



Lancaster Royal Grammar School
SEND Information Report
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Name of the Special Educational Needs/Disabilities Coordinator: James Hallsworth
Contact details: 01524 580600 - SEND@lrgs.org.uk

The kinds of SEND we provided for:

Lancaster Royal Grammar School is a mainstream, selective, secondary school. We are able to make reasonable adjustments and provision for a wide range of special educational needs including and not limited to:

- Autistic Spectrum Disorder
- Attention Deficit Hyperactivity Disorder
- Specific Learning Difficulties (dyslexia and dyspraxia)
- Hearing Impairment
- Physical Disability
- Visual Impairment

How does the school know if children/young people need extra help and what should I do if I think my child/young person has special educational needs?

All year 7 pupils complete CAT testing on admission to school which supports early identification of any unmet SEN need. Teachers and learning support staff continue to monitor progress in a holistic way at school, both academically and socially, to ensure that any areas which appear to be developing at an inconsistent rate are noted. Class teachers, Learning Support Assistants, Heads of Year and Heads of Departments track pupil progress in academic subjects and arrange for relevant intervention to support progress. If a period of time has passed where limited improvement has been made, a referral will be made to the SENDCo for further assessment and input.

Should the identified needs require specialist input external to the school's resources and capabilities, a referral will be made to these services where appropriate.

What arrangements does the school make for consulting with children/young people with special educational needs and disabilities about - and involving them in - their education?

A 'pupil passport' is created for pupils who have been identified as having a SEN. This document is primarily for the information of teaching staff so they are able to make the necessary differentiation to classroom teaching in order to meet each individual's needs. This document is produced collaboratively with parents and with the pupil and is updated at least once every twelve months, or as often as is necessary. This then forms part of our graduated response to pupil development and incorporates pupil voice into how they are best supported.

Regular intervention and planned support meetings allow the pupils to understand the progress they are making and encourages dialogue around differentiation which would be helpful for them.

As a secondary school, we expect pupils to be involved in their provision, needs and development. We encourage pupils to be an active part of any meeting discussing their needs and progress and ensure they can give their views in a way which suits them. Pupils have close contact with year group key workers meaning

that strong relationships are built, allowing the pupil to feel confident and supported in seeking support or giving opinions.

What arrangements does the school make for consulting with the parents & carers of children/young people with special educational needs and disabilities and involving them in – their child's/young people's education?

Parents are informed by the SENDCo if there has been reason to consider their child has a SEN. This is usually through a formal email home but can be completed through a face to face meeting or via the telephone if this is more appropriate. Continued dialogue is encouraged with parents and pupils at least once per year when the pupil passport is reviewed.

Parents are updated on academic progress three times a year and at least once from a SEN perspective. Updates are more often as necessary. This can be as often as daily if the situation requires this.

Parents are consulted on key strategic and operational decisions as and when necessary. Parental surveys allow opinions on many different areas to be considered and produce both qualitative and quantitative data to help inform decision. Communication direct to key staff is encouraged throughout the year, with parents having a named key worker to contact should they have any areas of concern. The SENDCo and Learning Support Manager also encourage parents, particularly of high needs pupils, to contact them direct throughout the year, as need arises. The SENDCo is available at parents evening, both face to face and on-line, to allow an opportunity for discussion. Pupils and parents are well supported during key transitional times within school, with the opportunity of additional school visits when needed, close discussion with teachers and the development of relationships with key support staff.

How will the curriculum be matched to my child/young person's needs?

As a selective, academic, secondary school, the majority of the needs of the pupils will be met through quality first teaching. Occasionally, there is the need for some additional support outside what can be differentiated by the classroom teacher and learning support assistants. Access to key data in school such as the CAT data on entry in year 7, ongoing reading data via the accelerated reading programme and an oversight of school grades awarded means that some pupils will be identified as requiring some additional support in school. There is a programme of English intervention in year 7 and 8 as well as library reading intervention in year 7,8 and 9. In addition, where further support is required, the learning support assistants may identify pupils who benefit from additional intervention at a time in the school day that is appropriate. This may be during the form period in the morning, or within the weekly library lesson.

Every teacher is a teacher of SEN. Teachers are equipped with strategies to support individuals in their class that might need some differentiation. SEN training is periodically delivered to teaching staff through whole school INSET as well as during optional "Twilight" training.

Teachers equipped with the tools and knowledge to support individuals means that they are more able to make progress in line with their peers. Reviewing progress and the pupil passport regularly forms a critical part of the school's graduated response to SEN development. Changes can be made in line with that is or is not supporting the learning of the pupil and offers the opportunity to ensure needs are being met and barriers are removed in a timely manner.

Form teachers play a critical role in this process as they have the opportunity for daily contact and a strong pastoral link can be made. Class teachers are expected to highlight un-met need or identified barriers to learning in their class. The head of each department has an oversight on the development of all pupils and helps to shape relevant differentiation to ensure pupil progress. Year group SEN support is critical to support of SEN pupils and create a strong link between the school and home. The Learning Support Manager ensures that the key SEN resources are deployed in the most effective way to support pupil development. The SENDCo

is a strategic link between the teaching and the SEN functions within school, ensuring communication to and from teaching staff is proactive and supportive.

How accessible is the school environment?

The school is spread out over a large, hilly, geographical area. Not all areas have wheelchair access. Not all buildings have lift access. Lighting has recently been improved across the whole school site to improve the visual environment. There are accessible toilets in some of the buildings but no dedicated disabled changing facilities. There are some disabled parking bays to the front of the school by the main reception area. Where possible, handrails have been fitted to stairs to improve accessibility and safety.

Input from specialist occupational therapists is sought where required to highlight areas for improvement within the school site and the teaching environments. Adapted chairs are provided in science laboratories where necessary. Slanted writing frames are available for pupils that require one. Specific text font is available to support reading difficulty and access to electronic reader pens are available when required. Some portable word processors are available for use in the classroom, in addition to word processors available for exams and assessments. Parents of pupils with specific needs are consulted to ensure the correct equipment is available to support access to learning across the school site and whole curriculum.

How are the school resources allocated and matched to children/young people's special educational needs and disabilities?

How is the decision made about the type and quantity of support my child/young person receives?

Resources are allocated on a priority of need. If the needs of the pupils are not met by the current resources, additional resources would be considered to ensure all pupils have the equipment they need to access the curriculum. The use of funding available to the school is considered when purchasing additional equipment. This is considered carefully with the budget holder and the SEN need to ensure equipment is available.

Support is allocated on a priority of need by the Learning Support Manager. Those pupils with a current EHCP are prioritised for school support. Any additional support is dependent on the feedback from teaching and support staff and the need displayed by the pupil in school. Academic progress will also be considered when allocating support. Where need cannot be met through quality first teaching, additional support will be considered for specific areas of the school day.

Decisions regarding access arrangements are made as early on in the course as possible. Feedback from teaching staff and individual response to intervention is taken into account before additional assessment is considered. The vast majority of pupils will sit their formal exams with the main cohort of pupils. We have access to a limited number of word processors available for pupils who have been identified as meeting the typing requirements. There is limited availability to individual invigilation. Significant evidence needs to be gathered from a number of sources both internally and externally to ensure that this is an appropriate concession. Parents are consulted on options available to their child once the need has been established in school. The Learning Support Manager has a relevant level 7 qualification with allows exam access arrangement assessment to take place in school. The Learning Support Manager also acts as the exam access arrangement co-ordinator.

How will both you and I know how my child/young person is doing and how will you help me to support their learning?

Progress of all pupils is monitored by the Deputy Head (curriculum) and Assistant Head (data). The SENDCo and Learning Support Manager also track the progress for key SEN pupils at each grade point in school and

with regular contact with teaching staff to ensure needs are being met. Intervention is amended based on progress tracking. Additional intervention will be communicated to parents should this be necessary.

What training have the staff supporting children/young people with SEND had or may they have?

What specialist services or expertise are available at or accessed by the school?

SEN staff have access to regular, specific training as and when necessary. Training is supported through school and is used to develop skills such as supporting Autistic pupils in school, working with pupils with PDA, supporting dyslexic pupils in the classroom etc. External training is sought when needed and internal training is delivered both formally and informally, on a regular basis to SEN staff.

SEN pupils are well supported in school. External training is delivered for key, specific needs, where this is an area previously unsupported in school. Transition information is sought from previous education establishments to support the needs of the pupil. There are current staff in school with Autism speciality and a current specialist dyslexia teacher who supports pupils. School also employs a number of external specialists to support pupils with ASD and ADHD and mental health difficulties in school.

How will the school prepare and support my child/young person to join the school, transfer to a new school or the next stage of education and life?

The school has established strong links with the primary schools that feed out year 7 cohort. Transitions begins early for the pupils with SEN, ensuring pupils, primary school and parents are confident with a school link and plan for confident transition. This can begin as early as the formal places are offered on 1st March for a September intake. Additional transition meetings are arranged for pupils with SEN in addition to the class transition sessions run in school. The year 7 transition team are largely responsible for the collection of initial information which is transferred to the SENDCo to ensure transitional needs are met. Learning Support staff are available throughout the transitional meetings to ensure a strong relationship is formed.

How will my child/young person be included in activities outside the classroom, including school trips?

The school has an extensive range of extracurricular activities both after school and during the school day. Support for SEN pupils to participate in these activities is available as necessary. Individual year group support will help identify the pupils that need support to attend these clubs and activities and ensure they are able to take an active role in the club. Where activities and trips outside of the classroom are planned, a full risk assessment is carried out to identify any areas that may need additional support for the pupils with SEN. Parents are consulted as to the suggested reasonable adjustments available to their child and feedback sought from parents and pupils to ensure all relevant areas are considered and supported.

A designated area in school has been identified for pupils who need additional support before school, during lunch and break time and after school. This space is introduced to the pupils who may need it and provide a quiet, supported environment, where re-regulation or additional support can be given.

What support will there be for my child/young person's overall well-being?

The school has strong pastoral, medical and social support for SEN pupils. There is access to specialist medical provision through our on-site nurse. Medical care plans are drawn up in collaboration with parents and pupils

for those that have specific medical conditions. These plans are shared with teaching and support staff as necessary. Medicine and personal care can be administered from our medical centre by trained medical staff.

Access to specialist ASD teaching is available to help shape and develop strategies for pupils. There is a range of mental health support available to pupils, from initial, low-level intervention, to more expert intervention. School also has a close working relationship with CAMHS service as well as other external services where referrals can be made for intervention.

Pastoral staff are trained to support pupils with Emotional Based School Avoidance. The 'Attend' framework is used to help shape the support offered. Differentiated timetables and flexible working space is available to support school attendance. Links with alternate provisions to provide short-term placements that support a return to full time education are in place.

SEN pupils are a part of the whole school community and as such are encouraged to take an active part in all areas of school. There are no barriers to the opportunities any pupils has in any role of responsibility in school. SEN pupils are encouraged to take part in pupil voice activities to ensure a wide range of opinions are heard.

Bullying is taken seriously at LRGS and a log is made of all incidents in school. These logs are regularly reviewed to identify patterns, including any incidents towards pupils with SEN.

How do you evaluate the effectiveness of the provision made for children and young people with special educational needs?

We use systems such as ALPS and SISRA to track academic progress of different groups in the school. Provision is changed as required and reviewed at least annually along with Pupil Passports and EHCP. SEND pupils are often brought up in pastoral case review meetings.

How do you involve other bodies, including health and social services, local authority support services and voluntary organisations, in meeting the needs of children/young people with SEND and in supporting their families?

School has access to specialist teachers for Autistic pupils, pupils with hearing impairment, visual impairment and specific learning difficulty (dyslexia). These services range from weekly to fixed period access, depending on the need of the pupil. Where necessary, we are able to access the support of health services and have access to a school nurse who is able to support a range of difficulties. Family support is sought through the Early Help Assessment route, to ensure any family that needs additional support has access to what they require.

What arrangements do you make in relation to the treatment of complaints from children/young people and their parents/carers with special educational needs concerning your provision made?

If a pupil has a concern about their special educational need, they should in the first instance discuss this with their form tutor. Their form tutor will seek support from the SEN department either via the key worker for the year group or from the SENDCo who will be able to offer some support. SEN staff work directly with pupils and will try to resolve any concerns directly with the pupil in school, using this communication as a method of assess the support received as part of the graduated response to SEN support. Outcomes will be shared with parents where appropriate.

Parents are encouraged to contact the key worker for the pupil's year group to discuss any concerns. Contact with the SENDCo is welcomed should that be necessary. A range of communication methods are in place, including direct email to staff, telephone support, online meetings and face to face conversations where necessary.

A link to the formal complaints policy can be found here

[Pastoral: policies: concerns complaints policy for academies v1.2 Oct-11](#)

Where can I find the contact details of support services for the parents of children/young people with SEND?

Lancashire SEND Information, Advice and Support Service <https://lancssendias.org.uk/>

Where can I find information on where the local authority's local offer is published?

Our Local Offer [download.asp](#)

Lancashire County Councils Local Offer - <http://www.lancashire.gov.uk/send>