



Grey Court School Offer

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Committee Responsible	Full Governing Body
Designated member of staff	Ms Rebecca Gonyora (Director of Inclusion)
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Borough Local offer <https://www.afclocaloffer.org.uk>

At Grey Court, our SEN identification is based on the 'Wave of Intervention Model'; which involves developing, implementing and maintaining evidence based strategies 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 (September 2014 amended 2016), 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 differentiated, is the first step in responding to possible special educational needs. For students who require special educational needs provision, the SEN Code sets out the principle of a graduated response.

EDUCATION HEALTH CARE PLAN

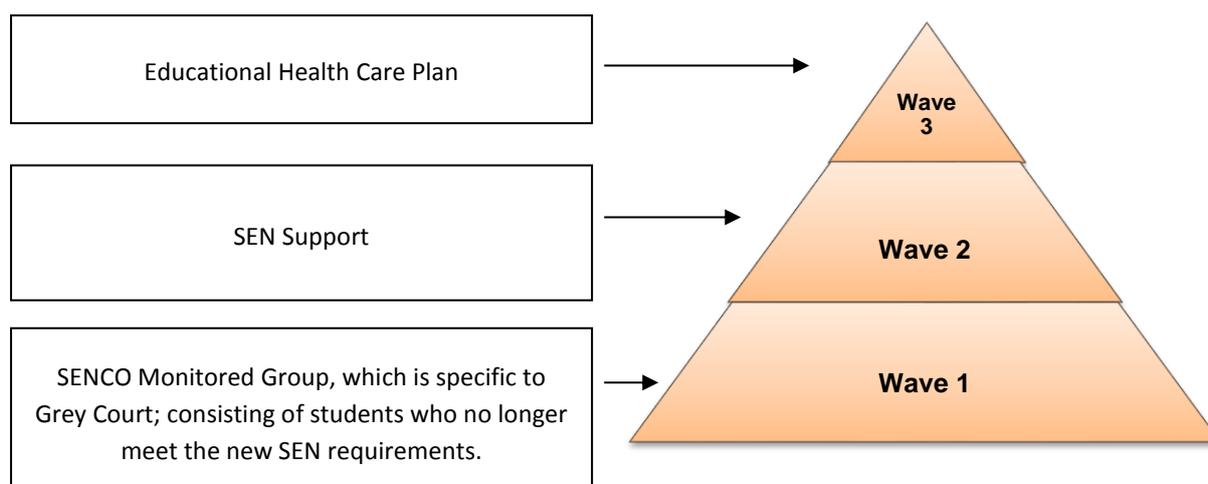
For those students with the most complex needs the Department of Education has introduced a single zero to twenty-five Education, Health and Care Plan (EHC) The EHC plan places much more emphasis on personal goals and will clearly describe the support a child will receive across different services.

THE WAVE OF INTERVENTION MODEL

This is a three tiered model. Wave one needs are met by quality first teaching in lessons. Some of the students at wave one no longer meet the new identification criteria. At Grey Court these students will not be removed without further support; but will be tracked on a separate register which we are referring to as the SENCO Monitored Group. All students identified as requiring Wave One interventions will receive effectively differentiated learning opportunities provided by their

class teachers as part of the National Curriculum. The quality first teaching at this stage will be expected to meet the needs of all learners. Where Wave One interventions are deemed inadequate to meet students' needs, they will receive Wave Two interventions. It is anticipated that this will be offered to fifteen percent (15%) of the SEN students. Importantly, students who receive Wave Two interventions will also continue to receive Wave One; Wave two does not replace the core curriculum; it is there to supplement it. The students who receive Wave Two interventions will be referred to as SEN Support Group. Wave Three intervention is aimed at a small group of students with EHC plans. Wave Three supplements Wave One and Two but does not replace them. Interventions at Wave Three may be delivered by specialists / SEN teacher / SENCO / external agencies. Only five percent (5%) of all SEN students will require Wave Three interventions.

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



INDIVIDUAL EDUCATION PLANS

At Grey Court, although the code of practise no longer classifies IEP's as a must, we continue to use IEPs to support staff in planning for differentiation to meet the needs of all students at wave one. The IEPs consists of personalised learning and behavioural strategies for each SEN student. This offers a platform for all staff to truly understand each learner's needs thus allowing them to plan and deliver effectively differentiated lessons. This information can be retrieved from SIMS or a staff shared area, which ensures that all staff gain easy access to SEN information.

NEWMAN HOUSE

Newman House is the centre of support for all students with Additional Educational Needs. It is responsible for providing targeted intervention alongside information and strategies of support to teaching staff, thereby ensuring that all students are included and achieve in mainstream education.

Grey Court School employs some additional teaching approaches, as advised by internal and external specialist assessments e.g. one to one tutoring, mentoring, small group teaching and use of ICT software learning packages. These are often delivered by additional staff under the close direction of the SENCO with the support of the Director of Inclusion. The subject teacher remains responsible for working with the student on a daily basis.

Student Support Centre (SSC)

The re-start centre is an in-house referral system mainly aimed at students who struggling with anxiety or experiencing difficulties which might be broadly in line with SEMH or simply needing time out to regroup after having made poor choices. The focus is to allow an opportunity to learn strategies to allow them to access the curriculum. It also aims to support some KS3 students, some of whom struggle with the transition from primary to secondary and need a half-way house to narrow the gap. This intervention is to enhance students' learning opportunities and their potential to achieve. It is a short term and focused intervention that aims to address barriers to learning arising from social, emotional or behavioural difficulties. Students continue to gain access to

mainstream education and SSC is a part of their timetable for a fixed period; therefore promoting a truly inclusive agenda.

SEN PROCEDURES

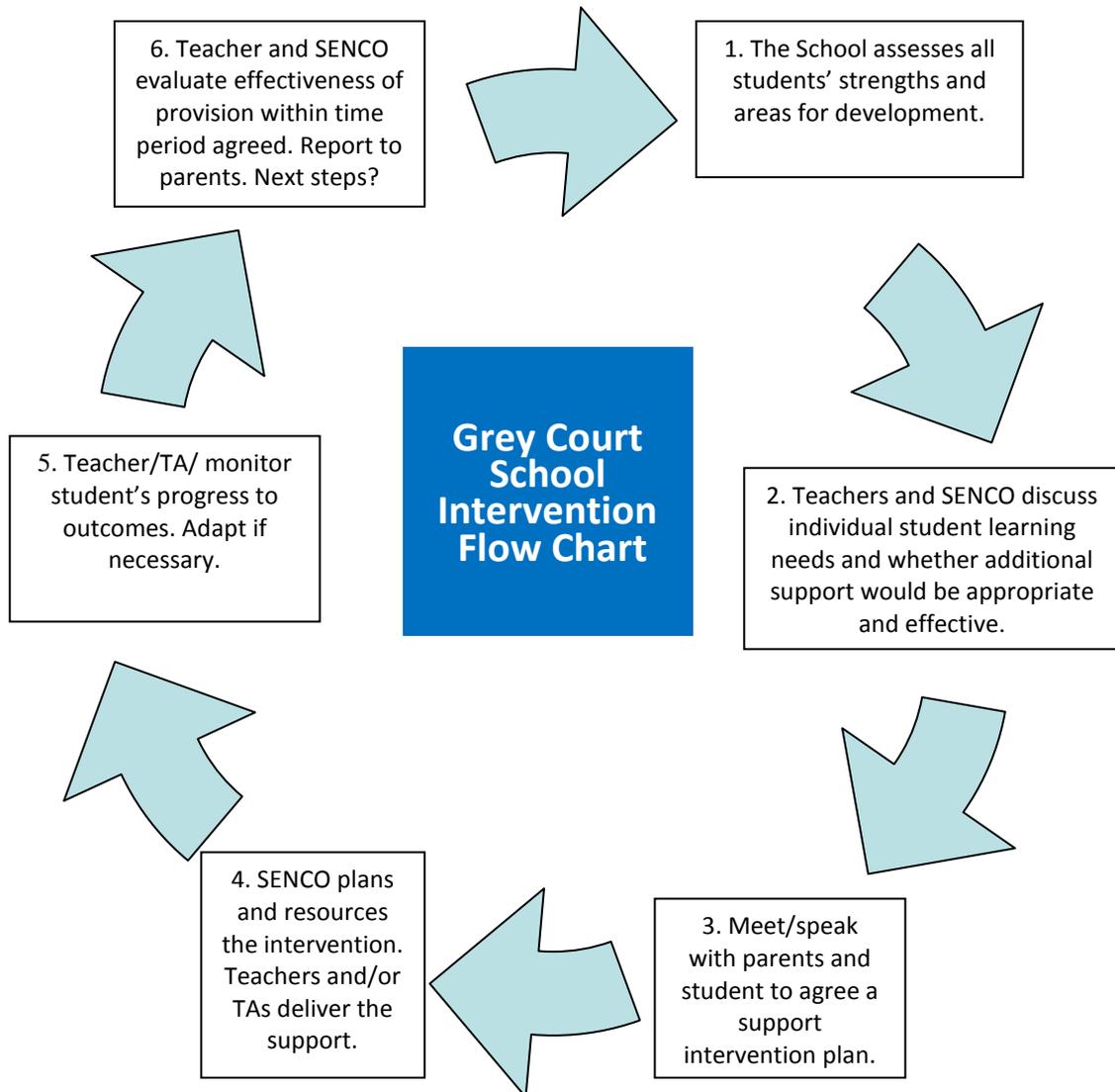
Our aim is for students' SEND to be identified as quickly as possible. Most students with SEN have been identified before or on entry to Grey Court and appropriate steps have been taken to meet their needs. However, if you have concerns about a student not already identified by the SEN record, the new SEN Code sets out the steps to be taken (cited in the Code of Practice Chapter 6.5 pages 74-75). Once a special education need has been identified then an action cycle of assessment, development, intervention and data based evaluations should be put in place. The SEN cycle of intervention is to ensure that an effective match between the needs of the student and the intervention is realised.

ASSESSMENT PROCESS

The teacher's role is vital in providing a clear analysis and evaluation of the student's needs. This should draw on the teacher's day to day experience of working with the student and the evidence from the Form Tutors, Student Support Officers (SSO) and the Heads of Year (HOY). This allows the School to have a comprehensive picture of the student's attainment, behaviour and relevant comparative information regarding the student's development. The SENCO will be in a position to guide and support the teacher in gathering assessment information and interpreting it. The experience and views of parents/carers, the student and advice from external services also form part of the assessment process. In some instances the involvement of health or social services might be deemed appropriate. If these professionals are already involved the SENCO will contact them once parental consent has been obtained.

Once the assessment process is completed and the decision is taken that the student should be provided with SEN support, then the parents/carers must be informed. The teacher, SENCO, HOY and SSO should agree in consultation with the student and parents/carers on the following: intervention being offered; support being provided; the expected outcomes on progress, development or behaviour and a date for completing a review. Importantly, all the information about how to 'match challenge to need' should be shared with the student's teachers via the IEP. Also new targets should be set.

PARENTS GUIDE – GREY COURT’S INTERVENTIONS FLOWCHART



EXPLAINING THE SEND REGISTER

SPECIAL EDUCATIONAL NEEDS & DISABILITY – WHAT DOES IT MEAN?

ALL TEACHERS ARE TEACHERS OF SEND STUDENTS

The term 'Special Educational Needs' has a legal definition. Students with special educational needs all have learning differences or disabilities that make it harder for them to learn or access education than most students of the same age.

These students may need extra or different help from that given to other students of the same age. The law says that students do not have learning difficulties just because their first language is not English. Of course some of these students may have learning difficulties as well.

There are no hard and fast categories of Special Educational Needs. Each student is unique and there is a wide spectrum of special educational needs that are frequently interrelated, although there are also specific needs that usually relate to particular types of impairment. Students will have needs and requirements that by and large fall into at least one of four areas, although many students will have interrelated needs. These needs should be taken into account when planning your lessons as they can impact considerably on the student's ability to function, learn and succeed.

THE FOUR AREAS OF “NEED” ARE:

COMMUNICATION AND INTERACTION:

Speech, Language & Communication Needs (SLCN) - Young people with speech, language and communication needs cover the whole range of ability. They may have difficulty in understanding and/or making others understand information conveyed through spoken language. Their acquisition of speech and their oral language skills may be significantly behind their peers. Their speech may be poor or unintelligible. They may experience problems in articulation and the production of speech sounds. They may have a severe stammer. Young people with language impairments find it hard to understand and/or use words in context. They may use words incorrectly with inappropriate grammatical patterns, have reduced vocabulary or find it hard to recall words and express ideas. They may also hear or see a word but not be able to understand its meaning or have trouble getting others to understand what they are trying to say.

Hearing impairment – use of an EDULINK see also details below in “Sensory”

Autistic spectrum disorders (ASD / Asperger Syndrome) - four times as many boys as girls. At one end of the spectrum area young people of normal intelligence, with mild autistic tendencies, perhaps seen by others as ‘slightly odd’; at the other, are those with profound learning difficulties Autism is characterised by the following ‘triad of impairments’:

Difficulties with Social Interaction – unable to understand other people’s feelings and behaviour; may seem aloof, and behave in an ‘odd’ way – using inappropriate language, touching other people inappropriately, or being aggressive; unable to ‘read’ social situations and behave appropriately; can become distressed and confused.

Poor Communication Skills – in terms of both verbal and non-verbal communication (e.g. eye contact, facial expression, gesture and body language). Language used may be repetitive and/or learned phrases. Some young people may appear to have good expressive language, but still have difficulties in understanding – especially where figurative language is used. Sarcasm and irony are generally not understood.

Inability to use Imagination – this affects every area of thought; language and behaviour. Young people may develop repetitive and/or obsessive behaviours and are often more interested in, and comfortable with, objects than people. They need a strong sense of routine in order to make sense of their world, and interruptions and changes can cause distress.

In addition, these young people may have sensitivity to noise, smell, taste, touch or visual stimuli.

Asperger Syndrome - is a condition affecting those at the high ability end of the Autistic Spectrum. Young people may speak (often in a monotonous or exaggerated tone of voice) knowledgeably and at great length about topics which interest them, but have significant difficulties with social communication, turn taking and joining in. Some may have OCD traits e.g. not touching objects without them being vigorously cleaned

COGNITION AND LEARNING: THINKING & UNDERSTANDING

Specific Learning Difficulties (SpLD) such as dyslexia - literacy; dyspraxia - movement; dysfluency - stammering / sequencing; problem with short term memory; understanding and responding to the verbal communication of others; processing information and responding appropriately (semantic pragmatic disorder).

Moderate Learning Difficulty (MLD) Young people with moderate learning difficulties will have attainments significantly below expected levels in most areas of the curriculum, despite appropriate interventions. Their needs will not be able to be met by normal differentiation and the flexibilities of the National Curriculum. They have much greater difficulty than their peers in acquiring basic literacy and numeracy skills and in understanding concepts. They may also have associated speech and language delay, low self-esteem, low levels of concentration and under-developed social skills.

Severe Learning Difficulty (SLD) Young people with severe learning difficulties have significant intellectual or cognitive impairments. This has a major effect on their ability to participate in the school curriculum without support. They may also have difficulties in mobility and co-ordination, communication and perception and the acquisition of self-help skills. They will need support in all areas of the curriculum and they may also require teaching of self-help, independence and social skills.

SOCIAL, EMOTIONAL AND MENTAL HEALTH

The best definition that is applicable to most young people with SEMH would be that owing to an emotional difficulty or disturbance they refuse or cannot make full use of the educational opportunities offered to them and are consequently difficult or challenging to manage

The spectrum of SEMH is wide and ranges from deviant to disturbed, from straightforward naughtiness through to quite complex psychiatric disorders and from nuisance value to challenging in the extreme. The revised SEN Code of Practice (DfES 2001b) Section 7:60 provides a protracted

definition including the terms withdrawn, isolated, disruptive, disturbing, hyperactive, lacking concentration and presenting challenging behaviour.

In addition to this the majority of these young people have parallel difficulties within their families and communities. They are frequently 'at the end of the line' in one or more areas of their lives. Looked after Young people, namely those involved with or under the care of Social Services are a major group in any specialist provision for SEMH pupils. The lack of a stable home environment is also becoming an increasingly common feature, particularly in cases of more complex difficulties.

It is important to point out, however, that not all young people with SEMH have these difficulties because of their family background or social environment SEMH is also associated with some genetic or biological conditions - such as Attachment Disorders, Gilles de la Tourette Syndrome, Fragile X, Attention Deficit (Hyperactivity) Disorder or Asperger's Syndrome - the symptoms and effects of which may cause the child frustration and distress leading to the development of SEMH.

SENSORY AND / OR PHYSICAL / MEDICAL CONDITIONS:

Most young people will experience some level of physical or sensory difficulty at some time in their lives - whether it's a broken leg, 'glue ear' or discomfort brought on by a medical condition. Teachers have to be aware of these conditions and how to alleviate any adverse effects on pupils' learning.

When difficulties are significant and long term, young people are protected by the Disability Discrimination Act which makes it unlawful to treat them less favourably than their non-disabled peers and to make 'reasonable adjustments' to ensure that they are not put at a substantial disadvantage in comparison to pupils who are not disabled.

Visual impairment (VI) - Young people with VI cover the whole ability range. For educational purposes, a child is considered to be visually impaired if they require adaptations to their environment or specific differentiation of learning materials in order to access the curriculum.

Hearing Impairment (HI) Young people with a hearing impairment range from those with a mild hearing loss to those who are profoundly deaf. They cover the whole ability range. For educational purposes, young people are regarded as having a hearing impairment if they require hearing aids: (e.g. use of EDULINK), adaptations to their environment and/or particular teaching strategies in order to access the concepts and language of the curriculum. A number of young people with a hearing impairment also have an additional disability or learning difficulty.

Physical Disability (PD) There is a wide range of physical disabilities and young people cover the whole ability range. Some young people are able to access the curriculum and learn effectively without additional educational provision. They have a disability but do not have a special educational need. For others the impact on their education may be severe.

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