

## St Olave's Grammar School

### Special Educational Needs & Disability (SEND) Information Report

St. Olave's is an inclusive school and may offer the following range of provision. The four strands are, of course, interlinked to support pupils working towards being independent and resilient learners and 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 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 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

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

To support students at all key transition points, the SENDCo and the LSA will support and monitor pupils closely. At the point of admission, they will make contact with parents and meet with pupils. Key information is shared with all staff via the SEND register (which is updated immediately as required, and recirculated termly). Key information is also shared weekly as necessary via an internal pastoral bulletin.

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### **Access to learning and the curriculum**

- Access to learning support staff
  - In core subjects
  - In practical subjects
- Strategies/programmes to support speech and language where recommended by clinical decision
  - Speech and Language Therapist advice disseminated to and followed by teaching staff
- Strategies to support/develop literacy including reading
  - Access to specialist dyslexia I/c
- Strategies to support/develop numeracy
  - Access to SEND teacher
- Strategies/support to develop independent learning
  - Mentoring by peers, support staff or teaching staff
  - Small group programmes working on study skills
  - Homework club
  - Use and monitoring of School planners
  - Alternative recording methods where appropriate

### **Pastoral Support**

- Strategies to support the development of pupils' social skills and enhance self-esteem
  - Mentoring
  - Regular 'celebration of success' opportunities
  - Referral to School Counsellor

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- Mentoring activities
    - Pastoral support mentoring by HoY
    - Commendations
    - Staff mentors
    - Peer mentors
  - Strategies to reduce anxiety/promote emotional well-being (including communication with parents)
    - Transition support and visits
    - Reduced or modified time-table
    - Regular contact and liaison with parents
    - Referral to School Counsellor
  - Strategies to support modify behaviour
    - School sanctions and reward system as set out in School Behaviour policy
    - PSP report process
    - Behaviour Support Service
    - Mentoring
    - Referral to School Counsellor
  - Support/supervision at unstructured times of the day
    - Trained staff supervising during break periods
  - 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

### **Increasing accessibility - getting about**

- Access to strategies/programmes to support occupational /physiotherapy needs
  - Advice of professionals disseminated and followed
- Access to modified equipment and IT (enlarged text)
  - Specialist equipment as required on an individual basis to access the curriculum

### **Admissions Tests, Tests and Examinations - Access Arrangements**

- For some students arrangements and adjustments can be made to enable them to fully access a range of tests.
  - Additional time, rest breaks or the use of a scribe or word processor.
  - SENDCO will liaise with the exams officer.

### **Partnerships**

- Liaison/Communication with Professionals/Parents/Carers, attendance at meetings and preparation of reports
  - Regular meetings as required
  - SENDCO available to meet parents if required
  - Referrals to outside agencies as required
  - Sensory support; Educational Psychologist; School Nurse; Social Communication Team can all attend school regarding specific pupils
- Access to Medical Interventions
  - Use of individualised Care Plans
  - Referrals to CAMHS
  - Referral via pastoral team to Bromley Y 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>

## **Key Staff**

**SENDCo** – Ms Sue Wilcox (Specialist teacher SEND level 5)

**LSA** – Mrs Zoe Ward (NCFE Level 2 LSA training including SEND)