



# La Sainte Union

## Grays Convent School Offer



### Context of the school

Grays Convent School is an 11 – 16 years girls' mainstream, Voluntary Aided secondary school. The school does its utmost to create an environment where Christian values are taught and to maintain an atmosphere which is secure, happy and spiritually enriching.

Every pupil in Grays Convent School counts. We value the abilities and achievements of all pupils and are committed to providing the best possible environment for learning.

A pupil is defined as having Special Educational Needs if they have a learning difficulty or disability which requires special educational provision to be made for them, which is **additional to or different from** the educational provision made generally for children of their own age.

The **SEND Code of Practice** states:

A child or young person has a learning difficulty or disability if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age

or

- Have a disability which prevents or hinders them from making use of educational facilities generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

# Identifying additional needs

## How does the school know if children need extra help?

What should I do if I think my child may have special educational needs?

What should I do if the school and I disagree?

Most pupils who need extra help are identified in the Year 6/7 transition period. All pupils in Key Stage 3, are assessed for their reading age, using the STAR reading assessment. This is carried out at the beginning of the autumn term.

A pupil may need extra help if concerns are raised by a parent/carer, teacher or by the pupil. Pupil progress is monitored and reviewed against targets. If a pupil is under performing, discussion would take place with the SENCo and Head of Year and agreed action would be put in place. Appropriate external agencies may be involved at a later stage to carry out further assessments. Those pupils with an Education Health Care plan (EHCP) will be supported in class according to their individual needs. There are other pupils whose needs are met with support/provision that is, additional to or different from that which is offered to their peers.

If you believe your daughter has special educational needs and do not think these have yet been identified, parents/carers should contact the SENCo. We would meet to discuss the best course of action and review this at agreed intervals.

If there is still little progress, we would seek specialist advice for a more formal assessment to identify particular needs. Parents/carers are fully involved in all meetings and kept informed of their daughter's progress.

The Special Educational Needs & Disability Policy can be found on the school website.

## Range of support

### How will I know how the school supports my child/and how is this communicated?

We aim to support your daughter to help her to succeed. Support is provided on the basis of meeting individual needs. The school uses the three wave model of intervention:

Wave 1: Quality-First teaching for the whole class, where differentiation is embedded in teaching strategies which take into account the learning needs of all pupils, to ensure pupil progress.

Wave 1 runs through all 3 Waves.

Wave 2: Some pupils may need additional intervention to accelerate their progress to enable them to work towards age-related expectations. This could include: an in-class Learning Support Assistant or small group work in Literacy/Numeracy. It may also be appropriate to seek advice from the external agencies.

Wave 3: This includes more focused targeted provision with one to one support. There would be tailored intervention, to help accelerate progress to narrow the gap. The external agencies e.g. Speech and language therapist would become involved for their expertise.

Support is offered during lunchtime intervention sessions, this may be 1 to 1, or in small groups.

It may be that your daughter needs some type of support in her GCSE examinations, a specialist assessor would conduct assessments for identified pupils and access arrangements e.g. a reader, would be put in place if required.

If it is considered that your daughter would benefit from support, or there is a change to the allocated support, the SENCo would contact the parent/carer to inform about the decision. As always the parent/carer may arrange an appointment to meet with the SENCo to discuss matters.

### **What specialist services and expertise are available at or accessed by the school?**

A number of specialist services and expertise are engaged by the school, in order that concerns/problems are addressed as soon as possible. These include:

- The Educational Psychologist for formal assessments and emotional/behavioural concerns.
- Sensory impairment services (hearing/visual) for advice and visits to carry out relevant assessments.
- An occupational therapist will attend review meetings and offer specialist advice as appropriate.
- Thurrock EAL (English as an Additional Language) Outreach service, provide advice and resources.
- The Careers Adviser conducts careers interviews and offers information and advice about college courses and the world of work.
- GCSE access arrangement specialised testing is carried out, and if granted the necessary provision e.g. extra time is put in place.

### **How is the decision made about how much support my child will receive, and who is involved in that decision?**

If your daughter is identified as needing support, the SENCo will inform parents/carers of the decision made and the level of support that is being offered. The decision to offer support will be based on evidence gathered from monitoring and tracking of pupil progress. The SENCo will liaise with the Head of Year, Head of Department and subject teacher. The support may be short term e.g. a 10 week intervention program, or for a longer period of time depending on progress. Parents/carers are informed of the decision made and type of support offered. We aim to use programmes of support to meet the identified need. The support put in place is reviewed to ensure maximum impact. If there is still an area of concern after a period of time, the SENCo would consider involving external agencies for further assessment. The SENCo would contact the parents/carers to obtain permission to involve external agencies. Any parent/carer, who would like to discuss any decisions made, may arrange a meeting with the SENCo.

## **Addressing individual and specific needs**

### **How will the curriculum be matched to my child's individual/specific needs?**

Individual teachers have the responsibility for making their lessons accessible to all pupils. Inclusive Quality-First teaching for all, takes into account the needs of all learners. Subject teachers will plan into their lessons differentiation, so that all pupils can access their learning as independently as possible.

## **How does the school address my child's emotional, social and behavioural needs?**

Strategies are put in place to address a variety of needs.

We have a Pastoral manager on site to assist pupils in overcoming barriers to learning; these may be due to emotional, social or behavioural issues.

In Key Stage 3, pupils follow a PSHEC program covering a variety of topics e.g. self-esteem. These help in preparing for life, they cover social skills and role play scenarios about behaviour in different situations.

In Key Stage 4, the PSHEC program in year 10, follows topics including: mental health issues, making financial decisions, healthy relationships. The focus in year 11 is preparing and applying for post 16 education. There is advice on revision skills and stress management.

There are 'Rise Above Days' during the academic year. All girls will take part in activities for their year group, covering a number of areas from physical health and wellbeing to careers, including taking part in mock work interviews. Each year group will also have the opportunity to explore topics in citizenship, to enable them to become active citizens.

Behaviour incidents are logged and appropriate consequences are put in place. If there is persistent unacceptable behaviour, the Head of Year would be involved and decisions would be made to address the issues. This may include referral to the Educational Psychologist or the counsellor. A counselling service is offered: weekly one to one sessions for emotional/social/behavioural needs, as well as bereavement counselling. Other short-term programmes for small group sessions may be offered. The school chaplain is also available should your daughter wish to speak individually with her for any reason.

## **How are the school's resources allocated and matched to children's special educational needs?**

The school will use some of the allocated Special Educational Needs budget to employ Learning Support Staff to work in the classroom. If a pupil has been granted an Education Health Care plan, a member of the Learning Support Team will support that need. During the academic year, it may become evident from the monitoring procedures, that further provision is necessary within a class. We will always try to address individual needs by intervention or in-class support.

## **Involvement of parents/carers**

### **How often will you meet with me to discuss my child's progress?**

Those pupils who have an Education Health Care plan, will have an annual review meeting. These are carried out in line with statutory guidance for reviews. As well as the named pupil, parents/carer, other people may be invited to attend, this could include: a designated Learning Support Assistant, Head of Year, external agencies e.g. Sensory services i.e. Hearing/Visual impairment, the Educational Psychologist, Health professionals e.g. Occupational Therapist and other relevant bodies. A report is sent to those attending the meeting as well as the local authority.

During the academic year, each year group will have a parent/carer evening, there will be the opportunity to speak with the SENCo who will be present. Other meetings throughout the year, to discuss pupil progress would be arranged with the SENCo at agreed times.

### **How will you ensure that my child and I are involved in discussions about, and planning for their education?**

If your daughter has been granted an Education Health Care plan, there will be an annual review meeting. This would be attended by the parents/carers, the pupil and by the key workers involved

in the support. The meeting presents the opportunity to review progress and identify any further needs. Further meetings would be suitably arranged.

For all pupils with additional needs, the SENCo will hold a meeting with parents/carers and the pupil to discuss progress and the way forward. It is useful to hold these meetings after there has been a Progress Check report. Information/advice is offered on how to support learning at home; one of the ways would be through the home link Lexia PowerUp Literacy program.

## Support and training

### What training have the staff supporting children and young people with SEND had or are having?

Staff are made aware of SEND matters and receive weekly updates. The SEND information booklet makes reference to the Code of Practice and provides strategies for addressing a range of individual needs. Some of the Learning Support Assistants have received training in: the Stiles Maths program, the Stiles English program, the Lexia PowerUp Literacy program, the Accelerated Reader program, Spelling, Punctuation and Grammar course, managing challenging behaviour and anti-bullying. There are two members of the Learning Support Team who have received Feeder Tube training. Teaching staff have received training on differentiation and some medical issues. We are currently identifying training needs for our Learning Support Staff and Teaching staff.

## Inclusion

### How does the school ensure the inclusion of my child in activities outside the classroom including school trips/residential trips?

All pupils have the opportunity to join the clubs and extra-curricular activities on offer. They are encouraged to participate in many different activities both on and off the school site e.g. The Duke of Edinburgh Award. At least one member of the Learning Support Team will accompany any day trips/educational visits if required. All school trips require a completed risk assessment form.

## Accessibility

### How accessible is the school environment for mobility behavioural, sensory, health and other issues?

We have a marked disabled parking bay near the front entrance of the school car park. There is a disabled toilet on the ground floor. There is wheelchair access via the main doors into the school. This gives access to the lower floor class rooms, hall and canteen. There are alternative routes into the school for wheelchair users, via the back doors in room 8 and through the gym doors. If necessary we would seek advice regarding the use of other aids to assist those with a disability to access the school environment and for those pupil's with a disability to access the curriculum.

We have put in place a number of facilities for those with sensory impairments:

#### Hearing impairment:

- There are lowered ceilings with acoustic tiling in some rooms: 3, 4, 32, 33, on the lower floor and rooms 20 to 27 on the upper floor. There are some carpeted rooms: 1, 34, 35, 36, the music room, the library and IT areas: the Dormer, rooms 7, 27.
- There is suitable lighting for lip reading in the reception area.

**Visual impairment:**

- There are yellow strips on the edge of some stairs
- Various large print books in the library
- Large print maths and literacy resources in the Learning support room
- Coloured reading rulers
- Colour adjustments on the computer screen monitor
- Enlarged photocopies of resources as required
- Enlarged papers for GCSE examinations as part of the access arrangements as required

We are aware of individual health needs and have trained First Aiders on site. Some staff have had awareness training on Diabetes and the use of EpiPens. A program of vaccinations is carried out on site, parents/carers are kept informed about these procedures. Individual health care plans are stored electronically. There are procedures for those pupils who need medication during the day. It must be handed into the office and be clearly labelled, details are recorded in a book. There is a medical room on the first floor; this is linked to the general office. There is a bed and a storage area for medical equipment. If your daughter is unwell, a decision will be made to contact parents/carers regarding her health needs.

The Accessibility policy, including the accessibility action plan, can be found on the school website.

## Admissions

Arrangements are in accordance with the school's admissions policy. This policy can be found on the school website.

## Transition Arrangements

### How does the school prepare and support my child when joining the school, transferring to a new school or changing class teachers/or year groups?

If your daughter is to join the school at some point mid-year, you will be invited to visit the school. There will be a tour of the school and the opportunity to meet the Head of Year and be introduced to other members of staff. You may request an appointment with the SENCo prior to the visit or once your daughter has settled in. We have a buddy system in place as soon as your daughter joins her year group. A pupil from your daughter's class will be assigned to her, she will help your daughter to find her way around the school and accompany her at break time and lunchtimes, until she has settled in. We will request information from the previous school; this will help us to ensure that we address your daughter's individual needs.

If your daughter is transferring from primary school at the end of year 6, there will be an opportunity to visit the school during the open evening in the autumn term, when your daughter is in year 6. The SENCo will be available to speak with you to discuss any matters relating to your daughter's needs. Parents/carers will be able to view a selection of resources that are used in intervention work, while your daughter may want to participate in some of the practical activities. Parents/carers may wish to contact the SENCo for an individual appointment during the spring term or summer term prior to the start of Year 7. There is an induction program for year 6 pupils in the summer term. The pupils take part in various activities and have the chance to meet other year 6 pupils from different schools.

If there is a need for your daughter to change classes during the academic year, the SENCo will meet with the Head of Year/Form Tutor to share relevant information. If you wish to discuss any matters relating to this, you may contact the SENCo to arrange an appointment.

In preparation for your daughter's future, there are open evenings at colleges and sixth forms. Pupils and parents are informed of the dates that these take place. Careers interviews are arranged in school, on a rolling programme.

If your daughter chooses a college course, or a Sixth Form in a school, as her next phase in Education, the SENCo will liaise with the appropriate member of staff in the new setting if required.

## Complaints

The school works, wherever, possible in partnership with parents/carers to ensure a collaborative approach to meeting pupils' needs. If for any reason you are unhappy with the Special Educational Needs provision, please discuss in the first instance, your concerns with the SENCo. Any further concerns would be discussed with the Head teacher. The formal complaints policy can be found on the school website.

## Contacts

### Who can I contact for further information?

If you have a concern about your daughter's progress or would like to discuss matters about support, you may contact the school SENCo to make an appointment. The school telephone number is 01375 376173.

### Information on where the local authority's local offer is published.

The purpose of Thurrock's Local Offer is to allow children and young people in the borough, who have Special Educational Needs and/or a disability (SEND), to be able to find information in one place. The Local Offer aims to provide clear, comprehensive and accessible information about what services and provisions are available in Thurrock for parents and young people.

The Local Offer can be found at <https://www.thurrock.gov.uk/special-education-needs>