



PUDSEY GRAMMAR SCHOOL

EST. 1905

Special Educational Needs and Disabilities Information Report 2021-2022

This policy has been agreed by the Governing Body of
Pudsey Grammar School

Ratified: FGB

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Approved by:	Miss. H Armitage	Date: September 2021-July 2022
	Mrs. N McCaffrey	Date: June 2023
	Mr. D Webster	Date: June 2023
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Pudsey Grammar School is a heavily oversubscribed non-selective 11 to 18 year old school of over 1200 students, and Sixth Form, which has been developed and expanded to teach over 260 students a full curriculum. This report offers an overview of the Special Educational Needs and Disabilities department and provision at Pudsey Grammar School for the academic year of 2021 - 2022. Over the past academic year, significant improvements have been made to the SEND standardized operating procedures and provision continues to remain advanced and inclusive.

The aim of this information report is to explain how we inokebet iouyr SEND policy, in other words, we want to show you how SEND support works in our school.

If you want to know more about our arrangements for SEND, please read our SEND policy.

Note: If there are any terms that we have used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

1. What types of SEN does the school provide for?

Our school provides for pupils with the following needs:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
Social, emotional and mental health	Attention deficit hyperactive disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

2. Which staff will support my child, and what training have they had?

Our Special Educational Needs Co-ordinator, or SENDCo

Our SENDCo is Mrs. N McCaffrey.

They have many years of teaching experience they have a PGCE in Secondary Education with QTS & Early Learning Teaching Status. They are a qualified teacher. They are allocated 50% of the week to manage SEN provision.

Deputy SENDCo

Our Deputy SENDCo is Miss. H Armitage.

They have 18 months experience in this role and have been with the school just under 3 years.

Class teachers

All of our teachers receive in-house SEN training, and are supported by the SENDCo to meet the needs of pupils who have SEN.

Teaching assistants (TA's)

We have a team of 5 TA's, including 3 higher-level teaching assistants (HLTA's) who are trained to deliver SEN provision.

We have 3 TA's who are trained to deliver interventions such as speech & language, Dyslexia, pastoral support, autism, visual impairment.

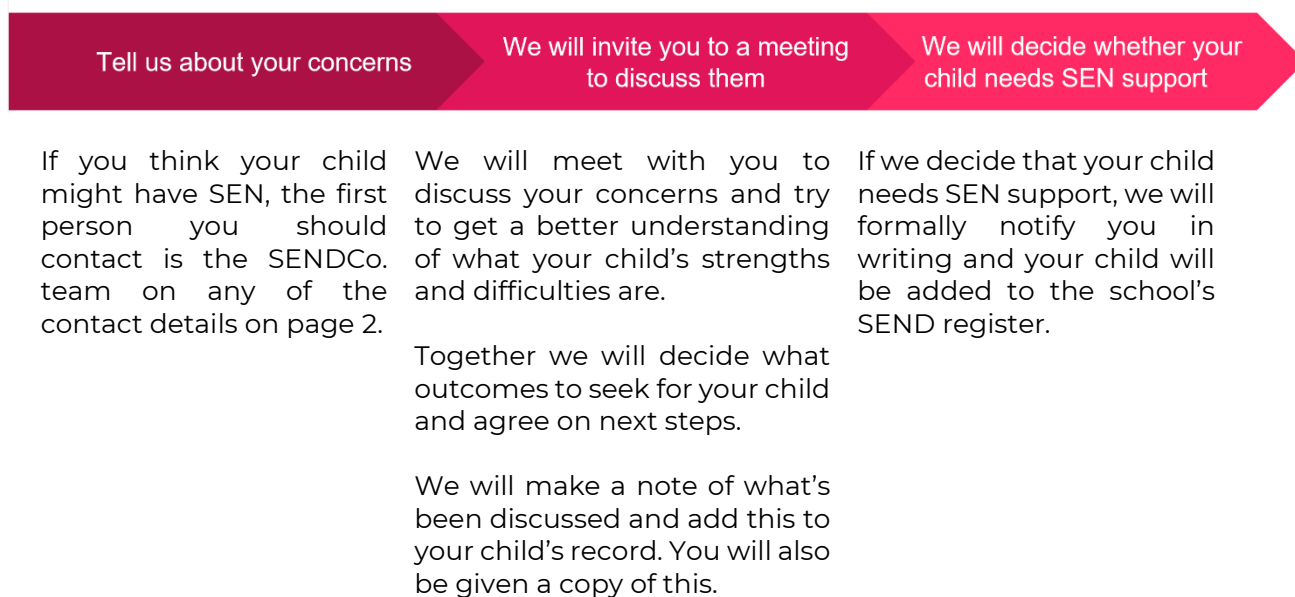
In the last academic year, TA's have been trained in all areas that help them to focus on the needs of all the students and SEN needs.

External agencies and experts

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services and other LA-provided support services
- Voluntary sector organisations

3. What should I do if I think my child has SEN?



4. How will the school know if my child needs SEN support?

All our class teachers are aware of SEN and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially. This might include reading, writing, number work, easily distracted, sensory overload etc.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil extra tuition to try to fill it. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENDCo, and will contact you to discuss the possibility that your child has SEN.

The SENDCo will observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher or Head of Year, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENDCo will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

Based on all of this information, the SENDCo will decide whether your child needs SEN support. You will be told the outcome of the decision in writing.

If your child does need SEN support, their name will be added to the school's SEN register, and the SENDCo will work with you to create a SEN support plan for them.

5. How will I be involved in decisions made about my child's education?

We will provide half-termly, termly, annual reports on your child's progress, ensuring your child's SENDCo or Deputy SENDCo will meet you a minimum of 3 times a year, (but this is dependent on each student) to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENDCo may also attend these meetings to provide extra support.

We know that you're the expert when it comes to your child's needs and aspirations. So, we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact your SENDCo or Deputy SENDCo.

6. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age, and level of competence. We recognise that no 2 children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey

7. How will the school adapt its teaching for my child?

The Schools accessibility plan is on the school website, and this is continually updated and takes into account the need of everybody in school.

Your child's teacher, SENDCo, Deputy SENDCo are responsible and accountable for the progress and development of all the pupils 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 differentiate (or adapt) how we teach to suit the way the pupil works best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Differentiating our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Teaching assistants will support pupils on a 1-to-1 basis
- Teaching assistants will support pupils in small groups

We may also provide the following interventions:

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE PUPILS
Communication and interaction	Autism Spectrum Disorder	Visual timetables In school Autism Key Worker
	Speech and language difficulties	Speech and Language therapy In school Speech and Language Key Worker
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	In school Dyslexia Key Worker Bespoke online interventions (IDL) Smaller class sizes Homework Club
Social, emotional and mental health	ADHD, ADD	Pastoral Support Behaviour Support Worker In School Mentor External referrals Small group intervention

Sensory and/or physical	Hearing impairment	External support from the Hearing Impairment Team (DAHIT)
	Visual impairment	In School Visually Impaired Key Worker External support from the Visual Impaired team (VI)
	Multi-sensory impairment	Fidget toys Time out passes
	Physical impairment	Lead First Aider Building adaptations Staff training

8. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions in a timely manner, as each student is looked at on an individual basis.
- Using pupil questionnaires
- Monitoring by the SENDCo
- Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)

9. How will the school resources be secured for my child?

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching 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.

The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, the school will seek it from our local authority.

10. How will the school make sure my child is included in activities alongside pupils who don't have SEND?

All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs, House System Competitions, school council etc.

All pupils are encouraged to go on our school trips, including our residential trips, bushcraft trips, geography field trips, Duke of Edinburgh Awards, ski trips and a trip to Iceland etc.

All pupils are encouraged to take part in sports day, school plays, special workshops etc.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.

11. How does the school make sure the admissions process is fair for pupils with SEN or a disability?

Pudsey Grammar School is an inclusive and caring school. Students with an EHCP can apply for a place at Pudsey Grammar School via the Leeds SENSAP team. Any request is then passed to the school to consider and advise whether we can meet the student's specific needs. We encourage any parent/carer applying in this way to provide as much current and detailed information to the school/with their application. This will allow the school to fairly assess its ability to meet their individual needs. The school has a well-established process of transition for student from primary schools into secondary as part of the wider transition process.

Temporary and permanent needs of students, existing and emerging health needs of existing students are closely monitored and arrangements for individualised support are developed in consultation with their parents and medical or other appropriate professionals. Short- term mobility needs are considered, and guidance and help given as appropriate.

12. How does the school support pupils with disabilities?

All our students are treated fairly, we have a table within our Accessibility plan which is continually monitored by the SENDCo team and the Governing Board, we ensure that no student is left behind and every step is taken to guarantee all students with SEN have an equal footing.

13. How will the school support my child's mental health and emotional and social development?

We provide support for pupils to progress in their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council
- Pupils with SEN are also encouraged to be part of House system competitions to promote teamwork and building friendships
- We provide extra pastoral support for listening to the views of pupils with SEN by speaking to Year Leaders and the BSW's
- We run various homework clubs for students who need extra support with social or emotional development, recently we have also introduced breakfast clubs for all students
- We have a 'zero tolerance' approach to bullying. We prevent bullying in the school by following our Bullying Policy.

14. What support will be available for my child as they transition between classes or settings or in preparing for adulthood?

Between years

To help pupils with SEND be prepared for a new school year we ensure that pastoral leaders and form tutors stay in place to ensure stability and consistency for all students.

Between schools

When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting.

Between phases

The SENDCo of the primary school meets with our SENDCo to discuss the needs of the incoming pupils near the end of the summer term.

We arrange meetings with the parents of incoming pupils to discuss how we can best welcome their child into our community.

Onto adulthood

We provide all our pupils with appropriate advice on paths into work or further education.

We work with the pupil to help them achieve their ambitions, which can include goals in higher education, employment, independent living and participation in society.

15. What support is in place for looked-after and previously looked-after children with SEN?

Mr. M Forrester, m.forrester@pudseygrammar.co.uk will work with our SENDCo, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

16. What should I do if I have a complaint about my child's SEN support?

Complaints about SEN provision in our school should be carried out as per the complaints procedure.

17. What support is available for me and my family?

If you have questions regarding SEND, or are struggling to cope, please get in touch and let us know.

We want to support you, your child and your family.
For information regarding SEND in school:

SENDCo Mrs. N McCaffrey n.mccaffery@pudseygrammar.co.uk

Deputy SENDCo – Miss. H. Armitage h.armitage@pudseygrammar.co.uk

General Enquiries send@pudseygrammar.co.uk
sendenquiries@pudseygrammar.co.uk

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations are:

Link off to all [local SENDIASS organisations](#) in your catchment area.

National charities that offer information and support to families of children with SEND are:

- [IPSEA](#)
- [SEND family support](#)
- [NSPCC](#)
- [Family Action](#)
- [Special Needs Jungle](#)

17. School Characteristics and SEND Data Breakdown

School Characteristics

Area of characterisation	21-22	20-21
Total number of students on roll	1337	1313
Total Number of students SEN registered	137	109
Number of students with EHCP's	11	8

Area of characterisation reflected as percentage	21-22	20-21
Total Number of students SEND registered	10.32%	8.30%
Number of students with EHCP's	0.8%	0.6%

Breakdown of SEN register by primary category of need	21-22	20-21
Cognition and learning	32	19
Sensory impairments	37	23
Behavioural, social emotional and mental health needs	27	29
Speech, language and communication needs	15	21
Physical disabilities	2	2
Medical needs.	24	115

Spread of needs across year groups

Year Group	21-22	20-21
Year 7	23	32
Year 8	35	21
Year 9	18	15
Year 10	25	16
Year 11	22	16
Year 12	7	6
Year 13	7	3

Attendance Data

SEND codes are used on our system to identify which students are SEN registered with a primary need or clinical diagnosis (K), and which students are in receipt of an EHCP (E).

2021 – 22

SEND Code	National percentage of attendance	Percentage of attendance at PGS	SEND Code	National percentage of attendance	Percentage of attendance at PGS
E	87.9%	71.8%	E	86.9%	79.5%
K	90%	85.6%	K	93.5%	88.7%

2020 - 21

Exclusions

2021 – 22

2020 – 21

2019 – 20

SEND Code	National	PGS	SEND Code	National	PGS	SEND Code	National	PGS
E	6.1%	0%	E	4.3%	0%	E	11.70%	12.5%
K	6.3%	8.0%	K	3.9%	14.5%	K	11%	8.1%
Non-SEND	1.55%	7.3%	Non-SEND	0.93%	4%	Non-SEND	0.80%	3.9%

Exclusions

2021 – 22	National
Total number of permanent exclusions (all pupils)	0
Total number of fixed term exclusions (all pupils)	240
Total number of permanent exclusions (SEN Cohort)	0
Total number of permanent exclusions (SEN Cohort)	70
Total number of school days lost to fixed-term exclusions (all pupils)	588.5
Total number of school days lost to fixed-term exclusions (SEN Cohort)	181

2020 – 21	National
Total number of permanent exclusions (all pupils)	0
Total number of fixed-term exclusions (all pupils)	179
Total number of permanent exclusions (SEN cohort)	0
Total number of fixed-term exclusions (SEN cohort)	39
Total number of school days lost to fixed-term exclusions (all pupils)	427
Total number of school days lost to fixed-term exclusions (SEN cohort)	95

Y13 Summer 2022 Exam Performance Comparison

	All Students	SEN (E & K)	Non-SEN
L3 Average Grade	C+	B-	C+
L3 Overall VA	-0.2	0.06	-0.22
L3 Average points per entry	34.03	37.27	33.83
A Level VA	-0.26	0.31	-0.22
Academic VA	-0.23	0.31	-0.22
Applied General VA	-0.11	-0.47	-0.1

Y11 Summer 2022 Exam Performance Comparison.

	All Students	SEN (E & K)	Non SEN
Average A8 Grade	4.84	3.03	5.04
% Achieving 9-5 English & Maths	44.9%	13.6%	48.5%
% Achieving 9-4 English & Maths	70.8%	36.4%	74.7%
5 Standard passes including English & Maths	66.7%	31.8%	70.6%
Average English A8 Grade	5.17	3.61	5.35
Average Maths A8 Grade	4.53	2.68	4.74

Funding For Inclusion

Allocation by year group

Year Group (as of April)	April	September	January	Total
NC Year 7	4	0	0	£5,958.33
NC Year 8	6	4	4	£18,633.33
NC Year 9	1	6	6	£17,116.67
NC Year 10	1	1	1	£6,500.00
NC Year 11	2	1	1	£6,500.00
NC Year 12	1	2	2	£4,983.33
NC Year 13	0	1	1	£3,791.67
Total	15	15	15	£63,483.33

Allocation by Band

Additional E-band funding was secured this year for students transitioning into year 10, and from year 6 in to 7.

Band	Need	April	September	January	Total
A	Cognitive	1	1	1	£2,600.00
E	Communication	5	5	5	£16,141.67
D	Physical	1	1	1	£6,500.00
F	SEMH	7	7	7	£31,741.67
B	Visual	1	1	1	£6,500.00
Total		15	15	15	£63,483.33

Funding arrangements

	21-22	20-21
Total funding received by school (elements 1 and 2)	£386,797,90	£384,969
Number of pupils for whom top up (element 3) funding is being claimed	15	18
Total funding received by school (top up funding, element 3)	£63,483,33	£72,421
Total delegated SEN funding received by the school (elements 1, 2 and 3)	£450,281,23	£457,390

19. Priorities for next academic year

- 1) To enhance and further develop the Assess Plan Do Review process, making it more manageable for staff workload and streamlining communication and documentation so that parents, students and families feel further supported.
- 2) To streamline the SEMH process in response to the growing number of SEMH concerns within students and young people following the Covid-19 Pandemic.
- 3) To continue to work with students and families to enhance the EHCP application process and ensure that we are able to ascertain EHCPs for students continuing to access our provision.

20. Governing Body Statement

The Governors ensure that correct procedures and policies are adhered to and ensuring provision is made for pupils with SEND and ensuring high standards are promoted. Monitoring the SEND department has the appropriate staffing and what funding arrangements are in place. Governors also ensure there is a model of Assess Plan Do Review in place around the SEND provision. Regular meetings are held with the SENDCo. and SEND Governor, the SENDCo also delivers regular presentations to the Student Support Committee.

21. Compliance with statutory duties

	✓ / ✗
All provision is in place for students with statements of SEND / EHCPs	Yes
Annual reviews have been conducted on time	Yes
The school's SEND policy reflects reality within the school	Yes
The school has responded to all professional recommendations made in this period	Yes
Students with disabilities have accessed all relevant school activities including trips	Yes

22. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- **CAMHS** – child and adolescent mental health services
- **Differentiation** – when teachers adapt how they teach in response to a pupil's needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
- **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND
- **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area
- **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENDCo** – the special educational needs and Disabilities co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- **SEN support** – special educational provision which meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages