



# AYLESBURY GRAMMAR SCHOOL

*Founded 1598*

## SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) INFORMATION REPORT 2020

### Key Personnel:

Mrs Jane Richards	SENDCo and Additional Designated Safeguarding Lead <a href="mailto:jrichards@ags.bucks.sch.uk">jrichards@ags.bucks.sch.uk</a>
Mrs Lilla Venning	Deputy Head, Head of 6 <sup>th</sup> Form, Designated Safeguarding Lead and SEND advocate on the Senior Leadership Team
Mr Kevin Hardern	SEND Governor
Dr Catherine Garot	Student Support Officer and Additional Safeguarding Lead
Mrs Helen Keeping	Student Support Assistant
Mrs Nicola Roberts	Student Health and Welfare Officer
Mrs Michele Smith	SEND Student and Family Support Consultant
Mrs Rebecca Hogan	School Counsellor (Full-time)
Mrs Gemma Adania	Specialist Teacher and Assessor
Mrs Louise Green	Specialist Assessor
Mrs Sue Ainsworth	Exams Officer
Mr Adam Etchells Mr Christopher Derry Ms Elizabeth Martin	Link Education and Care Health Co-Ordinators (EHCCo) ( <i>Bucks Council</i> )
Mrs Jaki Stewart	Link Educational Psychologist (EP)
Ms Charlotte Goodreid/Ms Zoe Taylor	Link Occupational Therapist (OT)
Mrs Joanne Tomlins	Link CAMHS Worker
Ms Rebecca Huntington	Family Youth Worker with The Family Support Services

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 SEND 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**

*(e.g. Autism Spectrum Disorder (ASD) and Speech, Language and Communication Needs (SLCN))*

#### **2. Cognition and Learning**

*(e.g. Specific Learning Difficulties (SpLD) such as Dyslexia, Dyscalculia and Developmental Coordination Disorder - DCD)*

#### **3. Social, Emotional and Mental Health Difficulties (SEMH)**

*(e.g. Attention Deficit Disorder (ADD) and Attention Deficit Hyperactivity Disorder (ADHD), Anxiety, Depression, Self-Harm, Eating Disorder)*

#### **4. Sensory and Physical Needs**

*(e.g. 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**.

### **Student Support Department at AGS**

The Student Support Department is located opposite the 6th Form Study Centre and is staffed daily between 08.00-17.00. The Department supports all students presenting with SEND (Autism, ADHD, Dyslexia, Dyspraxia, Anxiety and other Mental Health issues etc) and this includes those on an EHC Plan, those formally diagnosed with no plan as well as those who present with traits of SEND but do not have a formal diagnosis.

The Department is led by **Mrs Richards** (*SENDCo*), supported by **Dr Catherine Garot** (*Student Support Officer*), **Mrs Helen Keeping** (*Student Support Assistant*) **Michele Smith** (*SEND Student and Family Support Specialist*), **Rebecca Dines** (*Full-time School Counsellor*) and **Gemma Adania** (*Specialist Assessor for Specific Learning Difficulties*).

**Michele Smith** specialises in Autism and ADHD. She works with parents and students and is responsible for producing our Student Passports, a document providing teachers with lots of information about the student and strategies to support them. The passport is reviewed termly and updated accordingly. Michele works closely with all Heads of Year and is the teacher's go to for how to support individual students presenting with

SEND. Michele's work also includes supporting students with social communication skills (Years 7-13) and SEND support for university (parents and students).

**Rebecca Dines** is an experienced full-time counsellor who works 1-1 with students across all year groups. These are students who require a higher level of support than that offered by the Form Tutor, Head of Year or Student Support.

**Gemma Adania** provides the school, student and parents with a Specialist Assessor Report detailing the outcomes of her assessment(s) and recommendations for support. Gemma Adania confirms Specific Learning Difficulties and is qualified to make recommendations for Exam Access Arrangements such as Extra Time. Student Support is an area frequently accessed by students needing a quiet and calm place away from the noisy school environment. This is often a crucial decompression time for some students. In addition to the main area of the Department, there is a 'chill room' where students meet at break and lunch to eat and socialise. Some of these students are on reduced timetables to help manage the fatigue they experience from the sensory overload of school and a five-period school day. Some have Time Out Cards which allow them to leave the classroom when they are experiencing high levels of anxiety and/or sensory overload.

### **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 as full a curriculum as possible and achieve the best possible outcomes
- 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, employment and adulthood
- 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 2020**)

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

A student is identified as having potential SEND using:

AGSStudentSupport

- 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*), Occupational Therapist (*OT*) and where relevant, Educational Psychologist

### **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 Quality First 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 (EAA)

In Year 9 or Year 10, students who have been identified with SEND are assessed to determine if they qualify for Exam Access Arrangements (EAA), such as Extra Time or the use of a Word Processor. These assessments are a combination of in-house assessments and more formal assessments by our Specialist Assessors.

All assessments used for EAA give Standard Scores (SS) and to qualify for EAA a student must have at least one score of **84 or under**. Once it has been confirmed that the student meets the criteria for EAA, as set by the **Joint Council for Qualifications (JCQ)** (<https://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/regulations-and-guidance/>) 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)  
i.e. 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 EAA or other interventions will only be considered by the school if the SENDCo has been contacted by the Assessor ahead of the assessment and been requested to complete Part 1 of Form 8.

**(See Appendix B: Access Arrangement Numbers at AGS 2020)**

### For Students with SEND we offer:

- a robust and enhanced transition programme from primary school to Year 7
- 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, referrals to link Speech and Language Therapist (SALT), link Occupational Therapist (OT) and link Educational Psychologist (EP)
- support from Michele Smith (*Student and Family Support Consultant*) responsible for **Student Passports (SP)** and supporting students with Communication and Interaction difficulties which includes **Lego Therapy (Key Stage 3)** and **Effective Communication Skills Workshops (Years 12 and 13)**
- 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 from Rebecca Dines, our newly appointed full-time counsellor
- meetings with the School Nurse

- support with Mental Health issues and referrals to Child and Adolescent Mental Health Services (CAMHS)

### ***The Student Passport (SP)***

- 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 (or more regularly depending on the student)
- is easily adapted to the Bucks SEN Support Template and provides relevant information for applications for assessments for ASD or ADHD and EHCP Needs Assessments

***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.

***Effective Communication Skills Workshops*** are designed to support students who wish to improve their communication skills for current and future situations such as school, job interviews and university; the focus is on identifying and responding to both verbal and non-verbal communication cues including how to be an effective listener and gives examples of a variety of scenarios. Sessions are run weekly in small groups and are informal and relaxed. They include short clips to watch and discuss, discussion points, feedback and small tasks related to the session to try out. Topics areas include:

- conversational skills such as starting a conversation, two-way conversations, developing conversation, entering and exiting a conversation
- effective listening
- electronic communication
- appropriate use of humour
- get togethers
- good sportsmanship
- managing rejection including teasing, embarrassing feedback, bullying and bad reputations
- handling disagreements
- rumours and gossip

### **For Teachers we provide:**

- a regularly updated SEND Report and guidance for accessing information here
- updates on individual students, assessments they are having with outcomes and advice as to how they can be supported in the classroom
- annual CPD with a specific SEND focus

**2015: Quality First Teaching (Gemma Adania)**

**2016: Supporting Students with ASD (Michele Smith/Jane Richards)**

**2017: Understanding Children with Learning Difficulties and Helping Students Access Learning More Effectively (Michele Smith/Richards)**

**2018: Developmental Co-ordination Disorder (DCD)/Dyspraxia (Michele Smith/Jane Richards)**

**2019: Autism, Low Arousal and Emotional Regulation (Gareth Morewood)**

**2020: Understanding Attention Deficit Disorder (ADHD) (On-line Learning Package from Michele Smith)**

- ongoing reminders, information and advice about:
  - Quality First Teaching and supporting the most common SEND (*ASD/Dyslexia/Dyspraxia/ADHD/Sensory Processing/Executive Functioning*)
  - the 2014 SEND Reforms and Code of Practice especially from a subject teacher perspective (i.e. increased responsibility and accountability for all students in the classroom)
  - the Safe Guarding responsibility of teachers with a focus on Mental Health and vulnerability of students with SEND

**For Parents of Students with SEND we offer:**

- a **direct line and email to the SENDCo:**  
(01296) 484545 ext: 227/[jrichards@ags.bucks.sch.uk](mailto:jrichards@ags.bucks.sch.uk)
- **meetings with the relevant professionals** supporting the student
- 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.

'In today's SEND Coffee Morning, I did an informal audit to gauge some views from parents re how students are supported. Comments included:

- AGS has been a magic wand for A.
- Mr S knew H's needs – he had read the Student Passport.
- Mr J is so accommodating.
- Mr M has gone above and beyond with S.
- Mr Travers gets him and knows his Student Passport.
- Mr G never makes H write down all the information in the lesson and provides him with a summary sheet.
- Drama could not have been more accommodating.
- My other son's school is fed up of me saying: 'But at AGS, Student Support does this and this.... Why can't you?'  
(SENDCo, 18.12.2019)

'It has been great being part of such an amazing group – a real inspiration' (Year 8 Parent 2020)

- a **parenting WhatsApp group**

'I love this little online community' (Year 9 Parent 2019)

- a **twitter feed @AGSSupport** listing SEND events, advice and links
- **advice for the Disabled Student's Allowance (DSA) for Higher Education**, including a question/answer session each Autumn Term

**Feedback from Year 8 Parent 2020**

'I just wanted to pass on my gratitude for the student support staff, Michele and Mrs Richards. The care and support they have shown not only my son but also to us as a family has been outstanding and a little overwhelming. To know our son has such a level of genuine care and support is something we could have only wished for. They have contacted him and myself regularly and have also left the door permanently open for him/us to contact them. I'm not sure how we will show our gratitude but this is a start.'

**For all Members of the Student Support Department, there is ongoing enhanced Training on all Aspects of SEND.**

### **The SENDCo:**

- meets regularly with the SENDCos from the two local grammar schools (Sir Henry Floyd Grammar School and Aylesbury High School) to share good practice
- attends the Bucks SENDCo Grammar School Liaison Meetings led by Gareth Cadman (SENDCo @ Dr Challoner's Grammar School)

### **The Governor with Responsibility for SEND continues to:**

- complete all SEND Governor training
- regularly attends 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

### **And 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.

**(See Appendix C: Student, Parent and Teacher Feedback)**

### **So, what are our Development Priorities for 2020?**

#### **COVID-19**

- to complete **Risk Assessment and Management Procedures and Curriculum Contingency Plans (for Tier 2)** for Student Support from September 2020
- to ensure **robust transition plans** are in place to support existing and new students with SEND into school September 2020

#### **BAME Students with SEND**

- to review how it ensures BAME students with SEND (including Mental Health struggles) are supported and represented

#### **SEND CODE OF PRACTICE 2014**

- to **maintain our response to the SEND Code of Practice 2014** which is:
  - to support Quality First Teaching

- to ensure teachers know the barriers to learning of students and how to support these
- to engage with parents and carers ensuring the student is at the centre of all planning
- to ensure CPD for supporting SEND is part of a whole school approach (teachers to be introduced to Bitesize CPD in addition to annual SEND CPD)

## MENTAL HEALTH

- to **appoint a full-time counsellor (started September 2020)** and to continue to play a significant role in the implementation of the AGS Whole School Mental Health Strategy, including the Peer Support Service (*led by MindEd*)
- to **consider how Covid-19 is affecting the Mental Health of Young People in the BAME Community**

## And finally, what is new from Bucks Council and SEND in September 2020?

- we now have allocated **Education and Health Care Co-Ordinators (EHCCo)** who offer drop in sessions to discuss issues relating to meeting the needs of children with an EHCP or for whom EHCP Needs Assessment is sought
- we have a **link Education Psychologist (EP)** who from September 2020 offers half-termly group supervision sessions with other schools in our cluster group; here individual students can be discussed anonymously
- we have a **link Occupational Therapist** who offers 2 hours of support per term where individual students can be discussed anonymously; no paperwork is required but support is provided from the OT with writing advice directly onto a student's Support Plan enabling school to monitor effectiveness of intervention
- the **Specialist Teaching Services** now offer regular Advice Sessions; each session is 30 minutes and provides support on an individual student or a school setting
- we have a **link school worker from the Buckinghamshire Family Support Service\*** who offers informal support, guidance and signposting to support the children and families of our school community
- The **Buckinghamshire Family Support Service** provides a wide range of support to children, young people and families in Buckinghamshire. In Aylesbury, we offer **Drop-In support for Families at South Court Family Centre** which is located on the site of Aylesbury College and UTC (at the back of the rear car park). The drop-in is available from Monday to Friday, from 9am to 5pm and can be accessed by families or professionals who may want some immediate support, guidance or signposting. We also have a specific **Youth Drop-in for Young People of Secondary School Age** on Thursdays from 3.30pm to 5.30pm. This is where they can access support with a range of issues including health and wellbeing related issues, school related issues, relationships and employability.

Each school in Buckinghamshire has a **school link worker** from the Family Support Service

- **'Walking with You' – a Parent Support Group for Students with Complex Needs and Challenging Behaviour \*\*** (*set up by Barnardo's Bucks CAMHs & Oxford Health NHS Foundation Trust*) where parents can talk freely among people who are walking the same path; there is no judgment, it is completely confidential and open to anyone who is supporting a child/young person experiencing difficulties up to the age of 25 (you do not need to have a child/young person under CAMHS to join the group)

**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 child'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.

[jrichards@ags.bucks.sch.uk](mailto:jrichards@ags.bucks.sch.uk)

(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](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](http://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 (2020)**

				<i>Communication &amp; Interaction</i>			<i>Cognition &amp; Learning</i>			<i>Social, Emotional &amp; Mental Health</i>			<i>Sensory &amp; 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>
<b>YEAR 7</b>	0	2	13	0	1	5	0	1	3	0	0	4	0	0	3
<b>YEAR 8</b>	0	9	7	0	6	1	0	2	2	0	1	5	0	0	2
<b>YEAR 9</b>	1	7	13	1	3	2	0	4	1	0	0	5	0	0	6
<b>YEAR 10</b>	1	4	27	0	3	4	0	1	6	0	0	7	0	0	12
<b>YEAR 11</b>	0	9	27	0	3	5	0	3	6	0	2	7	0	1	7
<b>YEAR 12</b>	0	13	23	0	2	3	0	9	7	0	1	3	0	1	10
<b>YEAR 13</b>	0	20	19	0	6	2	0	14	5	0	0	3	0	0	9
<b>TOTAL</b>	2	64	129												
<b>%OF SCHOOL POPULATION (1304) TO 1DP</b>	0.2	4.9	9.9												

## 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 (2020)

<b>Year Group</b>	<b>Yr7</b>	<b>Yr8</b>	<b>Yr9</b>	<b>Yr10</b>	<b>Yr11</b>	<b>Yr12</b>	<b>Yr13</b>	<b>Total</b>
<b>Extra Time</b>	1	1	2	3	2	4	7	<b>20</b>
<b>Laptop</b>	1	1	1	6	2	8	6	<b>25</b>
<b>Extra Time &amp; Laptop</b>	0	0	3	0	1	8	5	<b>17</b>
<b>Scribe</b>	0	0	0	0	2	2	2	<b>6</b>
<b>Supervised Rest Breaks</b>	0	0	0	0	2	2	2	<b>6</b>
<b>Smaller Venue</b>	0	0	0	0	1	1	0	<b>2</b>
<b>Total</b>	<b>2</b>	<b>2</b>	<b>7</b>	<b>9</b>	<b>8</b>	<b>23</b>	<b>20</b>	<b>71</b>

## **Appendix C: Feedback**

**2020**

### **Year 13 Parent (August 2020)**

*Dear Jane and Michele,*

*We would all like to let you know that even with the algorithm allocated grades X was accepted at the University of Leeds for his insurance offer! This definitely helped to reduce the stress and tension on results day for everyone.*

*X is now looking forward to moving on to university life, and we have had good, positive contact with the university disability services team at Leeds who seem very keen to help X with his transition to the next phase of his life. He will have specialist mentoring and study skills support as well as his learning assistance equipment from his DSA assessment.*

*We would not have got this far without all of your wonderful help and assistance in looking after X during his time at AGS and helping us prepare for the rigours of the DSA and university application progress and letting us know what to expect from the various stages. We will always be very grateful for everything you have done for us, being there when we have had any sort of question and making sure that X had a supportive learning environment.*

*We wish you both all the best wishes for the future, and one again, thank you so much for all your kind help!*

### **Year 12 Parent (July 2020)**

*Mrs Richards, thank you for your wise counsel and the fact that I know he feels he can talk openly with you - even when he doesn't want to share things with us and that is so reassuring for us.*

### **Year 10 Parent (July 2020)**

*I just wanted to say a big thanks for your support and help over the past few months, it has been really invaluable to both my son and me.*

### **Year 7 Parent (June 2020)**

*Thank you very much for all you have done for X this year. Coming to Student Support at break and lunchtimes was a great help for him. He may need to do that again next year, as he has to readjust to life back at school, especially the social side of it. It has been wonderful to know that he has had you, Mr Sloan and Michele looking out for him this year. I really appreciate that. It was a weight off my mind, when I began to see that he had all that support and understanding at school.*

### **Year 7 Parent (June 2020)**

*Hi Jane*

*Thank you for liaising with Mr Sloan about X this week and mentioning about having a video chat with Michele. She was really lovely yesterday and very helpful. She was very open about her own children's needs and her family, and she made me feel a lot more positive, as well as making me think about whether we go down the road of seeking a diagnosis in a few years' time, if we feel it would benefit X. I really appreciated it. Also, I hope it didn't seem like I was having a right moan about Google Meets etc. in my email to you and Mr Sloan. It wasn't meant like that at all, but sometimes when you are writing it's hard to put across the spirit of what you mean. I think other people may be having the same problems too, or will do, when they return to work. And then, of course, Mr Sloan had to inform me that X had been having private chats about Star Wars*

*and distracting people in his Google Meet that day - typical! I think Mr Sloan has been wonderful for X this year, so I was embarrassed about that. I only wish X could keep him as tutor until he leaves!*

*Michele's planner idea is so simple, but what a great idea. I have to use a weekly planner on my fridge, as well as my monthly calendar, Google calendar and daily to do list! I have printed a few off, ready for trial next week. And I have mentioned the idea to friends with children at other schools, who are also concerned about their children now working well when the parents return to work in their respective schools.*

*Mr Sloan mentioned X could come in on a Wednesday when you are in. If he needs to come in that will be fab. I know you will be really good with him. He is not keen to be in as a keyworker child, however, so it will be a last resort, although X did say to me that generally it would almost be better to me in school, than lockdown, as he thinks he has more work and there is nothing to do, so it's really boring.*

*Take care and have a nice weekend. And thanks to you, Mr Sloan and Michelle for all the support you have been giving to X this year.*

### **Year 13 Parent (May 2020)**

*Hi Michele,*

*We wouldn't have got this far without all the help from you and Jane to help us through everything! We'll make sure to keep you updated with X's progress, and how he gets on at university (fingers crossed!)*

### **Year 8 Parent (May 2020)**

*Many thanks for the time, thought and effort put into this response. I'm so so privileged to have you for both of us (little cry). Hope you are all well.*

### **Year 7 Parent (May 2020)**

*I just wanted to pass on my gratitude for the student support staff, Michele and Mrs Richards. The care and support they have shown not only my son but also to us as a family has been outstanding and a little overwhelming, to know X has that level of genuine care and support is something we could have only wished for. They have contacted him and myself regularly and have also left the door permanently open for him/us to contact them, I'm not sure how we will show our gratitude but this is a start. I won't waffle on although I could as your staff are amazing.*

### **Year 7 Parent (April 2020)**

*Dear Jane*

*I hope you and your family are staying well and coping with the current restrictions. I just wanted to say how pleased we are with X's end of term report - all of his attitude and homework grades are either O or G, even in the subjects he does not enjoy as much - we are really proud of him and how well he has worked this term. A huge element of his progress this term is down to the fantastic support he receives from you, the rest of the Student Support team and the other boys in Student Support - so I wanted to say thank you.*

### **Year 13 Student (March 2020)**

*Thank you for all your help. You helped me through some really difficult times. I don't think people are always aware of how helpful and important the work you do up here is.*

*I know how busy you all are, but you always find time to see me and advise me. I am eternally grateful.*

### **Year 7 Parent (March 2020)**

*Dear Jane*

*I just wanted to say thank you for everything you have done for X this year.*

*Having you, Michele, and Student Support as a safe place to go to, has been a massive help for X and it has enabled him to settle in to his new school life. What a shame that is now all changing! X is happy at school and when I asked how he felt about school closing he said he didn't want the schools to close. I think he had just begun, over the last few weeks, to gain confidence socially within his form, and when he came out of*

school each day he would tell me that he had played Manhunt (named Curryhunt in his form!) at lunchtime, which I was really pleased to hear about. He seemed happy when he came out of school and the school seems to have been very supportive to him.

I have also emailed Mr Sloan, as I think he has been wonderful for X, and I only wish he could go up with them as their form tutor, and Mrs Wilkinson, who teaches him Food Tech. Mr Skinner is apparently very popular with X as well. X has been very fortunate to end up at AGS in such a supportive school community. I am so grateful for that. Your SEN coffee morning was really useful to me too, as I could meet a few other mums and now I am on that WhatsApp group I can see what other people with similar children are feeling and how they are coping or what everyone finds hard and it is a really nice, supportive and open group.

So, I wish you all the best for the weeks and months ahead. I think the prospect of spending so much time cooped up with our loved ones and trying to help them to keep studying or educate them ourselves, is why the nation is now stockpiling alcohol! I hope your family stay well and enjoy some good times together. I know I have always felt like I was running around like a headless chicken and would get stressed trying to get everything done, so maybe now I will be more tolerant - or maybe I won't!

### **Year 7 Parent (Feb 2020)**

Hi Jane

Thank you so much for the catch up you and Mrs Lillywhite had with X on Wednesday.

He hasn't told me the details (absolutely fine and not unusual!) but he seems much more content and happier in himself when he comes home and into the evening.

I really appreciate the support and peace of mind you have both brought to Samuel and myself. Please pass on my thanks to Mrs Lillywhite too.

### **Year 7 Parent (February 2020)**

Hi Mrs Richards

Hope you enjoyed the half-term break.

X has always been partial to cake and was delighted to tell us that student support was inviting the boys to bring cakes in on Mondays. I think it is a great idea and helps to strengthen the friendships between the boys who come up to student support.

We treated the cake as a food tech exercise and put X in charge of the whole thing - the result was definitely impressive. We were rather glad that the cake was smaller than the container so that some had to be sliced off and eaten at home. I hope that there were enough cakes for the staff to also have some.

Thank you for your assistance in identifying a room the X boys could use at lunchtime yesterday. A combination of Warhammer and cakes means that X starts each week very willing to go to school, which certainly helps us at home.

### **Teacher feedback on 2020 Training on ADHD:**

'Really well explained and simple to understand terms'

'I loved having the students' perspective and their experience of being in school with ADHD'

## **2019**

### **Year 7 Parent (December 2019)**

I also just want to say a big thank you for giving him access to student support. He was full of beans explaining this to me 😊 so I think he'll really appreciate it.

### **Year 12 Parent (December 2019)**

Thank you for all your hard work and the amazing support you give to the boys.

**Year 7 Parent (December 2019)**

*Thank you for all you do to support him and ensure that his first term at AGS has been enjoyable.*

**WhatsApp Group (Dec 2019)**

*SEND WhatsApp Group (parents) is becoming an increasing source of parents sharing information and seeking advice –*

*'It was really good to meet you all and reassuring to hear your experiences and about your boys too. I won't usually be able to come, so thank you very much for adding me to this group'*

**Year 8 Parent (Dec 2019)**

*X went through primary school not having his efforts acknowledged as it seemed they only praised attainment and now he's being noticed for hard work, manners etc. AGS is super.*

**Feedback from Year 7 Parent Meeting**

*Student Support is amazing - it is exceptional. We need to sell it more.*

**Year 12 Parent (November 2019)**

*At this point we, as a family, would like to thank the school, Ms Treherne and the Student Support Group for the pastoral care that has been continuously provided to our son. X has mentioned that he finds comfort and grounding when he is at the Student Support Centre. Thank you so much for your support and for future guidance as he works his way through his Sixth Form and a more balanced future.*

**Year 10 Parent (October 2019)**

*Thank you to Jane, Michele and the team for all the amazing work you do @ AGS for our boys.*

**Year 8 Parent (October 2019)**

*One of the reasons we chose AGS was Jane and her team.*

**Year 13 Parent (October 2019)**

*On World Mental Health Day, I just wanted to say thank you to Jane and Michele for the amazing job they do to support our boys (and us). The support we received from school far surpassed anything from CAMHS and made such a difference to X.*

**Year 10 Parent (October 2019)**

*Thank you, Jane. We are pleased with how much less stressful school seems to be for X at the moment and this is certainly in large part due to the support he knows is there for him.*

**Year 7 Parent (October 2019)**

*Hi Jane*

*Thank you for the Student Passport for X that you showed me on Thursday. I can tell that you and the other lady you mentioned (sorry, I have forgotten her name) have spent time and effort getting to know X. I really appreciate that and think this document will definitely help him. Will all the teachers see it?*

*I absolutely agree with everything that is on there. I didn't know X was so aware of some of these things though, and I didn't know some aspects, such as why he is not always keen to work in a bigger group either, so it was very interesting reading for me! I would add that where he has mentioned bright lights in classrooms, he has also struggled with sitting in natural sunlight and likes to wear a cap to keep the sun out of his eyes in summer, and also not to sit in bright beams of sunlight in class/P.E. He has often come home complaining of headaches from the sun before and seems particularly sensitive to light. Thank you for looking after X and*

*providing such a nice safe environment in Student Support for these children. It is very reassuring for students and parents to know that they can go there and that you and your colleagues are looking out for them. Have a lovely half-term.*

**Gemma Adania (October 2019)**

*Jane– by some way you are the best organised, most knowledgeable and most thoroughly competent team I work with, so whilst I can't pretend that I don't feel badly about not being able to offer you so much time, I also feel that you will actually manage just fine.*

**(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 are 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 Y 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)**

*And thank you for your support. X very much values the time he gets in student support. It has been a big help in getting him settled.*

*Thank you very much.*

**(Temporary teacher)**

*With the information I have on the students with SEND, I feel as if I know the students before I have even met them.*

**(Bucks County Council/Bucks Family Information Service Outreach Worker)**

*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.*

**(Business Support Officer LEAP)**

*Your work is so vital for young people and parents. AGS is lucky to have you.*

**(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 X and his teachers. I certainly feel much more confident that AGS is going to suit X.*

**(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 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 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 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 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 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 9)**

*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 13 student)**

*Mrs Richards can relate and is very understanding*

**(Year 12 student)**

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

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

**(Year 12 student)**

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

**(Year 7 student)**

*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.*

**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)**

*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*

**(Gemma Adania, 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, 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.*

**Teacher feedback on Dyspraxia 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.'

'A really informative, relaxed presentation'

'Super session last week on dyspraxia - really interesting, thank you' **2017**

**(Year 9 Parent)**

*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 8 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.*

*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 10 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 13 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 7 Parent)**

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

**(AGS Teacher)**

*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.*

**2016**

**(Year 11 parent)**

*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 13 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 6<sup>th</sup> 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 any 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.*