

LANCASTER GIRLS' GRAMMAR SCHOOL

SEN INFORMATION REPORT

May 2019

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The kinds of SEND we provide for

Lancaster Girls' Grammar School is a selective single sex mainstream 11-18 academy. We currently provide education for the following special educational needs:

- Autistic Spectrum Disorder
- Specific Learning difficulties, especially dyslexia and dyspraxia
- Hearing impaired
- Visual impaired
- Physical Impaired
- Social Emotional and Mental Health

How we the school know if a young person needs extra help and what should parents do if their child has special educational needs?

- Students with special educational needs are identified as part of the entrance test arrangements and special access arrangements applied.
- Visits to primary schools are used to gain additional information as part of the Y6/7 transition programme.
- All students are assessed using CATs in the first half term. Any mid-year admissions are tested.
- Students are screened in Year 10 and Year 12 with follow on assessments for any students identified through the screening process.
- The school will refer to a specialist teacher for assessment or diagnosis as appropriate following consultation with parents/ carers.
- Staff refer any concerns which they have noted through monitoring the progress of their students to the SENCO.
- Every teacher and learning support assistant is given an update on special educational needs students at the start of the school year. Staff training is given in house to enable staff to identify any potential special educational needs
- Individual teachers are responsible for making lessons accessible to all and for implementing the IEP recommendations, as well as monitoring the progress of all their students.
- Parents should initially make contact with the Head of Key stage or SENCO to discuss their child's special educational needs.

Arrangements for consulting with students with special educational needs and

disabilities and involving them in their education.

- Students are invited to meetings to discuss their needs and are given the opportunity to voice their views.
- Students receive regular feedback about their progress in a variety of ways. More formal feedback is through the termly reports. They attend review meetings. Many feel confident enough to talk to their SENCo or Head of Key Stage if they have concerns about any aspect of their educational experience.
- Students often take part in focus groups where they give their views about aspects of school life
- All students in Years 7, 9 and 11 participate in the Lancashire Pupil Attitude Questionnaire. Students are asked to complete a questionnaire about school, their learning and wellbeing. Their results are benchmarked against other Lancashire schools.
- The School Council meets regularly and is an effective way of contributing to school life. There is a similar Sixth Form Council and a student representative on the Governing Body.
- Peer mentoring projects give students confidence in ensuring their voice is heard, as do initiatives such as the anti bullying group
- LGGS works with the Youth Sports Trust on a number of programmes designed to build resilience
- Students are involved in active citizenship programmes, talks with the local MP and visits by local councillors and community groups. LGGS has launched a Rights Respecting Schools initiative which will involve students from all key stages
- Staff appointments usually involve a student panel which meets with candidates, asks prepared questions and feeds back information to the appointments panel.
- The school has an active mentoring system running across the year groups, enabling older students to support and mentor younger more vulnerable students.

Arrangements for consulting with parents and involving them in their child's education

- Parents are consulted at all stages of the identification process.
- Parents are invited to contribute to their child's IEP in a way that is convenient to them.
- School website provides contact details for parents. The half termly newsletter also contains reminders about how and who to contact. The website has a great deal of useful information for parents.
- At the welcome evening for New Y7 in the summer for parents key staff members including the SENCO are introduced to parents. This is followed up by another welcome evening in the autumn term,
- Staff visit all feeder schools during transition. We hold an induction day for Y7 and a separate tea party for some students who may find transition more difficult
- Three reports are sent home throughout the year. Additional contact is expected and routinely made if there is an area for concern or celebration.
- Feedback is actively pursued by report slips and parental questionnaires. Results from parental questionnaire are shared in the newsletter.
- There is a strong parent representation within the School Governing Body, which monitors and implements the school's strategic plans.
- An open evening is held in June every year for Y6 families. There are also opportunities to visit the school during open mornings for both Y6 and Y7 parents.
- Our main way of communicating with parents is through ParentPay and the school

website. Interpreters are found for meetings when necessary. Parents may also bring a friend or adviser to school meetings for additional support

The curriculum

- The LGGS curriculum is essentially an academic curriculum with students studying 10 GCSEs in Key Stage 4. These include 3 Sciences, a compulsory Humanity and a Modern Foreign Language. This programme is adapted if necessary to match the needs of students with special education needs.
- Spelling support is provided through the English department with lunchtime classes. In Key Stage 3 all students have a lesson specifically on Quality of Written Communication.
- There are laptops available in school to enhance the learning process, and to assist identified students with handwriting and recording difficulties. There is a range of equipment available within school for students with visual difficulties including iPads.
- Students are provided with coloured overlays, enlarged print documents and copies of PowerPoints. Sixth formers may also make use of their phones to record the teacher or photograph note on the whiteboard.
- We work within the examination board guidelines to put into place access arrangements that are appropriate and meet the needs of the individual student.

Accessibility and the school environment

- LGGS is an early twentieth century building, built over 3 floors. There are no disabled lifts in the main school although there is a stair lift to some parts of the upper floor. The dining room is not accessible. Corridors are narrow. There is congestion at lesson changeover in some areas. The school currently has just over 900 students.
- Some science teaching takes place across the road in the top floor of Dallas Road Primary School. These labs can only be accessed by a narrow staircase and access involves crossing a road. The sports field is a 5 minute walk from the school.
- The sixth form building is a modern building on 3 floors. There is a disabled lift.
- There is good acoustics in the majority of classrooms which are carpeted and have window blinds and wall displays. The dining room, main hall, atrium and gym areas are poor acoustically.
- There are two toilets with disabled access, and a medical room with hand washing facilities and a bed, There is no toilet or showering facility in the medical room.
- Despite the limitations of the accommodation LGGS has been able to accommodate and make adjustments for a number of students with special educational needs and/or disabilities including a visually impaired student with a guide dog and students who may have to use a wheelchair for periods of time.
- The school does not use height adjustable tables as a general rule. There are adjustable height chairs available around school. Classrooms have interactive whiteboards. Students have access to the school's virtual learning environment.

Allocation of resources

- The SENCO and Senior Leadership Team make decisions about resources. Parents and students also contribute to this process.
- The Finance Committee and Governing Body set the overall budget.

- We work within the examination board guidelines to put into place access arrangements that are appropriate and meet the needs of the individual student.

How will parents know how well their child is doing and how to support their learning

- All statements, EHCPs and IEPs are reviewed on an annual basis.
- Reviews are carried out in line with statutory guidance for reviews.
- The school, external agencies, the student and the parent/carer provide advice. Documentation is shared in advance, and meetings held at mutually agreed times. Summary advice is sent to the LEA, the parent/carer and school. Students are always encouraged to participate in their meeting.
- Progress data is shared with parents three times each year, in written format as well as face-to-face at parents' evenings. If there are concerns, feedback from staff is collected more regularly.
- Parents are given advice at a number of evenings eg Welcome Evenings in Y7 and Y12, Options Evening and family revision sessions

Training for staff. Specialist services and expertise.

- The school employs a part time qualified SENCO and a part time specialist teacher who carries out assessments for specific learning difficulties.
- We consult with staff from a variety of external agencies to advise and support across the range of SEND
- The school nurse and other health professionals are able to provide advice and strategies for teaching students with special educational needs and medical conditions.
- Every teacher and learning support assistant is given an update on students with special needs and/or disabilities at the start of the school year.
- Students with specific educational needs have delivered training to staff and their peers.
- Specialist teachers have provided training for year groups for them to understand the support a pupil may need from their peers.
- There are regular briefing meetings on individual students with special educational needs.

Transition from Primary School and School Leavers

- We work with feeder primary schools and Parent Partnership Officers from year 5, through to arrival in year 7.
- LGGS holds an Open Evening each year in June and parents are encouraged to attend. Follow up meetings are offered on a one to one basis with the SENCO, following Open Evening.
- The SENCO and Head of Sixth Form works closely with students, parents and external providers to ensure a smooth transition to Post 16 provision.
- There is a comprehensive programme of lunchtime visiting speakers from a large number of universities.
- The school organises residential visits to particular universities. We also organise individual visits for students with special educational needs and/or disabilities to universities.
- Preparing for Adulthood Outcomes and Aspirations are discussed in annual review meetings from Year 9 onwards.
- The school website clearly signposts where additional support can be found. For parents on well being issues
- The SENCO, Coordinator of Well -being and Heads of Key Stages help parents with paperwork when needed.
- The Assistant Headteacher KS4 ensures that impartial careers advice and guidance is delivered to students. A wide range of external agencies are invited into school to

assist in this delivery. All students in Key Stage 4 have at least one to one with an independent IAG adviser. Vulnerable pupils receive one-to-one advice and guidance and usually have a SLT mentor.

- The Head of Sixth Form provides support for all students in completing higher education applications. She also supports individual families with the student finance application, The Assistant Headteacher for Sixth Form supports students who wish to apply for an apprenticeship. There are information evenings for parents on UCAS and on student finance.
- Students are given support in completing application forms.

How we include students in activities outside the classroom including school trips

- All school trips are processed through “evolve” system and risk assessments are attached to forms, with adjustments made wherever possible to ensure students can participate.
- Additional staffing above the recommended staff to student ratio is used to ensure students with special educational needs can participate on school trips.
- LGGS has experienced staff who lead trips and accompany students with special educational needs.
- The school is a major provider of The Duke of Edinburgh Awards Scheme. We have a good record of students with special education needs participating in the scheme.
- Young people are encouraged to participate in uniformed service organisations e.g., LRGS/LGGS Joint Cadets.
- There is an impressive range of extra-curricular available to all students, The activities include, sport, music, languages, art and drama. There are dedicated weeks, which focus on participation e.g. International Week, Sports Week, Science week.
- Parents are required to pay for individual music tuition. The school subsidises music tuition in one instrument for students in receipt of Pupil Premium
- The school has a good record of meeting SEND students’ needs and ensuring visits are inclusive e.g. a Visually Impaired student took part in the school ski trip with a specialist instructor.

Support for students overall well being.

- A Health Care Plan is drawn up in conjunction between the parents, child and Coordinator of Well Being who may involve a medical professional for students with disabilities and health concerns.
- Health Care Plans are updated regularly. A booklet with details of students with the most serious medical conditions is shared with staff at the start of every year as well as individual HCPs. Staff are responsible for checking the HCPs of all the students they teach. These are available electronically and on SIMS. Time is allocated to staff as part of their professional development time to do this.
- A large number of staff are qualified first aiders.
- The school employs three part time counsellors as well as a full time Coordinator of Well Being and KS4 Learning mentor.
- School policy on safeguarding is clear. It is inclusive and comprehensive and specifies additional requirements for students with special educational needs. Staff receive regular training and updates.
- The school’s anti-bullying policy is reviewed regularly. There is an anti bullying group of KS4 students who support younger students and deliver assemblies and tutorial slots.
- Some lunchtime activities are planned especially to help students with special educational needs, for example the board game club.

- LGGS is committed to the mental health campaign Time to Change. Assemblies are regularly held to promote well-being. Citizenship and PSHE time in all key stages covers strategies to promote well-being.
- Well being is monitored through Pupil Attitude Questionnaires, focus groups and attendance data, which are reported to the Students Parents and Community Committee.
- LGGS is working with the Anna Freud organisation on a national project to measure well being in schools.

How we evaluate the effectiveness of provision for students with special educational needs

- Progress of students with special educational needs is monitored termly in line with school assessment procedures. Internal tracking systems are used to highlight progress of individuals as well as identified groups.
- Governors and SLT monitor the progress of students with special educational needs as part of their monitoring of the progress made by students both in year and in terms of examination success.
- An SEN Annual report is prepared and discussed by the Students, Parents and Community Committee of the Governing Body
- There is a governor linked with SEN who chairs the Students Parents and Community committee and reports back to full Governors. She meets with the SENCO termly. This ensures there is a regular, comprehensive review of provision.

Involvement of health and social services, support services and voluntary organisations.

- We consult staff from a variety of external agencies to advise and support across the range of special educational needs and disabilities. The school nurse and other health professionals eg asthma nurse, diabetic specialist nurse are able to provide advice and strategies for teaching students with special educational needs and medical conditions.
- The school has good links with specialist providers such as Lancashire Education Inclusion Service and the Children and Adolescent Mental Health Service
- We work closely with the Well-being, Prevention and Early Help Service
- Our SENCO works in partnership with educational psychologists and specialist teachers in order to support students.

Arrangements for responding to complaints from young people and their parents about special educational needs provision.

- Students should see the SENCO or Head of Key Stage if they have concerns about provision in lessons. The SENCO or Head of Key Stage will look into these concerns and address them as necessary.
- Parents would normally contact the SENCO and would usually be invited into school if the concerns cannot be addressed immediately. The SENCO would look into the concerns and seek to improve provision where needed.
- Parents can also contact the Headteacher if they feel their concerns are not being addressed.
- The School's Complaints Policy and Procedure is available on the school website.

Details of support services for the parents of children with special educational needs

The LGGS website has a section for Parents and includes some useful advice and links to other websites. <http://www.lggs.org.uk/parent-support-area/10858.html>

- The LGGS Local Offer can be found at <http://www.lggs.org.uk/supporting-students-with-sen/778060.html>
- Lancashire County Councils Local Offer is at www.lancashire.gov/send

