



Pate's Grammar School

Special Educational Needs and Disability Information Report

Approved by: Full Governing Board

Date of Last Review: March 2026

Date of next review: March 2027

Accessibility

If you require this information in an alternative format or language, please contact Joanna Kurlbaum jkurlbaum@patesgs.org or Becky Short bshort@patesgs.org

Contents	1
1. What types of SEN does the school provide for?	3
2. Which staff will support my child, and what training have they had?	4
3. What should I do if I think my child has SEN?	5
4. How will the school know if my child needs SEN support?	7
5. How will the school measure my child's progress?	Error! Bookmark not defined.
6. How will I be involved in decisions made about my child's education?	8
7. How will my child be involved in decisions made about their education?	9
8. How will the school adapt its teaching for my child?	9
9. How will the school evaluate whether the support in place is helping my child?	11
10. How will the school resources be secured for my child?	11
11. How will the school make sure my child is included in activities alongside students who don't have SEN?	12
12. How does the school make sure the admissions process is fair for students with SEN or a disability?	12
13. How does the school support students with disabilities?	13
14. How will the school support my child's mental health and emotional and social development?	13
15. What support will be available for my child as they transition between classes or settings or in preparing for adulthood?	15
16. What support is in place for looked-after and previously looked-after children with SEN?	16
17. What should I do if I have a complaint about my child's SEN support?	16
18. What support is available for me and my family?	17
19. Glossary	18

Introduction

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how special educational needs support works in our school.

Pate's aims to foster a culture of mutual respect, empathy, and collaboration to best support learning of all our students. We educate our students in an inclusive environment where everyone is treated with kindness and respect and where students are encouraged to consider different points of view, to look out for one another and to help each other.

Provision for students with SEND involves the whole school. At Pate's, we work in accordance with the following principles;

- All teachers at Pate's Grammar School are teachers of students with SEND.
- All students will be supported to ensure progress and maximise achievement.
- All students have the right to a broad and balanced curriculum.
- All students should be able to share in all aspects of the life of the school.
- The school, students and parents should work in partnership.
- Students should be supported to become confident individuals, living fulfilling lives so that they can make as successful transition to adulthood.

If you want to know more about our arrangements for SEND, please read our SEND policy. You can find it [on our website](#), or you can ask a member of staff to send you the policy.

Note: If there are any terms, we've used in this information report that you are unsure of, you can look them up in the Glossary at the end of the report.

1. What is SEND and what kinds of SEN are provided for?

SEND stands for 'Special Education Needs and Disabilities'. A student is a student with SEND if they require provision which is additional to or different from that which is normally available to students in a school. This means that a student may not always be considered a student with SEND, they may be identified as having a need for a short while and then no longer need additional support. Other students will remain identified as having SEND for their whole academic career.

Formal diagnosis is not necessary for a child to receive additional support.

Our school provides for students with the following needs:

Area of Need	Condition
Communication and interaction	Autism spectrum disorder (ASD)
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
Social, emotional and mental health	Attention deficit hyperactivity disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

A student's main need may fall under a particular area, but Pate's recognises that a student may have needs and difficulties which fall under more than one category. We also recognise that a student's needs may change over time.

Therefore, any support or intervention put in place is regularly monitored, reviewed, and updated accordingly.

2. Which staff will support my child, and what training have they had?

Our special educational needs co-ordinator, or SENDCo

Our SENDCo is Mrs Joanna Kurlbaum. Her email is jkurlbaum@patesgs.org.

Joanna is a German teacher and Associate Assistant Headteacher. She maintains regular contact with children in the classroom and is undertaking the NPQSENDCO qualification.

Deputy Head (SEND)

Our Assistant Head of SEND and strategic lead is Bethan Morgan.

Bethan has undertaken an NPQSENDCO qualification and is a facilitator on the qualification for the Odyssey Teaching School Hub.

SEND Administrator

Our SEND Administrator is Becky Short. She is a qualified teacher who joined the school in September 2025 and who works closely with Joanna to maintain efficient systems and to ensure that our students' needs are met. This academic year she has attended training on 'The Essential Role of the SEND Administrator' and on Supporting Students with Mental Health Difficulties.

Class Teachers

All our teachers are teachers of SEND. They receive regular in-house SEN training, and are supported by the SENDCo to meet the needs of students with SEN.

Class teachers are also given regular reminders of the Gloucestershire SEND Local Offer and are helped to provide specialist support for learners through SEND clinics and conversations with the SENDCo.

Teaching Assistants (TAs)

We currently have one teaching assistant who is trained to deliver interventions such as Preparing for the Future and Social Skills.

This academic year, our TA will attend the Gloucestershire TA conference, with workshops covering a wide range of topics including, but not limited to, Autism Masking, Safeguarding and Wellbeing Practice and Adaptive teaching.

SEND Governor

Our SEND Governor Link is Laura Bromberg. She visits the department and reports to Governors regularly.

External agencies and experts

Sometimes we need extra help to offer our students the support they need. Whenever necessary, we work with external support services to meet the needs of our students with SEN and to support their families. These include:

- The Advisory Teaching Service
- Educational psychologists
- Occupational therapists
- GPs, paediatricians or consultants
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services and other local authority (LA)-provided support services e.g., Advisory Teacher Service
- Voluntary sector organisations
- Talk Well
- Young Minds Matter

3. How will the school identify and assess need?

If your child's previous school has identified your child as having SEND, they will provide us with this information. Every school must maintain a register of students who have SEND and the history of the student's placement onto or removal from this register stays with them throughout their education.

We work with previous schools to obtain as much information as possible during transition to ensure that we have up-to-date and correct information. At Pate's we also identify need in the following ways:

- Dyslexia screening in Y7
- Referrals from class teachers and pastoral staff
- Feedback from and conversations with parents/carers
- Termly reviews of progress data
- Feedback from other professionals working with a student
- Feedback from students themselves

All our class teachers use Quality First Teaching to inform deliberate lesson planning that is adaptive and scaffolded to meet the needs of the class. Continual formative assessment and awareness of special educational needs mean that teachers are on the lookout for any students who aren't making the expected level of progress academically and/or socially.

If the teacher notices that a student is falling behind, they will make reasonable adjustments, in addition to adaptive teaching, to support the closure of the learning gap. Students who don't have SEN usually make progress quickly once the gap in their learning has been filled.

If the student is still struggling to make the expected progress, the teacher will talk to the SENDCo who will undertake an 'assessment of need' to determine whether special educational provision is required. This involves gathering information from a variety of sources such as academic data, parental and student voice, teacher observations, SENDCo observations and, in some cases, information from external professionals.

Following this assessment of need, it may be felt that the student should be placed on the school's SEND register. This will be discussed with parents/carers.



4. What should I do if I think my child has SEN?

1) Tell us about your concerns	2) We will arrange to discuss your concerns with you	3) We will decide if your child needs SEN support
If you think your child may have SEN, talk to their Form Tutor, Head of Year or Key Stage Pastoral Manager. They will contact our SENDCo who will contact you to discuss your concerns. Alternatively, you can contact the SENDCo directly at jkurlbaum@patesgs.org, or the SEND Administration Assistant, Becky Short, at bshort@patesgs.org.	A member of the SEND team will discuss your concerns with you to gain a better understanding of your child's strengths and difficulties and together we will agree on next steps. We will make a note of what has been discussed and add it to your child's records. You will receive a copy of these notes.	If your child does need SEN support, their name will be added to the school's SEND register with your agreement, and the SENDCo will work with you and your child to create a support plan for them.

5. How will my child be involved in decisions made about their education?

At Pate's we believe that any support put in place should be student-centred and we encourage students to be at the heart of establishing the support they need wherever possible. Offering their views of their own needs enables them to take ownership of their learning and support and to be more powerful in helping them reach their desired outcomes. The level of involvement will depend on your child's age and level of competence. We recognise that no two children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

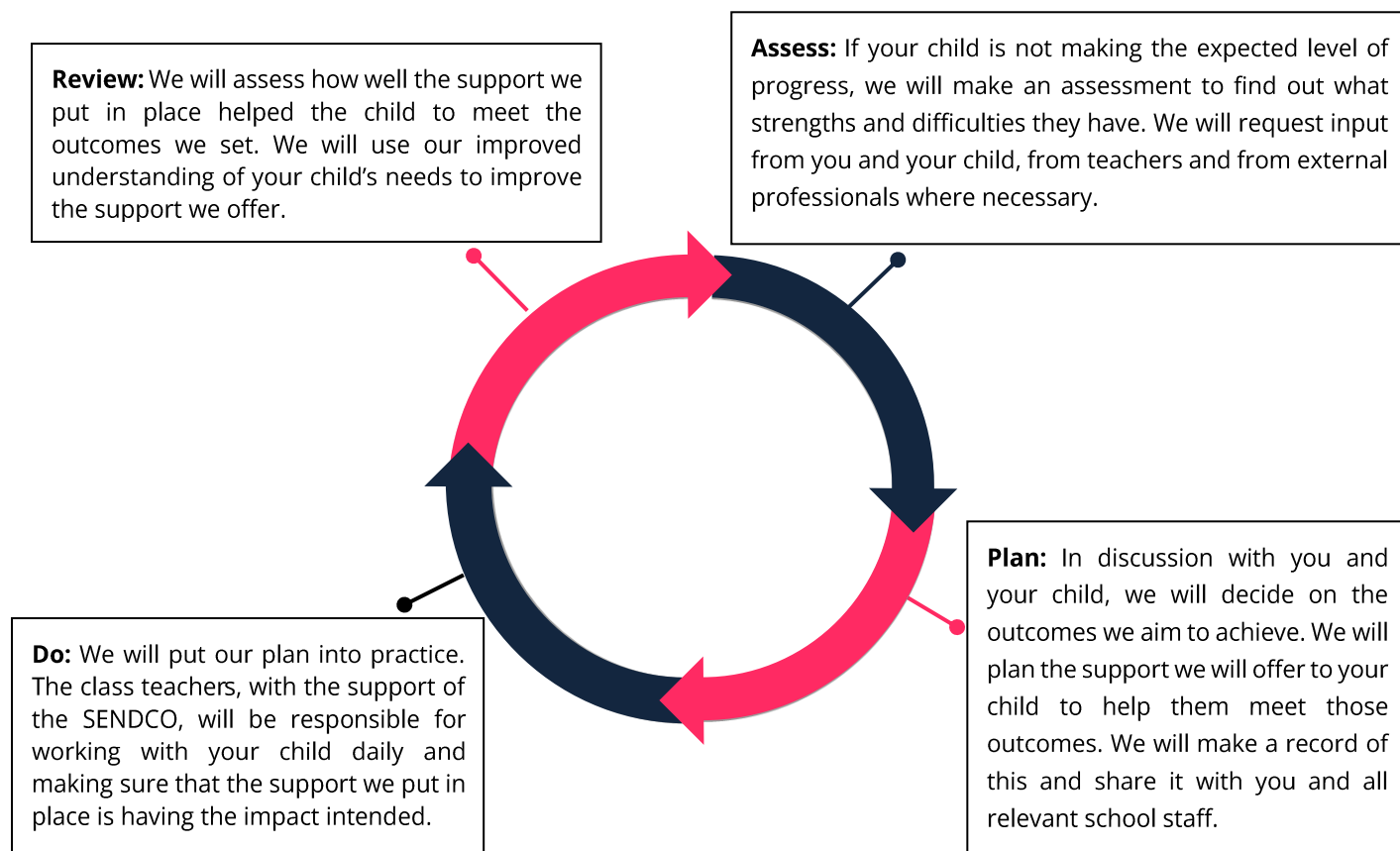
- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey, such as a Strengths & Difficulties Questionnaire or Boxall profile

EHCPs are required to be reviewed annually, and parents/carers and students will be invited to contribute their views and attend the meeting, along with any external agencies involved.

6. How will the school assess and review my child's progress?

The school follows Gloucestershire's [Graduated Pathway](#) to co-ordinate SEND provision. This allows us to provide the right level of support at the right time and to involve external agencies if needed.

Pate's follows a graduated approach to meeting your child's SEN Needs. The graduated approach is a 4-part cycle of **Assess, Plan, Do, Review**.



This process will be continual. If the review shows a student has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue, and the school's targets, strategies and provisions will be revisited and refined.

Should we feel it is appropriate to run a targeted intervention with your child, we will assess them before the intervention begins. This is known as a baseline assessment.

We do this so we can see how much impact the intervention has on your child's progress. We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

The SENDCo will also refer to the Local Authority's guidance [Information for Practitioners](#).

7. How will I be involved in decisions made about my child's education?

You are the expert when it comes to your child's needs and aspirations, so we want to hear from you to build a better picture of how the SEN support we are providing is impacting your child outside of school. We encourage any parent/carer to email their child's tutor, pastoral team or a member of the SEND team should they have concerns around their child and any SEND. This allows concerns to be addressed at an early stage.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

We will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

All parents/carers are encouraged to attend Parents' Evenings as this is the ideal forum for teachers to listen to your questions and concerns as well as to share information.

In addition, a member of the SEND team will contact home to ask you to review your child's Student Support Passport.

8. How will the school adapt its teaching for my child?

Our accessibility policy, which covers the following three areas, can be found on our website

- Increasing the extent to which students with disabilities can participate in our curriculum.
- Improving your Pate's physical environment to increase the extent to which students with disabilities can take advantage of the education, benefits, facilities and services we provide or offer.
- Improving the delivery to students with disabilities of information that is readily accessible to students without disabilities.

All teachers are accountable for the progress and development of all students in their classes, including those with SEN. Quality First Teaching (high-quality teaching) is our first step in supporting students with SEN to access learning and the full curriculum and to make expected progress in line with their peers. Quality First Teaching will be adapted for individual students to meet their specific needs.

All students with SEND have a Student Support Passport; a document which highlights their needs, strengths and what their teachers need to do to ensure they make progress in their learning.

Interventions and adaptations may include:

- Adaptive delivery of a broad and balanced curriculum to ensure accessibility for all students e.g. scaffolding, modelling and questioning in conjunction with the Pate's Learning Framework.
- Adaptive, high-quality instruction by giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Teaching Assistants may be used to support one-to-one support or, more likely, to aid flexible groupings within classrooms to ensure high-quality instruction and specialist teacher support.
- Individualised re-integration timetables for those students with additional medical needs.
- Adaptations to resources such as enlarged fonts, subtitles, coloured papers, visuals.
- Assistive aids and equipment, adaptations to the environment e.g. specialist equipment, laptops, assistive technology, wobble cushions, lift access.
- Exam Access Arrangements e.g. additional time, rest breaks, word processor, prompt.
- Support from our Whole School Literacy Lead.
- Additional pastoral support.
- Preparation for adulthood support.
- Social skills intervention.

These interventions are part of our contribution to [Gloucestershire's local SEND offer](#).

9. How will the school evaluate whether the support in place is helping my child?

The monitoring and evaluation of SEND provision and its effectiveness is part of the whole school's systematic review process through Line Management. The SENDCo is a member of the Senior Leadership Team and attends Governor meetings to provide information to regularly inform Governors of the education provided for and the achievements of students with SEND.

We evaluate the effectiveness of provision for students by:

- Regularly reviewing their progress towards their goals.
- Reviewing the impact of specialist interventions after 6-8 weeks.
- Using student questionnaires.
- Monitoring by teachers, Heads of Department and the SENDCo.
- Holding an annual review (if they have an education, health and care (EHC) plan).

10. How will the school resources be secured for my child?

We regularly review and update our equipment and facilities to ensure that they accommodate the needs of children with SEND.

At Pate's we have the following facilities to help students with disabilities access the school:

- Accessible toilets and changing rooms
- Lifts between floors
- A staffed Student Support Centre
- A quiet room
- Coloured strips on stairs to aid students with visual impairments
- Splitters for radio microphones to aid students with hearing impairments

It may be that your child's needs means we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority, as part of an EHCP application.

11. How will the school make sure my child is included in activities alongside students who don't have SEN?

At Pate's we believe there should be no barriers to any students being a fully active participant in all areas of school life, from a full curriculum, to clubs, sports days, trips, residential trips, sports and House events, Duke of Edinburgh's Awards, CCF and any other extra-curricular activity.

Students with SEN are supported to enjoy all the same activities as any other student. No student will be excluded from taking part in activities because of their SEN or disability. Additional provisions or adaptations will be made to ensure that students with SEN are able to engage with activities that are offered by the school. Parents and professionals may be contacted for advice and collaboration to support this process, and every endeavour will be made to ensure that the needs of the students are met and supported.

No student is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure they can be included.

12. How does the school make sure the admissions process is fair for students with SEN or a disability?

Pate's is a selective grammar school. The school has an inclusive Admissions Policy regarding students with special educational needs and/or disabilities (SEND). Please refer to the Admissions Policy on our website for further details.

Students with SEND will sit the Grammar School Entrance test with their cohort. There is a central online registration process for all students wishing to sit the Grammar School Entrance Test. Parents/carers are requested to provide SEND evidence at the time of registering their child to sit the Entrance Test. Exam Access Arrangements/reasonable adjustments may be put in place where there is significant evidence of need. All requests for extra time or special exam access go to an external panel which will decide, based on evidence of need, what arrangements will be put in place. Any agreed exam access arrangements will be confirmed to parents/carers prior to the test.

If a student has an Education, Health and Care Plan (EHCP) a formal consultation will be made to the school by the Local Authority to ensure that Pate's is an appropriate setting, with appropriate resources and facilities, and can meet the particular needs of a student.

13. How does the school support students with disabilities?

There is the requirement that all staff are aware of students with medical conditions. This information is recorded and updated regularly on internal systems.

Some students have medical conditions which require additional support to access learning and activities in school. To enable us to fully support these students, we follow advice from the medical professionals involved in their care and adhere to the Code of Practice and Local Authority Guidance. These students may be added to our SEND Register and/or may have a My Plan/My Plan+ or Individual Health Care Plan where appropriate.

Pate's policy for supporting students with medical conditions can be found on our website.

Where appropriate, **Individual Healthcare Plans** are developed for those students requiring further interventions to support their medical conditions. Pastoral Staff are regularly trained in First Aid, Asthma, Anaphylaxis and Diabetes care.

14. How will the school support my child's mental health?

Pate's has developed a Graduated Pathway for identifying students with SEMH needs and to establish the level of need. Where the SEMH need impacts significantly on a student's ability to access learning the Head of Year will collaborate with the SENDCO to ensure that these needs are met in the same way as other special educational needs and disabilities. This will be in the form of a Pastoral Plan (P* Code), which will be monitored carefully to ensure timely SEND support is put in place should the need rise to a Student Support Passport

All students at Pate's have access to the School Nursing Service through our designated school nurse who holds a weekly drop-in session at the school. The School Nursing Service also offer a text service students can access: [School Nursing Service webpage](#).

The school also employs a counselling service through Talkwell that is available for students who are identified as needing additional support, and we offer a safe and confidential mental health support service via Young Minds Matter (a CAMHS mental health support team)

For a small number of students with particular health or medical needs, additional support from our Student Support Service is also available. Student Support provides a supportive environment, staffed by specialists, and ensures that we can individually nurture and support all students in our care.

For further information please read our SEMH Statement of Intent [here](#).

15. How will the school support my child's and emotional and social development?

At Pate's, the safety, welfare, and well-being of all students including those with SEND is a key priority. We are committed to supporting one another through fostering respectful relationships in an inclusive environment, where diversity and mutual respect is celebrated across the school. Pate's is a place where every person has the right to be themselves and to be included in a safe and happy environment. Bullying of any kind is unacceptable and will not be tolerated at our school. You can view our Anti-bullying policy [here](#).

In addition to encouraging students with SEND to participate in a wide variety of clubs, societies and activities on offer in the school, we provide support for them to progress in their emotional and social development in the following ways:

- Students with SEND are encouraged to be part of the school council
- In Years 7 and 8, we encourage students with SEND to be part of our collaborative board game club to promote teamwork/building friendships
- We have a zero-tolerance approach to bullying. We prevent bullying in the school by promoting values of respect and equality and working to ensure that difference and diversity is celebrated across the whole school community.
- We provide extra pastoral support for listening to the views of students with SEN by ensuring that they have regular contact with their tutor and wider pastoral team.

- Staff in our Student Support Centre are always on hand to offer guidance and support when needed.

16. What support will be available for my child as they transition between classes or settings, or in preparing for adulthood?

Our transition process gathers information on every student from their previous setting. Information on students with identified SEND will be passed on through the transition information gathering process. The SENDCo, Heads of Year and/or Pastoral Team liaise with feeder schools, parents/carers, and professionals, as appropriate, to gather information about a student's needs to ensure suitable provision is put in place to meet any additional needs. This may include, where appropriate, extra transition support such as visits to the school.

Between years

To help student's with SEN be prepared for a new school year we:

- Ensure that their Student Support Passport is up to date and shared with their new teachers
- Consider the needs of individual students with regards to roomings and groupings where appropriate, especially across Key Stages

Between schools

When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting.

Moving to adulthood

All students receive careers education to help them plan for the future. This includes a work experience placement in Year 12. Students with SEN will be supported with this. All students have 1:1 meetings with our careers advisor to discuss their options for further education and/or employment. Students with SEND will have additional input during this process. For example, they may receive additional sessions or be offered a longer session than their peers. They will also be supported through the UCAS application process by our sixth form team, who also support students who fit any of the criteria to access the Sutton Trust programmes for disadvantaged students. Once an application for further/higher education has been made, universities and colleges may contact the school to discuss a student's needs and the interventions and support that is currently in place in school.

We work with individual student's to help them achieve their ambitions, which can include goals in higher education, employment, independent living and participation in society. To do this, we may draw on external support, for example from the [Preparing for Adulthood Team](#).

17. What support is in place for looked-after and previously looked-after children with SEN?

Mrs Bethan Morgan works with Mrs Joanna Kurbaum, our SENDCo, to make sure that all teachers understand how a looked-after or previously looked-after student's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEN. However, looked-after students will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

18. What should I do if I have a complaint about my child's SEN support?

Most disagreements about SEN provision can be sorted out by communication with the school and it is always best to contact us promptly if you are unhappy with any aspect of the care or SEN provision for your child. We will aim to resolve concerns and complaints quickly and informally where possible. However, where this is not possible, formal procedures will be followed, as outlined in our [Complaints Procedure and Policy](#).

Complaints about SEN provision in our school should be made to the SENDCo in the first instance.

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the student themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEND Code of Practice](#).

If you feel that our school has discriminated against your child because of their SEN, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>.

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services

- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

You can find the contact details of the disagreement resolution and mediation services below;

[Bath and North-East Somerset](#)
[Bristol](#)
[Gloucestershire](#)
[South Gloucestershire](#)
[Swindon](#)
[Wiltshire](#)

19. What support is available for my family and me?

If you have questions about SEN, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

In addition, every Local Authority provides further information on how to support students with Special Educational Needs. Please see the relevant links below:

[Bath and North-East Somerset local offer](#)
[Bristol local offer](#)
[Gloucestershire local offer](#)
[South Gloucestershire local offer](#)
[Swindon local offer](#)
[Wiltshire local offer](#)

Our local special educational needs and disabilities information, advice and support (SENDIAS) services are:

[Bath and North East Somerset](#)
[Bristol](#)
[Gloucestershire](#)
[South Gloucestershire](#)
[Swindon](#)
[Wiltshire](#)

Local charities that offer information and support to families of children with SEN are:

Send and You

National charities that offer information and support to families of children with SEN are:

IPSEA
SEND family support
NSPCC
Special Needs Jungle
Sendaaid

20. Glossary

Access arrangements – special arrangements to allow students with SEN to access assessments or exams

Adaptive teaching – the process of continually assessing students' strengths and needs and adjusting teaching accordingly

Annual review – an annual meeting to review the provision in a student's EHC plan

Area of need – the 4 areas of need describe different types of needs a student with SEN can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs

CAMHS – child and adolescent mental health services

Differentiation – when teachers adapt how they teach in response to a student's needs

EHC needs assessment – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan

EHC plan – an education, health and care (EHC) plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs

First-tier tribunal / SEND tribunal – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEN

Formative assessment – also known as assessment for learning, formative assessment involves regular checks throughout lessons to see where students are in their learning and what they need to improve. Teachers use this information to adapt their teaching and provide feedback to students

Graduated approach – an approach to providing SEN support in which the school provides support in successive cycles of assessing the student's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the student

Intervention – a short-term, targeted approach to teaching a student with a specific outcome in mind

Local offer – information provided by the local authority that explains what services and support are on offer for students with SEN in the local area

Outcome – target for improvement for students with SEN. These targets don't necessarily have to be related to academic attainment

Reasonable adjustments – changes that the school must make to remove or reduce any disadvantages caused by a child's disability

SENDCo – the special educational needs co-ordinator

SEN – special educational needs

SEND – special educational needs and disabilities

SEND Code of Practice – the statutory guidance that schools must follow to support children with SEND

SEN information report – a report that schools must publish on their website, that explains how the school supports students with SEN

SEN support – special educational provision that meets the needs of students with SEN

Transition – when a student moves between years, phases, schools or institutions or life stages.