



SEND Local Offer

Townley Grammar School

Selective secondary girls grammar school 11 -16 years

Mixed Sixth Form 16 – 18 years

1. How accessible is the school environment?

The majority of the school is wheelchair accessible, most of ground floor is accessible to wheelchairs; ramps are in place for entrance/exits where applicable, some classrooms on the top floor of the original building are not accessible to wheelchairs

2006 and 2000 buildings have two levels with a lift, the main school building has three floors with a lift; this makes it accessible for disabled children and adults to most areas of the school

There are three disabled parking bays

- There are double doors strategically placed around the building to allow wheel chair access
- Auditory/Visual enhancements are in place in some of the school
- As a school we are happy to discuss individual access requirements.

2. How are children identified as having Special Educational Needs?

At Townley Grammar School children are identified as having SEND in a variety of ways e.g.

- Concerns raised by parents /carers
- Concerns raised by teachers
- Concerns raised by the child
- Changes in a child's behaviour or self -esteem is affecting progress
- A child finds learning difficult
- Information received from outside agencies e.g. speech and language therapist

3. How are parents and carers supported if they think that their child has SEND?

We have an open door policy. Parents have a good relationship with staff and they are always encouraged to speak to their child's House Tutor or Learning Manager if there are any concerns. They can also liaise with Mrs Herridge, Student Services Manager and/or SENCO Assistant Head Teacher, Mrs Anderson.

The process...

- 1) Make an appointment to meet Student Services Manager and/or SENCo where your child's needs will be discussed and recorded
- 2) Student Services Team and SENCo will work with your child to identify area of need and set individual targets
- 3) Additional support will be given to your child if necessary. They may be referred to our School Counsellor or Specialist Teacher if the need is social, emotional or behavioural
- 4) Review of targets and progress that has been made towards targets by Learning Managers
- 5) If targets are not met they will be broken down into smaller steps
- 6) SENCo and/or Student Services Manager will make an appointment with parents to discuss the involvement of outside agencies if there are concerns about progress
- 7) Outside agency involvement –new targets set
- 8) If there are still concerns about progress a meeting will be set up to discuss an assessment for an Education Health Care Plan

4. How are parents/carers kept informed about the support the school have put in place?

Each child's education will be planned by Student Services Manager and SENCo in liaison with teaching staff and Learning Managers. It will be differentiated accordingly to suit the pupil's individual needs.

Interventions will be determined in liaison with Learning Managers and subject teachers. The interventions will be regularly reviewed by all involved to ascertain the effectiveness of the provision and to inform future planning.

These interventions will be recorded on the provision map (this is a record of the interventions, timings, and impact of the intervention) Parents are notified about interventions by the Assistant Learning Manager, Learning Manager, or SENCo .

If you have any queries related to the interventions please do not hesitate to contact the Learning Manager or SENCo.

Student Progress Meetings are held each half term. This is a meeting where the Learning Manager meets with the Senior Leadership Team to discuss the progress of the students in their year groups. This shared discussion may highlight any potential problems in order for further support to be planned which will be discussed and implemented by the SENCo.

Occasionally a child may need more expert support from an outside agency such as the Educational Psychologist, Pediatrician etc. Referral forms are then completed in conjunction with parents/carers and forwarded to the most appropriate agency. After a series of assessments, a programme of support is usually provided to the school and parents/carers.

The SENCo and/or Student Services Manager meet termly with the SEND governor, who monitors SEN to ensure that policies and procedures are followed. They report this information to the full governing body.

5. How is the curriculum differentiated and matched to a children's needs?

When a child has been identified with special educational needs their work will be differentiated by the class teacher to enable them to access the curriculum more easily.

If appropriate specialist equipment may be given to the pupil e.g. coloured paper or coloured overlays for reading, use of word processor, visual enhancements.

All academic and associate staff receive internal or external training for the areas of SEND support that they carry out.

6 How is progress measured?

We communicate regularly with parents. You are welcome at any time to make an appointment to meet with either the Learning Manager or SENCo and discuss how your child is getting on. We can offer advice and practical ways that you can help your child at home.

If your child is on the SEN register they will have be included in a provision map which will have individual or group targets. This is discussed on a termly basis. The targets are set by the Learning Manager and the SENCo and parents are encouraged to contribute.

The targets set are SMART (Specific, Measurable, Achievable, Realistic, Time scaled) targets with the expectation that the child will achieve the target by the time it is reviewed.

If your child has complex SEND they may have a Statement of SEN or EHC, which means that a formal meeting will take place with you and all agencies involved to discuss your child's progress and a report will be written. This will be reviewed annually.

7. How are parents /carers kept informed about their child's progress?

As a school we measure children's progress in learning against National expectations and age related expectations.

The Learning Managers and subject teachers continually assesses each child and note areas where they are improving and where further support is needed. As a school, we track children's progress from entry at Year 7 up to Year 13. Children who are not making expected progress are picked up through Progress meetings with the Learning Manager and Senior Leadership Team.

In this meeting a discussion takes place concerning why individual children are experiencing difficulty and what further support can be given to aid their progression. If your child is discussed at one of these meetings and additional support is recommended you will be informed.

When a child's support is reviewed, comments are made against each target to show what progress the child has made. If the child has not met the target, the reasons for this will be

discussed, then the target may be adapted into smaller steps or a different approach may be tried to ensure the child does make progress.

8. How are parents/carers helped to support their child's learning?

At Townley Grammar School we like to maintain regular contact with parents about the things that happen in school we do this in a variety of ways including:

- Student planner
- Parent Portal/SchoolComms
- Website and School App
- School Newsletter
- Parent forum meetings to discuss issues and to contribute ideas and opinions
- Expectation Evenings
- Guidance meetings

9. How are wellbeing, personal and medical needs supported in school?

We offer a wide variety of pastoral support for children who are encountering emotional difficulties. We have a caring understanding team who look after our children and parents. We have two school counsellors, a behaviour specialist and a school nurse.

Your child's House Tutor is the first person to contact with concerns about your child's overall wellbeing.

If further support is needed the House Tutor will liaise with the Learning Manager and SENCo who will give advice and support and put a plan of action into place.

Children with medical needs

If a child has a medical need then they are registered in a medical Alert compiled by the SENCo in consultation with parents/carers and the school nurse. This is discussed with all staff who are involved with the child.

We have fully trained first aiders in all Key Stages and staff members have a basic knowledge of first aid

If your child has a medical condition that requires medication, a meeting will be held with parents/carers, SENCo, designated staff members and first aider to explain our Health and Safety Policy and procedures.

Behaviour

At Townley Grammar School we have a very positive approach to all types of behaviour with a clear rewards and sanctions that is followed by all staff and pupils.

If a child has emotional and/or behavioural difficulties a Specialist Teacher will work with the student, teacher and parents to identify the specific issues put relevant support in place and set targets.

As a result of the support we give, we rarely exclude students however we have zero tolerance on physical violence towards staff.

After any behaviour incident we expect students to reflect on their behaviour with a member of the Senior Leadership Team often completing a reflection sheet.

This helps to identify why the incident happened and what the child needs to do differently next time to change and improve their behaviour.

Attendance

Attendance of every child is monitored on a daily basis by the Attendance Officer. Lateness and absence are recorded and reported to the Senior Leadership Team..

Where a child is struggling with attendance and punctuality we will meet with parents to offer advice and strategies to get their children into school on time. In the event that a child's poor attendance continues then we would refer them to an Educational Welfare Officer.

10. How do children contribute to the everyday life of the school? How are their views gathered?

We encourage every child to contribute and to express their thoughts and ideas which we value, respect and celebrate. We do this in different ways throughout the school year:

- In class daily children are encouraged to contribute to lessons
- There is a School Council meeting every half term where issues or viewpoints are discussed
- We have pupil questionnaires to gather ideas and opinions about teaching and learning and wider school matters
- Children with a Statement of SEN or an EHC, their views will be sought before review meetings

11. What expertise and specialist services are available through the school?

As a school we work closely with any external agencies that we feel are relevant to individual children's needs within our school including: -

- Educational Psychologist
- CAMHS (Child & Adolescent Mental Health Service)
- Inclusion Team
- Speech & Language Therapy
- School Nurse
- Social Care
- Occupational Therapy
- Pediatricians
- Learning Support Service
- Behaviour Support Service
- Autism Outreach Team
- HI and VI Specialists

An Educational Psychologist is allocated to each school. He/she would normally only work directly with children whose needs are felt to be quite considerable and have not responded well to the interventions previously put in place for them.

This involvement is discussed at Progress Meetings with the Senior Leadership Team and class teachers.

In order to help understand the pupil's educational needs better, the psychologist will generally meet with the parent and give feedback after the assessment has been completed.

He/she will offer advice to the school and parent/carers on how to best support the child to move their learning forward.

12. What training do staff receive?

All staff receive some training related to SEND

Our Student Services Manager and SENCo has been trained in a wide range of SEN including dyslexia, Autistic Spectrum Disorder, Attention Deficit Hyperactivity Disorder, (ADHD), Speech Language and Communication, Social and emotional Aspects of Learning and students with sensory needs.

We also have an Academic Tutor specialising in EAL.

13. How are school trips and activities outside the classroom organised? How does the school ensure that pupils with SEND included?

Activities and school trips are a very important part of every child's learning experience at Townley Grammar School. Risk assessments are carried out and procedures are put in place to enable all children to participate.

If a child has a Support Assistant (SA) he/she will accompany them on the trip

However, if there is no SA and it is deemed that an intensive level of 1:1 support is required a parent or carer may be asked to accompany their child during the activity.

14. How are children supported when changing schools or transferring to other education, employment or training?

All new children to visit the school prior to starting when they will meet a member of the Senior Leadership Team and the Student Services Manager to have a welcome meeting and be shown around the school.

For children with SEND we would encourage further visits to assist with the acclimatisation of the new surroundings. We would also visit them in their current school or setting and attend their final Annual Review if they have a Statement or EHC.

- Our 'feeder' primary schools, run a programme specifically tailored to aid transition for the more vulnerable pupils

- We liaise closely with Staff when receiving and transferring children to different schools ensuring all relevant paperwork is passed on and all needs are discussed and understood

15. How are resources matched to a children's needs?

- We ensure that all children who have Special Educational needs are met to the best of the school's ability with the funds available
- The budget is allocated on a needs basis. The children who have the most complex needs are given the most support

16. How do the school decide how much support is provided?

The Learning Manager alongside the SENCo will discuss the child's needs and what support would be appropriate.

Different children will require different levels of support in order to bridge the gap to achieve expected levels of attainment. This will be through on-going discussions with parents

IMPACT

- By reviewing children's targets and ensuring they are being met
- The child is making progress academically against national/age expected levels and the gap is narrowing – they are catching up to their peers or expected age levels.
- Verbal feedback from the teacher, parent and pupil
- Children may move off of the SEN register when they have 'caught up' or made sufficient progress

17. How are parents and carers involved in discussions and planning?

- Parents are invited to parent conferencing meetings,
- Parent forum meetings
- Parent questionnaires are sent out about new school initiatives
- For children with SEN parents are encouraged to contribute to the evaluations of IEP targets
- Where a child has a Statement of SEN regular meetings are held with parents and other professionals to discuss targets needs and ways forward

18. How can parents and carers get involved in the school more generally?

- Attend Parent Forum
- Attend Parents Evenings
- Workshops are available for parents
- We always encourage parents to join our parents group who organise celebrations and special events in the school
- The school office can provide dates of events
-

19. Who can parents/carers contact for further information?

First point of contact would be your child's House Tutor to share your concerns.

You could also arrange to meet Mrs Herridge our Student Services manager and our SENCo/Assistant Head teacher, Mrs Anderson.

Call the School Office on 0208 304 8311 to make an appointment

20. How are parents and carers supported to decide whether this is the right school for their child?

Please contact Mrs Susan Herridge, Student Services Manager or Mrs Kim Anderson, Assistant Head Teacher, SENCO to discuss your child's needs