



School SEN Information Report

SCHOOL NAME	Poole Grammar School		
TYPE OF SCHOOL	Mainstream/Special	Phase: Secondary	
ACCESSIBILITY	Fully Wheelchair Accessible	Some parts of the site have limited access although the newly built section has a lift installed. Ramps are available at some access points	
	Auditory/Visual enhancements	Some rooms are modified to optimise listening for students with hearing impairments.	
	Other Adaptions:	N/A	
CORE OFFER	Are you currently able to deliver the 'core offer' as set out in Poole's Local Offer?	Yes	
POLICIES	Are the schools policies available on its website for:	SEN	✓
		SAFEGUARDING	✓
		BEHAVIOUR	✓
		EQUALITY & DIVERSITY	✓
DISABILITY LEGISLATION	Are you aware/familiar with the requirements of the Disability Discrimination Act 1995 and the Equality Act 2010.	Yes	

RANGE OF PROVISION	Please indicate what your school has to offer (over and above your core offer) in each of the following areas:		
	Areas of Strength The school provides quality education for students with high underlying ability irrespective of any additional needs. Students with a wide range of additional needs, including specific learning difficulties and autistic spectrum disorders, are welcomed at the school once they have met the required standard in the entrance examination.		
	Specialist Facilities/Equipment to support SEND Additional equipment may be procured as necessary in consultation with professionals working with particular students.		
	Input from Educational Psychologists/Therapists/Advisory Teachers/other specialist support services The school employs a specialist teacher 1 day a fortnight who is able to perform assessments and provide advice for specific learning difficulties. The school uses the Borough educational psychology service in addition to regular liaison with the Hearing and Vision		

	<p>Support Service. Other services and professionals are consulted if required.</p> <p>Breakfast and After School Club support Students with special needs are welcomed at the Breakfast Club and After School Homework club. Parents should contact the SENCo if they feel that additional support may be required at these times.</p>
INCLUSION	<p>How do you promote inclusion within the school? (Including day and residential trips) We encourage all students, including those with medical and mobility difficulties, to fully participate in school activities and trips. Additional support and/or modifications are provided if required to suit individual needs. Specific requirements should be discussed with the SENCo and trip leader.</p> <p>What proportion of children currently at the school have SEND? Approximately 10% of the students in the school are supported at 'School Support' level. In the academic year 2017-2018 we also have 5 students on roll with EHCPs.</p>
PARENT SUPPORT INVOLVEMENT/LIAISON	<p>How do you involve/support the parents of children/YP with SEND regarding identifying and meeting their needs. How do you communicate their progress and areas of difficulty? If we feel your son would benefit from additional support, you will be contacted by your son's tutor or Head of Year or by the school Special Needs Coordinator (SENCo) who will discuss this with you. If you have concerns about your son, you are welcome to make the first contact. These key staff will be available at parents' evenings, and at other times by appointment, to discuss your son's progress and any ongoing concerns you may have.</p> <p>How will the school prepare children with an SEND to join their next setting/school/college/stage of education or life? Prior to transfer to Poole Grammar School, your son's prospective Head of Year will contact his current school for information about how best to support him. This information will then be passed to the SENCo who may also make additional visits to aid planning for transition. In addition to the main Transfer Day in the July prior to joining, students with special needs may benefit from additional familiarisation visits, which may be suggested by the current school or requested by parents.</p>
INVOLVEMENT OF CHILDREN AND YOUNG PEOPLE	<p>How do you consult with pupils with SEN and involve them in their education, including planning for SEN intervention. Students are involved at all times in the assessment and planning of special needs. They are consulted about what arrangements may be helpful to them at the time of their assessments and are encouraged to discuss plans and modifications with their tutor, Head of Year, SENCo or Specialist Teacher. Students are encouraged to attend Statement/ EHCP reviews and take an active part in discussions.</p>
EVALUATING SEN PROVISION	<p>How do you evaluate the effectiveness of provision made for children and young people with SEN? Progress of students is monitored regularly by students' Head of Year and SENCo, and provision is adapted if further intervention is deemed necessary. The work of the learning support department is reviewed regularly by the Senior Leadership Team and the Governing Body and regular meetings with parents are held to share ideas about supporting students and plan for the future.</p>

SENCO contact details	<p>Name of SENCO: Mrs Katie Etheridge</p> <p>Contact details: Tel: 01202 692132 Email: senco@poolegrammar.com</p>
CONCERNS AND COMPLAINTS	<p>How can parents raise concerns or make a complaint about SEN provision? If you have any concerns or complaints about SEN provision, please contact the SENCo (details above) or your son's Head of Year.</p>
OTHER INFORMATION	<p>What else do you think parents would like to know about your school? For further information, or if you would like to arrange a meeting or visit, please contact the SENCo as above.</p>
COMPLETED BY (Name and Position)	Katie Etheridge (SENCo)
DATE COMPLETED	1 st September 2017
UPDATE	