

HULME GRAMMAR SCHOOL

SEND INFORMATION REPORT

This report is applicable from EYFS through to year 13

Links with other policies and documents

This SEND Information Report should be read in conjunction with the SEND Policy, Accessibility policy, Safeguarding policy, Admissions policy, Anti-bullying Strategy, Equality and Diversity policy, English as an Additional Language policy and the Supporting Pupils with Medical Conditions policy.

The kinds of SEND that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, anxiety, OCD
- Sensory and/or physical needs, for example, visual impairments, hearing impairments

Hulme Grammar School is a selective independent school, with children from the Foundation Stage to Sixth Form. Entry is subject to success in assessment appropriate for the age of the child. Pupils making the transition to Year 7 from Hulme Prep School **will not** have to pass an entrance examination. Pupils from external primary schools making the transition to year 7 must pass the entrance examination, which comprises English, Mathematics and Verbal Reasoning. Entry to sixth form requires success at GCSE. Please read the Admissions Policy for additional information.

Identifying pupils with SEN and assessing their needs

At different times in their school life, a child may have special educational needs. The Code of Practice (2015) identifies SEND as follows:

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 him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

a) has a significantly greater difficulty in learning than the majority of others of the same

age or;

b) has a disability that prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post 16 institutions.

In our setting as an academically selective school, we will have fewer pupils identified as having a Special Educational Need or Disability as defined in the Code of practice or the Disability Act. Our pupils are more likely to trigger concern for much lower levels of difficulty than would be identified in a mainstream school, for example standardised scores of less than 100 but above 85 which are still within the average range but are below the scores of the majority of pupils within our school. We have therefore created a flexible three stage graduated response which is detailed in the SEND Policy.

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or improve the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

This may include progress in areas other than attainment, for example, social or emotional needs.

Progress of all pupils is tracked and analysed regularly. Tracking enables identification of children who are not making expected progress, or who are achieving at a level significantly below their peers. We are able to monitor the progress of pupils who have SEND in relation to their peers and to evaluate the effectiveness of support and interventions.

When deciding whether special educational provision is required, a meeting will be held with the pupil and parents to discuss their views and wishes, desired outcomes, expected progress and attainment. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed. Identification takes place so we understand how to support the child in the most effective way for their education and well-being.

Learners with SEND are supported within lessons by their class or subject teachers. Please see the school Provision map which is part of the SEND Policy. This details the support available at each stage of our graduated response.

Assessing and reviewing pupils' progress

All pupils at Hulme Grammar School will receive high quality teaching. Every teacher is responsible for assessing pupils and tracking their progress. Slow progress and low attainment does not necessarily mean that the child has SEND and should not automatically lead to a pupil being recorded as having SEND. There can be many reasons for pupils falling behind. These may include: absences, attending lots of different schools or English as an additional language. Children who experience these barriers to learning are vulnerable but this does not mean that they have SEND.

If a learner is identified as having SEND, we will provide support that is 'additional to' or 'different from' the adaptive teaching approaches and learning that normally takes place in the classroom.

When providing support that is 'additional to' or 'different from' we engage in a four step approach: Assess - Plan – Do - Review

The class or subject teacher will work with the Additional Needs team to carry out a clear analysis of the pupil's needs. This will draw on:

- the teacher's assessment and experience of the pupil
- their previous progress and attainment and behaviour
- other teachers' assessments, where relevant
- the individual's development in comparison to their peers and national data
- the views and experience of parents
- the pupil's own views
- advice from external support services, if relevant

All teachers and support staff who work with the pupil will be made aware of their needs, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- we take into account the parents' and pupil's views
- everyone develops a good understanding of the pupil's areas of strength and underlying difficulties
- everyone understands the agreed outcomes sought for the child
- everyone is clear on what the next steps are

Parents will be consulted when deciding that a pupil will receive SEN support.

Supporting pupils moving between phases and preparing for adulthood

Transition is an important part of life for all pupils, whether that involves moving to a new class or new school/college/university. We work closely with parents, children and staff to ensure these transitions run as smoothly as possible. Arrangements for transition from Hulme Prep School and Senior school for pupils with SEND are planned according to individual needs. Information will be shared with the support department at other institutions with the consent of the student/parents. We will agree with parents and pupils which information will be shared as part of this.

Our approach to teaching pupils with SEN

Class and subject teachers are responsible and accountable for the progress and development of all the pupils in their class and providing effectively for all children through high quality teaching.

We ensure all pupils' needs are met by:

- Use adaptive teaching strategies to ensure all pupils are able to access it and to remove barriers to learning
- Adapting our resources
- Flexible pupil timetabling
- Using practical / visual aids, such as chromebooks, coloured overlays, visual timetables
- Additional support lessons and interventions
- Following advice from outside agencies
- Effective staff deployment

Please see the SEND Policy, Provision Map and Accessibility Policy for more details.

Additional Support for Learning

Our Assistant Principal is a qualified SENDCO and is employed full time, working across all sections of the school from early years to sixth form, ensuring the day to day operation of the SEND policy.

We have a team of teaching assistants, including higher level teaching assistants (HLTAs) in Hulme Prep School who are trained to deliver and support in SEND provision.

Lunchtime subject support drop in sessions are available for all Senior school pupils.

Funding

The governors are responsible for providing appropriate funding for pupils with SEND. The Principal allocates a SEND budget which is managed by the Assistant Principal (Additional Needs)..

The Principal, Deputy Principal (Academic), Head of Hulme Prep and Deputy Head of Hulme Prep are responsible for the deployment of resources, taking into account all the pupils with special educational needs / disabilities and those who require some additional support. Support provided within school is reviewed regularly and changes made as needed, so that the needs of children are met, and resources are deployed as effectively as possible.

As an independent school provider, we do not receive Element 2 funding from the central and/or local government. All funding for SEND provision is sourced from parental fees.

Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Monitoring by the Additional Needs team
- Tracking progress across the curriculum
- Reviewing pupils' progress towards their individual targets
- Reviewing the impact of interventions
- Holding annual reviews for pupils with EHC plans
- Discussion with parents and pupils

Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

Please see the school's Accessibility Policy and Plan for more detail.

We aim to ensure there are no barriers to pupils with SEND enjoying the same activities as other pupils in the school. However, the nature of our school site, with separate two and three storey buildings means that pupils with mobility difficulties may not be able to access the full curriculum and all extra-curricular activities. Wherever possible, senior school lessons are timetabled in ground floor classrooms but the dining room is downstairs and certain subjects such as Music, ICT and Food Technology require using stairs in order to access the equipment needed.

We aim to make our extra-curricular activities, school visits and residential trips available to all our pupils and consideration of individual needs is given when planning and staffing a visit.

Support for improving emotional and social development

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

- Pupils with SEND are encouraged to take part in extra-curricular activities to promote teamwork/building friendships etc.
- Pastoral support
- Individual / group support with social skills, etc.
- Access to counsellors at school
- Staff are aware that children with SEND can face additional safeguarding challenges, including the increased possibility of peer on peer abuse / bullying.
- Please refer to the school Safeguarding Policy and Anti-bullying Policy for more information.

Working with other agencies

The school may involve specialists at any stage to help with identification of SEND and advise on effective support and adjustments. The pupil's parents will always be involved in any decision to involve specialists. The school receives free advice and support from Oldham Education Support Services for children up to five years old. Beyond this age, most education services, including Educational Psychology assessments, have to be bought in and these costs will be passed on to parents. Access to medical services, such as CAMHS, Speech and Language Therapy, Occupational Therapy, etc can be accessed free of charge.

Complaints about SEN provision

Complaints about SEN provision in our school should be made to the Assistant Principal (Additional Needs) in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Contact details for raising concerns

0161 624 4497

Assistant Principal (Additional Needs) - Mr Richard Hobson-Williams

Deputy Principal (Academic) - Mr Mark Jones

Contact details of support services for parents of pupils with SEN

The local authority's local offer gives details of support services and local organisations for families and pupils with SEND.

www.oldham.gov.uk/localoffer

Oldham Parent Carer Forum aims to ensure the needs of children and young people with SEND are met and they bring together parent carers from across Oldham to provide mutual support, exchange information, and influence policy and practice

Telephone: 0161 503 1555

Email: Forum@point-send.co.uk

Oldham SEND IAS Service exists to help parents and carers of children who have, or may have, special educational needs and/or disabilities; and children and young people themselves, in matters relating to their Education, Health or Social Care provision.

www.point-send.co.uk

Telephone: 0161 503 1540

Email: iassoldham@point-send.co.uk

Monitoring arrangements

This policy and information report will be reviewed by the Assistant Principal (Additional Needs) every year. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing body.

Updated: September 2023