



Special Educational Needs and Disability (*SEND*) Information Report (2018-2019)

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Mrs Nicola Roberts	Student Health and Welfare Officer
Mrs Michele Smith	SEND Student and Family Support Consultant
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Mrs Sue Ainsworth	Exams Officer
Mr Adam Etchells	Link SEND Officer (<i>Local Authority</i>)
Mrs Kathryn Locker	Link Speech and Language Therapist
Ms Charlotte Goodreid	Link Occupational Therapist
Mrs Joanne Tomlins	Link CAMHS Worker
Ms Natalie McGourty	School Counsellor
Ms Sarah Bryant	School Counsellor
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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, Dyscalculia and Developmental Coordination Disorder - DCD)
3. **Social, Emotional and Mental Health Difficulties (SEMH)**
(eg Attention Deficit Disorder (ADD) and Attention Deficit Hyperactivity Disorder (ADHD), Anxiety, Depression, Self-Harm, Eating Disorder)
4. **Sensory and Physical Needs**
(eg Visual Impairment (VI), Hearing Impairment (HI), Physical Disabilities (PD), Medical Conditions such as Diabetes and Epilepsy)

These needs are supported by the **Student Support Department** or in the case of students with significant medical needs requiring an IHCP (*Individual Health Care Plan*), by the Student Health and Welfare Officer. Students identified with these needs are registered on the **SEND Report**.

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 (*EHCP*) are met

The SEND Report includes students with:

- a Statement of Special Educational Needs or an Education and Health Care Plan (*EHCP*) (Code: **E**)
- an identified learning difficulty, disability or medical condition significant enough to need provision **additional** to High Quality Personalised Teaching to support learning and development (Code: **K**)
- an identified learning difficulty or disability but needs can be met through High Quality Personalised Teaching (Code: **M**)

(see **Appendix A: SEND Numbers at AGS 2018-2019**)

Identification and Assess-Plan-Do-Review

A student is identified as having potential SEND using:

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

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 Speech and Language Therapist (*SALT*) and Occupational Therapist (*OT*).

Plan and Do

The SEND Code of Practice 2014 places the teacher at the centre of the day-to-day responsibility and progress of all students, including those with SEND, and so our first response is to ensure that the quality of the teaching in the classroom is right for the student.

Where a student continues to make little or no progress, despite High Quality Personalised Teaching, more targeted support and evidence-based interventions matched to the student's 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 students they teach, including those with SEND. Review of student progress is both qualitative and quantitative.

Where needs are significant and the 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 Plan (EHCP).

Exam Access Arrangements (EAAs)

In Year 9 or Year 10, students who have been identified with SEND are assessed to determine if they qualify for Exam Access Arrangements (EAAs), 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 Assessors.

All assessments used for EAAs give Standard Scores and to qualify for EAAs a student must have at least one score of **84 or under**. Once it has been confirmed that the student meets the criteria for EAAs, 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 EAA is the student's 'Normal Way of Working' (NWW) 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

Note

Privately commissioned reports with recommendations for EAAs or other interventions 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.

(See Appendix B: Access Arrangement Numbers at AGS 2018-2019)

For Students with SEND we offer:

- 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
- a chill room with beanbags, fiddle tools, relaxation tools and access to Chrome Books
- short and long-term support from the SENDCo, the Student Support Officer and the Student Support Assistant
- assessments and support from Specialist Assessors, link Speech and Language Therapist (SALT) and link Occupational Therapist (OT)
- support from Michele Smith (*Autism and Family Support Consultant*) responsible for Student Passports (SP) and supporting students with Communication and Interaction difficulties
- termly tracking of academic progress with consultation and intervention when there are concerns
- 'Time Out' and 'Front of Queue' cards
- 'Study Skills Workshops' to support organisation, note taking, revision and independent study
- on-line touch-typing practice sessions which can be accessed before school or at lunchtimes
- lunchtime and after school homework clubs
- in-house counselling
- meetings with the School Nurse
- support with Mental Health issues and referrals to Child and Adolescent Mental Health Services (CAMHS)

The Student Passport (SP)

The Student Passport:

- is a positive document
- is put together with input from **both** student and parents
- concentrates on what a student is already good at, what school and parents like and admire about him, areas he finds more challenging and aspects he would like to improve on
- includes a section which demonstrates to teachers when a student might be becoming anxious or worried, including things such as becoming withdrawn, fiddling with hands, rocking on chair etc.
- has as its biggest section '**How Teachers 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
- is reviewed and updated termly.

For teachers we provide:

- **annual CPD** on High Quality Personalised Teaching with a specific focus
(September 2018: Dyspraxia)
Teacher feedback includes:
'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.' (Business Studies Teacher)
'A really informative, relaxed presentation' (DT Teacher)
'Super session last week on dyspraxia - really interesting, thank you' (English Teacher)
- **a regularly updated SEND Report** including access to Student Passports (SPs) and Specialist Assessor Reports (SARs)
- **a Google Area on all things SEND** which includes a Strategy Bank on Supporting the Most Common SENDs

For parents of students with SEND we offer:

- **a direct line and email to the SENDCo:**
(01296) 484545 ext: 227/jrichards@agss.bucks.sch.uk
- **meetings with the Specialist Assessor and/or other professionals following assessment**
- **termly Coffee Mornings** sometimes led by a specialist and on a topic voted for by parents and sometimes on a less formal basis, where parents share personal stories on SEND, including Mental Health. Former students with SEND are invited back to share their journey.

Parent feedback includes:

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)

Thank you for today, It is amazing to hear how much each one of us is going through but also amazing to hear the happy endings to the most unlikely starts. The letter you read from your own son should be read in assembly ... it is really inspiring. (Year 7 parent)

- **a parenting WhatsApp group** for parents of students with SEND
- **a twitter feed @AGSSupport** listing SEND events, advice and links
- **advice for the Disabled Student's Allowance (DSA) for Higher Education**

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 (*SPs*) and Specialist Assessor Reports (*SARs*)
- supporting the most common SENDs in the classroom with a Teacher Strategy Bank on the Google area for SEND (*ASD, Dyslexia, Dyspraxia, ADHD, Sensory Processing, Executive Functioning*)
- their Safe Guarding responsibility with a focus on Mental Health and vulnerability of students with SEND

Enhanced training has been provided to the SENDCo, Student Support Officer and Student Support Assistant on:

- 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 Conditions
- 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*)
- Examinations 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 for parents*) steering group
- meets regularly with the SENDCos from Sir Henry Floyd Grammar School and Aylesbury High School 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

IMPORTANT: The focus on progress for students with SEND at AGS is not always the academic trajectory. Progress with communication/interaction and mental well-being is often at the forefront of any support/intervention. Quantitative data is as important as qualitative data and some progress cannot be captured in numbers. We work hard to acknowledge and celebrate student progress in areas of communication and well-being.

Parent Feedback

2016

Jane – you gained X's trust and Student Support became a safe haven where he could be himself and take time out. He could speak with you and laugh or rant. He felt you understood him and he holds you in such high regard. This care was exceptional ... and the school needs people like you who will fight the corner of those who appear to outwardly have no difficulties in school, but struggle every day even to turn up and be faced by people who don't get you and think you are a nuisance. This destroys self-esteem but you gave X his back. (Year 11 parent)

We would particularly like to thank Mrs Richards because her support to both X and ourselves has been outstanding. X would never have got to the end of his 6th 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 ASD. Mrs Richards went beyond seeing X as 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 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)

Student, Parent and Teacher Feedback

2017

We had a great Parents' Evening and it was clear some of the teachers were trying very hard to understand X and connect with him which reflects the impact of your support and training.

(Year 9 Parent)

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 which 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)

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 any 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)

Thank you for supporting X to make it possible in a way that didn't single him out.

(Year 7 Parent)

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)

2018

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:

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

And:

- *I don't know where I would be without them. 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

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.

(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 your 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)

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)

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, Jane'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. 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.

(Gemma Adania, Specialist Assessor)

Student Feedback includes:

Mrs Richards can relate and is very understanding

(Year 13)

Staff in Student Support do a fantastic job helping students on a personal level or advising on avenues of support

(Year 12)

Sometimes I feel overwhelmed by my emotions and Student Support is a nice place to go when this happens

(Year 12)

I can go to Student Support and I don't feel judged. I feel safe

(Year 7)

Every staff member in Student Support is legendary ... Please don't stop. It makes it so much easier for people to seek help with you if they know that you will be there no matter what.

(Year 9)

Parent Feedback includes:

We want to thank you again so much for all of your help with X. We are so grateful that you take our concerns with X and his condition seriously and that it is obvious to us that you care as deeply about his success as ourselves. As we have noted, X is extremely reluctant to discuss his schooling at home (he never mentioned his sessions with Michelle to us for instance) so we are very reliant upon your feedback about how he is progressing at school.

(Year 12 parent)

I don't know what we would have done without your support over the years. I will be forever grateful to you.

(Year 12 parent)

I could have hugged you all this morning. You were so supportive and patient, and it's such a relief to be surrounded by people who listen, and who get it. I'm so grateful to you all. Thank you.

(Year 8 parent)

Jane has always been amazingly helpful and supportive to X and ourselves and we have nothing but respect and great praise for what she has done.

(Year 11 parent)

It's such a relief that X is supported at school, he never had that at his last school. X is a very private boy but you have helped him so much and I thank you for that. Thank you so much for your understanding, I really appreciate it and I know X does too.

(Year 12 parent)

Thank you so much again for organising the Student Passport and for all the help Michele and your team give him - I know how much he values and needs his time in Student Support - it makes life a lot easier for him at school.

(Year 7 parent)

*My husband and I are very grateful for all the help X is receiving at school. Nothing was every highlighted at primary school, so although we were aware of some physical things he couldn't do as well as other children, the school would brush it off, saying he was fine. He is a very different boy this term, much more positive and less stressed and anxious about things. **I feel X is at the very best school for his needs, so thank you very much!***

(Year 9 parent)

Thank you for your ongoing help and support. X is so much happier with school now than he ever was in primary school as he knows he has such great support when he needs it.

(Year 8 parent)

Thank you so much for your time talking through SEND at AGS and listening to X's story. I was so impressed with what the school has to offer and in particular the student passports that you have developed, I think will be a super tool for both Harry and his teachers. I certainly feel much more confident that AGS is going to suit Harry.

(Parent of new student starting September 2019)

I cannot believe my son is accessing a full curriculum. I never thought we would get to this place. I can't imagine another place where he could have accessed such support. So thank you and we really appreciate the updates.

(Year 7 parent)

You cannot believe the relief I felt when you emailed me to learn that somewhere like AGS has a SENDCo!

(Year 7 parent)

Thank you - your support and kindness is really appreciated.

(Year 9 parent)

We are so grateful for everything you've done for X over the last year that we wondered if it would be possible to make a small donation to help your student support budget. It won't be a massive amount, but it may enable one or two students to access Michele (or similar) or let you buy some additional resources.

(Year 13 parent)

Considering all the help that you have given to both X and X during their time at the school, I was wondering if there was something I could donate that would particularly help you and your group to continue to support students who need an extra helping hand?

(Year 13 parent)

Thank you for all your time, patience and care, and everything you have done for X and our family.

(Year 13 parent)

I just wanted to express my thanks for the support you all gave leading up to and during X's trip to Germany. I appreciate it was an unusual situation with us wanting to come along and something you do not usually allow. The support you gave X before the trip (going through the itinerary and letting him look at the places he was due to visit on Google Maps) helped him massively.

(Year 8 parent)

Thank you to Jane, Michele and the team for all the amazing work you do at AGS for our boys.
(Year 9 parent)

The support and guidance which you give us all are a constant source of reassurance. Thank you SO much for all you do for X; for mopping him up and buoying him along and for always having time for me,
(Year 8 parent)

We want to thank you again so much for all of your help with X. We are so grateful that you take our concerns with X and his condition seriously and that it is obvious to us that you care as deeply about his success as ourselves.
(Year 12 parent)

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

I could have hugged you all this morning. You were so supportive and patient, and it's such a relief to be surrounded by people who listen, and who get it. I'm so grateful to you all. Thank you.
(Year 8 parent)

And thank you for your support. Harvey very much values the time he gets in student support. It has been a big help in getting him settled.
Thank you very much.
(Year 11 parent)

Teacher/Professional Feedback includes:

With the information I have on the students with SEND, I feel as if I know the students before I have even met them.
(Temporary teacher)

It was lovely to see you again this morning Jane and to present at the ASG SEND Coffee Morning. It is so obvious that you are delivering a sterling support service to your parents at the school.
(Bucks County Council/Bucks Family Information Service Outreach Worker)

Your work is so vital for young people and parents. AGS is lucky to have you.
(Business Support Officer LEAP)

What are our development priorities for 2019/2020?

- to respond to feedback, and set up training accordingly, from the whole school SEND Audit (July 2019)
- to further develop the Student Passport so it includes both broad outcomes (*not measurable*) and SMART outcomes (*measurable*)
- to maintain the AGS Whole School Mental Health Strategy which includes Peer Support Services (Year 12/13 students receive training from MindEd Bucks to carry out this role)

In addition, we are planning to:

- introduce Lego Therapy @ Key Stage 3
(Lego Therapy is a social development programme for children with ASD or other social communication difficulties. It has also been evidenced to help with Anxiety, Depression and/or Adjustment Disorder)
- offer increased support to Year 12/13 students who struggle with Social Communication and Interaction
- welcome a SEND trained dog *(owned by Gemma Adania our Specialist Assessor)* into the Department at least once a week

We want to achieve the best possible educational and other outcomes for our students with SEND. We want them to become confident individuals making a successful transition into adulthood living.

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
phone: (01296) 484545 (ext: 227)

Useful SEND Links for Parents and Students

The National Autistic Society

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

The Autism Toolbox

https://www.bucksfamilyinfo.org/kb5/buckinghamshire/fsd/advice.page?id=L_mxUn9WDWs.

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>

IPSEA

(Independent Provider of Special Education Advice)

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

Special Needs Jungle

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

SCOPE

(The disability equality charity in England and Wales)

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

KOOTH

(on-line counselling and well-being platform for young people)

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

SHOUT

(24/7 text service for anyone in a crisis)

www.giveusashout.org

YoungMinds

(Charity for young people's mental health with a helpline for parents)

<https://youngminds.org.uk>

The Samaritans

<https://www.samaritans.org/>

CALM

(Campaign Against Living Miserably with helpline)

<https://www.thecalmzone.net/>

Local Support Services for Parents of Students with SEND

BFIS (*Buckinghamshire Family Information Service*)

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

SENDIAS (*Buckinghamshire Special Educational Needs and Disabilities Service*)

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

Appendix A
SEND Numbers at AGS (2018-2019)

				<i>Communication & Interaction</i>			<i>Cognition & Learning</i>			<i>Social, Emotional & Mental Health</i>			<i>Sensory & Physical</i>		
	<i>S/E</i>	<i>K</i>	<i>M</i>	<i>S/E</i>	<i>K</i>	<i>M</i>	<i>S/E</i>	<i>K</i>	<i>M</i>	<i>S/E</i>	<i>K</i>	<i>M</i>	<i>S/E</i>	<i>K</i>	<i>M</i>
YEAR 7	0	6	14	0	1	2	0	2	0	0	2	4	0	1	8
YEAR 8	0	6	21	0	3	1	0	1	2	0	2	5	0	0	13
YEAR 9	1	7	20	1	2	3	0	2	4	0	3	5	0	0	8
YEAR 10	0	9	22	0	2	3	0	3	6	0	3	7	0	1	6
YEAR 11	0	4	24	0	1	5	0	3	5	0	0	7	0	0	7
YEAR 12	1	4	25	0	0	3	0	0	8	0	4	8	1	0	6
YEAR 13	0	3	25	0	1	2	0	1	7	0	1	8	0	0	8
TOTAL	2	39	151												
%OF SCHOOL POPULATION (1304) TO 1DP	0.2	3.0	11.6												

Notes

- National data 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 in line with national data for the percentage of the student population in a school with SEND.

Appendix B

Access Arrangement Numbers at AGS (2018-2019)

Year Group	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	Yr13	Total
Extra Time	2	2	0	3	6	6	8	26
Laptop	2	4	1	7	3	7	6	30
Extra Time & Laptop	2	0	3	6	1	0	2	14
Scribe	1	0	0	0	0	0	0	0
Supervised Rest Breaks	0	0	0	0	2	2	2	6
Smaller Venue	0	0	0	0	1	1	0	2
Total	7	6	4	16	13	16	18	80

