



This document is the AGSB contribution to Trafford Authority's  
Local Offer information on their website:

<https://www.trafforddirectory.co.uk/kb5/trafford/fsd/home.page> .

## Altrincham Grammar School for Boys

### SEN Department

The intention of Trafford's local offer is to improve choice and transparency for families. All schools and academies in Trafford are expected to identify and support pupils with special educational needs to make the best possible progress. Schools are supported to be as inclusive as possible and wherever possible, the needs of pupils with a Special Educational Need should be met in a mainstream setting, where families want this to happen. Trafford's Graduated Approach provides guidance on expectations of what should usually be available within a school's resources.

#### 1. What kinds of special educational needs does the school provide for?

Altrincham Grammar School for Boys (AGSB) works with the support of Trafford Local Authority and outside agencies in order to make suitable provision for children with various special educational needs in a mainstream environment. We have experience of providing for children with varying types of SEN and/or disability, and we encourage you to make contact with the School to discuss your own child's individual needs with the Special Educational Needs and Disability Coordinator (SENDCo), and arrange a visit as appropriate.

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

AGSB liaise with primary schools and previous secondary schools in respect of any specific needs that new starters may have. If any member of staff, parents/carers, or pupils themselves have any concerns, they should contact the SENDCO, or any member of staff. We will monitor progress of the student and may make a referral to one of many outside agencies upon consultation with parents/carers.

#### 3. How will both you and I know how my child/young person is doing?

Data is collected and communicated home regularly throughout the school year, which illustrates how pupils are progressing. If there are any concerns arising from these reports, or from any members of staff at any time during the year, contact with home will be made so that these can be discussed.

Parents/carers will be contacted by the SENDCO to discuss progress and the arrangements for supporting their child. Results of any external reports or assessments will be shared.

Communication between home and the SEND team will often be made via email.

Where additional work can be done at home, the SEN team will advise on appropriate resources to support the child's learning.

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

For the most part, pupils are taught in mixed-ability settings. However, in some subjects there is some setting so that the curriculum can be differentiated to accommodate the needs of all pupils. Settings are reviewed throughout the year, and parents/carers are consulted - to ensure that each child is best placed to achieve at their best.

Classroom staff are provided with detailed information and advice about pupils' SEND and ways of differentiating, in order to remove barriers to their learning.

Experienced Teaching Assistants are deployed effectively to provide tailored support in class to identified pupils.

Training is delivered, either in-house or by outside agencies, so that staff are better able to cater for the needs of all pupils.

#### 5. How will school staff support my child/young person?

Staff have access to specific information regarding each pupil's specific need(s) and ways in which barriers to their learning can be alleviated or removed. Training is provided to ensure that staff can support the needs of all pupils, and the school works closely with outside professionals, as well as parents/carers, to support our pupils.

The SENDCO is responsible for arranging and overseeing most interventions and programmes that are run to support students with SEND. Typically, these will be delivered by experienced teaching assistants – or, in some cases, outside professionals. Some interventions are more subject-based and are agreed within those subject areas. The SENDCO seeks and follows the advice of relevant professionals as well as parents/carers in matching support to pupils' needs.

Contact will be made with parents/carers as changes occur, in order to update and share plans to support the pupil.

The impact of interventions and support is measured and reviewed to ensure that progress is being made.

#### 6. How is the decision made about what type and how much support my child/young person will receive?

Each pupil is treated as an individual – and, as such, the support that they receive reflects this. Any concerns about the level and type of support being received should be raised with the SENDCO in the first instance.

The aim of formally identifying a pupil with Special Educational Needs or Disability (SEND) is to help school ensure that effective provision is implemented and so remove barriers to learning. The support provided consists of a four part process: **Assess Plan Do Review**

This cycle enables the identification of those interventions which are the most effective in supporting the pupil to make good progress and achieve successful outcomes.

**Assess:** How does the school decide if a pupil needs extra support?

The subject teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, specific assessment tasks and tests, as well as the views of parents and pupils, are used to identify needs. Advice may also come from external support services.

**Plan:** What type of support and how much support will the pupil receive?

Information gathered is used to develop interventions and adaptations to the environment and to the curriculum. Again, advice from outside agencies, including schools and families specialist services, the educational psychologist and speech and language therapists, may be accessed. Head of Year and subject teachers work alongside the SENDCO to plan the most appropriate strategies and interventions.

**DO:** How will the school staff support the pupil?

Interventions may involve group or one-to-one teaching both in class and away from the classroom on specific schemes of work. It may also involve the use of different equipment and/or the adaption of the curriculum.

The curriculum may be adapted through differentiation, using prompts, adapted resources and by support from teachers and teaching assistants. In some cases, specific schemes of work (including for social and emotional difficulties) and interventions are used.

**Review:** How will school and parents/carers know how the pupil is doing?

Intervention work is reviewed regularly by the SENDCO with subject teachers and teaching assistants, using teacher assessments, specific test results and observations.

Parents/carers will be offered a chance to discuss progress. Regular meetings take place where staff and families feel it is necessary. Multi- agency meetings, where support from other agencies is necessary, may also take place.

## 7. How will my child/young person be included in activities outside the classroom including physical activities and school trips?

We recognise that it is vitally important for the development and emotional wellbeing of all pupils to be involved in activities outside of the classroom. Every effort is made

to fully include all of our pupils in all areas of the curriculum and school trips.

Under certain circumstances it may be necessary to consult with Parents/carers on how best to do this, and reasonable adaptations will be made to accommodate and include all pupils.

### 8. What support will there be for my child/young person's overall wellbeing?

Form Tutors are well placed to provide daily pastoral support. Heads of Year and SENDCO meet regularly with the Deputy Headmaster to discuss pastoral matters and plan action where appropriate.

The school has a clear behaviour policy, and works hard with parents/carers to support pupils to modify their behaviour and responses to stressful situations, as well as helping them to establish successful working relationships with staff.

Information about any concerns for a pupil's wellbeing is passed on swiftly to the pastoral or SEND team so that any issues can be addressed in a timely and effective manner.

Some pupils may benefit by having a study mentor who can help with matters of organisation and encourage and support effective study skills.

Where we feel it may be useful, following discussion with parents/carers, we will make referrals to outside agencies and professionals.

The school has a clear policy for supporting pupils with medical conditions, and uses individual healthcare plans to ensure that pupils' medical needs are met.

### 9. What specialist services and expertise are available at or accessed by the school?

We work with Trafford SEN Advisory Service (SENAS), the Trafford Educational Psychology Service, Trafford Speech and Language Therapy Service, and Trafford Sensory Impairment Service. We also work with the Together Trust for matters particularly related to students with Autistic Spectrum Condition (ASC). We will source appropriate training and support from other professional bodies and organisations, as appropriate. Pupils, Parents and staff have access to confidential in-house services from the School Nurse and Counsellor.

### 10. What training has the staff supporting children/young people with SEND received?

Staff training is tailored to the needs of the pupils and all staff are given specific advice and updates on the individual needs of pupils throughout the year.

The SENDCO is a member of the Trafford Secondary SENCO Forum and members of the School SEND Department meet regularly to discuss and share best practice.

Some examples of recent staff training on SEN are: ASC, Attention Deficit (and Hyperactivity) Disorder (AD(H)D), Visual Impairment and successful differentiation for students with literacy difficulties.

### 11. How accessible is the school environment?

The School is fully accessible. All new building and refurbishment give attention to disabled access. The views of parents and others who visit the School are positive about the accommodations that are made.

### 12. How are parents and young people themselves involved in the school?

We recognise that our pupils (and the support of their parents/carers) are what makes the school - and, as such, they are encouraged to voice any concerns or suggestions to any member of staff.

Pupils and parents/carers are always consulted when considering their needs and how these may be supported by the school and by themselves. Pupils are encouraged to attend review meetings in order to express their concerns and preferences, and are supported in setting themselves targets for improvement.

We have several parent governors on AGSB's Governing Body. The AGSB PFA (Parents and Friends Association) is a dedicated team of supporters of the school, who work tirelessly to promote and raise funds for the School, and are always looking for new members/volunteers.

### 13. How do you involve other agencies in meeting the needs of children/young people with SEND and in supporting families?

With parental/carer permission, we approach appropriate agencies and invite them to observe, meet and assess/report/give advice on the individual pupil and strategies to move forward. Agencies are kept updated and are invited to contribute and attend meetings about the pupil.

Some of the agencies we use are: Trafford SEN Advisory Service (SENAS), the Trafford Educational Psychology Service, Trafford Speech and Language Therapy Service, Trafford Sensory Impairment Service, CAMHS, MARAT, the Together Trust.

### 14. 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?

We work closely with parents/carers and the primary (or previous secondary) school to get a full picture of the pupil as an individual.

It is helpful for the SENDCO to be invited to attend any transfer reviews. Where appropriate, depending on the needs of the pupil, we will offer school visits and arrange for taster lessons to ensure a smooth transition.

We have a School Careers Adviser who can meet with pupils to ensure that they make informed and appropriate choices for their subject options in Year 9 and beyond.

### 15. Who can I contact for further information?

Mrs Lesley Saunders (SENDCO) –0161 928 0858

Email: [Isaunders@agsb.co.uk](mailto:Isaunders@agsb.co.uk)

Parent Partnership Service –0161 912 3150 [www.traffordparentpartnership.org.uk](http://www.traffordparentpartnership.org.uk)

Trafford SEN Advisory Service –0161 911 8683

### 16. What other support is available?

Find out more about the local offer of support which is available for disabled children and young people and those who have SEN on the Trafford Service Directory [www.trafford.gov.uk/servicedirectory](http://www.trafford.gov.uk/servicedirectory) or by contacting the Family Information Service:

Telephone: 0161 912 1053 Monday to Friday, 8.30am until 5pm

Email: [fis@trafford.gov.uk](mailto:fis@trafford.gov.uk)

Twitter: @traffordfis

Facebook: [www.facebook.com/traffordfis](http://www.facebook.com/traffordfis)