



St Olave's Grammar School Special Educational Needs & Disability (SEND) Information Report

St. Olave's is an inclusive school and offers a range of provision to support pupils with Special Educational Needs and Disabilities. The four key strands are, of course, interlinked to support pupils working towards being independent and resilient learners; these strands should not be seen in isolation. The range of support deployed will be tailored to individual need following thorough assessment by internal or external agencies.

The SEND team consists of

Key Staff

SENCO – Ms Susan Wilcox (Specialist teacher SEND OCR Level 5)

Email: swilcox@saintolaves.net

Pastoral Support Worker – Mrs Zoe Ward (NCFE Level 2 LSA training including SEND)

Email : zward@saintolaves.net

Assistant Pastoral Head – Mrs Maxwell

Email : rmaxwe@saintolaves.net

who work closely with teaching staff via a variety of structures, including the Head of Year team, the Form Tutor Team and academic departments to identify and support students with a wide variety of different needs.

We have regular support and input from our SEND Governor, Saffron Rose

The SENCO is responsible for

- Coordination of provision for children with SEND and developing the school's SEND policy.
- Keeping parents involved in supporting their child's learning.
- Ensuring parents are kept informed about the range and level of SEND support offered.
- Liaising with a full range of agencies outside of school who offer support to help students overcome any difficulties

- Provide specialist advice and facilitate training to ensure that all staff are confident and skilled to meet a range of needs.

The Special Educational Needs Information Report is produced by St. Olave's Senior Leadership team, Governors and the SENCO.

We make referrals to external agencies according to the needs of the individual, providing them with the appropriate support and information to ensure effective and efficient sharing of responsibility.

The school recognises and makes provision for all main types of SEND:

- Communication and interaction;
- Cognition and learning;
- Social, emotional and mental health;
- Sensory and/or physical needs.

Within these categories the school makes provision to cater for the needs of pupils requiring additional support due to:

- Specific Learning Difficulties
- Moderate Learning Difficulties
- Speech, Language and Communication Needs
- Autism Spectrum Disorder
- Social, emotional and mental health difficulties
- Vision impairment
- Hearing impairment
- Physical disabilities

The SENCO and the Pastoral Support Worker support and monitor pupils closely at all key transition points, primary/secondary, all key stages, 6th form (new intake from other 11 to 16 secondary schools) and in-house transition as well as transition to external 6th forms and Further and Higher Education.

At the point of admission in Yr 6, the SEND team will make contact with parents and meet with students in their primary school setting and meet the SEND team at the primary school. Parents of children with SEND issues, queries or concerns will use the PIF (Personal information Form) to share key information with St Olave's SENCO, Yr 7 Head of Year and other relevant staff. This key information is then confidentially shared with all relevant staff in one-to-one or small group meetings with staff and via the SEND register (which is updated immediately as required and recirculated termly). Key information is also shared weekly, acting as a useful and timely reminder as necessary, via an internal pastoral bulletin.

Where students have an EHCP the school SEND team will work closely with pupils and parents and the relevant local authorities EHC department to oversee effective implementation of the plan, reviewing it regularly during their time at the school.

Please contact your child's Form Tutor in the first instance to discuss specific or general concerns or needs of your child. The form tutor will liaise with Head of year team and the SEND Team for further assessment and discussion.

Access to learning and the curriculum

Saint Olave's Grammar School operates a two-week timetable, comprising of six 50-minute lessons per day. Class size is 32 in Years 7 and 8, approximately 25 in Years 9, 10 and 11 and approximately 18 in Years 12 and 13. They are taught in mixed ability classes, except in Mathematics where they are in sets in Years 8 through to 11. In order to support learning and access to the curriculum the following may take place:

All students are monitored closely by class teachers/form tutors to identify students who may not be making consistent progress with their learning or have additional needs which are affecting their ability to engage in their learning activities. After discussion between staff, parents and the student, targeted additional support will be put in place to provide enhanced resources and targeted small group and/or individual support to help overcome any difficulties.

Where appropriate and relevant external agencies are involved and their advice is shared with both academic and pastoral staff in order to support the student further.

If the student has an existing Education, Health and Care plan there will be regular interaction and reviews between school, parents and the student with clear interventions, targets and outcomes. The EHCP will be reviewed annually through the statutory annual review process working closely with relevant boroughs.

Additionally, School will work with students and their parents and all relevant organisations to facilitate and application for additional support via an Education, Health and Care plan for existing students where appropriate.

Access to learning support staff

- In core subjects
- In practical subjects
- Pastoral Support worker and SENCO will observe and monitor students in lessons to support initial assessment for learning concerns where appropriate.

Strategies/programmes to support speech and language where recommended by clinical decision

- Speech and Language Therapist advice disseminated to and followed by teaching staff where needed.

Strategies to support/develop literacy including reading

- Access to specialist dyslexia support

Strategies to support/develop numeracy

- Access to SEND teacher

Strategies/support to develop independent learning

- Access to modified equipment and IT (enlarged text)
- Specialist equipment as required on an individual basis to access the curriculum includes scanning pen, writing slope, talk to text technology, text to talk, coloured overlays, magnifiers and sound field system.
- Mentoring by peers, support staff or teaching staff.
- External daytrips and longer residential trips are carefully planned with separate risk assessments for SEND students and trained and experienced staff to accompany SEND students where appropriate. Medical care plans are shared with all staff on trips and appropriate additional training for all residential staff. School staff on trips are well-supported by key SEN and pastoral staff.
- Small group programmes working on study skills.
- Homework club.
- Use and monitoring of School planners with an awareness that visual and colour prompts within planners are useful.
- Alternative recording methods where appropriate.
- Training and support to use Microsoft teams to facilitate online learning for students experiencing issues in class or school.
IT support for students accessing in class resources at home such as power points or filmed or recorded versions of lessons.

Staff Training

- SENCO plays a key role in new staff induction and new teacher training at St Olaves.

Pastoral Support

Strategies to support the development of pupils' social skills and enhance self-esteem

- Mentoring
- St Olaves has a school well-being dog, Shelby, who attends school regularly.
- Regular 'celebration of success' opportunities.
- Referral to Wellbeing Practitioner, Julie Barry, from Bromley Well-being.
- Targeted access to the Life Skills Group to help students develop their social skills and emotional regulation.
- Referral to Bromley Trailblazers for further support.

Mentoring activities

- Pastoral support mentoring by HoY.
- Chaplaincy team including the school chaplain.
- Commendations.
- Staff mentors.
- Peer mentors.

Well-being room

- Run and staffed by Pastoral Support Worker, Ms Zoe Ward.
- Carefully designed Environment supports the sensory experience of anxious or overwhelmed students.
- Resources include access to laptops/writing slopes/audio materials/dyslexia and Irlens support (coloured overlays and rulers)

Strategies to reduce anxiety/promote emotional wellbeing (including communication with parents)

- Transition support and visits.
- Reduced or modified timetable including awareness of ground or first floor classrooms and distance between classrooms for students with mobility concerns.
- Regular contact and liaison with parents. Parents can arrange phone or face to face meetings.
- Time out cards and systems in place as required should a student need to leave a class,
- Referral to School Counsellor,

Strategies to support behaviour

- School sanctions and reward system as set out in School Behaviour policy,
- Pastoral Support Plan,
- Behaviour Support Service,
- Mentoring,
- Referral to School Counsellor

Extra curricular activities

- Extra curricular activities are an important part of student experience at St Olaves. School works closely with students, parents and teachers and other staff running activities to ensure that there is a supportive environment and targeted resources where necessary. Special educational needs and medical needs information is shared equally with teaching, other visiting staff and non-teaching staff.

Support/supervision at unstructured times of the day

- Trained staff supervising during break periods.
- Safe private space accessible if required.
- Reception staff are well trained and experienced to signpost SEND students to appropriate support.

Planning, assessment, evaluation and next steps

- Each student's progress is monitored formatively through the School's IPM process and summatively through various analyses. In particular, the progress of SEND students is monitored

closely to ensure commensurate performance against the cohort and against contextualised performance measures.

Personal and medical care

- Care plans for pupils with medical need shared appropriately and confidentially with all staff.
- Close liaison with school nurse for training and support where appropriate.
- Key staff attend relevant training at hospitals or clinics for student specific medical needs.

Increasing accessibility - getting about

- Access to strategies/programmes to support occupational /physiotherapy needs
- Advice of professionals disseminated and followed
- Prior to entry at Year 7 and year 12 an audit would be carried out by SENCO, other relevant teaching staff and premises staff with student and parents for full accessibility assessment. We consult with both visual and hearing impairment team and similar medical professionals in Bromley and other boroughs for additional advice and support.
- Modified location of classrooms, if required, to support access.
- Consideration of configuration of furniture in classrooms and labs including specialist chairs and desks if necessary
- Arrangements for alternative seating in larger school venues such as lunchtime halls and the Great Hall for assemblies, presentations, and performances.
- Access to school entrances modified as required
- Physical environment adjusted as needed (signage and markers)

Admissions Tests, Tests and Examinations - Access Arrangements

- For some students' arrangements and adjustments would be made to enable them to fully access a range of tests. We work closely with external specialist teachers and psychologists where appropriate. We can arrange specific testing with an established and highly experienced specialist specific learning difficulties assessor when necessary.
- Additional time, rest breaks, separate room either small group or alone, scanning pen or the use of a scribe or word processor.
- SENCO will always liaise with the exams officer and invigilators to monitor and assess students during and after exams to inform future planning.
- Specialist and experienced SEND invigilators for mocks and public exams.
- SENCO available to meet parents at Open Day, either by appointment or in a drop-in session.

Transition

- Liaison with Primary / Secondary School
- School visit to previous school and information shared
- Student induction days and information evenings for parents

- Key staff including the Head of Year, Form tutor, Head of Pastoral and SENDCO identified and access made known
- Individual meeting with parents during the transition process with Head of Year, Head of Pastoral and SENCO as required
- Students provided with guide in July and information on key points about the School
- Parent guide available with key questions answered

Partnerships

Liaison/Communication with Professionals/Parents/Carers, attendance at meetings and preparation of reports

- Regular meetings as required and requested with form tutors and heads of year
- SENCO available to meet parents if required
- Calendared Parents' Evening schedule.
- Parent consultation – New and/or changes to policies, such as the RSHE policy, are communicated to parents through targeted parents emails, alerting them to the changes on the website and inviting comments and further discussion if appropriate. Future plans for further parent consultation could include inclusion in our regular parents' surveys.
- I managed parent consultation with the new RSHE by sending it out (or brief parts) and saying it was on the website and inviting comments. Could this be consultation? We could certainly include it in parent surveys but I am uncertain when the next parent survey is. David might know.
- Referrals to outside agencies as required includes educational psychology/CAF team/Bromley SEN team/independent advisory and support service/ CAMHS/school nurse system.
- Sensory support; Educational Psychologist; School Nurse; Social Communication Team can all attend school regarding specific pupils
- Student voice heard through regular, calendared student council meetings

Access to Medical Interventions

- Use of individualised Care Plans
- Referrals to CAMHS
- Referral via pastoral team to Bromley Wellbeing and associated agencies
- Access to whole staff training if required via School Nurse

Complaints

Should any individual have cause to complain regarding the provision of SEND support at St Olave's, please refer to the School's Complaints Policy and Procedure.

Bromley Local Offer

Further information about support and services for pupils and their families can be found in:

Bromley Local Offer <http://bromley.mylifeportal.co.uk/lbb-local-offer.aspx>

Information, Advice and Support Services (IASS) <http://www.bromley.gov.uk/parentpartnership>

Bromley Parent Voice <http://www.bromleyparentvoice.org.uk>