



# **Special Educational Needs & Disability School Information Report**

**The Local Offer: Information about the support and services offered by Devon County Council can be found at <http://new.devon.gov.uk/send/>**

## **Identifying children with a special education need**

A student may be identified as having a special education need at any stage during their education. This may be a short term difficulty that requires short term targeted intervention, or it may be a long term difficulty requiring continued support.

Identification of a child's special educational need comes from a variety of sources that may include:

- Primary School
- Educational Psychologists
- Cognitive ability tests and screening tests
- Observation by teachers
- Form tutor
- Parents

## **If you think your child may have a special education need**

If you think that your child may have a special educational need that has not been previously identified then you should contact the school to make an appointment with the Special Educational Needs Coordinator (SENCo):

Mrs L. Fitzhenry [admin@colytongrammar.devon.sch.uk](mailto:admin@colytongrammar.devon.sch.uk) 01297 552327

## **Provision for students with a special educational need at Colyton Grammar School**

The special educational need requirements of each student are communicated to all staff through the Special Needs Register.

It may be necessary to draw up an Individual Education Plan (IEP) for some students in order to set manageable targets and highlight strategies for support. This will be distributed to all teaching staff.

Teaching staff support all students at a level appropriate to their need. This is carried out on a day to day basis through effective differentiation in the classroom. Differentiation is a priority in lesson planning to ensure that all students are able to fully participate in all aspects of the learning and make the best possible progress.

Where necessary, additional intervention may be put in place to ensure that a student is able to fully access the curriculum. This will be following consultation and advice from staff and external agencies. Any provision put in place is reviewed frequently to ensure that student needs are being met.

The school works within Joint Council for Qualifications (JCQ) guidelines to put in place Access Arrangements for external exams that are appropriate to meet the needs of individual student.

## **Monitoring performance**

The effectiveness of provision is measured by the progress that students make over time. This progress is measured frequently and in several ways.

Teaching staff enter data on individual students following assessments to ensure that the

information held is always relevant and up to date. Parents can access this information via the Learning Gateway.

Subject departments continually monitor and discuss student progress, and interventions such as subject action plans will be put in place if necessary. Internal tracking systems are routinely used.

All students at Colyton Grammar School receive a report three times a year; one full, written report and two interim reports. These provide information about attainment and commitment levels, and allow the level of progress being made over time to be measured.

Students who have an Individual Education Plan (IEP) will be invited to a review meeting at least once a year. During this meeting performance is discussed as well as the progress made on the targets previously set. New targets will be set based on the level of progress made.

Students with an Education, Health and Care Plan (EHCP – previously a ‘statement’) will have an Annual Review meeting. The student, parents, teachers and external agencies will be invited to contribute and attend.

### **Pastoral support**

Form Tutors look after the needs of the students and provide initial pastoral support if it is required. The heads of Lower School (Years 7-9), Upper School (Years 10-11) and Sixth Form (Years 12-13) coordinate this support and put in further intervention if it is needed. Other pastoral intervention includes:

- Peer mentoring
- School nurse
- School counsellor
- Clubs
- Rewards system
- Liaison with external agencies

### **Parental involvement and communication**

Parents will receive a letter informing them if their child has been placed on the Special Needs Register and asking them to get in contact with the school if they have any concerns or queries. A meeting may be arranged to discuss the specific needs of the student, the level of support and type of interventions required.

Parents’ Evenings occur annually for each student and are a chance for subject teacher, parent and student to sit down and discuss performance.

Students with an Education, Health and Care Plan (EHCP – previously a ‘statement’) will have an Annual Review meeting. The student, parents, teachers and external agencies will be invited to contribute and attend. Completed annual review documents will be posted home following the review.

Parents of students with an Individual Education Plan (IEP) will be frequently invited to contribute to a review, discuss their thoughts and suggest targets for the future. Copies of all plans and reviews will be sent home.

Subject specific action plans will be posted home so that parents are aware of the support being put in place by individual departments.

Parents may contact members of staff to discuss their child via the main school email address.

### **Activities outside the classroom**

Colyton Grammar School students are encouraged to involve themselves in all aspects of school life. Clubs and trips are open to all students, with individual arrangements planned in advance to ensure that everyone is able to participate.

### **Transition to Colyton Grammar School from primary school**

Before a student starts in year 7, as much information as possible is gathered from parents and the primary school. This will include medical records, specialist reports, intervention notes and progress data. Important information from these sources will be communicated to teaching staff to ensure that appropriate support continues as the student enters secondary school.

Students are visited at their primary school towards the end of year 6. The aim of this meeting is to provide students with information about the school, allow them to ask questions and generally reduce any anxiety about the transition. The visiting teacher will also liaise with the student's class teacher and establish what support is being offered and what specific needs the student has.

A meeting may be arranged with the student and their parents before starting at Colyton Grammar School to make sure any specific needs are fully understood and to help make the transition a smooth one.

### **Transition from Colyton Grammar School**

All students receive careers education to help them plan for the future. This includes two work experience placements, one in year 11 and one in year 12. Students will have the chance to meet with our Careers South West advisor to discuss their next steps in education.

Students with an Educational, Health and Care Plan (EHCP) have an additional one-to-one meeting with our Careers South West advisor to discuss transition in relation to the specific needs of the student and how these can be met in the future. Transition advice will also be given during the Annual Review.

Once an application for further/higher education has been made, universities/colleges may contact the school to discuss the student's needs and the interventions and support that is currently in place at school. Further information, advice and guidance are always available, and a meeting can be arranged at any time with the Head of Careers Education and Guidance.

### **Accessibility**

Colyton Grammar School is a smaller than average secondary school (c820 students). The main

school building dates from 1927 and has limited wheelchair access (e.g. stepped access to classrooms and steps in some external covered walkways). The majority of the school has been built since 1989 consisting of eleven buildings that reflect the relevant access requirements. Nine of the buildings are single storey. In the case of the 4 buildings that have a second floor, provision has been made to replicate specialist areas at ground floor level.

All the buildings constructed since 1989 have been constructed to meet the acoustic requirements at the time of construction. A major improvement programme in the main school building has provided suspended ceilings with appropriate acoustic ratings.

Steps, and other significant level changes, are hazard marked as appropriate.

There are no specified access parking spaces in the main school car parks, although one could be made available if required. There is a disabled parking space at the joint-use Sports Centre.

Disabled toilet facilities are available in 4 buildings, including the Sports Centre where a disabled changing/shower facility is also available.

Height adjustable tables/chairs/benches etc are not generally available, but consideration will be given to providing such facilities if required. Provision has been made, as required, in the past for students.

### **Further information**

Further information, including Colyton Grammar School's SEND Policy, can found on the school website.

[admin@colytongrammar.devon.sch.uk](mailto:admin@colytongrammar.devon.sch.uk)

01297 552327