



# SEND Information Report

## 2017 2018

### What are Special Educational Needs?

A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require such support. Such improvements in whole-class provision tend to be more cost effective and sustainable.

### How do teachers identify when a student may have SEND Needs?

Class and subject teachers, supported by the senior leadership team, should make regular assessments of progress for all pupils. These should seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- 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.
- Fails to close the attainment gap between the child and their peers.
- Widens the attainment gap.

It can include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to adult life.

The first response to such progress should be high quality teaching targeted at their areas of weakness. Where progress continues to be less than expected the class or subject teacher, working with the SENCO, should assess whether the child has SEN. While informally gathering evidence (including the views of the pupil and their parents) schools should not delay in putting in place extra teaching or other rigorous interventions designed to secure better progress, where required. The pupil's response to such support can help identify their particular needs.

Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN.

Professionals should also be alert to other events that can lead to learning difficulties or wider mental health difficulties, such as bullying or bereavement. Such events will not always lead to children having SEN but it can have an impact on well-being and sometimes this can be severe. Schools should ensure they make appropriate provision for a child's short-term needs in order to prevent problems escalating. Where

there are long-lasting difficulties schools should consider whether the child might have SEN.

Slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having SEN.

***(Extracts above taken from Special educational needs and disability code of practice: 0 to 25 years statutory guidance from the DFE.)***

	Students	Count
Y 11	N	188
	SEN E	9
	SEN K	38
Y 10	N	185
	SEN E	1
	SEN K	37
Y9	N	193
	SEN E	2
	SEN K	44
Y8	N	192
	SEN E	1
	SEN K	24
Y7	N	208
	SEN E	0
	SEN K	34
Total	N	966
	SEN E	13
	SEN K	177

## Number of students with areas of need

Year group	Emotional, Social and Mental Health	Cognition and Learning	Communication and Interaction	Sensory and Physical	Total
7	6	19	9	0	34
8	4	18	2	1	25
9	9	30	6	1	46
10	14	17	4	3	38
11	15	21	7	4	47
Total	48	105	27	9	190

- Whole school policies are evaluated annually to ensure inclusion and progress of all SEND students, and incorporated into the teaching & learning framework of the school
- Staff and governors undertake continued professional development (CPD) in relation to SEND and are able to offer support and guidance to ensure school improvement
- The school has an effective assessment process which identifies barriers to learning upon entry and provides appropriate action to reduce any negative impact upon student success
- All staff complete a comprehensive CPD programme that aids in meeting the needs of students within the classroom
- Access to teaching and learning for SEND students is rigorously monitored by the SENCO and Leadership Team
- Teaching resources are routinely evaluated through observations, learning walks, book work scrutiny and student voice to ensure that they are accessible to all students
- Regular review meetings with SENCO and through Subject Evening Meetings for all SEND students

We provide SEND support for students with significant needs in the following areas:

- Communication and Interaction
- Cognition and Learning
- Social, mental and emotional health
- Sensory and /or Physical needs

<b>Area of need:</b>	<b>Provision:</b>	<b>Specific Strategies Implemented:</b>
<p><b>Communication and Interaction Needs</b></p> <p>e.g. Speech Language and Communication (SLCN) and Autism (ASD)</p>	<p>Use of individual provision maps. Students, parents and staff are all involved in the formulation, review and implementation of these documents. These are shared with all adults who work with the student.</p> <p>Support and advice is sought and implemented from external agencies (e.g. Well Being 0 to 25 (CAMHS) and Speech Language and Communication (SALT) to ensure any barriers to success are fully identified and responded to.</p> <p>Support staff are deployed effectively to ensure effective student progress, independence and value for money.</p>	<ul style="list-style-type: none"> <li>• May use a keyworker</li> <li>• Exam Concessions for most complex SEND students</li> <li>• Homework amnesty as appropriate</li> <li>• Support from outside Agencies</li> <li>• Lunch Club to promote social skills</li> <li>• Coloured/visual timetables</li> <li>• The ability to ask to work in a quiet room or small group room where applicable in the nurture areas</li> <li>• SLCN group intervention using resources: Vocabulary Enrichment Programme and Narrative Intervention Programme.</li> <li>• Social Story support</li> <li>• Comic Strip support</li> </ul>

<p><b>Cognition and Learning Needs</b></p> <p>e.g. Moderate learning Difficulties (MLD) Specific Learning Difficulties (SPLD) Dyslexia, Dyscalculia, Dyspraxia</p>	<p>Use of individual provision maps. Students, parents and staff are all involved in the formulation, review and implementation of these documents. These are shared with all adults who work with the student.</p> <p>Support and advice is sought and implemented from external agencies (e.g. LSAT Assessments, OT) to ensure any barriers to success are fully identified and responded to.</p> <p>Small group targeted intervention programmes are delivered to students to improve skills in a variety of ways, including Literacy and Numeracy.</p>	<ul style="list-style-type: none"> <li>• LASS 11 -15 is used to base line test <u>all</u> students in Y7 to Y9 and SEND/EAL students in Y10 and Y11 as appropriate</li> <li>• 1:1 or group support Dyslexia Tuition</li> <li>• Spelling and reading 1 to 1 and group support during tutor time</li> <li>• Maths -Visual cues/apparatus to support Dyscalculia</li> <li>• Small withdrawal groups for Maths and English</li> <li>• Social Story support</li> <li>• Comic Strip support</li> <li>• Reading support including DEAR (Drop Everything and Read)</li> <li>• Access to laptop for extended writing as appropriate</li> <li>• Coloured overlays for reading</li> <li>• Axiom Club (ASD) after school</li> </ul>
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<p><b>Social, Emotional and Mental Health Difficulties</b></p> <p>e.g. Withdrawn, isolated, disruptive, disturbing behaviour, maybe reflecting underlying mental health issues such as anxiety or depression, self-harming, substance misuse, eating disorders, ADD, ADHD, etc.</p>	<p>Use of individual provision maps. Students, parents and staff are all involved in the formulation, review and implementation of these documents. These are shared with all adults who work with the student.</p> <p>Support and advice is sought and implemented from external agencies (e.g. Well Being 0 to 25 (CAMHS) Educational Psychology Service (EP Service) to ensure any barriers to success are fully identified and responded to.</p> <p>The school has a positive approach to behaviour.</p> <p>Safety and inclusion of all students is paramount.</p> <p>Risk assessments are prepared for students as appropriate.</p> <p>Support is offered and signposted to families in order to reduce the impact of any form of disadvantage.</p> <p>The school has an effective pastoral support system with highly trained staff.</p> <p>External support is sought and any advice implemented to</p>	<ul style="list-style-type: none"> <li>• Use of a 'Time Out card' to help ease anxiety</li> <li>• Support to take medication</li> <li>• May use a keyworker</li> <li>• May need access to school counsellor</li> <li>• Homework amnesty</li> <li>• Support from outside Agencies</li> <li>• Separate rooming for exams when appropriate</li> <li>• Anger management workshop</li> <li>• Intervention using the Well Being Tool Kit</li> <li>• Meet &amp; Greet in the morning to aid anxiety</li> <li>• Possibility of reduced time table</li> <li>• Time out in the nurture areas</li> <li>• Y11 Peer Mentor support</li> <li>• Alternative curriculum e.g. Drives, Forest School, AFC, etc.</li> <li>• Lunch Club to promote social skills</li> <li>• Breakfast Club</li> </ul>
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	<p>support individual students Needs.</p> <p>The school uses systems to try to ensure that peer relationships are maintained and no student feels isolated.</p> <p>Individual and small group intervention, including specific targeted programmes can be delivered to help develop independence and resilience.</p> <p>Opportunities for learning outside the classroom offer a different approach to the curriculum, which supports students with social, emotional and mental health needs.</p>	
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<p><b>Sensory and/or Physical Needs</b></p> <p>e.g. hearing Impaired (HI) or visually impaired (VI), physical disability (PD)</p>	<p>Use of individual provision maps. Students, parents and staff are all involved in the formulation, review and implementation of these documents. These are shared with all adults who work with the student.</p> <p>Advice and guidance is sought and implemented from specialist agencies (e.g. Sensory Inclusion Service) and implemented to ensure barriers are reduced or removed.</p> <p>ICT is used to increase access to the curriculum.</p> <p>Additional adults may be deployed to increase student success and independence.</p> <p>Staff receive training to ensure understanding of the impact of sensory need upon teaching and learning.</p>	<ul style="list-style-type: none"> <li>• Lift passes available to access lift to all floors</li> <li>• Hygiene room available</li> <li>• Large/specialised equipment available in P.E./D.T./Science</li> <li>• Differentiated activities in practical subjects</li> <li>• School nurse available for appointments</li> <li>• Use of specialised equipment e.g. magnifiers etc</li> <li>• A variety of resources and modified stationary available</li> <li>• Early finish in classes to avoid congestion in lesson change over</li> <li>• Support from the Sensory Inclusion Service (SIS)</li> </ul>
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