

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how special educational needs support works in our school.

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

School SEND policy: [BJ SEND Policy.doc](#)

SENCO: Mrs F Hargreaves enquiries@caistorgrammar.com

The SEND Code of Practice (2014) defines special educational needs in the following terms:

‘A child has a SEND if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.’

1. Examples of the types of SEND the school provides for:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder (ASD)
	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 hyperactivity disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

1	What will happen if I or a teacher in school	The first point of contact for yourself or a teacher is your child's form tutor. You can contact him/her by:
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	<p>thinks my child has a learning difficulty/disability and requires special educational needs?</p>	<ul style="list-style-type: none"> • putting a note in your child's planner asking for the tutor to contact you. • phoning the school and leaving a message. • writing a letter or an email to enquiries@caistorgrammar.com
<p>2</p>	<p>How will the school respond to such a concern?</p>	<p>Your child's form tutor will listen carefully to the reasons why you or the teacher feels your child may have special educational needs. Information from all of your child's subject teachers will be collated and then considered by the Special Educational Needs Coordinator (SENCO) in liaison with the tutor and Head of Section. The form tutor will let you know the outcome.</p> <p>If your child is referred for assessment, you will be contacted by the SENCO either by phone, email, or letter in order to find out more detailed, specific information regarding your child's individual needs. The SENCO will meet with your child and arrange to carry out an individual assessment, which will include gaining your child's views and experiences.</p>
<p>3</p>	<p>How will the school decide if my child needs extra support?</p>	<p>The SENCO will contact you to discuss the assessment. This may be via a phone call or email. If you feel that you would like a face-to-face discussion, a short meeting will be arranged in school or via Teams. The SENCO, together with yourself and your child, will decide whether he/she needs extra support in school.</p> <p>Decisions will be made based on:</p> <ul style="list-style-type: none"> • Are they making appropriate academic progress – 1 grade/standard over a 12-month period • Teachers' observations • Monitoring data (collected and analysed every term) • Discussion with your child • Discussions with you (as detailed above) • Specialist Teacher Assessment (external), if required • Cognitive Abilities Test data • assessments carried out by the Learning Support Team <p>If your child's needs cannot be met by high quality teaching and they require regular additional support, you will be informed by the SENCO, and his/her name will be placed on the school SEND support register.</p>

<p>4</p>	<p>What will the school do to support my child?</p>	<p>In line with the SEND Code of Practice 2014 the school follows the graduated approach</p> <p style="text-align: center;">SEND – the graduated approach</p> <p style="text-align: center;">High quality inclusive teaching – students monitored using whole school systems</p> <p style="text-align: center;">Student not making adequate progress - teachers have implemented strategies such as adaptive learning:- staff make a referral to the SENDCo/if parents concerned contact form tutor/progress trawls to identify potential send</p> <div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid orange; padding: 5px; width: 30%;"> <p>STAGE 1 – monitoring plus</p> <p>ASSESS Identify strengths/barriers to learning using teacher trawl and if appropriate internal assessments e.g dyslexia screener</p> <p>PLAN Decide on intervention/strategies to help remove barriers e.g student passport, ELSA, mentoring</p> <p>DO Implement strategies for approximately 6 - 12 weeks</p> <p>REVIEW Review student progress/impact of strategies</p> <p>Students may remain at this stage if making adequate progress/not enough evidence</p> </div> <div style="text-align: center; width: 10%;"> <p>Student not making adequate progress</p> </div> <div style="border: 1px solid yellow; padding: 5px; width: 30%;"> <p>STAGE 2 – SEND Support</p> <p>ASSESS Collate evidence and involve external agencies if appropriate – parents informed and student placed on SEN register</p> <p>PLAN Student passport is created/updated and includes termly targets additional intervention organised</p> <p>DO Implement strategies for approximately 6 – 12 weeks</p> <p>REVIEW Review student progress/impact of strategies at least termly – parents updated every term e.g email, parents evening, meetings</p> <p>At least 3 cycles of assess, plan, do, review</p> <p>If making adequate progress student may be changed back to monitoring</p> </div> <div style="text-align: center; width: 10%;"> <p>Student not making adequate progress</p> </div> <div style="border: 1px solid red; padding: 5px; width: 30%;"> <p>STAGE 3 – EHCP (educational health care plan)</p> <p>ASSESS Identify strengths/barriers to learning using teacher trawl and if appropriate internal assessments . Collate evidence</p> <p>PLAN Decide on intervention/strategies to help remove barriers e.g student passport, ELSA, mentoring, support from outside agencies such as the educational psychologist – application for ECHP made to Local Authority</p> <p>DO Implement strategies for approximately 6 – 12 weeks</p> <p>REVIEW Review student progress/impact of strategies every term with parents</p> </div> </div> <p>Students on the SEND register are allocated a key 'worker'. This will be a member of the Learning Support Team. The key worker, in liaison with you and your child, will write a 'Student Passport' which will describe your child's needs. It will include advice for teachers on how they can support your child in class and will be distributed to your child's teachers, tutor, and head of section.</p> <p>A plan will be drawn up as to how your child will be best supported in school. We will have a flexible approach based on the needs and views of your child.</p> <p>In Key Stage 3, your child may access additional support such as:</p> <ul style="list-style-type: none"> • Targeted support depending on individual needs (with learning support advisor/keyworker) • Homework support • Access arrangements (e.g., extra time) for examinations <p>In Key Stage 4 additional support may include:</p> <ul style="list-style-type: none"> • Mentoring by peers and teaching staff • Targeted support depending on individual needs (with learning support advisor/key worker) • Small group programmes working on study skills and time management • Catch-up clubs • Additional revision sessions • Access arrangements for examinations <p>In Key Stage 5 additional support may include:</p> <ul style="list-style-type: none"> • Study support sessions with the sixth-form learning advisor
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		<ul style="list-style-type: none"> • Targeted support depending on individual needs (with learning support advisor/key worker) • Access arrangements for A Level examinations <p>Your child's progress will be monitored by their key worker and the support they access will be reviewed termly by the SENCo. At the end of each term, you will be sent a review of your child's progress and have the opportunity to amend and change their student passport. If outside agencies are involved, we will work closely with them to ensure the best outcome for your child.</p>
5	Who will support my child in school and what training and experience do they have?	<p>Every member of staff in school has a responsibility to support all students effectively. Training is given to staff on a regular basis and resources are also available.</p> <p>Your child's tutor and Head of Section will provide pastoral support. In addition, your child may receive support from members of the Learning Support Team and/or, if appropriate, a school counsellor. We have a qualified ELSA (emotional literacy support assistant) who can offer a 10-week course of support.</p> <p>The SENCO works closely with the learning support advisors/assistants and training is given for specific learning difficulties/disabilities. In addition, the school employs a qualified school counsellor to support students with emotional needs.</p> <p>If appropriate, your child may also be supported by another student in the school such as:</p> <ul style="list-style-type: none"> Trained sixth-form counsellors Sixth-form mentors
6	Who else might be involved in supporting my child?	<p>If your child requires more specialist support, other people may be asked to help us to support your child in school. This may be:</p> <ul style="list-style-type: none"> • Educational Psychologist (EP) • Speech and Language Therapist (SALT) • GP for referral to Child and Adult Mental Health Service (CAMHS) or Consultant Paediatrician • The West Lindsey Working Together Team, • The Lincolnshire Specialist Teaching Team
7	How will my child be able to contribute their views? How will my child be involved in the process?	<p>The views of our young people are very important to us. Your child may be involved in setting their own targets and monitoring their own performance along with subject staff, key worker, and parents. There are a number of other ways in which your child will be able to give their views:</p> <ul style="list-style-type: none"> • Talking to school council reps and sixth form mentors • Tutor interviews • During meetings with key workers • Annual whole school student questionnaire • Completing our termly SEND student questionnaire • In SEND termly review meetings
8	How will the curriculum be matched to my child's needs?	<p>Subject teachers use a variety of inclusive strategies in the classroom such as:</p> <ul style="list-style-type: none"> • Differentiated work and homework • Planned seating

		<ul style="list-style-type: none"> • Clear, structured classroom routines • Alternative ways of recording (e.g., laptop, mind-mapping etc) • Pair work and group work enabling peer support <p>Teachers will also take account of the strategies suggested on your child's Student Passport and cater for individual needs as appropriate.</p> <p>For students with recognised writing difficulties, word processors are available in the English, History, RE and Geography Departments and facilities for printing off work are available in school. Word processors can also be 'booked out' from the Learning Support Team on request and where appropriate. Our Policy is on the School website.</p>
9	How will I know how well my child is progressing?	<p>You will be informed of your child's progress, along with all students in school, in the following ways:</p> <ul style="list-style-type: none"> • Termly Progress Reviews for each subject • Standards (Key stage 3) • Progress towards target grades (Key stages 4 and 5) • Annual parents' evenings • Information regarding exam results • A note in your child's planner where concerns exist • Termly emails from your child's key worker <p>In addition to the above, your child's key worker may wish to contact you about your child's progress.</p>
10	How does the school know how well my child is doing?	<p>We will monitor your child's progress in some or all of the following ways:</p> <ul style="list-style-type: none"> • By the SENCo and key workers analysing your child's termly assessments and reports (your child will be involved in this process) • By checking progress against specific targets • Through internal and external tracking data • By carrying out standardised testing (e.g. spelling tests) where appropriate
11	How will the school resources be secured for my child?	<p>It may be that your child's needs mean we need to secure:</p> <ul style="list-style-type: none"> • Extra equipment or facilities • More teaching assistant hours • Further training for our staff • External specialist expertise <p>If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.</p> <p>If funding is needed beyond the standard grant given to all schools, we will seek it from the Local Authority.</p>

12	How will my child be included in extracurricular activities and school trips?	<p>We offer a wide range of extracurricular activities, and all students are encouraged to take part, including those with a learning difficulty or disability.</p> <p>All activities and school trips are inclusive in nature; if your child wishes to attend a school trip, they may need some additional support with this. Comprehensive risk assessments are carried out prior to a trip and an appropriate staff ratio is allocated. Thorough ‘trip packs’ are issued for staff involved. This will include information regarding your child’s SEND if appropriate. For residential trips, parents' meetings will be held before the trip to give you an opportunity to discuss any concerns or ask specific questions.</p> <p>You may also contact your child's key worker or trip organiser should you have additional concerns. You may be asked if you would like to support a school trip involving your child.</p>
13	How accessible is the school environment?	<p>Although the position of the school and age of some of the buildings makes access and inclusion particularly difficult to some areas of the site, every reasonable step is taken to make provision for students with physical difficulties. The advice of professionals is sought and followed as required.</p> <p><i>HE Accessibility Plan.doc</i></p>
14	How will the school prepare and support my child to join the school?	<p>Before your child comes to the school the following process will occur-</p> <ul style="list-style-type: none"> • Information from primary schools about your child will be collated • You and your child will be invited to an information evening early in the summer term of Year 6 • Your child will have the opportunity to meet a member of staff from CGS in their own primary school environment and ask questions, prior to an Induction Day in July. • If you and/or your child would like to make additional visits to the school, this can be arranged • SEND staff will try to attend primary review meetings where needed
15	How will the school prepare and support my child to transfer to a new setting/school/college?	<p>Transition within school:</p> <ul style="list-style-type: none"> • At the beginning of each academic year, information about your child’s SEND is given to all of his/her new teachers, tutor, and head of section to allow a smooth transition into the new year group. • Your child will take part in all the transition arrangements for Year 9 students (e.g., options assembly and Yr 9 parents evening) • Your child’s option choices can also be discussed with their key worker • Students with SEND may be offered an ‘early’ interview with an independent Careers Advisor if felt appropriate by yourself, your child, their tutor, or the key worker. <p>Transition from school:</p>

		<ul style="list-style-type: none"> Your child will take part in all the transition arrangements provided for all students such as Careers Evenings, support in writing a CV/personal statement and individual interview with the Headmaster regarding the next step in their education. Students are also actively encouraged to look at what other alternatives are on offer to meet their specific requirements. In addition to the above, the school may give your child additional support with the transition to college or university, based on their individual needs.
16	How can I be involved in supporting my child?	<p>We highly value the support that you can offer in helping your child with their education. We would like to encourage you to:</p> <ul style="list-style-type: none"> Check your child's planner regularly and use it to liaise with their tutor and subject teachers as necessary. Attend all parents' evening and SEND review meetings Support your child with homework if needed. Inform us of any changes regarding your child's family or personal circumstances. Communicate any concerns you may have to your child's form tutor or key worker. Offer other support relating to your child's targets as part of the review process Become involved in the wider life of the school e.g., support school trips, join Friends of the School
17	Who should I contact if I am not happy about the SEND provision my child has?	<p>Complaints about SEND provision in our school should be made to the SENCo in the first instance. You will then be referred to the school's complaints policy.</p> <p>If your child has a disability, you have the right to make a disability discrimination claim to the first tier SEND tribunal if you believe that our school or the LA has discriminated against your child. You can make a claim about alleged discrimination regarding:</p> <ul style="list-style-type: none"> Exclusions Provision of education and associated services Making reasonable adjustments, including the provision of auxiliary aids and services
18	Admissions arrangements	<u>CF-Admissions-Policy-2026-Entry.pdf</u>
19	What support is in place for	Mrs A Clark (designated teacher for looked after children) will work with Mrs F Hargreaves, our SENCO, to make sure that all teachers

	looked-after and previously looked-after children with SEN?	<p>understand how a looked-after or previously looked-after pupil's circumstances and their SEND might interact, and what the implications are for teaching and learning.</p> <p>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 SEND support plans or EHC plans are consistent and complement one another.</p>
20	What anti bullying measures are in place?	<u>CD Anti Bullying Policy.docx</u>
21	How can I access support for myself and my family?	<p>See Lincolnshire Local Authority Family Services Directory online</p> <p>Lincolnshire's Parent Carer Forum <u>www.lincspcf.org.uk</u></p> <p>LIAISE: confidential and impartial SEND information and support service for Lincolnshire</p> <p><u>Liaise – What is Liaise? - Lincolnshire County Council</u></p> <p>Lincolnshire SEND local offer <u>http://search3.openobjects.com/kb5/lincs/fsd/localoffer.page?familychannel=2</u></p> <p>North Lincolnshire SEND local offer <u>http://www.northlincslocaloffer.com/</u></p> <p>North East Lincolnshire SEND local offer <u>https://www.nelincs.gov.uk/children-and-families/send-and-local-offer/</u></p> <p><u>(IPSEA) Independent Provider of Special Education Advice</u></p> <p>We can direct parents to appropriate support groups and agencies if necessary</p>

Our contribution to the local offer can be found at:

[Caistor Grammar School | Lincolnshire FSD \(openobjects.com\)](#)

Glossary of terms:

- **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 (EHC) 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 SEND 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 that explains what services and support are on offer for pupils with SEND 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
- **SENCO** – the special educational needs 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
- **SEND information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- **SEND support** – special educational provision that meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages