SEN Information Report

2017-2018

SENCO: Mrs J Williams

Inclusion Manager: Miss R Somerfield

SEN Governor: Mrs T Littlefield

Contact: 01922 493910

Local Offer Contribution: Walsall

http://www.mywalsall.org/walsall-send-local-offer/

Whole School Approach:

High quality first teaching and additional interventions are defined through our annual dialogue across the school contributing to our provision management approach. These documents help us to regularly review and record what we offer EVERY child or young person in our care and what we offer additionally. These discussions also serve to embed our high expectations among staff about quality first teaching and the application of a differentiated and personalised approach to teaching and learning. We make it a point to discuss aspirations with ALL our learners.

Underpinning ALL our provision in school is the graduated approach cycle of:

Assess → Plan → Review → Do

All teachers are responsible for every child in their care, including those with special educational needs. (Inclusion and Special Educational Needs and Disability Policy into Practice 2016)

Assess: Assessment of students is a continuing process rather than a single event. All teaching staff are aware of their duties to assess students with whom they work. Early identification of any student who may have SEN is essential and concerns from staff, parents, students themselves and other professionals are taken seriously. Once concerns have been raised further assessments can be carried out by the SEN co-ordinator in order to support the planning of provision.

Plan: Teachers, support staff and the SEN co-ordinator work together to plan appropriate provision for students with SEN. In most instances this provision takes place within mainstream classrooms however students may be invited to additional support groups or offered additional support outside of the classroom.

Do: Teachers are responsible for implementing support strategies under the guidance of the SEN co-ordinator. They may be supported by support staff.
**Review:** Teachers, personal tutors and the Inclusion Support team are responsible for reviewing the progress of individual students.

Having consulted with children, young people and their parents, all our additional provision is based on an agreed outcomes approach.

**SEN Needs:**

Children and young people’s SEN are generally thought of in the following four broad areas of need and support:

1. **Communication and interaction**

   Support is provided in classrooms for students with communication needs by a team of trained support staff. Speech and language programmes are implemented by the Inclusion Support team and students with communication and interaction difficulties are invited to attend a weekly Pragmatics group.

2. **Cognition and learning**

   Classroom support may be provided to students in classrooms by trained Teaching Assistants. Teachers are trained in how to differentiate work in order to meet the needs of all learners. In Key Stage 3 students with literacy difficulties work with a trained literacy teacher within a small group.

3. **Social, emotional and mental health**

   Students have access to Learning Mentors who are trained to deliver a variety of programmes. Students may receive support in-class or come out of session for dedicated one-to-one time. There are a range of session 3 activities which support students in the development of age-appropriate social skills. Students can receive counselling support via Place2Be. Place2Be is a school based counselling service which is available for students within school two days a week.

4. **Sensory and/or physical needs**

   The school is well adapted to meet the needs of students with sensory and physical difficulties. Teachers are provided training annually on how to support students and differentiate their practice. Where needed additional adults are deployed to support students. There is a school nurse on site full-time who provides additional support for students as needed.

As of September 2017, we have 79 children or young people receiving some form of SEN Support in Years 7-11.

We have internal processes for monitoring quality of provision and assessment of need. These include monthly module reports and termly interim meetings with parents. The Inclusion Support team meet regularly to discuss the progress and provision of students on the Special Educational Needs register.
Consulting with children, young people and their parents

Involving parents and learners in the dialogue is central to our approach and we do this through:

<table>
<thead>
<tr>
<th>Action/Event</th>
<th>Who’s involved</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interim reviews</td>
<td>Parents, students and staff</td>
<td>Every term</td>
</tr>
<tr>
<td>Module reports</td>
<td>Personal tutors, students and parents</td>
<td>Every half term</td>
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</tbody>
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Staff development

We are committed to developing the ongoing expertise of our staff. We have current expertise in our school:

- **Dyslexia:** We have a trained Dyslexia teacher who can access needs and provide programmes of support.
- **Literacy:** There are trained literacy teachers within school who deliver intervention programmes for students with difficulties with reading and/or writing.
- **Numeracy:** There is numeracy specialist HLTA who delivers intervention programmes for targeted students.
- **Speech and Language:** All the Inclusion Support team have received training in how to identify students with speech and language difficulties and how to provide support.
- **Physical needs:** The Inclusion Support team have received training from Occupational Therapy and Dyspraxia Education.
- **Social and emotional issues:** There are three trained learning mentors and one behaviour support worker who provide support for students on a variety of issues.
- **Sensory impairments:** Staff receive regular training from the sensory support services in order to provide good quality support for students with a visual or hearing impairment.
- **Autism:** The Inclusion Support team have had training on how to support students with Autism and other communication difficulties.
- **Attachment issues:** The whole school has received training on how to support children who have experiences disrupted attachments.
- **Precision Teaching:** All the Inclusion Support team have received training in how to deliver precision teaching and have timetabled slots for this intervention with targeted students.

Staff deployment

Considerable thought, planning and preparation goes into utilising our support staff to ensure children achieve the best outcomes, gain independence and are prepared for adulthood from the earliest possible age. The aim of all support staff is to ensure that students become more independent so they can function in society. Therefore support staff may not sit continuously with students in lessons as this can act as a barrier to forming peer relationships. Support staff are deployed according to student’s type and level of need. Students may receive additional support in small groups, mainstream classes, through support groups or in some cases during one-to-one time.
**School Partnerships and Transitions**

Our academic assessment for children and young people with special educational needs is moderated through our cluster of schools and neighbouring partners.

This year, we worked with our feeder partners to welcome children and young people with special educational needs or disabilities and we supported young people on their transition to the next phase in education or employment.

Our approach involves visiting students at their primary schools prior to transition. Students with SEN are invited to visit the school for an induction morning prior to the whole cohort attending a two day induction. For students moving onto further education or training they are supported through the careers team and the Inclusion Support team and are offered visits to their new destinations prior to leaving the school.

**Complaints**

Our complaints procedure is:

Complaints should be put in writing to the Headteacher within 10 working days of the incident.

The receipt of the complaint will be acknowledged.

The complainant will be invited to attend a meeting with staff involved in the complaint and a resolution sought.

See complaints protocol on website for further details.

**Challenges this year**

Challenges for our school have included working with students with additional attachment needs. We have a number of students entering the school with a diagnosis of an Autistic Spectrum Disorder or with communication needs. A further challenge is the lack of provision for external support with many Local Authority services no longer being available due to funding constraints. We intend to address this through additional training and up-skilling staff in key areas, for example, in Mental Health and utilisation of services outside of the Local Authority.

**Further development**

Our strategic plans for developing and enhancing SEN provision in our school next year include continuing to develop support staff expertise in areas such as attachment issues, social, emotional and mental health issues and Autism.

In preparing this report we have included staff, parents and children and young people through meetings up-dating the school’s local offer, interim reviews and the module reporting system.

**Relevant school policies underpinning this SEN Information Report include:**

Inclusion and Special Educational Needs and Disability Policy into Practice (2016)
Legislative Acts taken into account when compiling this report include:

- Children & Families Act 2014
- Equality Act 2010
- Mental Capacity Act 2005