

The Grey Coat Hospital

SEN Information Report

Introduction

This document should be read in conjunction with The Grey Coat Hospital SEND Policy. The SEND Policy and SEND Information Report outline systems and approaches that the school will take to identify and to address barriers to learning for students with SEND. Central to both is our focus on high quality teaching and our commitment to improving outcomes for all students.

How are Special Educational Needs classified?

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if she

- *has a significantly greater difficulty in learning than the majority of others of the same age, or*
- *has a disability which prevents or hinders her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.*

What are the four categories for students with Special Education Needs/Disability (SEND)?

There are four categories for students with SEND are:

- *Cognition and learning;*
- *communication and interaction;*
- *social, emotional and mental health difficulties;*
- *sensory and/or physical needs.*

How will The Grey Coat Hospital support my daughter's transition from primary school to secondary school?

At The Grey Coat Hospital, we believe that a positive transition from Year 6 to Year 7 is crucial to the start of a student's time with us. During the summer term, we aim to visit every student with SEND at their primary school to introduce ourselves and start

to get to know them individually. We also liaise with their primary school to collect information, which assists with transition planning. If your daughter has an EHC Plan the SENDCo will attend their Annual Review and will lead on transition planning. The Inclusion Department also runs transition programmes for vulnerable students. When assessing the needs of vulnerable students and designing transition programmes the school will ensure that full use is made of all information available from a student's primary school, local authority and other agencies. This process is a core aspect of the school's anticipatory duty of care.

How will The Grey Coat Hospital support my daughter's/son's transition to the Sixth Form?

The school carefully manages the transition from KS4 to KS5 for all students. The Head of Year 11 and the Head of Year 12 liaise closely to plan transition and to identify students who made need additional support. Further to this, each student is invited to attend a one-to-one interview, where pastoral leaders offer individualised advice/support on moving to the Sixth Form. The Induction Day in July provides an opportunity for students to meet with subject teachers and form tutors. During the Induction Day teachers will prepare students for Post 16 study by giving them a clear indication of course content and by suggesting ways in which they can prepare for the start of their courses. If your daughter or son has an EHC Plan the SENDCo will attend their Annual Review and will lead on transition planning. When assessing the needs of vulnerable students and designing transition programmes the school will ensure that full use is made of all information available from a student's primary school, local authority and other agencies. This process is a core aspect of the school's anticipatory duty of care.

How do we identify and assess students with SEND at The Grey Coat Hospital?

Heads of Year collate progress data (including formative assessment and termly progress analysis). By doing this, Heads of Year carefully monitor a student's progress over time in order to establish if a student may require additional support/specialist assessment. The route that the next phase of assessment takes is determined by presenting need; for example: a student presenting with literacy difficulties may be referred for a specialist assessment by the specialist teacher. This information gathering should include an early discussion with the student and their parents. Discussions with parents will be structured to enhance the school's understanding of a student's strengths and difficulties. Other means used to help identify students who may have special educational needs include:

- The internal assessment system which can monitor an individual's progress across different subjects relative to her/his peers;
- Bi-monthly Key Stage Inclusion meetings;
- Referrals/expressions of concern from teaching staff;
- Records of behaviour, attendance and punctuality.

What is our approach to teaching students with SEND?

Our approach to teaching students with SEND stems from a commitment high quality teaching and to improving outcomes for all students. As such, high quality teaching, adapted and adjusted for individual students, is the first step in responding to students who have SEND. The SENDCo disseminates details of individual needs to subject teachers; enabling them to make reasonable adjustments. This adjustment is the first step to responding to students with SEND and assists teachers with the cycle of planning, assessment and evaluation that takes account of the abilities, aptitudes and interests of all students.

In addition to carefully planned adjustments in the classroom some students who require extra support may have access to the following, according to their identified needs:

- *Learning Mentor support*
- *Homework Club*
- *Catch-up clubs*
- *Counsellor*
- *School Nurse*
- *Pastoral team support*
- *Independent Careers Advice*

The Grey Coat Hospital is mindful that some students with SEND require a more a specialised approach to meeting their identified needs. This support is provided at the SEN Support stage. As such, in addition to the support provided above, some students at the SEN Support stage may have access to some of the following:

- *Academic mentoring*
- *Targeted Learning Support Assistant (LSA) or Learning Support Teacher (LST)*
- *Dyslexia Specialist and / or Speech and Language Therapist (SALT) support*
- *Bi-Borough outreach support, advice and intervention*
- *Smaller support classes in certain subjects*
- *Educational Psychologist*
- *Referral to CAMHS*
- *Literacy Intervention Programmes*

This approach, along with a rigorous focus is on delivering quality first teaching to all students, enables all learners to achieve in the classroom through, adjustments, differentiation, guidance and support.

How will we measure your daughter's/son's progress in school?

Progress is continually monitored through a combination of informal and formal assessment. At the end of each term you will receive a school report. This report details a student's progress in relation to baseline assessment and examination performance indicators (KS4 and KS5). In addition to this the progress of students with an EHC Plan is formally reviewed at an Annual Review, where progress is considered against specified outcomes.

How is extra support allocated to students and how do they move between the different levels?

The Grey Coat Hospital receives funding from The Educational Funding Agency (EFA). This funding includes money to support students with SEND. The Headteacher, in consultation with the Governing Body sets the budget for SEND Provision based on the needs of students in the school. When determining what extra support a student requires the Headteacher, Deputy Headteacher and the SENDCo discuss the effectiveness of the intervention programmes and provision. This information, alongside tracking of student progress enables all involved to determine what additional support may be required. This process is reviewed to ensure that the most appropriate provision is in place for students with SEND.

How does The Grey Coat Hospital support parents of students with SEND and involve them in their daughter's/son's education?

Prior to your daughter joining The Grey Coat Hospital, the SENDCo, Learning Mentor, Head of Year 7 or Deputy Headteacher are available to meet with you in the summer term of Year 6. These meetings are helpful as they enable parents to share vital information about their child with a representative of the school. This information, alongside any assessment reports you may wish to share or information from external professionals is used to help plan support for your daughter. The approach is similar for students who join in Year 12 and parents are encouraged to contact the school to share information or to request a meeting. Once your daughter or son starts at the school, the SENDCo or Head of Year may suggest strategies, resources and approaches that to help you to your support your daughter/son at home. Parents' evenings provide another opportunity for you to meet with staff, to discuss progress and share advice on how best to support your child.

What is an Education, Health and Care Plan and who can request one?

An Education, Health and Care plan (EHC Plan) is a legal document, which describes a child or young person's special educational needs, the support they need, and the outcomes they would like to achieve. An EHC Plan can only be issued after a child or young person has gone through the process of an Education, Health and Care needs assessment (ECHNA). EHC Plans are based on coordinated assessments from all of

the services involved with the child or young person. The plans focus on outcomes and has to explain how services will work together to meet the needs of the child or young person. The special educational provision described in an EHC plan must be provided by the child or young person's local authority ("LA"). This means an EHC plan can give a child or young person extra educational support.

Parents, the school and the young person can request an ECHNA. If the local authority is requested to carry out an EHC needs assessment by a parent, young person or the school, they must consider the following:

- *whether the child or young person has or may have special educational needs ("SEN"); and*
- *whether they may need special educational provision to be made through an EHC plan.*

If the answer to both of these questions is yes, the local authority must carry out an ECHNA. This test is set out in the law (section 36(8) of the Children and Families Act 2014).

Who are the best people to talk to at The Grey Coat Hospital about my daughter/son's SEND?

Supporting students with SEND is a whole-school responsibility involving a range of teaching and support staff. In the first instance, you should contact your child's Head of Year, who will assist you with your enquiry and will be best placed to advise you of the most appropriate course of action and/or direct your enquiry to the appropriate member of staff.

Who is the Special Educational Needs and Disabilities Co-ordinator (SENDCo) and what are their responsibilities?

The SENDCo is: Angela Loudon

The SENDCo has an important role to play with the Headteacher and Governing body, in determining the strategic development of SEN policy and provision in the school. The SENDCo has day-to-day responsibility for the operation of SEND Policy and coordination of specific provision made to support individual students with SEND, including those who have EHC Plans. The SENDCo provides professional guidance to colleagues and will work closely with staff, parents and other agencies. The SENDCo is responsible for:

- Overseeing the day-to-day operation of the school's SEND Policy;
- Co-ordinating provision for Students with SEND;
- Liaising with the relevant Designated Teacher where a looked after student has SEND;
- Advising on the graduated approach to providing SEND support;

- Liaising with parents of Students with SEND;
- Making subject teachers and pastoral staff aware of the needs of individual girls;
- Advising subject teachers and pastoral staff of strategies to support individual students with SEND;
- Being a key point of contact with external agencies, especially Local Authorities and support services;
- Working with the Headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regards to reasonable adjustments and access arrangements;
- Ensuring that the school keeps the records of all pupils with SEN up to date.

What expertise and training do our staff have to support students with SEND?

The Grey Coat Hospital provides a comprehensive professional development programme for all staff to improve the teaching and learning of students including those with SEND. This includes whole school training on SEND. The SENDCo provides regular updates for all staff to assist them with making reasonable adjustments for students with SEND. Subject teachers may request further guidance from the Inclusion Department.

How do we evaluate the effectiveness of our SEN Provision?

The Grey Coat Hospital evaluates its effectiveness through a variety of processes. The Headteacher reports on all aspects of the school to the Governing Body and link governors monitor and test out the information they have been given. In addition, the Headteacher, Deputy Headteacher and the SENDCo discuss the effectiveness of the intervention programmes and provision. This discussion along with other monitoring processes, generates an action plan. This process is reviewed to ensure that the most appropriate provision is in place for students with SEND.

How will we support your daughter/son when she/he is leaving The Grey Coat Hospital?

The Grey Coat Hospital recognises that transition from one setting to another setting may prove difficult for a student with SEND. With this in mind, should your daughter move to another school the SENDCo will contact the new school to ensure the SENDCo knows about your child's SEND. In addition, the school will endeavour to ensure that all records about your child's SEND are passed on as soon as possible. In Year 11 and in Year 13 students receive a range of additional support to help them with making the transition to the next phase of their education. This includes meeting with the Careers Advisor to discuss options and support with applications to further education and/or training.

Who should I contact if I have a complaint about the SEND provision available at The Grey Coat Hospital?

In the first instance, it is advisable to contact the SENDCo. If the SENDCo is unable to resolve your concern, then you should contact the Deputy Headteacher in charge of the Key Stage. If a concern is more formal then contact the Headteacher who may direct you to the Complaint's procedure.

Where can I find further support or information?

Local authorities and other services will set out a local offer of all services available to support children who are disabled or who have SEN and their families. The local offer will enable families to understand what services they can access and what support they can expect from a range of local agencies, including from the local authority, health services, schools, leisure services and the voluntary sector. The offer will include provision from birth to 25, across education, health and social care.

The potential outcomes of the Local Offer are:

- To provide clarity and confidence for parents
- To support earlier intervention
- To reduce the need for assessment
- To identify need and gaps in provision
- To provide an evidence base for improving progress and securing better outcomes, at school and local level.

Students at The Grey Coat Hospital come from a range of local authorities. In light of this, please find links listed below to Local Offers for LA's that border the borough of Westminster.

<https://www.lambeth.gov.uk/send-local-offer>

<http://localoffer.southwark.gov.uk/>

<https://www.lbhf.gov.uk/children-and-young-people/schools-and-colleges/special-educational-needs-and-disabilities-send>

<http://fis.wandsworth.gov.uk/kb5/wandsworth/fsd/localoffer.page>

<https://fisd.westminster.gov.uk/kb5/westminster/fis/localoffer.page?localofferchannel=0>

[:https://www.rbkc.gov.uk/kb5/rbkc/fis/localoffer.page?localofferchannel=0](https://www.rbkc.gov.uk/kb5/rbkc/fis/localoffer.page?localofferchannel=0)

<http://www.fyi.cityoflondon.gov.uk/kb5/cityoflondon/fyi/localoffer.page?familychannel=7>

<http://cindex.camden.gov.uk/kb5/camden/cd/localoffer.page?localofferchannel=0>

<https://www.brent.gov.uk/localoffer>

The Special Educational needs and Disability code of practice: 0 to 25 Years explains the duties of local authorities, health bodies, schools and colleges to provide for those with special educational needs under part 3 of the Children and Families Act 2014.

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

The following SEND Information, Advice and Support Services are helpful sources of advice:

<https://specialneedsjungle.com/>

<https://www.ipsea.org.uk/>

<https://sossen.org.uk/>