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<b>Committee Responsible</b>	FGB
<b>Designated member of staff</b>	PCO
<b>Date of next review:</b>	September 2027

## SEND Governors Information Report

At Grey Court School our ethos is that every child feels valued and experiences success every day.

This report sets out information about our provision for students with special educational needs and/or disabilities (SEND). This information is updated annually.

### Definition of SEND

The Special Educational Needs Code of Practice 2014 states that a child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty if they:

- (a) Have a significantly greater difficulty in learning than the majority of others of the same age; or
- (b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools, colleges or mainstream post16 institutions.

High quality teaching that is adapted and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014. We use our best endeavours to ensure that such provision is made for those who need it.

### **What kinds of special educational needs do we make provision for?**

Grey Court School is an inclusive school and caters for students with needs across the four broad areas of need:

- Communication and interaction: this includes speech and language difficulties as well as students with autism.
- Cognition and learning: learning difficulties including specific learning difficulties such as dyslexia, dyspraxia and dyscalculia.
- Social, emotional and mental health needs, including students with ADHD/ADD.
- Sensory and/or physical: this included students with hearing or visual needs or a physical condition which impacts their learning.

We believe that all children, regardless of need, can be successful if they are provided with appropriate support.

### **How do we identify and assess students with SEND?**

Grey Court uses a range of formal and informal assessments to identify students with additional needs. As an inclusive school, identification of SEND starts in the classroom. Teaching staff are trained in supporting students with additional needs using adaptive teaching practices. When students make less than expected levels of progress where teachers have attempted to meet need based on adaptive teaching approaches, teachers work together with the SEND team to identify what the specific areas of need are, the barriers to progress and where appropriate, what additional intervention is required.

Further investigation of needs may include the following.

Informal assessments such as:

- Focused observations e.g. speech and language needs
- Book looks
- Teacher and parent feedback

Formal methods of assessment to identify needs include:

- Use of CATS screening at the start of Year 7
- Reading age assessments
- Phonics screening
- Referral to external agencies such as CAMHS, Educational Psychologist or Speech and Language Therapist

The SEND team will ask for your opinion and speak to your child to get their input as well. Where external experts are required, parents' permission is always sought.

### **How do we evaluate the effectiveness of our provision?**

For students with an Education, Health and Care Plan there will be an annual review of the provision made for the child, which will enable an evaluation of the effectiveness of the special provision.

The effectiveness of SEND provision is evaluated through regular reviews of pupil progress, intervention impact analysis, learning walks, book looks, and feedback from students, parents, and staff. Annual SEND reviews ensure that interventions remain effective and tailored to individual needs.

The SENDCO provides regular updates to senior leaders and governors on SEND outcomes, and provision is adapted accordingly.

### **How do we assess and review the progress of students with SEND?**

Students have their progress tracked regularly through ongoing teacher assessment and there are currently two significant data collection periods during each academic year. If the data does not show adequate progress is being made by a student identified as SEND, the support plan and planned outcomes will be reviewed and adjusted.

### **How do we adapt our teaching for your child?**

Your child's teachers are responsible and accountable for the progress and development of all the students in their class. High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school. We will adapt how we teach to suit the way the student works best, working on a case-by-case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- adapting the style or content of the lesson;
- employing pre-teaching of key vocabulary;
- adapting our teaching, for example giving longer processing times, reading instructions aloud, etc;
- adapting our resources and staffing, for example printing off materials rather than reading from the board, using recommended aids, such as laptops, coloured overlays, visual timetables, larger font
- allocating Learning Support Assistants (LSAs) to support students.

If required, we work closely with outside agencies to provide specialist equipment and advice for those students that need it, for example a student with a vision impairment will be supported by the borough's Vision Impairment Team.

### **What additional support for learning is available to students and students with special educational needs?**

Meeting the needs of students and students with SEND is a whole school responsibility and priority. Teachers have been trained to understand the needs of each young person and to systematically and thoroughly review the progress they are making during lessons and over time.

The SENDCO, Senior Leadership Team, and Governing Body review and monitor progress of young people with SEND.

The SENDCO oversees the implementation of interventions. Young people with greater difficulties receive further support if necessary. This is tailored to each individual, but may include:

- Additional one to one or small group literacy and numeracy support
- Read Write inc. Fresh Start Reading support
- Lexia intervention for literacy support
- Touch Type Read Spell - phonics and touch typing intervention
- Small group communication classes for students with language communication difficulties
- Support from AfC's Special Educational Needs and Disabilities Information Advice and Support Services (SENDIASS), AfC Child Support Services, Educational Psychologists, AfC Visual Impairment Service (BVIS) and Children and Adult Mental Health Services (CAMHS), Education Inclusion Support Service (EISS) and Emotionally Related School Avoidance (ERSA)

Students who require additional support with their learning may require an Individual Education Plan (IEP) to help staff make adjustments to support the young person. When a young person has an EHCP, they will have a care and support plan.

### **Specialist Resourced Provision (SRP)**

At Grey Court School we have an 8 place provision for students with Speech Language and Communication Needs. Grey Court SRP provides individualised intervention support for students with speech, language and social communication needs (often with co-occurring difficulties) to succeed in learning and accessing a mainstream curriculum. Students are supported through intervention to learn, develop and generalise strategies to effectively learn in a mainstream class and to develop self advocacy skills to build confidence and grow in their abilities in and out of the classroom.

### **How do we secure resources for your child?**

Once the needs of a child are identified, a support plan is put in place which identifies the need, aims of the intervention/support, and appropriate intervention. It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More Learning Support Assistant hours
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning. Additional support is carefully monitored and reviewed following an 'assess-plan-do-review' cycle. Where the cost of the required provision exceeds £6000, an Education Health Care Plan may be sought by the school from the borough; this is known as an Educational Health Care Needs Assessment (EHCNA).

### **What activities are available for students with SEND in addition to those available in accordance with the curriculum?**

All clubs, trips and activities offered to students at the School are available to young people with SEND. For some students we may need to make reasonable adjustments to enable the student to access a trip or activity. This is always done in partnership with families and carers prior to the activities taking place.

Due regard is given to risk assessment/management as well as the Equality Act (2010) and the Health and Safety Act (1974) to ensure that risks to health and safety are reduced in activities outside of school so far as is reasonably practical.

### **How will we support your child with their wellbeing and social and emotional development?**

We have a team of teachers and support staff looking after the wellbeing of all of our students. Your child is supported by their Form Teacher, Head of Year and Pastoral Support Officer. This includes the monitoring of social interactions amongst all of our young people, particularly those with special needs in the area of social and communication needs. The Form Tutor will listen to the views of their tutees with SEND and, if appropriate, liaise with their HoY and PSO to organise additional pastoral support arrangements to ensure their emotional and social wellbeing.

If further support is required, the HoY and or PSO will liaise with the SEND Team who may arrange for an additional level of support to be provided. Further advice and support may involve working alongside outside agencies.

At Grey Court, we prioritise pupil wellbeing as central to effective learning. In addition to the wide range of clubs and provisions available to all students, we have a range of more formalised support such as qualified ELSAs (Emotional Literacy Support Assistants) and mentors. Staff are trained to notice early signs of distress, and we work closely with families to put early help in place when needed. In addition, for students who need additional support to access our mainstream PDW programme which are delivered through a series of drop-down days, we provide smaller group and one to one sessions covering the same topics throughout the year at a more accessible level.

### **How do we consult parents and young people?**

We work closely with the Pastoral Team who share concerns and to ensure there is an early discussion with the young person and their parents when identifying whether they need special educational provision.

Parents are encouraged to make early contact if they are concerned that their child is experiencing a significantly greater difficulty in learning than their peers. We have an internal SEN Concern system where the teaching and pastoral teams can refer students to the SEN Team if there are concerns.

The SEN Team will consult with the young person, the Pastoral team and parents regarding any additional educational needs (AEN).

Progress of students with an Educational Health Care Plan (EHCP) is monitored by the SEN Team who will give feedback and review progress on a regular basis.

In consultation with parents and students, Individual Education Profiles (IEPs) will be reviewed and updated regularly.

### **What support will be available for my child as they transition between phases or settings, or in preparing for adulthood?**

We recognise that transitions can be challenging for children and young people with SEND, and we take proactive steps to ensure these are as smooth and well-supported as possible.

#### **Transitioning Between Schools**

When a pupil with SEND moves between schools, our SEND Team contacts the SENDCO at the receiving school to ensure that all relevant documentation, including support plans and assessments, is shared. The pupil's school file is transferred securely to support continuity of provision and planning in the new setting.

#### **Transition from Year 6 to Year 7 and between year groups**

For students joining Grey Court School in Year 7, the SENDCO works closely with primary school SENDCOs to identify those who may require additional support. Where possible, a member of the Grey Court SEND team attends Year 6 Annual Reviews for students with an Education, Health and Care Plan (EHCP) to build a clear understanding of their needs. To support a smooth transition, select students with SEND are invited to attend an additional transition session in the summer term of their Year 6. This session allows students to familiarise themselves with the school site, meet key staff members, and begin developing relationships with peers and adults.

Using information shared by primary schools, Grey Court creates an Individual Education Profile (IEP) for each child with identified additional needs. These profiles outline the pupil's strengths, areas of need, and effective teaching strategies. They are shared with all teaching staff to support inclusive practice from the outset. Learning Support Assistants (LSAs) provide additional support in core lessons and where needed they also provide additional support such as visual timetables and assistance with navigating the school site.

IEPs are reviewed and updated at least annually, or more frequently when needs change or new strategies are identified. Updates are shared promptly with staff. During INSET days, teachers have time to read and reflect on pupil information and engage in discussion of individual needs and share effective approaches.

In Year 9, SEND students are supported with additional careers advice and guidance to guide them to make the most informed decision about their Key Stage 4 option choices: this process involves a supportive interview with a member of the Senior Leadership Team as well as support for ECHP students via the borough's careers advisor.

#### **Preparation for Adulthood**

All students at Grey Court receive appropriate advice and guidance on routes into further education, training, or employment. For students with SEND, this support is personalised and can include targeted Preparation for Adulthood (PfA) sessions and bespoke SEND careers guidance. We work collaboratively with students and their families to help them achieve their long-term goals, whether in higher education, employment, independent living, or active participation in the community

## **What support is available for me and my family?**

At Grey Court, we are committed to working in partnership with families. If you have concerns or questions about your child's special educational needs, or if you are finding things difficult at home, please do not hesitate to get in touch. We are here to support you and your family.

SENDCO Patricia Cook [pcook@greycourt.org.uk](mailto:pcook@greycourt.org.uk)

SEN Administrator Nicky Clark [nclark@greycourt.org.uk](mailto:nclark@greycourt.org.uk)

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### Local Support

To find out more about the services and support available in your area, you can visit the borough's [Local Offer](#) website, which provides up-to-date information on education, health and social care services for children and young people with SEND:

[SENDIASS](#) (Special Educational Needs and Disabilities Information, Advice and Support Service) SENDIASS offers independent, free and confidential advice and support to parents, carers, and young people with SEND.

They can support you with:

- Understanding the SEND process
- Education, Health and Care Plans (EHCPs)
- Mediation and appeals
- Communication with the school or local authority

### ADHD Embrace

### National Support Organisations

There are also several national organisations that provide guidance, resources, and emotional support to families of children with SEND:

- IPSEA (Independent Provider of Special Education Advice) Free legal advice and resources on SEND law. [www.ipsea.org.uk](http://www.ipsea.org.uk)
- SEND Family Support A national organisation offering practical advice, peer support, and advocacy. <https://www.familylives.org.uk/advice/your-family/special-educational-needs>
- NSPCC Offers a wide range of support around safeguarding and emotional well-being for children and families. [www.nspcc.org.uk](http://www.nspcc.org.uk)
- Family Action Provides support for parents and carers, including counselling, financial advice, and parenting programmes. [www.family-action.org.uk](http://www.family-action.org.uk)
- Special Needs Jungle A parent-led website offering news, blogs, and practical advice on navigating the SEND system. [www.specialneedsjungle.com](http://www.specialneedsjungle.com)