

# 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.

### 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 teacher
- 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
- 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.
  - SENCO, along with an external assessor, will liaise with the exams officer.

### **Partnerships**

- Liaison/Communication with Professionals/Parents/Carers, attendance at meetings and preparation of reports
  - Regular meetings as required
  - SENCO 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 Wellbeing and associated agencies
  - Access to whole staff training if required via School Nurse

### **Bromley Local Offer**

- Further information about support and services for pupils and their families can be found in Bromley Local Offer Web link <http://bromley.mylifeportal.co.uk/lbb-local-offer.aspx>