

# Fort Pitt Grammar School



## *SEN Information Report*

*Agreed by the Local Governing Body: May 2018(updated July 2018)  
Next Review Date: May 2020*

### **The kinds of SEN which we provide for**

The Local Governing Body of Fort Pitt Grammar School seeks to respond to the educational needs of every individual student throughout her/his time at the school. Special Educational Needs (SEN) applies to those students who have a significantly greater difficulty in learning than the majority of students of the same age. This need or difficulty may result from factors such as learning difficulties, emotional and physical or sensory needs and medical, health or emotional problems.

### **Identifying Special Educational Needs**

There are four Broad Areas of Need (SEN Code of Practice, 2014) for which the school is responsible for planning provision:

- Communication & Interaction
- Cognition & Learning
- Social, Emotional & Mental Health Difficulties
- Sensory and / or physical needs

The purpose of the identification of a SEN is to establish what action the school needs to take to best support an individual student; it is not to fit a student into a category. The school identifies the needs of students by considering the needs of the whole student which include not just the special educational needs of the student.

The school is clear that only those students who require additional specialist provision will be referred to as having SEN status. Other issues which may impact on progress and attainment but are not SEN include:

- Disability ( the Code of Practice outlines the “reasonable adjustment “ duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant or 16-19 Bursary
- Being a Looked After Child
- Being a child of Serviceman/woman

Identifying behaviour as a need will no longer be an acceptable way of describing SEN. Any concerns relating to a child or young person’s behaviour will be described as an underlying response to a need which the school will be able to recognise and identify clearly as the school knows the student well and can respond to their needs.

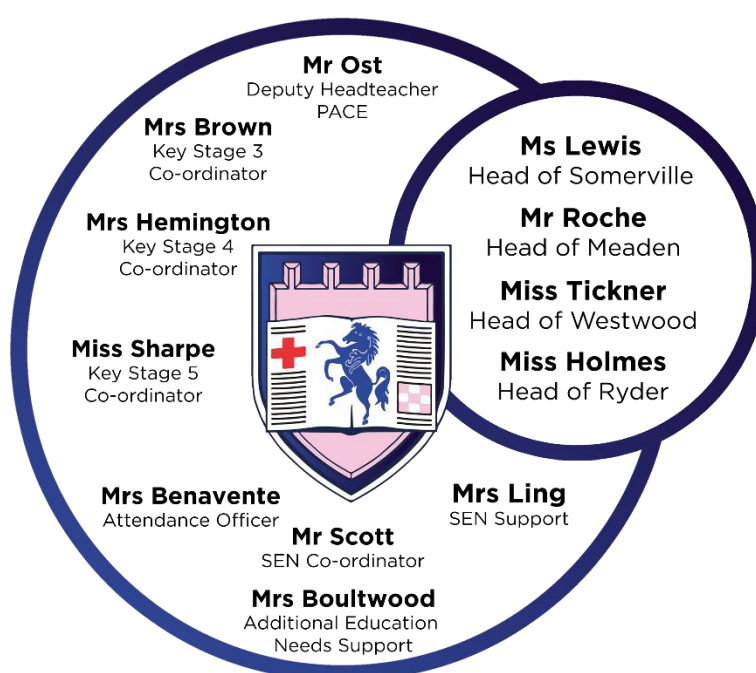
All teachers are responsible and accountable for the progress and development of every student in their class. High quality teaching, differentiated for individual students, is the first step in responding to students who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. All departments have mapped the support that they can provide for the four broad areas of SEN.

### **Names of SENCO and AEN Manager**

SENCO: Mr Andy Scott, assisted by Mrs M Boulwood (AEN Manager) and Cheryl Ling . Please contact the SENCO via Mrs Boulwood, on [ascott@fortpitt.medway.sch.uk](mailto:ascott@fortpitt.medway.sch.uk)  
SENCO representative for the Local Governing Body: Mr G Perfect

At Fort Pitt Grammar School the SENCO and AEN Manager work closely with the pastoral team in PACE. The school has a House system with students being placed into one of four Houses. Each house has a Head of House who has the responsibility for the pastoral care of the students in their House, and they are supported by non-teachers in PACE (the Pastoral Achievement Centre for Excellence). This enables us to offer support before school and after school and to work with students and their parents and carers to ensure that their pastoral and SEN needs are fully met.

### Additional named contacts within school



### Our approach to teaching students with SEN

"All teachers are teachers of students with special educational needs." The SEN Code of Practice (2014) clearly acknowledges the importance allocated to the classroom teacher with regards to SEN. "Quality First Teaching" is an essential element of addressing and supporting students with SEN in their classes. The teacher's responsibilities include:

- Being aware of the school's procedures for the identification, assessment and subsequent provision for SEN students
- Collaborating with the SENCO and AEN manager to decide what action is required to assist the SEN student to progress
- Working with the SENCO and AEN manager to collect all available information on the SEN student
- Working with SEN students on a daily basis
- Developing constructive relationships with parents

All departments have completed provision maps that identify the support that they can provide for the four broad areas of SEN.

### Identification of those students who need Special Educational support

At Fort Pitt Grammar School, students who have been identified as having SEN are fully integrated into mainstream classes in which they have full access to the curriculum and equal entitlement to all aspects of the school. Teaching staff receive regular updates and CPD about SEND, including, for example, whole school inset on Dyslexia and ASD. Outside agencies are invited into see specific teachers to provide specialist advice as required.

All staff are responsible for identifying students with SEN and, in collaboration with the SENCO and AEN manager, will ensure that those students requiring different or additional support are identified at an early stage. Assessment is seen as the process by which students with SEN can be identified; whether or not a student is making progress is seen as a crucial factor in considering the need for SEN provision.

Early identification of students with SEN is considered a priority. To aid identification, staff are encouraged to raise concerns with the SENCO and AEN manager. To further assist with the identification of SEN, the school will ascertain student progress through reference to:

- Evidence arrived at by means of teacher observation/assessment.
- Reference to performance in assessments judged against level descriptions.
- Standardised screening /assessment tools e.g.: Key Stage 2 test results.
- Information from the primary school used to shape the student's curriculum and pastoral provision in the first few months at secondary school
- Identify/focus on the student's skills and note areas that require early support
- Make sure that on-going observations/assessments provide regular feedback on achievements/experiences
- Involve students in planning/agreeing their targets
- Involve parents in a joint learning approach for home/school

The main methods of provision provided for individuals by the school is:

- Full time education in classes with additional help and support being provided by subject teachers through a differentiated curriculum

### How we adapt the curriculum and learning environment for disabled/SEN students so that they can be fully included with those who do not have SEN

Students with SEND are regarded as full members of the community and provision is inclusive. They have full access to the environment, resources, staff and activities. We consciously ensure that students with disability are treated in the same way as other students, for example offering a visit to London by car where a student was not able to travel by coach with the rest of the group.

Most classes are taught as mixed ability groups, combining a wide range of activities from extension tasks to differentiated work.

All extra-curricular activities are fully inclusive

- A qualified first-aider is available throughout the building
- Ground floor disabled toilet facilities
- All ground floor areas are accessible for students who cannot access stairs in the main school building
- Lap-tops are provided to students with special learning disabilities, including dyspraxia, and for students with temporary disabilities as appropriate

- Students with temporary disabilities can access the library academic support
- Any student can attend staffed lunch clubs and after school clubs that offer semi-structured activities

Our Accessibility Plan is also published on the school website and details access for those with disabilities.

#### How we consult with parents of students with SEN

Parents' views and opinions regarding the education of their SEN child are important and are carefully taken into consideration when providing SEN support at Fort Pitt.

The SENCO and AEN manager, Head of House and other relevant support staff have regular contact with parents, in addition to a formal annual meeting. Annually, parents receive a copy of EHCP/Provision Map/Subject Specific Strategies/Student Individual Profile by post or email.

In Year 6, the SENCO and AEN manager will visit the Primary School for any student already known to be SEND to meet with the student and the Primary SENCO and AEN manager and will arrange an additional visit to Fort Pitt for Parents/student as appropriate. The Year 7 Admissions Team attends Annual Reviews for all Year 6 pupils with an EHCP who have named Fort Pitt Grammar as their chosen school.

#### How we consult with students who are SEN and involve them with their education

As with parents, students' own views are extremely important to us in order to ensure we are providing the correct level of care and support for each student.

Students have a regular meeting with the SENCO where support and strategies are discussed. Students are also able to meet with the SENCO or other PACE staff at any time at their request.

#### How we assess and review pupil's progress towards their outcomes

SEND students are normally assessed in the same way as all students at Fort Pitt (please see separate Assessment Policy). However, special arrangements are sometimes made for targets/working at grades to be removed from reporting documents where this is considered unduly stressful for an individual student. Any decision to follow this route will first be discussed with the student/parents or carers.

In circumstances where teachers decide that a student's learning is unsatisfactory, the SENCO is the first to be consulted. The SENCO and subject teacher will firstly initiate a review of the approaches adopted. In circumstances where additional support to that of normal class provision is required, the course of action is to provide support through *SEN Provision*.

The process by which the school will identify and manage students with SEN status is outlined below:

- Assess
- Plan
- Do
- Review

The principles of Assess, Plan, Do and Review have been identified within the new Code of Practice and will continue to be essential components in how Fort Pitt Grammar School identifies how students with SEN are responding to the interventions, support and strategies used to assist them in school.

Whether or not “adequate progress” has been made is the crucial factor in determining need to provide additional support through SEN Support.

“Adequate progress” is defined as that which:

- Narrows the attainment gap between the student and her peers
- Prevents the attainment gap increasing
- Is equivalent to that of peers starting from the same baseline but less than the majority of peers
- Equals or improves the student's previous progress rate
- Ensures full curricular access
- Shows an improvement in self-help, social or personal skills
- Shows improvements in the student's behaviour

Where concerns remain, despite sustained intervention, the School will raise the student at the “In School Review” and in exceptional circumstances consider requesting a Statutory Assessment. Parents will be fully consulted at each stage. Each of these intervention programmes is detailed in appropriate sections of this Policy. The School also recognises that parents have a right to request a Statutory Assessment.

It is our intention to inform parents in writing of any changes to the SEN stage at which their child has been identified. Parents will be invited to discuss the issues with the SENCO if they wish.

#### Supporting students moving between different phases of education

As mentioned above, additional arrangements are made for the move between Year 6 and 7. Additionally, the SENCO will provide relevant extra support to help with the transition from Year 11 to Sixth Form within Fort Pitt, or for those coming from alternative provision to join the FP Sixth Form. At the end of Year 13, information is passed to universities/colleges as required by law. We are happy to hold informal discussions with any SENCO or support department for those continuing into further education at the request of the student or parent/carer.

#### Supporting students in their preparation for adulthood

All our students follow a rounded curriculum whilst at Fort Pitt, with the aim of preparing them for further education or employment and adulthood. The wide enrichment programme supports this aim, along with experiences, visits and opportunities, many of which relate to the Fort Pitt Passport.

#### How we support students with SEN to improve their emotional and social development

A wide programme of PSHEE activities is followed weekly in Years 7-11 where students learn about subjects such as friendship, first-aid, puberty, dealing with risk, careers, drug and sex education, coping with money, anti-radicalisation and many other topics. In Years 12-13 a weekly slot allows teachers to return to some of these topics and also cover matters such as destination planning, obtaining a loan/grant, leaving home, basic home-care, politics, work experience placements, mental well-being and nutrition. In Year 12 students all follow an individualised 2-week programme of work-experience.

#### Staff expertise and training

Staff training in relation to SEND is reviewed regularly and sessions are organised relating to the most current area of need. Staff at Fort Pitt are particularly experienced and knowledgeable in their identification and support of students with a diagnosis of dyslexia, pupils on the autistic spectrum and pupils with emotional needs.

Members of the PACE Team and senior staff have attended training in the following areas:

- Early Help
- Self-Harm
- Drug, Alcohol and Substance abuse
- Lead Professionals Training

They also attend SEND and Inclusion and Forum meetings which focus on providing the best support for students with a specific range of SEND and SEMH needs.

All staff have attended training as follows:

- Child Protection
- Supporting Dyslexia in a Grammar School
- Supporting Autism in a Grammar School

Annually, selected staff are also trained to support individual students they teach on a one-to-one or small group basis (e.g. challenging behaviour in relation to autism or strategies to use with a particular student)

Training is recorded centrally, on the SCR (Child Protection) or on lists maintained by admin staff; all staff are issued with certificates following training.

#### Specialist Expertise

A number of our staff are qualified counsellors; we also have staff trained to a higher level in some needs, such as autism and dyslexia.

We have regular external qualified and registered counsellors who attend school and can offer appointments to students.

Additional advice is taken from the relevant agencies as appropriate. We are also able to consult a variety of specialists in different fields, such as Bradfields Outreach (Autism), the Hearing and Visual Impairment specialist tutors, the SENCO and AEN Manager for the Fort Pitt Academy (for testing purposes), and the nominated Educational Psychologist.

#### How we secure equipment and facilities to support students with SEN

Our students are all in the grammar stream, having been deemed appropriate for a grammar school education either in Year 6 or later, upon transfer. SEN students sometimes need laptops for school or home use and these are provided. Any other specific requirements set out by medical professionals for individual SEN students will be followed, such as computer screens, enlarged print, coloured paper, overlays, and therapeutic aids.

Examination requirements will be carefully considered, whether for additional time, regular breaks, or separate rooming. This will be based upon medical evidence, following the requirements set out in the Joint Council for Qualifications 2016 – Access Arrangements and Reasonable adjustments for SEN Students.

#### How we involve other organisations in meeting the needs of pupils with SEN and supporting their families

The SENCO and AEN Manager and members of PACE liaise with external agencies and LA support services as appropriate for the support of individual students and their families. This liaison also sometimes continues in school holidays, whether it be through contact between school and family or contact between school and agencies by telephone or with attendance at meetings.

#### How we evaluate the effectiveness of our SEN provision

The principles of Assess, Plan, Do and Review relate closely to how we evaluate our effectiveness (see above). This process enables us to quickly see variations in expected progress, achievement or engagement for learning and then to make adjustments in a student's support as required. Those

adjustments are then carried over to the appropriate documentation and shared with the stake holders.

We collate letters and emails from students and parents who have thanked us for supporting them at different stages of their school career; there are very many positive comments.

#### How we handle complaints from parents of students with SEN provision

If parents and carers have concerns about the SEN provision within the school or with the way in which their child is being supported, they can address these directly to the SENCO and AEN Manager or to the Headteacher. The school is committed to resolving complaints and grievances (in line with the School Complaints Policy) and resolution is sought at all times.

#### Contact person for any concerns

SENCO: Mr Andy Scott assisted by Mrs M Boulwood (AEN Manager) and Cheryl Ling.  
Please contact [ascott@fortpitt.medway.sch.uk](mailto:ascott@fortpitt.medway.sch.uk)

#### Support Services available to parents

We urge parents to make contact with the SENCO and/or AEN Manager if they wish for further external support. These services change on a regular basis, their name, key contacts and their phone numbers. There are also many excellent local voluntary services and we are happy to signpost to these as required.

#### Working with the Local Governing Body (LGB) and the Local Authority

The LGB has an important responsibility in regard to students with SEN. These include:

- Ensuring that the provision for SEN students is made and this is of a high standard
- Ensuring that a responsible person is appointed to inform all those who are involved with teaching and supporting a student with an Education Health Care Plan (EHCP)
- Ensuring that SEN students are fully involved in school activities
- Having a regard to the Code of Practice when carrying out responsibilities regarding SEN students
- Being fully involved in developing and subsequently reviewing the SEN policy

The SEN Offer provided by Medway is published online at:

<http://www.medway.gov.uk/carehealthandsupport/supportfordisabilities/medwayslocaloffer.aspx>

Medway's SEND and Inclusion Strategy 2016-2020 is published at:

<http://www.medway.gov.uk/pdf/SEN%20StrategyAW-Online.pdf>