



TOWNLEY
— EST 1937 —
GRAMMAR SCHOOL

SPECIAL EDUCATIONAL NEEDS
AND DISABILITIES (SEND)
INFORMATION REPORT

1. Our Commitment to Supporting Students with SEND

At Townley Grammar School, we are committed to ensuring that every student, regardless of their abilities and/or Special Educational Needs and Disabilities, has the opportunity to learn, grow, and reach their full potential. We believe that every student is entitled to a high-quality education and we integrate a strengths-based approach throughout all aspects of our provision. Importantly, a student does not need a formal diagnosis to access support from school staff.

2. Types of SEND We Support

We support students with a wide range of Special Educational Needs and Disabilities, categorised into the four broad areas of need outlined in the *SEND Code of Practice*. Examples of difficulties we support include but are not limited to:

- Communication and Interaction

Examples: Autism Spectrum Condition (ASC), speech and language delays, and difficulties with social communication or understanding non-verbal cues.

- Cognition and Learning

Examples: Specific learning difficulties (SpLD) such as dyslexia, dyspraxia, and dyscalculia; moderate learning difficulties (MLD) requiring a slower pace or more repetition.

- Social, Emotional, and Mental Health (SEMH)

Examples: Anxiety, depression, eating disorders, and Attention Deficit Hyperactivity Disorder (ADHD). This may also include challenging and unsafe behaviour reflecting underlying distress.

- Sensory and Physical Needs

Examples: Visual impairment (VI), hearing impairment (HI), physical disabilities requiring wheelchair access or mobility aids, and medical conditions like epilepsy or diabetes.

3. Admission Arrangements for Students with SEND

Townley Grammar School is a selective school. Admission arrangements for students with SEND or an Education, Health and Care Plan (EHCP) are as follows:

- If Townley Grammar School is named in a student's EHCP, she will be admitted to the school if she is 'deemed selective'.

4. How We Identify SEND

We use a graduated approach to identify students who may need extra support. This includes:

- Information from parents/carers: Sharing concerns with tutors, subject teacher(s), the Learning Manager and the Deputy SENCo.
- Data analysis: Monitoring academic progress to identify gaps between students with and without SEND.
- Teacher observations: Staff identify potential barriers to learning and wellbeing in the classroom.
- Previous history: Reviewing records from primary schools or previous settings.

5. Consulting and Involving Parents/Carers and Students

We encourage parents/carers and students to actively participate in their educational journey.

- Decision-making: We involve families in sharing concerns, setting goals, and discussing support plans.
- Communication: We hold regular review meetings and provide updates on academic progress and SEMH matters.

6. Assessing and Reviewing Progress

Student progress is reviewed regularly through the school's assessment cycle as referenced on the parent page on the school's website. This assessment cycle is updated every academic year. For students on the SEND Register or with an EHCP:

- Provision Plans: Teaching staff implement and review Provision Plans to address specific needs.
- Annual Reviews: For students with an EHCP, a statutory Annual Review is held to evaluate progress toward outcomes.
- Effectiveness: The Assistant Headteacher: SENDCo and Deputy SENCo review and evaluate the overall effectiveness of SEND support interventions.

7. Support for Transitions

- Joining Us: We work closely with primary schools to ensure a smooth transition for Year 7 entrants, including visiting students, offering bespoke tours for students with special educational needs or disabilities and attending Year 6 annual reviews where possible. We also offer additional support to transitions that happen mid-academic year. The support is communicated with the parent(s) or carer(s) as soon as we receive confirmation of placement.
- 'Newcomers': We encourage students who would be joining us in Year 12 with special educational needs to communicate with us as soon as placement at Townley Grammar School is offered and accepted. It is important that the application to the 6th form include information that can inform support and 'reasonable adjustments'.
- Moving On: We provide guidance for students moving to Key Stage 4, Sixth Form, or higher education, ensuring all access arrangements (e.g. for exams) are in place.

8. Our Approach to Teaching and Adaptations

All teachers are teachers of SEND. Our approach includes:

- Adaptive Teaching: Implementing strategies to meet sensory, psychological, and social needs within the classroom.
- Differentiation: Implementing the 'Teaching and Learning Toolkit' and 'Focus 5' to inform planning and ensure content is accessible.
- Equipment and Facilities: Providing specific resources (e.g. laptops, reading pens) and ensuring physical accessibility where possible.
- Research-informed, Collaborative and Reflective practices: Continuing Professional Development (CPD), Case Conference and Inclusion Panels are held throughout the academic year ensuring that support is adapted and aligned with a student-centred approach.

9. Supporting Social, Emotional, and Mental Health (SEMH)

We prioritise wellbeing through:

- Inclusion Support: Staff in the Pastoral and Student Hubs directly support students and contribute to individualised programmes.
- Anti-Bullying: We have a zero-tolerance approach to bullying and specific measures to support vulnerable students.
- Interventions: Study Skills, Mentoring, Emotional Literacy support, Emotionally Based School Avoidance, outside services (Advisory Service for Children with Autism, Mental Health in Schools Team, Social Emotional Mental Health Partner, Counselling etc) and 'time-out' cards are available for students who need emotional regulation support. Students also have access to the Sensory Room, Pastoral Hub and Student Hub. The therapy dog can also be a source of comfort for our students who need support with their emotional and behavioural regulation.

10. Looked After Children (LAC) with SEND

For students who are Looked After by the Local Authority and also have SEND:

- The Designated Teacher for LAC works closely with the SENDCo to ensure their Personal Education Plan (PEP) aligns with their SEND provision.
- We ensure care placements and school provision are coordinated effectively.

11. Expertise and Training of Staff

- Mr N Swart (Assistant Headteacher: SENDCo): Oversees SEND provision, manages the budget, and liaises with external agencies. Email: senco@townleygrammar.org.uk
- Mrs Greener (Deputy SENDCo): Supports the coordination of provision and day-to-day operations. Email address: senco@townleygrammar.org.uk
- Training: All teaching staff attend SEND training sessions, including bespoke EBSA training delivered by the Bexley Educational Psychologist, to stay updated on strategies and student needs.

12. Complaints Procedure

If parents/carers have concerns about SEND provision:

1. Contact the Assistant Headteacher: SENDCo (Mr Swart) directly to resolve the issue informally.
2. If the issue remains unresolved, follow the school's formal Complaints Policy (available on the website).

13. The Local Offer

Townley Grammar School contributes to the Local Offer in Bexley and surrounding boroughs.

- Bexley Local Offer: <https://www.bexleylocaloffer.uk/>
- Greenwich Local Offer: <https://www.royalgreenwich.gov.uk/send#>
- Bromley Local Offer: <https://www.bromley.gov.uk/special-educational-needs-disability-send-local-offer>

Glossary of Terms

- SEND: Special Educational Needs and Disabilities.

- EHCP: Education, Health and Care Plan – a legal document detailing a student’s needs and required provision.
- SENDCo: Special Educational Needs and Disabilities Coordinator.
- SEMH: Social, Emotional, and Mental Health.
- CAMHS: Child and Adolescent Mental Health Services.
- Local Offer: Information provided by the Local Authority about services available for children with SEND.