies to be used
- the provision to be put in place
- any access arrangements
- when the plan is to be reviewed

The IP will only record that which is additional to or different from the differentiated curriculum provision. The IP will be reviewed 3 times a year. The pupil and parents will be invited to contribute to the review process and be involved in deciding on appropriate provisions.

The school regularly and carefully monitor and evaluates the quality of provision we offer all pupils. The SENDCO works hard to establish positive and trusting relationships with the SEND parents and pupils. Parents are able to email the SENDCO at any time.

The SEND Governor looks to meet with the SENDCO officially 3 times a year but informal contact is maintained throughout the course of the academic year. Evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all pupils.

### **1.12 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND**

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on residential trip(s) that are run throughout the academic year.

All pupils are encouraged to take part in sports day/school plays/special workshops and have full access to a total curriculum.

No pupil is ever excluded from taking part in these activities because of their SEND.

The school recognises that pupils at the school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school comply with its duties under the Equality Act 2010. Not all students with disabilities have special educational needs and not all students with SEND meet the definition for disability. Some may also have special educational needs (SEND) and may have a statement or EHCP which brings together Health and Social needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed. Pupils who have complex medical conditions are registered on the school's medical list and covered by the School Medical Policy.

An assessment is carried out for any student identified with a disability, in order to ensure they are able to fully access the curriculum and to allow for any additional support to be put into place to allow for this.

A link for the full RGS accessibility plan can be found at the end of this document.

### **1.13 Support for improving emotional and social development**

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging and/or disruptive behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

For some students with the most need for help in this area we also can provide the following support: a designated trusted adult to report to within the pastoral team, an external referral to NELFT, time-out passes, safe space (with a member of the safeguarding team) for students to use when upset, referral to Counselling, Emotional literacy support, and referral to Family Solutions.

We provide support for pupils to improve their emotional and social development in the following ways:

- An excellent level of pastoral care, in the form of a form tutor and Head of House, both of which students are able to receive support, guidance and advice, as well as reporting any worries or concerns.
- Pupils with SEND are encouraged to be part of the school council and student voice
- Pupils with SEND are also encouraged to be part of any of the extra-curricular opportunities at RGS to promote teamwork/building friendships opportunities

We have a zero tolerance approach to bullying.

### **1.14 Working with other agencies**

At Rochester Grammar School, we aim to work closely with all external agencies working to support a pupil and their wider family. As a school, we will make any necessary referrals required to access support from external bodies, including but not limited to, NELFT, Occupational Therapy, Educational Psychologists, health and social care bodies, local authority support services, Exam Concessions testing, School Nurse, Hearing and Visual Impairment services and voluntary sector organisations. Where other agencies are already involved in the support of an identified pupil, we will work collaboratively with all practitioners in order to offer full support the needs of our pupils.

### **1.15 Complaints about SEND provision**

Complaints about SEND provision in our school should be made to the SENDCO in the first instance. They will then be referred to the school's complaints policy. We also encourage parents to discuss their concerns with the class or subject teacher, the Head of House or the Principal to resolve the issue before making the complaint formal to the Chair of the Governing Body.

If the complaint is not resolved after it has been considered by the governing body, then a disagreement resolution service or mediation service can be contracted.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

There may be some instances, usually for children who have an EHCP, where there is a statutory right for parents to appeal against a decision of the Local Authority. Complaints which fall within this category cannot be investigated by the school.

### **1.16 Contact details of support services for parents of pupils with SEND**

As a school, we wherever possible utilize the support services of external bodies, and share the details of these providers with parents and carers to ensure that families have access to the full range of support available to them. The details of our local area support can be found here: [Education | Medway Council](#)

### **1.17 Contact details for raising concerns**

**Leigh Wells** – SENDCO (Leigh.Wells@rochestergrammar.tsat.uk)

**Dan Lloyd** – Assistant Principal (Daniel.Lloyd@rochestergrammar.tsat.uk)

### **1.18 The local authority local offer**

The School works closely with the local authority which retains a strategic role across its area to support SEND provision. Our local authority's local offer is published here: [Local Offer | Medway Council](#)

Our academic assessment for children and young people with special educational needs is moderated through our cluster of schools and neighbouring partners.

We work closely with our feeder school partners to welcome children and young people with special educational needs or disabilities as they make their transition to Rochester Grammar School. We also fully support Year 11 and Sixth Form students in their transition to the next phase in education or employment. Our approach involves closely monitoring children and young people's destination data by ensuring all relevant information is shared with their onward education setting to support their onward destination.

## **2. Monitoring arrangements**

The school regularly and carefully monitor and evaluates the quality of provision we offer all pupils. The SENDCO works hard to establish positive and trusting relationships with all SEND pupils and their parents. Parents are able to email the SENDCO at any time.

The SEND Governor also meets with the SENDCO each year, but informal contact is maintained throughout the course of the academic year. Evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all pupils

This policy and information report will be reviewed by the SENDCO and Assistant Principal in charge of overseeing SEND provision **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

### 3. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan - [rochestergrammar.org.uk/site-rochester/assets/files/1364/tsat-secondary-school-accessibility-plan-june-2021-rgs.pdf](https://rochestergrammar.org.uk/site-rochester/assets/files/1364/tsat-secondary-school-accessibility-plan-june-2021-rgs.pdf)
- Behaviour for Learning - [behaviour-for-learning-policy september 2023 ratified.pdf \(rochestergrammar.org.uk\)](https://rochestergrammar.org.uk/behaviour-for-learning-policy-september-2023-ratified.pdf)
- Equality information and objectives - [equality-policy-rgs-march-2022.pdf \(rochestergrammar.org.uk\)](https://rochestergrammar.org.uk/equality-policy-rgs-march-2022.pdf)
- Supporting pupils with medical conditions - [tsat medical policy 2023 rgs.pdf \(rochestergrammar.org.uk\)](https://rochestergrammar.org.uk/tsat-medical-policy-2023-rgs.pdf)