

# Enfield Grammar School

## SEND Information Report

Enfield Grammar School

### **HOW WE SUPPORT YOUNG PEOPLE WITH SPECIAL EDUCATIONAL NEEDS OR DISABILITIES**

#### **Our vision and how we hope to achieve it**

We uphold high standards of achievement, provide opportunities for all boys to succeed and encourage in our students a set of personal values based on honesty, trust, tolerance and respect for others. We are fully committed to meeting the needs of those pupils with Special Educational Needs and Disability so far as is reasonably practicable and compatible with the provision of the efficient education of other pupils. In meeting these responsibilities, Enfield Grammar has due regard to the SEND Code of Practice 2015 and the Disability Discrimination Act 2001.

#### **Type of school we are**

We are a comprehensive boys' Academy, catering for pupils 11-18; we admit some of our pupils on Music and Sports scholarships, a supplementary application form is required. The school was founded in 1558 and is situated in the heart of Enfield town on a split site.

#### **Our Ofsted rating**

Enfield Grammar School Ofsted in 2018 was rated Good.

#### **How we know if a young person has special educational needs**

- KS2 information including SATs results.
- Information from CATs (verbal, nonverbal and quantitative skills), NGRT (New Group Reading Test) taken in September and June.
- Concerns are raised at the weekly Inclusion meetings and pupils are carefully monitored over a period; their needs are discussed and observations and assessment may take place.
- Half- termly data collection is analysed.
- Reports and information from professionals and agencies outside school.
- Parents are kept informed at all times, either at Consultation Evenings, Meet the Tutor and other meetings called by teachers, Year Managers or Heads of Department. If further understanding of your son's needs is required, you will be consulted and other professionals will be invited if necessary.
- If, after discussion with your son's teacher and/or Progress Leaders (formerly Head of Year), it is still apparent that your son may need additional or different support or further assessment, you may contact the school's SENDCo – Carolyn Brown: [cbrown@enfieldgrammar.com](mailto:cbrown@enfieldgrammar.com), **02083631095, ext 308**

#### **What we do to help young people with special educational needs**

- Enfield Grammar School staff pride themselves on providing high Quality First Teaching, which includes differentiation, effective feedback and marking and ensuring that pupils' needs are met within the classroom. Subject teachers are responsible for all the pupils they teach.
- For those pupils identified as needing additional support, Teaching Assistant support may be provided in lessons. The subject teacher directs the TA.
- Withdrawal in small groups and 1-1 support for students exhibiting difficulties in literacy or who are not responding to Quality First Teaching is provided by the SEND

department. These pupils will be expected to catch up with their peers as a result of the intervention. These interventions are timely, with clear entry and exit criteria.

- Pupils with exceptional Special Educational Needs will have on-going and targeted intervention from the SEND team.
- Provision mapping gives an overview of the additional interventions that the school provides. All the interventions are carefully selected to meet the needs of the pupils. The interventions are carefully monitored by subject teachers, Head of Lower School, and Achievement and Heads of Year.
- Governors play an active role in strategically monitoring the quality of our Special Education Needs and Disability provision. The link SEND governor meets regularly with the SENDCo throughout the year.
- Pupils' targets are monitored and reviewed and Annual Review of EHCP are coordinated and convened by the SEND department.

#### **How we adapt our teaching for young people with special educational needs**

- A broad and balanced curriculum is provided by Enfield Grammar School.
- Teachers differentiate to meet the needs of all their pupils.
- Certain subjects are set whilst others are taught in mixed ability groups. The setting is reviewed regularly and all pupils are presented with opportunities to progress and flourish.
- Lessons include a wide range of activities including individual, paired and group work.
- The quality of teaching is regularly assessed and monitored to ensure that all pupils are receiving a high standard of education.

#### **How we decide what resources we can give to a young person with special educational needs**

- The school has a development plan, including identified training for all staff to improve the teaching and learning of all pupils, including pupils with Special Educational Needs and Disability. This may include whole school training on SEND issues or to support identified groups of pupils, such as ASD or dyslexic pupils.
- Planning and teaching will be adapted to meet your son's learning needs and resources purchased when necessary to increase his access to the curriculum and extra-curricular activities in school.
- The school makes reasonable adjustments to the environment, wherever practicable, to meet the needs of the pupils, including accessing specialist equipment if needed.

#### **How we check that a young person is making progress and how we keep parents informed**

- Pupil progress is continually monitored by subject teachers, form tutors, Progress Leaders and Heads of Departments.
- SENDCo tracks and monitors pupils' data from subject teachers.
- Progress is reviewed formally during Parents' Evenings, written reports can be viewed on GO4Schools.
- Your son's teachers or form tutor will contact you with information regarding his progress and about how you can help your son at home.
- The progress of students with an EHCP (Education, Health and Care Plan) is formally reviewed at an Annual Review with the students and all adults involved present.

- The SENDCo, in consultation with appropriate members of the Senior Leadership Team, will also check that your son is making good progress within any individual or group work they take part in.
- If your son is still not making expected progress the school will discuss with you:
  - Any concerns you may have.
  - Any further interventions or referrals to outside professionals that may be required.
- A range of methods will be used to keep you informed, which may include:
  - telephone/texts
  - letters
  - meetings
  - reports

### **Support we offer for young people's health and general wellbeing**

- There is a robust pastoral system in place, supported by two well- trained Learning Mentors/counsellors.
- Form tutors play a vital role in this process and they are supported by their Year Managers to fulfil this role.
- The Student Support Centre, based in the Upper School, provides a range of support for students experiencing either long or short-term difficulties.
- The Seclusion Unit, based at the Lower School, provides internal seclusion for students with behavioural difficulties.
- The school's welfare officers will invite you into school to create a Care Plan for your son's medical needs, if required.
- The plan will be updated regularly and you are able to contact the school's welfare officers at any time.
- All medicines are carefully monitored and recorded.
- If needed the nurse assigned to Enfield Grammar School will be contacted.
- Dietary needs are discussed and any allergies shared with relevant staff.
- It is important that your son has good attendance so that he is able to make good progress.

### **Specialist external services we use when we think extra help is needed**

- Educational Psychologist
- Speech and Language Therapist
- Social Services
- Child and Adolescent Mental Health Service (CAMHS)
- Russett House – Secondary Autism Outreach Team
- Family Support Service
- PARS
- Behaviour Support Team

### **The training our staff have had or are getting**

- Whole staff training on SEND.
- Individual teachers and teaching assistants training relevant to the needs of specific groups of pupils, e.g. Autism, Speech and Language, Dyslexia
- Staff training takes place on a regular basis – five whole school staff INSET and weekly staff and department meetings including training sessions, which can be on SEND.
- Induction on SEND for new staff throughout the year if needed.
- Further, INSET on the changes to the SEND Code of Practice.

- Members of the professional teams will speak to individual teachers about students they may be assessing or working with.

### **How we include young people in activities and school trips**

- There is a range of sporting activities and competitions in most or all subject areas and your son will be invited to take part and represent the school at different levels, if he qualifies to do so.
- All pupils are invited on the numerous trips overseas, locally and nationally and complete risk assessments are carried out.

### **Our school environment**

- Enfield Grammar School Accessibility Plan is in place and all staff are fully aware of the requirements of the Equality Act (2010.)
- The school is on a split site and is housed in a mixture of Tudor, Georgian and modern buildings, with all pupils travelling to both the Upper and Lower sites for lessons throughout the school day.
- There is a mixture of two and three storey buildings.
- There is no lift on either site and the buildings are not wheelchair accessible.

### **How we prepare for young people joining our school and leaving our school**

- Open evening in the autumn term is an opportunity for SEND pupils and their parents to meet the different staff and departments in the school.
- Individual appointments can be made with the SENDCO for a tour of the school and gather relevant information.
- Attendance at Annual review and other meetings at the primary schools by the SENDCo.
- Induction programmes in the summer term.
- Extra visits by SEND pupils.
- Summer school run by Enfield Grammar School staff.
- Transition support from the learning mentors.
- Careers support and guidance from SEND Careers at key transition stages.
- In school careers and guidance at key transition stages.
- Pen portraits sent to teachers about the needs and strategies to provide the appropriate and differentiated support.
- Staff visits to the primary feeder schools to meet the boys.

### **How parents are involved in school life**

Parents are encouraged to participate and engage in the life of the school. You are encouraged to discuss any concerns at the earliest opportunity. Communication with parents will consist of some of the ways listed below.

- Parents' evenings
- Review meetings
- PSP meetings
- Annual Reviews
- Meet the Tutor evenings
- Phone calls
- Texts
- Letters
- Emails
- School website
- Governing body

- Multi-professional meetings
- Invitation to concerts, French breakfast

**Who to contact for more information or to discuss a concern**

In the first instance, parents/carers are encouraged to speak to their son's form tutor or subject teachers. Further information can be obtained from your son's Progress Leader. If you are considering enrolling your son with SEND please contact:

Carolyn Brown

SENDCo

02083631095 ext:308

[cbrown@enfieldgrammar.com](mailto:cbrown@enfieldgrammar.com)

**Our offer to children with special educational needs and disabilities was updated in:**  
February 2018.

**It will be reviewed in:** February 2019 and updated throughout the year.