



Penistone Grammar School

Advanced Learning Centre

Statement
**Special Educational
Needs & Disabilities**

Never Stop Flying



Statement

Special Educational Needs & Disabilities

Review Date: October 2021

The report is broken down into the following sections:

<u>What kinds of SEN do we currently support?</u>
<u>How do we support learners with SEN?</u>
<u>How do we identify SEN?</u>
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<u>Which other agencies do we work with?</u>
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<u>What are our other opportunities for learning?</u>
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What is our school's learning culture?

'Achieving excellence through values led education'

Penistone Grammar School is committed to providing a values led education. All that we do is based on one of our 5 core values:

- Aim High
- Be Determined
- Be Brave
- Be Proud
- Be supportive

We support our students to develop the resilience they need in order to thrive. We encourage a 'growth mind set' which enables students to deal with any setbacks they face and to develop both the confidence and strategies to achieve in life.

What kinds of SEN do we currently support?

- Autistic Spectrum Disorder
- ADHD – Attention Difficult Hyperactivity Disorder
- Specific Learning difficulties - Dyslexia / Dyscalculia
- Hearing impaired learners
- Visual impaired learners
- Physical impaired learners
- Emotional and social development
- Speech, Language and Communication difficulties
- Mental Health and Social difficulties
- Pathological Demand Avoidance

How do we support learners with SEN?

At Penistone Grammar School we believe in participation for all. We want all adults and children to participate in learning and we celebrate all members of our community. We want to create an inclusive culture in our school and we aim to be responsive to the diversity of children's backgrounds, interests, experience, knowledge and skills.

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We value quality first teaching for all learners and have robust processes in place to monitor the teaching and learning in the school. For more information on our approach, please see our "Teaching and Learning Policy" in the policies area of the website.

Our whole school improvement plan is about developing learning for all and details are planned around continued professional development (CPD) opportunities for all staff.

We aim to create a learning environment which is flexible enough to meet the needs of all members of our school community. We monitor progress of all learners, and staff continually assesses the progress of their learners ensuring that learning is taking place. Regular data reports are sent home to keep parents/carers informed. Progress is measured alongside the Government's recommendation of at least 3 levels with an increasing amount of Penistone students making 4 levels of progress.

How do we identify SEN?

At different times in their school career, a child or young person may have a special educational need. The Code of Practice defines SEN as:

"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 them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) Have a significantly greater difficulty in learning than the majority of others of the same age: or
- b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions."

If a learner is identified as having SEN, we will provide provision that is 'additional to or different from' the normal differentiated curriculum, which is intended to enable the learner to overcome the barrier to their learning.

Learners can fall behind in school for lots of reasons. They may have been absent from school, they may have attended lots of different schools and not had a consistent opportunity to learn. They may not speak English very well or at all or may be worried about different things that distract them from learning.

At Penistone Grammar School we are committed to ensuring that all learners have access to learning opportunities, and for those who are at risk of not learning, we will intervene. This does not mean that all vulnerable learners have SEN. Only those with a learning difficulty that requires special educational provision will be identified as having SEN.

How do we assess SEN?

Class teachers, associate staff, parents/carers and the learner themselves will be the first to notice a difficulty with learning. At Penistone Grammar School we ensure that assessment of educational needs, directly involves the learner, their parents/carer and of course their Teacher. The SENCO will also support with the identification of barriers to learning. We have a range of assessment tools available.

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For some learners we may want to seek advice from specialist teams, either internally or we have access to various external specialist services. We have access to services universally provided by Barnsley Metropolitan Borough Council (BMBC), which are described in the Local Offer.

Which other agencies do we work with?

Educational Psychologist – All work undertaken by the Educational Psychologist will be charged to the school. The work of the Educational Psychologist includes working mainly with young people;

- Who have a Statement or an Educational Health and Care Plan or where the local authority needs to make decisions to access an Educational Health Care Plan
- Where the learners' needs are highly complex and persistent, they have received a graduated response and where they are likely to progress through statutory assessment.
- Some children the local authority prioritised e.g. where they have complex needs and are in care and/or facing exclusion.

Such cases will be considered against their threshold for involvement and discussed in termly planning meetings between the SENCO and our designated Educational Psychologist.

Services provided by BMBC and accessed at Penistone Grammar School for specifically identified and diagnosed learners include:

- Communication and Interaction Service
- Hearing Impaired Service
- Visual Impaired Service
- School Health and School Nurse

The services above are bought in by school.

Additional in-house services at Penistone Grammar School include:

We have a variety of teachers and Learning Support Assistants and other support staff working within our school. Every member of staff in our school is trained in all aspects of safeguarding, and in addition, some of our teachers, Learning Support Assistants and additional support staff have taken part in training in relation to autism, dyslexia, ADHD, attachment disorder, dyslexia, and working with hearing, visual or physical impaired learners.

Several of our Learning Support Assistants are departmental based and therefore have subject specific training.

We employ 3 Curriculum Support Assistants, who all hold a Higher Level Teaching Assistant (HLTA) qualification or a degree in the subject area, a Learning Support Co-ordinator who holds HLTA qualification and a variety of Learning Support Assistants, of whom 1 also holds the HLTA qualification.

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Within our specialist Heart Space provision we employ specialist KS2>3 teachers, a leader of learning, HLTA and Learning Support Assistants. All have specialist training in a variety of fields to support our learners.

What do we do to support learners with SEN at Penistone Grammar School?

Every teacher is required to adapt the curriculum to ensure access to learning for all children in their class. The bespoke 2021 PGS Career Stage Expectations and The Teacher Standards 2012 detail the expectations on all teachers, and we at Penistone Grammar School are proud of our teachers and their ability to include all learners in the learning that takes place in the classroom.

Our teachers will use various strategies to adapt access to the curriculum, this might include using:

- A variety of learning materials to scaffold learning
- Laptops/ipads or other alternative recording devices
- Personalisation and differentiation
- A variety of resources from colour papers, overlays to increase in font size.
- Deployment of a Learning Support Assistant
- Involvement of Curriculum Support Assistant (Core subjects only)
- Values Led Learning Policy

Each learner identified as having SEND and in receipt of an Education Health Care Plan (EHCP), is entitled to support that is 'additional to or different from' a normal differentiated curriculum. The type of support is dependent on the individual learning needs and the outcomes stated in the EHCP. The support is intended to enable access to learning and overcome the barriers to learning that have been identified.

How is SEN funded?

Penistone Grammar School receives funding directly to the school from the Local Authority to support the needs of learners with SEND. This is described in a SEND memorandum and forms part of our overall school budget. The specialist Heart Space provision is also directly funded from the local authority which is agreed annually dependant on learners provision maps

How do we evaluate whether our support is effective?

Monitoring progress is an integral part of teaching and leadership within Penistone Grammar School. Parents/carers, learners and staff are involved in reviewing the impact of interventions for learners with SEND. We follow the 'assess, plan, do, review' model and ensure that parents/carers and children are involved in each step.

Before any additional provision is selected to help a child, the SENCO, Learning Support Co-ordinator, parent/carer and learner agree what they expect to be different following this intervention. A baseline will also be recorded, which can be used to compare the impact of the provision.

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How are stakeholders involved?

Children, parents/carers and teaching and support staff will be directly involved in reviewing progress. This review can be built into the intervention itself, or it can be a formal meeting held at least once a term, where we all discuss progress and next steps. If a learner has a Statement of Special Educational Needs or an Education Health and Care Plan (EHC plan,) the same termly review conversations take place, but the EHC plan will also be formally reviewed annually.

The Learning Support team collates the impact data of interventions, to ensure that we are only using interventions that work. Intervention data is shared with our senior leadership team and with governors.

Progress data of all learners is collated by the whole school and monitored by Teachers, SENCO, Achievement Leaders, Learning Support Assistants and Student Support Officers.

Our school data is also monitored by the Local Authority and Ofsted.

What are our other opportunities for learning?

All learners should have the same opportunity to access extracurricular activities. At Penistone Grammar School we offer a range of additional activities after school.

We are committed to making reasonable adjustments to ensure participation for all, so please contact our SENCO for further information.

Disability

This legislation of the Equality Act 2010 places specific duties on schools, settings and providers including the duty not to discriminate, harass or victimise a child or adult linked to a protected characteristic defined in the Equality Act and to make 'reasonable adjustments.'

The Equality Act 2010 definition of disability is:

"A person has a disability for the purposes of this Act if (s)he has a physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day-to day activities."

Section 1(1) Disability Discrimination Act 1995

This definition of disability in the Equality Act includes children with long term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Children and young people may therefore be covered by both SEN and disability legislation.

For more information about the Equality Act, the protected characteristics or duties on public bodies please refer to the Equality Act 2010 Guidance document. <https://www.gov.uk/guidance/equality-act-2010-guidance>

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How do we prepare learners for the next step?

Transition is a part of life for all learners. This can be transition to a new class in school, having a new teacher, or moving on to another school, training provider or moving into employment. Penistone Grammar School is committed to working in partnership with children, families and other providers to ensure positive transitions occur.

Planning for transition is a part of our provision for all learners, especially learners with SEND. Transition to our school for learners with Education Health Care Plan will start during their Year 5 Annual Review where the SENCO and Assistant Principal responsible for Transition from Penistone Grammar School will be present, to ensure enough time for planning and preparation given to each individual learner.

Support for transition into a Post 16 centre, college, training or apprenticeship will be given by school and a specifically identified Targeted Intervention and Guidance (TIAG) worker and also our specialised support through careers inc.

How can you contribute and have your say?

We can shape and develop provision for all of our learners ensuring achievement for all. This SEND report declares our annual offer to learners with SEND, but to be effective it needs the views of all parents/carers, learners, governors and staff.

Useful links

Please see our "SEN Policy", "Anti Bullying Policy & Procedures" documents and our policies area of the website.

Related information

Attention Deficit Hyperactivity Disorder (ADHD / ADD)

- AdhdNews.com
- [The National Attention Deficit Disorder Information and Support Service \(ADDISS\)](http://The National Attention Deficit Disorder Information and Support Service (ADDISS)) (Tel: 020 8906 9068)
- [Children and Adults with Attention Deficit / Hyperactivity Disorder \(CHADD\)](http://Children and Adults with Attention Deficit / Hyperactivity Disorder (CHADD))
- ADHD and the new SEN Code - The new SEN Code of Practice has wide-ranging implications, but what does it mean for children with ADHD?

Autism / Aspergers Syndrome

- National Autistic Society (Tel: 0845 0704 004)
- [Autism Independant UK \(SFTAH\)](http://Autism Independant UK (SFTAH))
- Autism Collaboration
- Autism Education Trust

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- [Autism Resources](#)
- [Autism Support](#)
- [Network Autism](#)
- [Axcis Education Webchats - Ask an Expert](#)
- [Living With Autism \(video\)](#)

Down Syndrome

- [Down Syndrome Educational International](#) (Tel: 01816824001)

Dyslexia / Dyscalculia

- [The British Dyslexia Association](#) (Tel: 0118 966 8271)
- [Dyslexia Action](#) (Tel: 01784 222 300)
- [Dyscalculia.org - Math Learning Disability Resource](#)

Dyspraxia

- [Dyspraxia Foundation](#) (Tel: 01462 454 986)

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