



AYLESBURY
GRAMMAR SCHOOL
Founded 1598

SPECIAL EDUCATIONAL NEEDS AND DISABILITY INFORMATION REPORT

2022/23

'Inclusion lies at the heart of the School's philosophy'
(Quality Assurance Review, Challenge Partners, December 2021)

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I. Personnel

Name	Role
Jane Richards	SENDCo Deputy Designated Safeguarding Lead Mental Health Lead jrichards@ags.bucks.sch.uk
Lilla Venning	Deputy Head/Head of 6 th Form Designated Safeguarding Lead SLT SEND Advocate pvenning@ags.bucks.sch.uk
Kevin Hardern	SEND Governor khardern@ags.bucks.sch.uk
Catherine Garot	Student Support Officer/Safeguarding Administrator cgarot@ags.bucks.sch.uk
Emily Millar	Assistant Student Support Lead emillar@ags.bucks.sch.uk
Macy Brooks	Student Support Assistant (Fulltime) mbrooks@ags.bucks.sch.uk
Rebekah McLaren	Student Support Assistant/Cover Supervisor (for x5 hours per week) rmclaren@ags.bucks.sch.uk
Rebecca Hogan	School Counsellor (Fulltime) rhogan@ags.bucks.sch.uk
Nicola Roberts	Student Health and Welfare Officer/Additional Safeguarding Lead nroberts@ags.bucks.sch.uk
Gemma Adania	Specialist Assessor for Exam Access Arrangements gadania@gcalss.co.uk
Helen Maltby	Exams Officer hmaltby@ags.bucks.sch.uk
Jess Evett	Education, Health and Care Co-Ordinator (EHCCo @ Bucks Council) Jess.Evett@buckinghamshire.gov.uk
Kim Ramos	Link Family Youth Worker (Family Support Services) Kim.Ramos@buckinghamshire.gov.uk



2. Acronyms

Abbreviation	Explanation
ADD	Attention Deficit Disorder
ADHD	Attention Deficit Hyperactivity Disorder
ASC/ASD	Autism Spectrum Condition/Autism Spectrum Disorder
CVD	Colour Vision Deficiency
DCD	Developmental Co-ordination Disorder (<i>aka Dyspraxia</i>)
DSA	Disabled Student Allowance
DSL	Designated Safeguarding Lead
EAA	Exam Access Arrangements
EBSA	Emotional Based School Avoidance
ED	Eating Disorder
EHCP	Education and Health Care Plan
EFD	Executive Functioning Difficulties
EOTAS	Education Other Than at School
ET	Extra Time
FOQP/TOC	Front of Queue Pass/Time Out Card
HI	Hearing Impairment
HQT	High Quality Teaching
IHCP	Individual Health Care Plan
JCQ	Joint Council for Qualifications
LT	Laptop
MH	Mental Health
MED	Medical (<i>eg Diabetes, Epilepsy</i>)
NWW	Normal Way of Working
OAP	Ordinarily Available Provision
RB	Rest Breaks
SAR	Specialist Assessor Report
SEMH	Social, Emotional and Mental Health
SEND	Special Educational Needs and Disability
SENDCo	Special Educational Needs and Disability Co-Ordinator
SEN Support	Assess, Plan, Do and Review
SHWO	Student Health and Welfare Officer
SS	Student Support
SSA	Student Support Assistant
SSO	Student Support Officer
SLCN	Speech, Language and Communication Needs
SpLD	Specific Learning Difficulty (<i>eg Dyslexia</i>)
SP	Student Passport
VI	Visual Impairment
WP	Word Processor

3. SEND Explained

At Aylesbury Grammar School, we use the definition of SEND from the [SEND Code of Practice: 0-25 Years](#). This means which a student has special educational if they have a learning difficulty or disability which calls for special educational provision. A learning difficulty or disability is a significantly greater difficulty in learning than most others the same age and special educational provision means provision that is **additional to, or different from**, that made for others of the same age in the same mainstream setting.

Many children and young people who have SEND may also have a disability under the Equality Act 2010: ‘... 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 considered under the following four broad areas:

Communication and Interaction

eg Autism Spectrum Disorder

Cognition and Learning

eg Specific Learning Difficulties such as Dyslexia, Dyscalculia and Developmental Coordination Disorder

Social, Emotional and Mental Health Difficulties

eg Attention Deficit Disorder and Attention Deficit Hyperactivity Disorder, Anxiety, Depression, Self-Harm

Sensory and Physical Needs

eg Visual Impairment, Hearing Impairment, Physical Disabilities, Diabetes and Epilepsy

Students identified with these needs are supported by the Student Support Department and are registered on the SEND Report. Students with significant medical needs who require an Individual Health Care Plan (IHCP) are supported by the Student Health and Welfare Officer.

4. Student Support Department

The student Support Department is led by **Jane Richards** (SENDCo), supported by **Catherine Garot** (Student Support Officer), **Macy Brooks** and **Rebekah McLaren** (Student Support Assistants), **Emily Millar** (Assistant Student Support Lead), **Rebecca (Becky) Hogan** (Full-time Lead Counsellor) and **Gemma Adania** (Specialist Assessor for Exam Access Arrangements).

The Department is located opposite the 6th Form Study Centre and is staffed daily between 08.00-17.00. It is an area frequently accessed by students needing a quiet and calm place away from the noisy school environment. In addition to the main area of the Department where students can work independently, there is also a ‘chill room’, a popular venue for younger students to meet with likeminded students. **All** students are welcome to use this room as a calming space.

The Department supports students presenting with SEND (*Autism, ADHD, Dyslexia, Dyspraxia, Anxiety and other Mental Health issues*) and this includes those on an Education and Health Care Plan, those formally diagnosed with no plan as well as those who present with traits of SEND but do not have a formal diagnosis. Our provision is needs based (*not led by diagnosis*) and is guided by the expectations and strategies from

[Ordinarily Available Provision](#).

4.1 Aims

At Aylesbury Grammar School, we want students with SEND to have the best possible journey and to achieve the best possible outcomes. We want students with SEND to become confident individuals making a successful transition into adulthood living.

The Student Support Department aims to:

- Promote a whole school approach to SEND which is respectful and inclusive to supporting and understanding SEND
- Provide students with an area in School where they feel safe and confident that they will be listened to, represented, and supported
- Provide teachers with advice, guidance and support on inclusive [High-Quality Teaching](#) which will engage, motivate, and challenge all students
 - *'The school has sensibly focused on ensuring all teachers deliver the highest quality lessons to all students. As a result, students with SEND achieve well'*
(Quality Assurance Review, Challenge Partners December 2021)
- Ensure students with SEND have access to the same curriculum and experiences as their peers, and there is the same level of expectation and ambition for these students
 - *'Expectations of disadvantaged students and those with SEND are as high as for their non-disadvantaged peers'*
(Quality Assurance Review, Challenge Partners December 2021)
- Ensure students with SEND are represented and recognized proportionately in academic acknowledgements, in participation in inter-house and extra-curricular activities and awarding of Prefect roles, School Colours and Honours
- Identify, in partnership with teachers and parents/carers, students with SEND and follow the Graduated Approach of [Assess-Plan-Do-Review](#) which may include referrals to the relevant Local Authority and or Children and Adolescent Mental Health Services ([CAMHS](#))
- Establish and maintain positive collaboration with parents/carers of students with SEND, with the Local Authorities and with other outside agencies, keeping the needs of the student at the centre of all planning

In addition, the SENDCO is responsible for:

- The day-to-day operation of the Special Educational Needs Policy and the maintaining of records of all students with Special Educational Needs and Disability, including provision and outcomes
- Sharing information with teachers about the students they teach with SEND
- Working with the Examinations Officer to process and implement all Exam Access Arrangements
 - eg Extra Time, Rest Breaks, Modified Papers in accordance with Joint Council for Qualifications ([JCQ](#)) guidelines

The SENDCo also attends:

- SENDCo Support Network Meetings (*Bucks Council/Half-termly*)
 - These are group supervision sessions facilitated by a Specialist Teacher and an Educational Psychologist. The sessions offer peer to peer support through a solution focused approach with individual students who are discussed anonymously (*Half-termly*)
- Bucks SENDCo Grammar School Liaison Meetings (*Termly*)
- SENDCo Liaison Group Meetings (*Bucks Council/all SENDCos/Termly*)
- Meetings with the SENDCos from two local grammar schools (*Sir Henry Floyd Grammar School and Aylesbury High School/Termly*)

In addition:

- As part of the Emotional Based School Avoidance (EBSA) Project, Bucks Council's Educational Psychologists have set up two half-hour drop-in sessions each Friday (*Session 1: 11:30– 12:00/Drop-in Session 2: 12:00-12:30*). These sessions are for SENDCos to discuss any EBSA-related queries and gain advice on supporting children and young people who are experiencing EBSA.
- From October 2022, the SENDCo will meet monthly with the School's allocated Education, Health and Care Co-Ordinator (EHCCo), Jess Evert.

4.2 Identification

A student is identified as having SEND, or possible SEND, using:

- Information received from their previous setting
- Results from Year 7 [MIDYIS](#) and Year 10 [YELLIS](#) assessments which test ability and fluency
- Information and concerns from teachers
- Parental concerns
- Tracking of termly report grades
- Mock exam results
- Student self-referral
- Private reports

In accordance with guidelines from the SEND Code of Practice, we are always mindful that concerns about slow progress and low attainment do not necessarily mean a student has SEND. Equally, we do not assume that attainment in line with chronological age means there is no learning difficulty and recognise that if not investigated properly, there may be frustration expressed through disaffection, poor behaviour and/or emotional issues.

4.3 Assess-Plan-Do-Review

Teacher feedback is always sought, and then in-house assessments can include:

Lucid EXACT to test Word Recognition/ Reading Comprehension Accuracy/ Reading Comprehension Speed /Spelling/ Typing Speed/ Handwriting Speed

Lucid RAPID to test for the probability of dyslexia

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*) to measure a young person's Mental Health

In addition, there are the more formal assessments carried out by the Specialist Assessor(s) and/or Speech and Language Therapist (SALT), Occupational Therapist (OT) and Educational Psychologist. There is always liaison with parents and School before any referral is made for more formal assessment.

The SEND Code of Practice: 0-25 Years places the teacher at the centre of the day-to-day responsibility and progress of all students, including those with SEND. Our first response as a Department is to ensure that the quality of the teaching in the classroom is right for the student. The SENDCo and Student Support Assistants carry out lesson observations and share feedback as to what is happening in the classroom. Discussions are held with the student and parent/carer and often it is agreed for the student to have a Student Passport to help teachers better understand the student and their needs.

Subject teachers are responsible and accountable for reviewing and tracking the progress of students they teach, including those with SEND. A review of student progress is always both qualitative and quantitative.

Where a student continues to make little or no progress, despite evidence of High-Quality Teaching and the student having a Student Passport, more targeted support and intervention are considered. These might be in or outside the classroom, in small groups or 1-1.

Where needs are significant and the support required to meet the student's needs cannot reasonably be provided by Ordinarily Available Provision the School will apply for Local Authority Higher Needs Funding. After this, School may request a Statutory Assessment of the Student's Education, Health and Care Needs (EHCNA) which can result in the student being awarded an Education, Health and Care Plan (EHCP).

4.4 SEND Codes Explained

All teachers have access to information on students with SEND via the School's Management Information System. This lists students with:

An Education, Health and Care Plan (EHCP)
(Code: **E**)

An identified learning difficulty, disability, or medical condition significant enough to need provision **additional to High-Quality Teaching /SEND Inclusion Jigsaw** to support learning and help access the curriculum
(Code: **K**)

An identified barrier to learning, learning difficulty or disability but the curriculum is accessed, and needs are met through High Quality Teaching/SEND Inclusion Jigsaw
(Code: **M**)

Appendix A: SEND Numbers (September 2022)

4.5 Exam Access Arrangements

In Year 9 or Year 10, students who have been identified with potential SEND for Cognition and Learning are assessed to determine if they qualify for Exam Access Arrangements (EAA), such as Extra Time, use of a Laptop, a Prompt or Voice to Text Recognition. These assessments are a combination of in-house assessments and more formal assessments by our Specialist Assessor.

All assessments provide Standard Scores (SS) and to qualify for Extra Time, a student must meet criteria detailed by Joint Council for Qualifications (JCQ). If this happens, the Exams Officer and SENDCo make the appropriate application on-line (AOL).

Students with a diagnosed SEND, such as autism spectrum disorder (ASD) or attention deficit hyperactivity disorder (ADHD) may have access to Supervised Rest Breaks, Extra Time, or a Prompt if the arrangement is evidenced as their Normal Way of Working (NWW) in School. School is responsible for having on file, evidence of the student's diagnosis, a letter on headed paper detailing the impact of the student's disability and the student's Exam Access Arrangement(s). Again, an application on-line is submitted for approval by the Exams Officer and the SENDCo.

Note:

Privately commissioned Reports with recommendations for Exam Access Arrangements (EAA) are only considered by the School if the SENDCo has been contacted by the assessor prior to assessment and been asked to complete Part 1 of Form 8.

Appendix B: Exam Access Arrangement Numbers (September 2022)

5. Our Offer for Students, Teachers, and Parents

5.1 Students

To support Students with SEND we offer:

- An enhanced transition for Year 6 students with SEND prior to joining the School which includes additional tours of the school and meetings with the SENDCo, Tutor and Head of Year
- An attended area in Student Support which is accessible daily from 08.00 to 17.00 where there is always an opportunity to speak with a member of the Department
- A 'chill room' for quiet time and meeting with other students
- 'Time Out' and 'Front of Queue' Cards
- High-Quality Teaching with targeted differentiation, supported by a Student Passport

The **Student Passport** is a document put together by the Student Support Department with input from both the student and parents/carers. It provides teachers with more knowledge of the student and their profile, including barriers to learning and how the teacher can help. The Student Passport is reviewed and updated as deemed appropriate by the SENDCo, student and or parents/carers. For some students this will be termly, and the Passport evolves with them throughout their time at the School; for others, the Passport serves as a short term intervention.

Appendix C: Student Passport Exemplar

- Additional Adult Support in the classroom
- Termly tracking of academic progress with discussion and interventions with teachers, Tutors, Heads of Year and the SENDCo if there are concerns; this may be on a subject-by-subject basis or something more generic across the curriculum
- In-house support with Communication and Interaction; this includes a Social Group and Lego Therapy for Key Stage 3 students and Effective Communication Skills Workshops for Years 11, 12 and 13

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: Effective Listening, Conversation Skills, Appropriate Use of Humour, Socializing, Good Sportsmanship, Managing Rejection (*including teasing, embarrassing feedback, bullying*) and Handling Disagreements.

- In-house support with Emotional Regulation and Anger Management
- Peer Mentoring from trained Year 12 and 13 students
- Sessions and assessment with the Lead Counsellor
- Referrals to Children and Adolescent Mental Health Services (CAMHS) for assessment and support
- Referrals to the School Nurse, Speech and Language Therapist (SALT) and/or Occupational Therapist (OT)
- Assessment and support from the Specialist Assessor for Exam Access Arrangements (EAA)
- On-line touch-typing practice sessions (*before school, after school or at lunchtimes*)
- After School support with homework in the library
- Meetings with Mrs Laura Franklin (*Careers Advisor*) to discuss Post 16/18 options, including alternatives to university
- Support from the SENDCo in applying for the Disabled Students Allowance

In addition, and just like their peers, students with SEND access:

- the **Personal Development Programme** (Years 7-13) delivered by Tutors during Extended Registration which includes sessions on accessing career profiles, post-18 options and labour market information. Students can develop a career activities and skills profile helping them prepare for the next stage in their education
- the **PSHE Programme** (Years 7-11) which contributes to personal development by helping students build their personal identities, confidence and self-esteem and understand what influences their decisions including financial ones. It enables students to recognise, accept and shape their identities, to understand and accommodate difference and change, to manage emotions and to communicate constructively in a variety of settings.
- the **Lecture Programme** (Years 12-13) when external speakers come into School to speak on a range of topics, including health, relationships, economics, study habits, driving and relationships
- **Careers Advice** from laura@franklincareers.co.uk (Careers Advisor) which could include completing [Morrisby Testing](#)

All students with SEND are also welcome to attend any of the [Clubs and Societies](#) the School offers, including the Cookery for Beginners (Years 12-13).

By the end of Year 13, it is the aim that every student, including those with SEND, has achieved their academic potential, is better informed about career pathways and prospects, as well as having developed core skills in communication, independent living, problem solving, working with others and ICT.

5.2 Teachers

To support teachers, we offer:

- An annually updated SEND Teacher Information Pack which is shared at the start of the Autumn term
- Easily accessible Student Passports on individual students
- A SEND Strategy Bank detailing strategies to support teaching students with specific SEND
- Regularly updated SEND training opportunities
- An open-door policy to speaking with the SENDCo and other members of the Department for advice and support
- Annual Whole School SEND CPD (*Autumn Term*)

Annual Whole School SEND CPD since 2015 has included:

2015: High Quality 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/Jane 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*)

2021: SEND and Inclusion: Ensuring Students with SEND are experiencing the same curriculum (*Jane Richards*)

2022: 'E', 'K' and 'M/N' for Teachers (*Jane Richards*)

'ASD and ADHD from a Student's Perspective' (*Presentation and Q&A from Year 12 student on a Plan*)

In addition, there are ongoing reminders to teachers about:

- 'Every teacher is a teacher of SEN'
- [High-Quality Teaching / SEND Inclusion Jigsaw](#)
- [Teaching Standard 5](#)
- The five recommendations on SEND in mainstream schools ([Education Endowment Foundation](#))
- Modelling the same level of expectation and ambition for all students, including those with SEND
- The Safeguarding responsibility of teachers with a focus on the vulnerability of students with SEND

In January 2022, three new staff members attended the [ASTRA](#) SEND Classroom Champions which covered:

- The SEND element of Quality First Teaching
- Planning and Reviewing Effective Adaptations
- Helping SEND students gain independence

For 2022/23, Early Career Teachers have been offered SEND CPD from our Regional Whole School SEND and which will cover:

- Adapting Teaching for Children with SEND
- Teaching Children with C&L Needs
- Inclusive Classroom Language
- Teaching Children with SEMH
- Reflective SEND Practices

5.3 Parents/Carers

For parents of students with SEND, there is:

- A direct line and email to the SENDCo for advice, support and intervention
Tel no: (01296) 484545 Ext: 227/jrichards@ags.bucks.sch.uk
- Termly Coffee Mornings held at the School
These are sometimes led by an external specialist on a topic voted for by parents; other times, they are more informal and a platform for parents to share personal stories. Former students are invited back to share their journey.
- A SEND Parent WhatsApp Group
This now has 40+ participants and parents continue to share concerns and seek advice. The SENDCo is the administrator.
- Twitter feed @AGSSupport
This is led by the SENDCo and lists relevant SEND events, advice, and links

Parents are also kept aware of the:

- [Buckinghamshire Family Information Service \(BFIS\): The Local Offer](#)
- [Walking With You](#)
 - This is a parent support group and a safe space to talk freely among people who are walking the same path. There is no judgment, and it is completely confidential. It is open to anyone supporting a child or young person experiencing difficulties up to the age of 25Y
- [FACT Bucks](#)
 - This is 'Families and Carers Together in Bucks', a group of parents and professionals who meet to discuss real issues that affect children and young people with additional needs and disabilities in Buckinghamshire.
- [SENDIAS \(Buckinghamshire Special Educational Needs and Disabilities Service\)](#)

6. Department Training

There is ongoing enhanced training for all members of the Department in all aspects of SEND. Examples of training in 2021-2022 include:

- The SENDCo completed the government funded [Senior Mental Health Lead Training](#)
- Miss Brooks and Miss McLaren both completed the two-day Mental Health First Aid Course offered by [Mental Health for England](#)
- Miss Brooks achieved the Level 2 Certificate in Counselling Skills from [Impact Future](#)
- Miss McLaren achieved the Level 2 Certificate in Behaviour that Challenges in Children from [Impact Future](#)
- Dr Garot attended the Communicate-Ed Webinar on JCQ Changes 2022/23.
- Mrs Millar completed the [ASTRA](#) SEND Classroom Champions
- Becky (Lead Counsellor) completed the [Certificate in Trauma-Focused Therapy](#) (5-day course) led by The Link Centre

Other training has been accessed, and continues to be accessed by the Department, via the following organisations:

- [Creative Education](#)
- [Communicate-Ed](#)
- [National Autistic Society](#)
- [Autism Education Trust](#)
- [Patoss](#)

Looking Ahead to 2022-23

In 2022/23, all members of the Department will be accessing enhanced training on Social Stories, Comic Strip Conversations and Zones of Regulation from Christopher Mountfield (*Speech and Language Therapist*) who currently supports a Year 12 student on an [Education, Health and Care Plan \(EHCP\)](#). In addition, Mrs Millar will embark upon the [NASENCo Award](#). This training forms part of the departmental succession planning.

7. Governor with Responsibility for SEND

The Governor with responsibility for SEND:

- Meets termly with the SENDCo to discuss the strategic running of the Department and provides written feed-back post meeting which is shared with Governors
- Attends the annual Whole School SEND CPD
- Attends the termly SEND Coffee Mornings
- Attends all relevant SEND Governor training and Governor Forums
- Drops in regularly to School to meet with students and to observe life in the Student Support Department

8. Making a Difference

Whilst academic achievement and outcomes are important, the progress of students with SEND is about them knowing more, remembering more, and doing more on the journey to these outcomes. This is on a lesson by lesson, day by day and term by term basis and if on this journey, there is positive student, teacher and/or parent feedback in some or all the following areas, we are making a difference.

- Participation and Engagement
- Communication and Interaction
- Confidence and Self-Esteem
- Independent Learning
- Academic Achievement

For students on an [Education, Health and Care Plan \(EHCP\)](#), progress is also when the student is successfully working towards or achieving the Outcomes on the Plan.

9. Department Successes 2021/2022

- On-going positive feedback from parents, teachers and students on the work of the SENDCo, the Student Support Officer and the Student Support Assistants
- Positive parent and teacher feedback on the newly appointed Assistant Student Support Lead
- Positive parent feedback on the termly Coffee Mornings
- Positive feedback on the impact of the SEND Parents WhatsApp Group
- Positive feedback from the 2022 Parent Survey where:
 - 29/63 of parents with a child with SEND **strongly agreed** that School had given their child the support they needed
 - 32/63 of parents with a child with SEND **agreed** that School had given their child the support they needed
- **All** Year 7 students with SEND participated in the Year 7 Residential in July
- Three new Year 12 students with Education and Health Care Plans successfully completed their first year
- Two out of three requests for Education and Health Care Needs Assessments resulted in an Education and Health Plan
- Positive numbers of students with SEND:
 - received recognition at Junior and Senior Prizegiving
 - were made Junior and Senior Prefects
 - received Half and Full Colours for Learning

- received Half and Full Colours for Sport
- received Half and Full Honours for Music, Art, Debating, Chess and Technical Production
- participated in Extra-Curricular clubs and activities such as Dungeons and Dragons and Duke of Edinburgh
- Positive GCSE and A-level outcomes for students with SEND
- Positive feedback from external professionals on the quality of our referrals for ASD and ADHD assessments
- 'Exemplary' inspection feedback from Joint Council for Qualifications (JCQ) on the School's Exam Access Arrangements (EAA)
- Close working of the SENDCo with Tutors, Heads of Year and Heads of House ensuring the best possible outcomes for students with SEND
- Work of the Lead Counsellor in supporting students with SEND
- Successful completion by the SENDCo of the Government funded Senior Mental Health Lead Course
- The SENDCo presentation to Year 7 students on 'Student Support and SEND' during a PSHE lesson with presentations from students with SEND

Appendix D Feedback: Parent, Student and Professional

10. SEND and Safeguarding

Children and Young People (CYP) with SEND often have significant and complex vulnerabilities and can face additional safeguarding challenges. They are at an increased risk of being abused compared with their non-disabled peers. We continue to work hard to safeguard our most vulnerable students as evidenced by our Whole School Safeguarding CPD in July 2022 with its focus on **The Vulnerable Child**. The SENDCo presented on the three areas of vulnerability for Children and Young People with SEND as recognised in [Keeping Children Safe in Education 2022](#).

Communication Barriers

Staff were reminded:

- Most CYP with SEND, even those who present as verbal and articulate, have communication difficulties, and may not understand the language they use or how it may be interpreted by others
- Many CYP with SEND need additional time to process what is being said to them and to articulate their response
- Not all communication is verbal - behaviour is communication and so all changes in behaviour should be considered and questioned

Peer Group Isolation and Bullying

Staff were reminded:

- Due to difficulties with communication, CYP with SEND often struggle to understand, form and maintain social relationships
- The desire for friendship, combined with poor social understanding, mean CYP with SEND are easier to engage in inappropriate behaviour and more vulnerable to bullying, abuse, risk and exploitation, in both the real and online world

- Whilst on-line interactions for CYP with SEND seem easier to manage (there is time to think and respond, there is no dealing with facial expressions or body language and there are clear topics for interaction), there is often a lack of understanding between friendship and bullying, a struggle to differentiate between fact and fiction and to identify a move beyond the game
- CYP with SEND may act without understanding the implications of their actions and are incited to inappropriate or dangerous behaviour leading to involvement in violence, sexualised behaviour
- Many perpetrators deliberately target the CYP with SEND because of the above.

Injury and Changes in Behaviour and Mood

Staff were reminded of these indicators of abuse but to realise that too often for CYP with SEND, it is assumed these are related to their SEND and are disregarded without further exploration. The overall message to teachers was to not allow the perception of a CYP's SEND to mask their communication of abuse and that teachers must keep asking: 'How would we regard a CYP's behaviour or injury if they did not have SEND?'

The link to the [NSPCC on-line Course Safeguarding Children with SEND](#) was shared with teachers.

II. Department Priorities 2022/2023

Student Department Relocation

The Department is relocating to the ground floor of the Tower Block to provide more space due to increasing numbers of students accessing the area. This is also a more central location and avoids students having to pass through the 6th Form Area which is something younger members of the School have said they find a barrier to coming to the Department.

New Assistant Student Support Lead

In the Summer term of 2022, Emily Millar was appointed as Assistant Student Support Lead. Mrs Millar will be undertaking further training in the role this year with the longer-term plan of completing the National Award for SENDCo.

SEND Code of Practice

We aim to maintain our response to the SEND CoP which is:

- To support inclusive [High-Quality Teaching](#)
- To ensure teachers know the barriers to learning of students and how to support these
- To engage with parents ensuring the student is at the centre of all planning
- To ensure CPD for supporting SEND is part of a whole school approach

*Examples of barriers to learning include fatigue, poor social communication, anxiety, sensory issues and struggles with focus and attention.

Education Inspection Framework

The SENDCo, with the support of the Leadership team, will continue to ensure that:

- The journey and quality of the education students with SEND receive in achieving their desired outcomes is the same as their peers
- That students with SEND are having the same experiences and accessing the same curriculum as their peers
- That teachers have the same expectations and ambitions for students with SEND as they do for non-SEND students.

Mental Health

The SENDCo is the Mental Health Lead and will continue to keep mental wellbeing at the forefront in School. This includes:

- The expansion of the counselling team to include 1 or 2 volunteer counsellors
- Training a cohort of 6th Form students so we can continue to offer our Peer Support Service in School
- Sharing with School the new Whole School Mental Health Strategy

School Development Plan: Equality and Diversity Strategy

The SENDCO will be working with the new Staff Advisory Group for Equality. This a group of colleagues who are ambassadors for equality and inclusion and will ask questions and look critically at all aspects of school to ensure promotion of equality and inclusion.

Literacy Strategy incorporating Diversity and Inclusion

The Department will be working with Mrs Holliday (*Literacy Lead*) as during 2022-2023 all Year 8 students will be reading 'Can you See Me?' (*Libby Scott and Rebecca Westcott*) about a girl with autism starting school in Year 7. There will be discussions with the year group and the authors invited to AGS to speak with students. The aim is to improve understanding and awareness of autism amongst the year group.

6th Form Electives Scheme

This scheme launched in September 2022 'to improve the 6th form curriculum, to better prepare students for university, work and life in general'. The SENDCo will be encouraging students with SEND to engage with courses which will support them into adulthood and independent living.

12. Concerns

If you have any concerns about your young person in relation to Special Educational Needs, including Social and Emotional Mental Health, please contact the SENDCo in the first instance:

jrichards@ags.bucks.sch.uk

(01296) 484545 Ext: 227

Useful Links for Parents

- [Aylesbury Grammar School Special Educational Needs Policy](#)
- [BFIS \(Buckinghamshire Family Information Service\)](#)
- [SENDIAS \(Buckinghamshire Special Educational Needs and Disabilities Service\)](#)
- [Independent Provider of Special Education Advice](#)
- [Special Needs Jungle](#)
- [Children and Adolescent Mental Health Service](#)
- [The National Autistic Society](#)
- [The Autism Toolbox](#)
- [The British Dyslexia Association](#)
- [The Dyspraxia Foundation](#)
- [The ADHD Foundation](#)



APPENDICES

Appendix A

SEND Numbers (2022 -2023)

				COMMUNICATION AND INTERACTION			COGNITION AND LEARNING			SOCIAL, EMOTIONAL AND MENTAL HEALTH			SENSORY AND PHYSICAL		
	S/E	K	M	S/E	K	M	S/E	K	M	S/E	K	M	S/E	K	M
Year 7	0	2	25	0	0	7	0	0	3	0	0	13	0	2	2
Year 8	0	4	18	0	3	4	0	0	4	0	1	7	0	0	3
Year 9	0	5	20	0	2	9	0	0	4	0	3	6	0	0	1
Year 10	0	2	16	0	1	7	0	0	3	0	1	6	0	0	0
Year 11	1	4	17	2	1	0	0	2	5	0	1	4	0	0	8
Year 12	1	2	25	1	1	6	0	0	7	0	1	5	0	0	7
Year 13	3	6	39	1	1	12	0	0	8	0	5	10	1	0	8
TOTAL	5	26	160	4	9	45	0	2	34	0	12	52	1	3	29
% Of School Population	0.3	1.8	12.0												

Appendix B


Exam Access Arrangement Numbers (2022-2023)

	YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEAR 11	YEAR 12	YEAR 13	TOTAL
EXTRA TIME	0	0	4	2	3	6	8	23
LAPTOP	0	1	1	2	2	7	3	16
EXTRA TIME AND LAPTOP	0	0	0	0	4	3	2	9
SCRIBE	0	0	0	0	0	0	0	0
SUPERVISED REST BREAKS	0	0	0	0	0	1	4	5
SMALLER VENUE	0	0	0	0	0	0	1	1
TOTAL	0	1	5	4	9	17	18	54

Appendix C

Student Passport Exemplar

MY STUDENT PASSPORT

Student Information	
	<p>Name: Date of Birth: Tutor Group: Date of SP:</p> <p>IMPORTANT Please be aware that X's mother died suddenly before he took his 11+. Be mindful of setting topics or tasks which could be a trigger.</p>

People and Pets Who Are Important To Me	What We Like Or Admire About Me
<ul style="list-style-type: none"> • My friends. • Chesterfield and Arsenal Football Teams. • My dad, my brother and family. 	<ul style="list-style-type: none"> • Smiley and polite. • Well presented. • Very good at sport. • Engaged and open with members of staff in Student Support.

My Story So Far
<ul style="list-style-type: none"> • I am currently being referred for an ADHD assessment. • I attended lower and middle school in Leighton Buzzard. • I have a brother called Thomas who joined AGS in September 2022. • I play Football, Rugby and Cricket for the School. • I struggle with focus in lessons and get into trouble for answering back. • I struggle to build good relationships with teachers as I can be annoying in lessons. • When I am poorly behaved at school, I lose my electronics at home because dad is disappointed in me. • I currently have a Year 12 Peer Mentor at school which I like, and he tells me he was like me lower down the School. He is now a Senior Perfect and applying for university. • I will speak my mind by saying what I am thinking out loud. • I have been on Report a few times which helped but know I can not be on this forever. • I have 'rubbish days' at school but often keep these to myself. • I appear outwardly confident and happy but this is not always the case.

Things I Am Good At and Enjoy

- I enjoy playing sport and my favourite subjects are Games and PE.
- I like seeing my friends at the weekend and we often go into Leighton Buzzard.
- I also like to read, and I sometimes read for around up to two hours an evening, especially when I am banned from gaming. I regularly take books out from the library in town.

Things I Find Challenging

- I don't get along with many of my classmates. This can be challenging when doing groupwork. Pair work is better.
- I find it challenging when I am the one automatically blamed for bad behaviour.
- I find homework challenging as I don't have a lot of time in the evening due to sporting commitments.
- I struggle with Latin, Religious Studies and Art, I often chat and misbehave due to my lack of interest in these subjects.
- I struggle when I must go to bed early.
- It is hard for me to sit still for long periods of time as I like being able to move around.
- I struggle in my Maths class where I am easily distracted and where I also distract others too.

My Aspirations

- My dream job is to be a professional sportsman. My favourite sports are Football, Cricket and Rugby.
- I would love to own a dog one day.

My Triggers And Reactions When I Am Anxious, Stressed or Getting Angry

- I wouldn't describe myself as an anxious person.
- I struggle though with anger and can 'lash out' verbally.
- When I'm overwhelmed or angry, I can be rude to teachers and will often back chat.
- I like a moment to calm down when I am overwhelmed or becoming rude. This can be a moment outside the classroom or going to my safe space in Student Support.
- I don't tend to show other emotions.

How Teachers Can Help Me

- Please avoid sitting me next to X and Y. I work well next to Z.
- Allow me to use my fiddle tool.
- I enjoy having lots of visuals in a lesson.
- I work well if I'm paired with less distractible students.
- Do not sit me in the middle of the classroom. I prefer sitting at the front next to a wall.
- I enjoy working from videos and worksheets.
- I like it when the teacher checks to make sure I understand what I am doing.
- I like instructions written down.
- Where possible, allow me to have movement breaks. Give me a job or task that allows me to be active in a controlled way **but do not ask me to hand things out during silent reading time as I get tempted to distract others as I walk around.**
- Break activities and homework into small chunks where possible.
- I prefer using a laptop to handwriting my work.
- When I misbehave, tell me immediately what I have done. I often get confused about what I am being told off for. If I know what I have done wrong, I will try not to do it again.
- I respond well to responsibility.

My Exam Access Arrangements

N/A currently.

Notes and Updates from Student Support

- X responds well to positive reinforcement. When X is unsettled, the prospect of a reward is a good incentive.
- X struggles when he is threatened with a sanction and not asked to work towards a reward.
- X needs to know what he is in trouble for so always give immediate feedback.
- X likes Dad knowing he has had a good day at school.

Appendix D

Feedback: Parent, Student and Professional

The Student Support Department continues to receive a significant number of positive comments and feedback from students, parents, teachers, and other professionals. Included below are some of these from the last two academic years.

Academic Year 2021/2022

Please know that your understanding, patience, support and flexibility around adjustments is really appreciated and has enabled X to get some great grades despite some of the challenges he has had. I am so glad he is at AGS, elsewhere things might have been quite different.

Early in my AGS journey with X one year in, I have had the pleasure of several dealings with Mrs Richards. Each and every occasion have furnished me with utter faith and respect for what an OUTSTANDING professional is have leading SEND provision. She presents with huge breadth & depth in competence of her SEN knowledge, Leadership Skill & Management Empathy of these young men. Many times over the year I receive emails past 10pm, in reflection of her going above and beyond in her duties and care of X, given the complexity of his ASD presentation. This morning's Coffee Morning was no different! This was an outstanding sharing of parental experiences of older boys, discussions around school support processes & coaching on how we, as parents, can support our young men in the making. This was all expertly navigated discussion, spearheaded by Mrs Richards in exceptionally intelligent, productive, cajoling and informative discourse.

Following X's assessment, we have just had confirmation that X does have ASD. I just want to say a huge thank you to you all for taking the time to look beyond the quiet boy to see that there was more going on. Years of private education in tiny classes and a close up look/ diagnostic sessions with a qualified psychologist, no one noticed it. (To X's detriment). Words of thanks just don't express the depth of gratitude that we feel. At least now we can move forward knowing the full picture.

Trust Jane and the Team.

My son would have floundered without the wonderful support of Jane, Michele, and the Team. Special mention to Dr Garot who is a wonderful, calm rock in Student Support on a day-to-day basis.

My son's AGS journey is nearly over, and we would not be where we are today without the AGS SEND Team.

Thank you SO much for your wonderful support of X this morning, and for letting him bring the puppy in! He seemed relaxed and joking on the way home and far more positive about coming in.

I am so grateful that AGS has re-adjusted the support so swiftly. I feel it goes to show the difference it makes and how true that autism can be such an invisible disability as when the right things are in place it's not as obvious that support is needed.



When we came to AGS, I was all fired up to have another battle with school as this was how it was in primary school but I then I met Jane and Michele and for the very first time, I knew we had support! They are amazing. They know first-hand what we are all going through, and the moral help and support is incredible. The whole team is moving mountains with the more 'traditional' views of some embedded behaviours within schools. I can't say thank you enough.

The AGS advice and support from Jane and her excellent team will see you through. Special people watching over special boys. We are very lucky.

Your Department has continued to nurture students who come to you for support, and this is then reflected in very positive behaviour by those students in class. I feel that I can always approach your department at any time of the day, and you are always there to listen to us.

Miss Brooks has been supporting x and X in GCSE English lessons and is an invaluable member of staff to have in the classroom. She has a professional, calm and purposeful approach, meaning that the individuals she supports are encouraged to complete all tasks and take ownership of their learning, with no opportunity to disengage, while being sensitive to their feelings/specific needs. Miss Brooks has great communication skills, both verbal and written, and has managed all students in the class who have Extra Time when completing tasks in Student Support. She exhibits a strong work ethic and enthusiasm in lessons, which has in turn helped to create a positive atmosphere for all of us and is a great asset in every way. She is also very organised, reliable and proactive in discussing potential issues that might arise with X and X, along with practical approaches that could be implemented.

Academic Year 2020/2021

I have been meaning to send this email for a few weeks so sorry for the delay. I just want to send a note of appreciation and thanks to Helen Keeping who continues to provide excellent support for X. He has grown in confidence, and I think we are truly seeing his best thanks to the partnership that they have created.

Having just completed my documentation for SEN students in year 7, I am so excited to note what delightful, highly motivated, with high levels of attainment the students have made despite their difficulties.

Thank you for such a lovely email, it made me feel very emotional for a variety of reasons. I do hope that with you and your teams continued support X becomes the best that he can be. It really does confirm that we have made the right decision for him to be part of the AGS community. Thank you again.

We thank you for all that you do - you have made a huge difference for X.

We would like to say a huge thank you to you Jane and to everyone else in the student support team for all the support you give to X- he would not be coping (and indeed thriving) as much as he is without you all and we are so grateful that he is so well looked after.

Thank you so much for arranging this and for taking the time to meet with us. X was very pleased at the suggestion to have these meetings and was far more open to the idea of geology when we mentioned you thought it could be a good fit -you are fabulous, we are so lucky to have your guidance and support. I can't thank you enough.

Thank you for your support. The person we spoke to yesterday was really impressed with the support you have put in for him already and said it sounds like he's in the best place for him.

We wanted to say thank you to you for arranging for X to have a Front of Queue Pass for the lunch hall. X used it for the first time yesterday, with Y as his 'plus one'. He was delighted at it giving him 15 additional minutes in Student Support.

Thank you very much for arranging a chemistry mentor for X. It clearly was a positive experience for X and a good match as he came home and described how helpful he had found it and how the young man in question really approached assisting X in a very considered manner. Our thanks, of course, extend to him.

X sees Student Support as a safe space and feels comfortable when he is with you. Thank you for creating that environment and watching out for him.

Thank you again for all the wonderful support you have provided so far for X.

We will be forever grateful to Jane Richards, who has been a constant source of advice and support throughout X's three and a half years at AGS. The kindness and empathy she has shown us in what has been a desperately difficult time has been a huge comfort. It has been a three-and-a-half-year battle to get X formally diagnosed with ASD, to be granted an EHCP, and to be approved access to specialist provision. We have been through appeals, mediation, and had to challenge barriers and bureaucracy at every turn. The extra work this has demanded of Jane has been immense.

The students are so lucky to have you, and as always, you are kind, funny and thoroughly sensible. I had a lovely lesson and X was a star and seemed as happy as ever. I give him space, often ask for his opinion and acknowledged all of his wisdom, since he's a bright lad. You are a superstar.

It was such a pleasure meeting you Jane and to have the time to chat about X. It really felt like we were completely on the same page, and I am so pleased that he has Student Support and you as a safe place, should he need it, as he grows and continues at AGS.

Thank you, as always, for your continuing support of X - Student Support is very definitely his happy place at school.

All the boys appreciate being able to talk to you.

Thank you for the chat today. Your positivity and personal experiences left me feeling understood and reassured.

I would like to say a big thank you to you and Michele for including X in the Social Group, as it is having a massive positive impact on him. He is much calmer at home now, and for weeks hasn't had any panic attacks or broken down. He still does worry about homework, but not as irrationally and will now e-mail or ask me to e-mail teachers, should he have any concerns or worries. It is such a relief that X has such excellent pastoral support at AGS, and we are all looking forward to a much more positive and happier year.

Thank you to all in Student Support for your help, understanding and flexibility with X (and me!) over these past 18 months.

We want to thank you for all your wonderful support for X (and us!) over the past year. The journey to diagnosis and putting support in place has been made so much easier by having such excellent, caring assistance from you and your Team.

Thank you, Mrs Richards for supporting me over the years and making sure I am happy. It is because of you I am in such a great place both mentally and physically.

I cannot express in words how grateful I am for all the support you have given X over the years. It is down to you that he is passing his GCSEs with flying colours when a few years back it looked like he would drop out altogether.