SIR WILLIAM BORLASE'S GRAMMAR SCHOOL

SEND Information Report

September 2026-27

This Information Report covers the relevant points detailed in the SEND Code of Practice 0-25 January 2015.

The kinds of SEND that are provided for at Sir William Borlase's Grammar School:

- Communication and interaction, for example, autistic spectrum disorder including autism, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, attention deficit hyperactivity disorder (ADHD), attention deficit disorder (ADD), mental health concerns
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy.

School Admissions

Sir William Borlase's Grammar School will admit pupils on the basis of the school's admissions policy in line with Buckinghamshire County Council. Pupils with special educational needs, of whatever kind, are admitted without prejudice, although the school gives no priority to admitting such pupils. Please see the SWBGS Admissions Policy for further information

Policies for identifying children and young people with SEND and assessing their needs,including the name and contact details of the Director of SEND and Inclusion:

For Year 7 and new Year 12 students, we initially consider the information shared by primary schools and parents regarding the student's needs. All information collated by the KS3 team and the SEND Team (sendco@swbgs.com) is compiled to form a confidential SEND support plan and pupil profile. This is then shared with staff working with and teaching the student. This information contains:

- Information on the student's specific learning needs, strategies to support them
- Adjustments needed to the learning environment
- Relevant information that may affect their learning.

A student's progress is then monitored and supported by the Director of SEND and Inclusion and SEND staff. Additional information may also be collated from teachers' feedback, liaison from outside agencies, the student, parents/carers and observations.
At SWBGS, we assess each pupil's current skills and levels of attainment on entry in Year 7 through the CAT tests. We review the results of these assessments in conjunction with the 11+ scores and information provided by the feeder schools in order to highlight any students who may need further support.
Each student on the SEND map is allocated a Learning Mentor who meets with them as required to ensure they are supported.

Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Has social and communication needs

Students will be classified according to the following criteria:

- N - No Special Educational Need
- K - SEN Support. Students designated as requiring SEN support will need intervention in addition to the High Quality Teaching experienced within the classroom. Most 'K' students at SWBGS will have an SEND Support Plan.
- E - Education, Health and Care Plan. Students with an EHCP require significant support and intervention. This is written and reviewed in conjunction with the local authority.

These codes are statutory however, at SWBGS we have added the following non-statutory categories:

- C - SEN Concern.
- SEMH- Social and emotional mental health needs.
- M- Medical need

Consulting and involving pupils and parents:

Effective communication with students and parents/carers is very important to fully support SEND students. The Director of SEND and Inclusion will facilitate a discussion with the pupil and their parents/carers when identifying whether they need special educational provision. As well as ensuring pupils have everything they need these meetings also ensure that:

- Everyone understands the pupil's areas of strength and difficulty. We take into account the parents'/carers' concerns.
- Everyone understands the agreed outcomes sought for the child.
- Everyone is clear on what the next steps are.
- Parents and young people are aware of the local authority's information, advice and support service.
- Notes of these early discussions will be added to the pupil's support plan.

Communication is maintained through a designated email address sendco@swbgs.com, phone conversations and face-to-face meetings. Parents can contact the learning mentor supporting their child via parents@swbgs.com In addition to this the Director of SEND and Inclusion is available at parents evenings for reviews of provision.

Pupil voice is included in the pupil profiles and students with an EHC plan complete their 'all about me' proforma when the time comes for their annual review.

Assessing and reviewing pupils' progress towards outcomes

At SWBGS we have adopted the graduated approach and the four-part cycle of:

- assess
- plan
- do
- review

The class or subject teacher will provide examples or evidence for the Director of SEND and Inclusion/SEND Team and Learning mentor to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment of the pupil.
- Teachers are responsible and accountable for the progress and development of the pupils in their class implementation of High Quality teaching, scaffolded for individual pupils, and its impact.
- The student's previous progress, attainment and behaviour.
- The individual's development in comparison to their targets, their peers and national data.
- The views and experience of parents.
- The pupil's own views.
- Specialised assessments from external agencies and professionals, if relevant.
- Analysis of Orders data

All teachers and support staff who work with the pupil will be made aware of their needs or any update to their provision, the support provided, any adjustment to the learning environment and any teaching strategies or approaches that are required. This will be reviewed to ensure the effectiveness of the support and interventions and their impact on the pupil's progress.

Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class. High quality teaching is our first step in responding to pupils who have SEN. This means scaffolding, reasonable adjustment and adaptive teaching for individual pupils. We will also provide the following support where appropriate:

- Modification of resources
- Out of class small group intervention
- Subject specific support sessions
- Revision Courses
- Study skills support
- Supporting Aspiration and Progress sessions
- Peer mentoring
- Learning mentor support
- Organisational support
- Appointments with the school counsellor
- Exam access arrangements
- Support from a Specialist teacher or external professional/agency
- Support from Specialist learning mentor
- Priority 1-2-1 Careers meetings
- Support from Neuro-diverse specialist learning mentor
- Reduced or flexible timetables

Adaptations to the curriculum and learning environment

The large majority of students at SWBGS enjoy a full timetable and full access to the curriculum. As with all students, high expectations for participation and attainment are held for students with special educational needs. Adjustments to the learning

environment and scaffolding are put in place to ensure the greatest possible progress for students with SEND. Any pupils with particular needs are included into the everyday classroom environment and, where required, the curriculum is adjusted or the learning environment adjusted. SEND students are also encouraged to fully participate in any extra-curricular activities of their choice. The following adjustments are made to ensure all pupils' needs are met:

- Developing our curriculum to ensure all pupils are able to access it effectively
- Adapting our resources, staffing and room allocations Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Scaffolding for students that require more support, giving longer processing times, pre-releasing material, providing writing frames, lists of key vocabulary,
- Adjustments to the learning environment such as careful consideration of seating plans, positive learning environments and removing distractions, careful consideration to groupings,
- Provision for exam access arrangements as normal working practice.
- The school will not withdraw a pupil from an entire subject, unless in exceptional circumstances and this decision is made by the Headteacher.

Examination Access Arrangements

Consideration of whether pupils qualify for access arrangements is given in accordance with the terms of the national regulations issued annually by the Joint Council for Qualifications (JCQ). Responsibility for access arrangements testing for the Head of Centre's consideration and for the appropriate bodies rests with the Director of SEND and Inclusion, according to JCQ guidelines. The Director of SEND and Inclusion consults with the Specialist Teacher and the Deputy Head (Academic)The Director of SEND and Inclusion will consult class teachers, and other staff (as appropriate) and keep parents informed of the process. Once any examination access arrangements or special considerations have been granted it is the responsibility of the Examinations Officer to ensure that they are implemented. The following adaptations are examples of what may be considered for the purposes of facilitating access:

- Adapting assessment materials.
- Adaptation of the physical environment for access purposes.
- Adaptation to equipment.
- Assessment material in an enlarged format or Braille.
- Assessment material on coloured paper or in audio format.
- British Sign Language (BSL).
- Changing or adapting the assessment method.
- Changing usual assessment arrangements.
- Extra time, e.g. assignment extensions.
- Language modified assessment material.
- Practical assistant.
- Prompter.

- Providing assistance during assessment.
- Reader/Scribe.
- Use of assistive software.
- Using assistive technology.
- Use of coloured overlays, low vision aids.
- Use of different assessment locations.
- Use of ICT/responses using electronic devices.

It is important to note that not all of the adjustments (as above) will be reasonable, permissible or practical in particular situations. The student may not need, nor be allowed the same adjustment for all assessments.

Enabling pupils with SEND to engage in activities

All of the extra-curricular activities and school visits on offer at SWBGS are available to all pupils. Students with special educational needs are actively encouraged to participate in school wide events. All pupils are encouraged to go on our day and residential trips and to fully participate in all school events. No pupil is ever excluded from taking part in these activities because of their SEN or disability.

Supporting pupils moving between phases

Information is shared with the school, college, or other setting the pupil is moving to in accordance with GDPR guidance. Parents and pupils will be consulted as to which information will be shared as part of this. All students due to join SWBGS are sent an induction pack of information, a member of the KS3 team and the Director of SEND and Inclusion/SEND Team will visit the Year 6 student in their school setting to meet them and carry out an observation. New students are invited to attend induction days (Year 7 & 12) and transition camp if beginning at the start of Year 7. For some students with special educational needs we complete an enhanced transition which includes:

- Additional visits from a member of school staff at their previous educational setting
- Parent transition meetings
- Completion of 'All about me' and parent/teacher view proformas
- Additional visits to the school to learn the layout to be taken place on inset days when the school is quieter
- Communication with parents
- Student meetings with the LMs and KS3 Team.
- Support with organisation
- Specified locker location for ease.
- In-house careers advice and 1-2-1 careers meetings
- Careers talks by external speakers.
- Links with further education providers.
- Visits to further education providers for open days if necessary
- Support with UCAS applications.

Additional support for learning

We currently have 6 LMs/SSOs that support the SEND students across the whole school. In

addition to this we have a neuro-diversity specialist who works one day a week to support student's sensory needs. We have a specialist teaching assistant for visual impairment and a SEND Team Support Assistant (responsible for ELSA/Young carers and SEND support). The Director of SEND and Inclusion is supported by a part time SEND Admin assistant, specialist teacher, the pastoral team and the mental health team. In addition to this we also regularly work with the following external agencies:

- Bucks Specialist Teacher Service – HI, VI
- County SEN Team
- AUTc
- Occupational Therapy
- Speech and Language Therapy
- CAMHS
- MHST
- Aspire Home Tuition (Orchard House)
- Social Care
- County Attendance
- Educational Psychologists
- NHS/Community Paediatrics
- Achieving for Children (RBWM)
- Education Welfare Service
- Family Support

Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term using individual pupil tracking and test data.
- In KS3 students' attitude to learning is monitored and reviewed to ensure that students are all able to work to their best ability.
- Analysing value-added scores and attainment for students on the SEND register on a termly basis; data is compared by SEND status, SEND category, need and cohort.
- Monitoring of classroom practice by the Senior Leadership Team, Teaching and Learning Leads and Heads of Department.
- Regular feedback from staff, students and parents.
- Reviewing the impact of interventions.
- Using pupil, parent and staff questionnaires.
- Feedback and reports from external professionals.
- Annual reviews for pupils with EHC plans.
- Referring to the school self-evaluation and the School Development Plan.
- Scrutinising formal and informal inspection feedback.

Support for improving emotional and social development

The physical and mental wellbeing of each student is our top priority. We provide support for pupils to improve their emotional and social development through the following:

- A school ethos that is based around respect and kindness.

- A carefully planned PSHE program that can be reactive to need
- School counsellors and a mental health team
- Peer mentoring
- Agents for change and various equalities and diversities societies
- Supportive Heads of Year who work closely with the key Teams to provide support and a safe space in school.
- Access to see the Health and well-being lead to support medical or other needs at any time.
- Referral to CAMHS, MHST or other external agencies where needed.
- Pupils with SEN are also encouraged to take part in a wide variety of clubs to promote teamwork/building friendships etc as well as the pursuit of their own interests and hobbies.
- Pupils with SEN are encouraged to take a leadership role within the school community.
- Learning mentor currently training in ELSA

Support for Students with Medical Needs

Pupils at SWBGS with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Students with medical needs may have a support plan and may also have an EHC plan to ensure all their needs are met.

The local authority local offer

The School's link to the Buckinghamshire Local Offer Information is available here.
The Buckinghamshire Local Offer provides information and advice and information on Special Education Needs & Disability provision, both inside and outside the Local Authority. If you wish to contact Buckinghamshire County Council about the Local Offer please call 01296 383065 or email familyinfo@buckscc.gov.uk

Complaints about SEND provision

Should a complaint be raised regarding the educational provision for a student with a special educational need, they should discuss the problem with the Director of SEND and Inclusion in the first instance. Parents/carers should make an appointment with the appropriate member of staff, thus allowing time for information to be gathered and the incident to be explored. If a complaint is not addressed fully by the Director of SEND and Inclusion, then pupils or parents/carers should contact the Deputy Head Academic. The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children.

Contact details for raising concerns

Mrs Kirsty Ashby (Director of SEND and Inclusion)
Telephone: 01628816500
Email: sendco@swbgs.com

Mrs Pauline Norris (Deputy Head Teacher)
Telephone: 01628816500
Email: parents@swbgs.com (Please include FAO Mrs Walder in the subject)

Mr Ed Goodall (Headteacher)
Telephone: 01628816500
Email: parents@swbgs.com (Please include FAO Mr Goodall in the subject)

Mr Hugh Miall (Co -chair of Governors)
Telephone: 01628816500
Email: hmiall@swbgs.com