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| Secondary School | Grey Court |
| SEN Support | 15.09% |
| EHCP | 2.9% |
| SEN K | 241 |
| EHCP | 47 |
| School number | 1597 |

1. How does the identification of SEN Support children work at your school?

Grey Court uses the graduated approach to identify SEND students Assess, Plan, Do and review. *“The approach recognises that there is a continuum of special educational needs and that, where necessary, increasing specialist expertise should be brought to bear on the difficulties that a child or young person may be experiencing.”* To support the growing number of students on our SEN support register we have created an internal category which we refer to as the SENCO Monitoring Register. This is to meet the needs of those students who do not meet the SEN support threshold(See CoP)

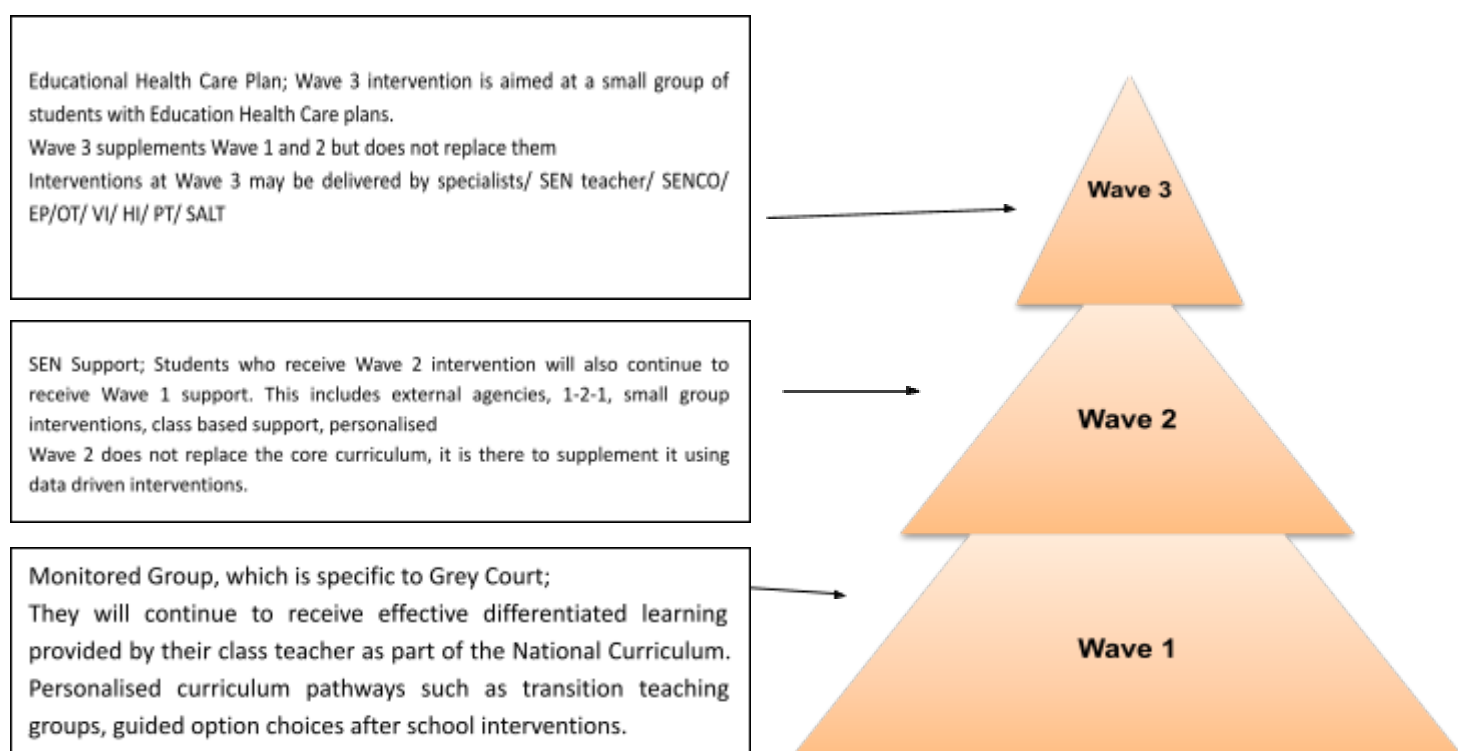
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| ASSESS | A clear analysis of the student’s needs is made, drawing on all or some of the following: assessment, SATS, CATS, Teacher feedback, information from those working with the student, progress and attainment. The views of parents and the student’s own views will influence the assessment. Information from external support services including health and care professionals, Educational Psychologists, Speech and Language Therapists, Occupational Therapists may also be considered. |
| PLAN | Where it is decided to provide a student with SEN support, parents will be formally notified. Parents, teachers and support staff who work with the student will be made aware of their needs, outcomes set, support provided and any teaching strategies and approaches. This information will be written in an Individual Education Plan (IEP) and will be available on the school Management system (SIMS) and Edulink. Parents will hold a copy of the IEP and each time it is updated parents will be sent a copy by email. Parents can also access a copy of the IEP on edulink. The SENCO is responsible for monitoring and updating the IEP. A Teacher Around the Child (TAC) meeting will be held with all the class teachers to discuss strategies. |
| DO | Subject teachers remain responsible for providing quality first teaching and adaptations on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they will still retain responsibility for the student. They work closely with any learning support assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENCO will support the subject teacher in the further assessment of the student’s particular strengths and weaknesses, in problem solving and advising on the effective implementation of support. |

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| REVIEW | Regular reviews will take place between relevant staff, SENCO and parents. The effectiveness of the support and interventions and their impact on the student's progress will be reviewed. The impact and quality of the support and interventions will be evaluated and a revision of the support in light of the student's progress and development will be discussed with the parent and student. Where a student has an EHC plan, the local authority will review that plan as a minimum every twelve months. |
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2. What type of support is offered to them above what is available in the classroom?

Our interventions are based on a 'Wave of Intervention Model'; which involves developing, implementing and maintaining evidence based interventions for SEN students. Our enhanced speech and language provision offers specialised interventions one to one and small group interventions. All Interventions at Grey Court are data driven and outcomes focused. This is in line with the new SEN Code of Practice (amended 2015), which makes it clear that additional intervention and support cannot compensate for a lack of good teaching. As such, it reflects that high quality teaching, which is appropriately adapted, is the first step in responding to possible special educational needs.

The table below is an illustration of the 'Wave of Intervention Model'



3. Is this working well in your school?

There is evidence that this works as SEN students continue to make progress which is at par or in some cases better than their peers at GCSE. Progress 8 continues to be on a positive track for SEN students. At KS3 the gap between SEN students and their peers is closing and there is evidence that those students who arrive below 93 at KS2 and receive intensive interventions in year 7 are closing the attainment and achievement gap. There is a whole school approach to reading and a clear reading focus that identifies reading ages, comprehension, phonics and a reading for understanding. There is no one size fits all in terms of reading and literacy interventions. All students are identified based on data analysis and a battery of assessments is carried out to ensure the correct intervention is offered.

4. Are there any challenges?

1. The biggest challenge is the sustainability of the interventions and support that the school can provide as funding continues to be reduced.
2. Another concern is the rise in the number of students who are arriving at secondary school with EHCP but very limited resources.
3. It seems the SEND needs are becoming more and more complex post pandemic with limited resources.
4. The number of consultations that the school receives at the transition stage is significantly high and this needs to be reviewed and streamlined at LA level to ensure that all schools have a fair share.
5. There are also concerns around the number of students who are arriving at Secondary schools and gaining admissions the normal way whilst the statutory assessment process is underway.