



## Special Educational Needs and Disability (SEND) Information Report (2017-2018)

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At Aylesbury Grammar School, we use the definition of SEND from the SEND Code of Practice 2014:

A student has special educational needs if he has a **learning difficulty or disability**, which calls for **special educational provision**.

- a **learning difficulty or disability** is a significantly greater difficulty in learning than the majority of others the same age;
- **special educational provision** means provision that is **additional to, or different from**, that made generally for others of the same age in a mainstream setting.

### In addition:

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘... a **physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day-to-day activities**’. This definition includes sensory impairments such as those affecting sight or hearing, mental health issues such as anxiety and depression, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

SEND is categorised under the following four broad areas of need and support:

1. **Communication and Interaction**  
(eg Autism Spectrum Disorder (ASD) and Speech, Language and Communication Needs (SLCN))
2. **Cognition and Learning**  
(eg Specific Learning Difficulties (SpLD) such as Dyslexia and Dyspraxia)
3. **Social, Emotional and Mental Health Difficulties (SEMH)**  
(eg Attention Deficit Disorder (ADD) and Attention Deficit Hyperactivity Disorder (ADHD), Anxiety, Depression)
4. **Sensory and Physical Needs**  
(eg Visual Impairment (VI), Hearing Impairment (HI), Physical Disabilities (PD), Medical Conditions)

These needs are supported by the **Student Support Department** and students identified with these needs are registered on the SEND Report. This can be accessed by all teachers.

#### **The Student Support Department aims to:**

- promote a whole school approach to supporting and understanding all categories of SEND
- create an environment where vulnerable students feel welcome, safe and confident that they will be listened to and supported
- equip teachers with the skills and knowledge to provide High Quality Personalised Teaching and learning opportunities for all students
- ensure students with SEND, including those with medical needs, can access the full curriculum
- ensure an effective transition from Year 6 into Year 7 for those students already identified with SEND, and to support students with SEND into their next phase of education or employment
- identify, in partnership with teachers and carers/parents, students with SEND and follow the graduated approach of 'Assess-Plan-Do-Review'.
- establish positive collaboration with parents/carers of students with SEND, with the Local Authority and with other outside agencies, keeping the needs of the student at the centre of all planning
- keep up to date records of action, support and outcomes for students with SEND
- ensure students with SEND are represented proportionately in terms of academic progress and participation in inter-house and extra-curricular activities
- ensure that the statutory requirements of students with a Statement or Education and Health and Care Plan (EHC Plan) are met
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#### **The SEND Report includes students with:**

- a Statement of Special Educational Needs or an Education and Health Care (EHC) Plan (Code: **S or E**)
- an identified learning difficulty, disability or medical condition significant enough to need **additional** provision to support learning and development (Code: **K**)
- an identified learning difficulty or disability but whose needs are being met through High Quality Personalised Teaching, or:
- no diagnosed SEND but who have been identified as needing short term additional provision to support learning and development (Code: **M**)

(see Appendix A: SEND Numbers at AGS 2017-2018)

## **For Students with SEND we provide:**

- an attended area in Student Support accessible to students daily from 08.00 to 17.00 offering 1-1 support, group support and guidance for all categories of SEND
- short and long term provision from the SENDCo and the Student Support Officer and Assistant to support learning, development and Mental Health
- assessments and support from the Specialist Assessor for Specific Learning Difficulties, the Speech and Language Therapist, the Occupational Therapist and the Autism and Family Support Consultant
- termly tracking of academic progress with consultation and intervention when there are concerns
- a daily social group (break and lunchtime) primarily for students at Key Stage 3 students to help them with social communication difficulties
- 'Time Out' and 'Front of Queue' cards
- study skills workshops to support organisation, note taking, revision and independent study
- on-line touch typing courses which can be accessed before school or at lunchtimes
- lunchtime and after school homework clubs
- in-house counselling
- a fortnightly visit from the School Nurse offering a drop-in session as well as 10 minute appointments which can be arranged in advance
- support with Mental Health, carry out the Strengths and Difficulties Questionnaire and make referrals to Child and Adolescent Mental Health Services (CAMHS)

## **Updates for 2018:**

- We have a new chill room with beanbags, fiddle tools, relaxation tools and access to Chrome Books for those students needing a quiet place to eat, read, unwind or socialise at break time and lunchtimes.
- To help teachers better understand and support some of our students presenting with SEND, we have introduced a new look Student Passport, put together by Michele Smith our Autism and Family Support Consultant.

## **The Student Passport (SP) at AGS:**

- is a positive document for both students and staff.
- is put together with input from the student and the student's parents
- concentrates on what a student is already good at, what we (school and parents) like and admire about him, areas he finds more challenging and aspects he would like to improve on (eg being able to organise homework, managing getting in to school for a week ..... ).
- includes a section which demonstrates to teachers when a student might be becoming anxious, worried and includes things such as becoming withdrawn, fiddling with hands, rocking on chair etc.
- has as its biggest section '**How You Can Help Me**' where the student chooses the most relevant statements from a statement bank and is then encouraged to amend or add his own in order to personalise the passport as much as possible.

Work compiling the passport is carried out 1:1 in a very calm and unpressurised setting. The work is not hurried as it is best for it to be thorough and true to the student. Once completed, the passport is emailed home for parents to add any additional information. This makes it a more holistic document.

## Update Summer 2018:

Already teachers are responding very positively to the passports and students are seeing concrete evidence that teachers are reading and using them. This in turn builds up trust and confidence in Student Support, teachers and the school as a whole.

## For teachers of students with SEND we continue to provide:

- CPD on High Quality Personalised Teaching
- access to a the SEND Report which is updated regularly
- a teacher pack detailing all SEND information
- a 'Teacher Strategy Bank' supporting the most common SENDs
- access to reports from Specialist Assessor with recommended strategies to support the student's learning and development

## Update for 2018:

- access to the new style Student Passports
- access to Michele Smith for 1-1 guidance in supporting individual students

## For parents of students with SEND we continue to offer:

- a direct line and email to the SENDCo [jrichards@agss.bucks.sch.uk](mailto:jrichards@agss.bucks.sch.uk) (01296) 484545 ext. 227
- meetings with the specialist assessor and other professionals following assessment
- termly coffee mornings sometimes led by a specialist on a topic voted for by parents and sometimes on a less formal basis where parents share their personal stories on SEND, including Mental Health
- a twitter feed **@AGSSupport** listing SEND events, advice and links
- advice on Post-16 Full Diagnostic Assessments and applications for the Disabled Student's Allowance (DSA) for Higher Education

## Update for 2018:

- parental input to the Student Passport and the opportunity to meet with Michele Smith to discuss
- a parenting WhatsApp group for parents of students with SEND
- 02.11.2018: SEND Coffee Morning  
This termly event saw the best attendance to date from parents. Angela Tommasone from Bucks County Council presented and informed parents of all the organisations/resources which can be accessed on the Bucks Family Information Service [www.bucksfamilyinfo.org](http://www.bucksfamilyinfo.org). Here are some feedback messages:

Thanks for organising Friday. It was informative and interesting to hear the range of difficulties you have to deal with. It made me appreciate even more the amount of time you've had to spend with X when you have so many other boys needing help too. **(Year 13 Parent)**

Just wanted to say a quick thank you for organising these sessions - it's great, as you say, to know that we're not alone in experiencing the journey! It's also great to keep up regular contact with you and the team/school so that it's easier to deal with issues that may arise. So thanks for your time. **(Year 8 Parent)**

This message was sent to parents following the Coffee Morning:

*I feel very proud of the community we have created with these sessions and am very grateful for all your contributions and stories. It is so reassuring for everyone to know that others are experiencing the journey (both the highs and the lows) of parenting a child/children who is/are not neuro-typical.*

## **Identification and Assess-Plan-Do-Review**

A student is identified as having SEND using:

- information from previous school
- results from MidYIS (Middle Years Information System) which is a base line assessment of academic potential carried out in Year 7
- information from teachers
- the tracking of termly report grades
- mock exam results
- parental concerns
- student self-referral
- private reports

### **Note**

Private reports by Educational Psychologists or other professionals are considered although any interventions or Exam Access Arrangements are determined by teacher feedback and assessments carried out internally and/or by the Specialist Assessors recognised by the school.

We then follow the graduated approach of Assess-Plan-Do-Review.

### **Assess**

In-house assessments include:

- **Lucid EXACT**
  - to test Word Recognition/ Reading Comprehension Accuracy/ Reading Comprehension Speed /Spelling/ Typing Speed/ Handwriting Speed
- **LASS 11-15**
  - to test Visual Memory/ Auditory-Verbal Memory/ Phonic Reading Skills/ Phonological Processing Single Word Reading/ Sentence Reading/ Reasoning
- **Lucid RECALL**
  - to test Working Memory
- **Lucid ViSS**
  - to test Visual Stress when reading
- **DASH**
  - Detailed Assessment of the Speed of Handwriting to assess copying and free writing speeds and the ability to respond to a 'speed instruction'
- **SDQ**
  - Strengths and Difficulties Questionnaire which is one of the most widely used tools to measure a young person's Mental Health

In addition, there are the more formal assessments carried out by the Specialist Assessors and/or link Educational Specialists, including the Speech and Language Therapist and Occupational Therapist.

### **Plan and Do**

With the SEND Code of Practice 2014 placing the teacher at the centre of the day-to-day responsibility and progress of all students, including those with SEND, our first step in responding to students with SEND is to ensure the quality of the teaching in the classroom is right for the student.

*However, where a student continues to make little or no progress, despite High Quality Personalised Teaching, more targeted support and evidence-based interventions matched to his needs are considered. These might be in or outside the classroom, in small groups or 1-1.*

### **Review**

Subject teachers are responsible and accountable for reviewing and tracking the progress of all students they teach, including those with SEND and those accessing support from Student Support Assistants and/or Specialist Teachers. Review of progress is sometimes on an informal basis, through marking and feedback opportunities; at other times, it is on more formal assessments, work scrutiny and observations.

*Where needs are significant and the SEND Support required to meet the student's needs cannot reasonably be provided within the school, the school will apply for local authority higher needs funding. After this, school will request a statutory assessment of the student's education, health and care needs. This may result in an Education, Health and Care (EHC) Plan.*

### **Exam Access Arrangements (EAA)**

In Year 9 or Year 10, students who have been identified with SEND are assessed to determine if they qualify for Access Arrangements, such as extra time or the use of a laptop. These assessments are a combination of in-house assessments and more formal assessments by our Specialist Assessor.

All assessments used for Exam Access Arrangements give Standard Scores and to qualify for Exam Access Arrangements a student must have at least one score of **84 or under**. Once it has been confirmed that the student meets the criteria for Access Arrangements, as set by the Joint Council for Qualifications (JCQ), an online application is made by the Exams Officer. From then on, the SENDCo is responsible for maintaining a file of evidence for the student to confirm:

- the Access Arrangement is the student's 'Normal Way of Working' ie the student needs this provision in class, for homework and in exams in order to be on a level playing field with his peers
- subject teachers support this provision

**(See Appendix B: Access Arrangement Numbers at AGS 2017-2018)**

## Note

Privately commissioned reports with recommendations for Exam Access Arrangements will be considered by the school, and are either accepted or rejected at the discretion of the Senior Leadership Team, the SENDCo and the school's Specialist Assessor.

For Year 12 and Year 13 students who have had SEND support, a Full Post-16 Diagnostic Assessment is necessary to apply for the Disabled Students' Allowance (DSA) at Universities and other Higher Education Institutions. This covers students with dyslexia, dyspraxia and other specific learning difficulties as well as physical and medical needs. It is not the responsibility of the school and must be organized and paid for privately. Details about how to arrange an assessment and apply for support can be found at: <https://www.gov.uk/disabled-students-allowances-dsas>

## Update for 2018

The Aylesbury Grammar School SEND Policy has two new appendices: Disability Plan and Word Processing Plan

**SEND training for teachers, the SENDCo, the Student Support Officer, the Student Support Assistant and the SEND Governor is on-going.**

**Awareness training/reminders** continue to be provided to all teachers on:

- the 2014 SEND Reforms and Code of Practice especially from a subject teacher perspective ie increased responsibility and accountability for all students in the classroom
- High Quality Personalised Teaching
- accessing information on the SEND Report, including Student Passports and Specialist Assessor Reports
- supporting the most common SENDs in the classroom with a Teacher Strategy Bank for reference
- their Safe Guarding responsibility with a focus on Mental Health and vulnerability of students with SEND or a Young Carer's role

## Update:

October 2017      Whole Staff Forum - Strategies to Help Students Learn More Effectively

June 2018        Whole Staff Training on Child Sexual Exploitation

October 2018    Whole Staff Forum – Supporting Students with Dyspraxia

Teacher feedback on training:

'Thanks for the training last night. It was really informative. I really liked the video with the students as it made it really relevant and personal and i could see how I was able to adapt my teaching to support.'

'Really informative, relaxed presentation'.

'Super session last week on dyspraxia - really interesting, thank you'.

November 2018    Staff Awareness Training on Hypermobility

**Enhanced training** has been provided to the SENDCo and Student Support Assistants on:

- Mental Health and Well Being in School
- Resilience (Young Minds)
- Raising Achievement for Students on the Autistic Spectrum (Creative Education)
- Adapting Environments with Regards to Sensory Differences (Autism Teaching Company)
- Running Social Groups (Autism Teaching Company)
- Recognising Attachment Needs (CAMHS)
- Supporting Anxiety (CAMHS)
- SEND Law Training (IPSEA)
  
- Anti-Bullying (Anti-Bullying Alliance)
- Supporting Students with Language comprehension Difficulties (Oxford Health NHS)
- Supporting Students with Social Communication Difficulties (Oxford Health NHS)
- Supporting Students with Low Mood (Oxford Health NHS)
- Supporting Students with Demand Avoidance Behaviour (Autism Teaching Company)
- Understanding Pathological Demand Avoidance (Autism Teaching Company)
- Maximising the Social and Educational Potential of Higher Achieving Pupils with Autism Spectrum Condition.

**Updates 2018:**

- Supporting Students with Low Mood (CAMHS)
- Self-Harm; for Parents and Carers (CAMHS)
- Supporting Young People with OCD (CAMHS)
- Examination Arrangements for SEND Students (Regional Training Agency)
- Deaf Awareness (Bucks Learning Trust)
- Examination s Access Training (RNIB)
- Practical Solutions for More Able Dyslexic Students (British Dyslexia Association)

**In addition, the SENDCo continues to:**

- sit on the SENDIAS (Special Educational Needs and Disabilities Information, Advice and Support Service) steering group
- attends the Bucks Well Being Forum Meetings
- meets regularly with the SENDCos from Sir Henry Floyd Grammar School, Aylesbury High School and other Grammar Schools in Bucks to share good practice

**and the Governor with responsibility for SEND continues to:**

- complete all SEND Governor training
- regularly attend reinforcement training and Governor forums associated with SEND
- meets termly with the SENDCo to discuss developments, success stories and plans for the Student Support Department
- attend the coffee mornings arranged for parents of students with SEND and feeds back at Governor Meetings
- drops in regularly to meet with students and observe life in the Department



## How do we know we are making a difference?

We know we are making a difference for our students with SEND when there is positive feedback from students, teachers and parents in some or all of the following five areas, depending on the individual profile of the student:

- participation
- academic achievement
- communication/interaction
- independent learning
- confidence and self-esteem

### Note

The focus on progress for students with SEND is not always the academic trajectory. Progress with social communication skills and mental well-being is often at the forefront of any support/intervention.

### Parent, Teacher and Student Feedback 2017

*'Thank you so much for supporting X and providing us with a most comprehensive report which has made very interesting reading. I am so pleased this report has highlighted the teaching methods which work well for X and I would only be too pleased if you would distribute this report to his teachers to aid his learning and further support his teaching. I have been really encouraged with the help you have given X and the open invitation for him to come and see you if he has any concerns.'* **(Year 10 Parent)**

*'Just wanted to take this opportunity to say thanks for all you help with X this year, it has been much appreciated. X doesn't normally tell me much about anything unless I push him, but he always says that the student support sessions are really good and lets me know when you've chatted about things and he really likes you. I think that they are a godsend. A welcome break from pressure to achieve like all of the others in class and also help with h/w and spelling etc. in a 1 to 1 setting. I don't think he realises how much pressure it's taken off him at school and at home but he certainly seems a lot more settled, happy and relaxed. I don't think there is any way he would have coped with 2 more subjects and the help he is getting from you is fantastic. The knock on effect is that I feel a lot less pressured too so thank you!!'* **(Year 8 Parent)**

*'Just to feedback on this morning's ASD coffee morning to say that once again I personally found the session really useful! X seems very determined to fit in at school and I therefore think he must be very controlled whilst there, as the ASD traits are becoming increasingly evident at home - which is now not an issue as I feel like we know what we are dealing with! Both mine and his father's relationships with X have improved with the new-found understanding we have, which is great. I have spoken to X about it, and let him take the lead from there. He doesn't want further discussion generally about it, but says that he's always known since early primary school that he's a bit different to others, and to his siblings - and on this basis I think he now has a reason for this, which is helpful to him and of course, to us. So, we fully appreciate that X's traits are mild in the big scheme of it, but they are significant at times at home, and so I'd just like to say a big thank you from us for your time and advice so far as it has helped us to better understand our son'* **(Year 10 Parent)**

*Hi there, I just wanted to say that I thought today's session was really great and I found it so good to talk to other mums with common traits and to share stories and examples of our sons, and at the same time to ask questions and to even share a giggle at the unusual situations we each find ourselves in, particularly when we pretty much all have other, non-ASD children to factor in! It was extremely supportive to me and I came away with renewed enthusiasm for accepting my son's oddities for what they are as clearly others experience the same - rather than sometimes challenging him about them, or worrying that we parents must be doing something wrong. Thank you so much for organising the session, and it would be great to do it again. The difference with this session was that we could all share informally, yet in privacy - and it was almost like I imagine what a help group must be like! (Year 10 Parent)*

*'We would particularly like to thank the SENDCo because her support to both our son and ourselves has been outstanding. X would never have got to the end of this sixth form without her constant support, time and advice. Having had years of no one listening to us she gave us that time and in just over a year X has been diagnosed with severe dyslexia and more recently autism. More importantly she went beyond seeing him as a child who was not making an effort in class, was disinterested and lacking concentration to discovering a highly intelligent, fascinating and amusing human being. We cannot thank her enough for this and she has had a huge positive impact on us all.*

*We know she will continue to make a difference to many other boys and their families.'* (Year 13 Parent)

*'... so thank you for supporting him to make it possible, in a way that didn't single him out'* (Year 7 Parent)

*'Since even before my first day of year seven SEND has been there for me. Be it conversation, a place to work, exam arrangements, leaving help, and even pulling a few strings now and then. You have made my time at this school so much easier and happier. Thank you.'* (Year 13 Student)

*'Have just finished looking through the SEND Department Information Folder. The drama department will continually dip in and out of in and out of this folder. It is an outstanding document and I am selling its virtues to all staff who reside in the staff room balcony. Thanks to you and your team for producing it.'* (AGS Teacher)

## **Parent, Teacher and Student Feedback 2018**

### **Student Feedback**

**The following comments were made by students at a forum to discuss the Student Support Department as part of the 2017-2018 Self-Evaluation process:**

Student Support is:

- a quiet place during break and lunchtime, or even anytime
- somewhere to talk and offload to someone you trust
- a place to do homework reducing the amount you have to do at home
- a space to meet with students from other years who like the same things as you
- a place to come first thing in the morning with helping to come into school
- a place to take myself away otherwise it would be overwhelming for me'
- a peaceful environment, there is no judgement, it is helpful, wi-fi is good, access to laptops, air conditioning, reassuring, someone to talk to, always something going on, not too loud, the silence doesn't press in, safe environment, like the gossip and seeing staff (!), helps with my stress levels, can do what you like within reason, feel welcome and the chairs are comfy
- 'where I come up regularly when things are really bad, this is vital for me as it makes me relaxed even when I don't want to be in school. This can be every day when I am not good. I like it because I can talk to Mrs Richards'

In addition, Student Support is:

- 'My safe place to be'
- 'takes the stress away from me'

And:

- 'I don't know where I would be without it. They have been so good to me and I can't describe how much it has helped having somewhere to go when I am feeling sad/upset/worried/anxious – sometimes it is the only reason I get to school knowing everything will be ok when I get there'

## **Parent Feedback**

Parent feedback on the Student Support Department is extremely positive and here are some examples of the messages we received:

'You and Michele (Smith) are the dream team, and what a difference it makes! I feel so relieved to suddenly have people who are not condescending, patronising or undermining, or worse ignoring what parents say, and so really make a difference in our lives! **(Year 7 Parent)**

'Love the Student Passport **(Year 7 Parent)**

'Thank you so much for all your support this year – we couldn't have asked for a better transition into AGS and it's all thanks to the Student Support staff. You have all made our son so welcome and shown both encouragement and patience. We are so grateful to you all. There is such a warm and supportive atmosphere in Student Support and we know our son feels very safe and accepted there. Thank you!' **(Year 8 Parent)**

'Thank you for getting him back to lessons, he would be really lost without you and really relies on you!' **(Year 8 Parent)**

'We would like to thank you from the bottom of our hearts for all our support and help during this very difficult school year' **(Year 8 Parent)**

'We are eternally grateful and privileged to have received your undue attention and support this year. Your understanding, patience, withholding judgement on matters others could not, reassured X in times of need. A pleasure to have known you and we shall always think of you with great fondness. The level of care you provide to children has been above and beyond our expectations, which we appreciate enormously and therefore depart with sadness' **(Year 8 parent/son moved on as journey too school was too much)**

'We could not have got through this year without you!' **(Year 9 Parent)**

'I don't know what we would have done without your support over the years. We will be forever grateful to you.' **(Year 13 Parent)**

## Teacher and Professional Feedback

- ‘Our boys feel safe and cared for every day and your team is a massive part of their lives at AGS. You should be so proud of the support you provide.’ **(Teacher)**
- Feedback from Gemma Adania (September 2018), Specialist Assessor:

*I have worked closely with Jane and the staff in Student Support over a number of years, and am consistently impressed with their professionalism, organisation and understanding of the students needs. In particular, amongst all the SENDCos I work with across county and beyond, Mrs Richard’s strong and positive relationships with staff, students and parents really stand out as making a difference to the effectiveness of the professional advice I provide. Because of these relationships, Jane and her team are able to create a nurturing and professional environment that fosters the independence, metacognitive skills and self-esteem strategies that are key to developing good learning in students with SpLD. Furthermore, Jane’s grasp and ability to efficiently complete the extensive paperwork demands (Annual Reviews, ECHP applications, Access Arrangements, referrals and managements of outside agency support such as SALT and OT) of the SENDCo job also ensure a department that runs effectively, and is able to deliver positive outcomes to pupils. I have worked with Jane and Dr Garot extensively on Exam Access Arrangements, as well as supporting Jane with EHCP work where appropriate, and she is invariably on top of paperwork, prompt in meeting challenging deadlines, and knowledgeable about current issues and changes in regulations. In summary, from a professional point of view, I am consistently confident that students under the care of Jane and her team are carefully assessed, well looked after and provided with the support they need to have the best chance to achieve and succeed.*

## Looking ahead, our three key SEND development priorities are:

- to carry out a whole school audit of SEND training requirements so CPD can be more targeted (this is based on Gareth Morewood’s ‘SEND Provision: a three-stage plan for school improvement’)
- to develop further the Student Passport so it includes information from the termly reviews enabling teachers to see how student progress, changes and developments
- to maintain the AGS Whole School Mental Health Strategy which includes our Peer Support Services (Year 12/13 students receive training from MindEd Bucks in order to carry out this role)

**If you have concerns regarding your son’s learning, development or Mental Health, contact initially his Form Tutor. The Head of Year will be alerted to your concerns. Alternatively, contact the SENDCo directly via email or phone.**

**e-mail:** [jrichards@ags.bucks.sch.uk](mailto:jrichards@ags.bucks.sch.uk)  
**phone:** (01296) 484545 (ext: 227)

## **Useful SEND Links for Parents and Students**

Special Needs Jungle

<https://www.specialneedsjungle.com/>

The National Autistic Society

<http://www.autism.org.uk>

The British Dyslexia Association

<http://www.bdadyslexia.org.uk>

The Dyspraxia Foundation

<http://www.dyspraxiafoundation.org.uk>

The National Attention Deficit Disorder Information and Support Service

<http://www.netdoctor.co.uk>

Time to Talk

[www.timetotalk.adviza.org.uk](http://www.timetotalk.adviza.org.uk)

Young Minds

[www.youngminds.org.uk](http://www.youngminds.org.uk)

Mind Ed

[www.minded.org.uk](http://www.minded.org.uk)

Understood

<http://www.understood.org>

IPSEA

<https://www.ipsea.org.uk/>

## **Local Support Services for Parents of Students with SEND**

Buckinghamshire Family Information Service

<http://www.bucksfamilyinfo.org/kb5/buckinghamshire/fsd/results.page?qt=SEND&term=&sorttype=relevance>

Buckinghamshire Special Educational Needs and Disabilities Service (SENDIAS)

<http://www.bucksfamilyinfo.org/kb5/buckinghamshire/fsd/organisation.page?record=FT8eL4fIH8>

## Appendix A: SEND Numbers at AGS 2017-2018

				Communication & Interaction			Cognition & Learning			Social, Emotional & Mental Health			Sensory & Physical		
	S/E	K	M	S/E	K	M	S/E	K	M	S/E	K	M	S/E	K	M
YEAR 7	0	6	5	0	4	0	0	0	3	0	2	1	0	0	2
YEAR 8	0	6	20	0	4	6	0	0	5	0	2	3	0	0	6
YEAR 9	0	4	19	0	1	2	0	2	10	0	1	3	0	0	4
YEAR 10	0	8	8	0	5	2	0	1	3	0	1	3	0	0	0
YEAR 11	0	4	15	0	1	3	0	2	8	0	1	1	0	0	3
YEAR 12	0	7	16	0	0	3	0	4	8	0	2	2	0	1	3
YEAR 13	0	7	17	0	1	3	0	5	11	0	1	2	1	1	1
TOTAL		38	100	0	16	19	0	14	48	0	10	15	0	2	19
% OF SCHOOL POPULATION (1304) TO 1DP	0	2.9	6.7	0.2	1	1.6	0	1.5	4.0	0	1.2	1.5	0.1	0.1	1.7

### Notes

- National data (eg RaiseOnLine) includes only **S/E** and **K** students.
- The number of **K** and **M** students is transient; whilst some students make progress and meet their targets, other students with needs are identified.
- Numbers for **S/E** and **K** students are in line with national data for grammar schools. If we include our **M** students, we are approximately in line with the national data for the percentage of the student population in a school with SEND ie 12.7%.

## Appendix B: Access Arrangement Numbers at AGS 2017-2018

Year Group	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	Yr13	Total
Extra Time	1	0	4	4	1	2	3	15
Laptop	1	0	5	3	4	2	13	36
Extra Time & Laptop	0	0	0	1	1	2	0	10
Supervised Rest Breaks	0	0	0	0	0	2	3	9
Smaller Venue due to SEMH	0	1	0	0	0	0	1	2
<b>Total</b>	<b>2</b>	<b>1</b>	<b>9</b>	<b>8</b>	<b>6</b>	<b>8</b>	<b>20</b>	<b>64</b>

\*= 4.9% of the school population