



## SEND Information Report 2017/18

### Introduction

Welcome to our SEND information page for learners with Special Educational Needs (SEND). At St Edmunds' School we are committed to working together with all members of our school community. We would welcome your feedback in the review of our policy, so please do contact us. The best people to contact this year are:

Ms S. Rideout – SENDCo (Special Educational Needs and Disability Co-ordinator) [srideout@st-edmunds.eu](mailto:srideout@st-edmunds.eu)

Emma Mabey – SEND Governor (c/o [clerk@st-edmunds.eu](mailto:clerk@st-edmunds.eu))

Mrs. J. White – Student Achievement Manager [jwhite@st-edmunds.eu](mailto:jwhite@st-edmunds.eu)

We also employ 10 teaching assistants (TAs) who specialise in identified curriculum areas and whose work is primarily in the classroom, working alongside the class teacher to assist in the delivery of teaching and learning. They also deliver the interventions as outlined below co-ordinated by our SENDCo. Our TAs also work as mentors for students who require a more in depth level of monitoring.

We also have a team of 3 Pastoral Assistants, who specialise in the support of students who may be experiencing emotional and/or behavioural difficulties. The Pastoral Assistants are managed by the Student Achievement Manager.

A school counsellor is employed for 2 days per week to further enhance the support we can offer.

Several members of staff are first aid trained but we do have one member of staff whose role is as the main school first aider: Mrs E Mules: [emules@st-edmunds.eu](mailto:emules@st-edmunds.eu)

### Our Approach to Teaching Learners with SEND

At St Edmund's School we believe in participation and progress for all. We want all of our young people to participate in learning and we celebrate the achievements of all members of our community. We aim to create an inclusive culture in our school and we are keen to enhance our responsive approach to the diversity of children's backgrounds, interests, experience, knowledge and skills.

We aim to create a learning environment which is flexible enough to meet the needs of all members of our school community. We monitor progress of all learners, and staff continually assess to ensure that learning is taking place. Our whole school system for monitoring progress includes regular student progress meetings, and form tutors undertake a mentoring and supervisory role.

We provide for the following kinds of special educational needs:

- Cognition and Learning Difficulties
- Speech, Language and Communication Difficulties
- Autism Spectrum Disorders
- Specific Learning Difficulties
- Physical, Medical and Sensory Difficulties
- Social, Emotional and Mental Health Difficulties

## How we identify SEND

At different times in their school career, a child or young person may have a special educational need. The Code of Practice defines SEND as:

**“A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:**

- (a) have a significantly greater difficulty in learning than the majority of others of the same age: or**
- (b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.”**

If a learner is identified as having SEND, we will provide provision that is ‘additional to or different from’ the normal differentiated curriculum, intended to overcome the barrier to their learning.

Learners can fall behind in school for many reasons. They may have been absent from school or they may have attended several different schools and not had a consistent opportunity to learn. They may not speak English very well or at all or they may be worried about different things that could distract them from learning. At St Edmund’s School we are committed to ensuring that all learners have access to learning opportunities, and for those who are at risk of not learning or making sufficient progress, we will intervene. This does not mean that all vulnerable learners have SEND. Only those with a learning difficulty that requires special educational provision will be identified as having a SEND.

## Assessing SEND at St. Edmund’s School

It is the responsibility of every member of staff to assess when a child presents with a difficulty with learning. We ensure that assessment of educational needs directly involves the learner, their parents/carers and of course their teachers. The SENDCo will also support with the identification of barriers to learning. Information from primary schools, Cognitive Ability Test results, individual subject baseline assessments and specific assessments carried out by the SEND team are used together with information from parents and carers to create an holistic picture of a student’s individual needs.

For some learners we may want to assess a particular need or seek advice from specialist teams. In our school we have staff qualified to assess the academic needs of students with regard to access arrangements for public examinations, including GCSE. We are also able to access various specialist services, some of which are listed below and including those universally provided by Wiltshire Local Authority, which are described on the Local Offer website available at <https://www.wiltshirelocaloffer.org.uk/>:

- CTOPP – Phonological processing assessments
- WRAT4 – Measurement of academic skills
- DASH – Speed of handwriting assessments
- EMTAS – Ethnic minorities and travellers achievement service
- Hearing Impairment Service
- Visual Impairment Service
- ASD advisors
- School Nurse and other health professionals
- Child and Adolescent Mental Health Service
- Speech and Language Therapists
- SENDCo qualified in assessing for Access arrangements for public examinations such as GCSEs

## **What we do to Support Learners with SEND at St Edmunds School**

Every teacher is required to adapt the curriculum to ensure access to learning for all children in their class. Information about the additional needs of all students is linked to teachers' registers, giving them the information they need to support their planning and appropriate interventions, such as differentiation, room plans, specialist resources etc.

Each learner identified as having SEND is entitled to support that is 'additional to or different from' a normal differentiated curriculum. The type of support is dependent on the individual learning needs, tailored to meet their needs and is intended to enable access to learning and overcome the barrier to learning identified. The implementation of such support is achieved using a graduated approach of assess-plan-do-review, making sure provision is appropriate and effective.

Supporting SEND outside the classroom is sometimes required to help to narrow the gap in a child's learning or help overcome a barrier to learning. This intervention style of support can take a variety of formats:

- Year 7 Catch up literacy
- Year 7 Catch up numeracy
- Year 8 Literacy and numeracy withdrawal
- Year 9 Functional skills in Maths and English
- One-to-one or small group subject specific withdrawal
- ASD support
- Emotional and Social Mentoring
- Inclusion support
- Counselling

Some students find that their needs prevent them from being able to fully integrate during unstructured times at break-time and at lunch. We offer the use of the Pink Room and Student Support, which are staffed areas supported by our pastoral prefects. This support is designed to improve social development and communication skills. Usually students only use this support temporarily whilst they acquire the skills needed to be independent during unstructured times.

## How we evaluate provision and find out if the support is effective

Monitoring progress is an integral part of teaching and leadership within St Edmund's School. Parents/carers, students and staff are involved in reviewing the impact of interventions for learners with SEND. We follow the 'assess, plan, do, review' model and ensure that parents/carers and children are involved in each step. Before any additional provision is selected to help a child, the SENDCO, teacher, learner and sometimes parent/carer, agree what they expect to be different following this intervention. Baseline assessments in literacy, together with the different subject areas, are carried out and recorded. These are then reviewed termly for the student STAR reports and are used to compare the impact of the provision. Literacy assessments are carried out annually.

Children, parents/carers and their teaching and support staff will be directly involved in reviewing progress wherever possible. Reviews will take place with individual subject teachers annually at parents' evenings, can be built in to the intervention itself, or can be in the form of a formal meeting where we all discuss progress and next steps. If a learner has an Education Health and Care Plan (EHC plan,) the same review conversations take place, but the EHC plan will also be formally reviewed annually.

The SENDCO collates the impact data of interventions, to ensure that we are only using interventions that work.

Progress data of all learners is collated by the whole school and monitored by teachers and Senior Leaders. Our school data is also monitored by the Local Authority and Ofsted. Your child's form tutor will be able to assist you with any queries you may have regarding the understanding your child's progress data.

## Other Opportunities for Learning

At St Edmund's School we believe that all learners should have the same opportunity to access extra-curricular activities, either as part of the whole school curriculum or through our extensive after school enrichment programme.

We are committed to making reasonable adjustments to ensure participation for all, so please contact the SENDCO to discuss specific requirements.

The Equality Act 2010 definition of disability is:

**"A person has a disability for the purposes of this Act if (s)he has a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities."** Section 1(1) Disability Discrimination Act 1995

This definition of disability in the Equality Act includes children with long term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEND, but there is a significant overlap between disabled children and young people and those with SEND. Children and young people may therefore be covered by both SEND and disability legislation.

For more information about the Equality Act, the protected characteristics or duties on public bodies, please click [here](#).

## Preparing for the next step

Transition is a part of life for all learners. This can be transition from primary to secondary school, to a new class in school, having a new teacher, or moving on to another school, training provider or moving into employment. St Edmund's School is committed to working in partnership with children, families and other providers to ensure positive transitions occur.

Planning for transition is a part of our provision for all learners with SEND. For students in Years 5 and 6 who have already been identified by their primary school as needing additional support, the SENDCo will visit them at their primary school and attend their annual review meetings. Where appropriate, an enhanced induction into St Edmund's will be arranged during the summer term. Senior leaders visit all Year 6 students at their primary school to support them in preparing for the transition and the SENDCo liaises with the feeder primary schools.

The SENDCo and Student Achievement Manager support transition to 6<sup>th</sup> form schools, colleges and apprenticeships for students with additional needs, alongside any other relevant agencies involved. Planning begins for some students during Year 10 and parents/carers and students are advised and guided through the process, from choosing the right provision for the student, the most appropriate course and practical information such as how to access support with transport. For those with a high level of additional need, accompanied visits to local 6<sup>th</sup> forms and colleges can be arranged in order to build confidence and develop a positive relationship with staff at the proposed new educational facility.

## Have your say

St Edmund's School is a community school and we welcome parents and carers as part of that community. We aim to shape and develop provision for all of our learners ensuring achievement for all and information from parents and students is integral to this. Parents and carers are welcome to visit the school when their child is in Years 5 and 6, not only at open evenings, but also during the school day to really get a flavour of how the school works. If parents or carers are concerned about their daughter's learning needs then a meeting will be arranged with the SENDCo to discuss concerns and the provision which can be made. The student's tutor, the SENDCo, Head of Year or a named supporter will be the main point of contact.

## Complaints procedure

If you are dissatisfied with any aspect of the SEND provision your daughter is receiving, in the first instance, please contact the SENDCo, Ms Rideout. If your concerns are not resolved then further guidance can be sought through contacting Mr Burley, Assistant Headteacher: [bburley@st-edmunds.eu](mailto:bburley@st-edmunds.eu)

## Useful links

The SEND Code of Practice 0-25 years June 2014 lists the following:

SEND Code of Practice for Parents and Carers <https://www.gov.uk/government/publications/send-guide-for-parents-and-carers>

Contact a Family [www.cafamily.org.uk](http://www.cafamily.org.uk)

National Network of Parent Carer Forums [www.nnpfc.org.uk](http://www.nnpfc.org.uk)

Children's Education Advisory Service: (CEAS) <https://www.gov.uk/guidance/childrens-education-advisory-service>

Family Information Service [www.daycaretrust.org.uk/nafis](http://www.daycaretrust.org.uk/nafis)

National Parent Partnership Network <https://councilfordisabledchildren.org.uk/information-advice-and-support-services-network>

Patient Advice and Liaison Service <http://tinyurl.com/PALservice>

Autism Education Trust [www.autismeducationtrust.org.uk](http://www.autismeducationtrust.org.uk)

Bullying Guidance <http://tinyurl.com/DfE-Bullying-Guidance>

Communication Trust [www.thecommunicationtrust.org.uk](http://www.thecommunicationtrust.org.uk)

Dyslexia SpLD Trust [www.thedyslexia-spldtrust.org.uk](http://www.thedyslexia-spldtrust.org.uk)

I CAN (Students' communication charity) <http://www.ican.org.uk>

MindEd [www.minded.org.uk](http://www.minded.org.uk)

National Sensory Impairment Partnership <https://www.natsip.org.uk/>

### Specifically for post 16

Disabled Pupils' Allowance (DSA) <http://tinyurl.com/SFE-DSA>

### Others

Wiltshire Local Authority works closely with the Wiltshire Parent Carer Council:

[http://www.wiltshireparentcarercouncil.co.uk/en/Home\\_Page](http://www.wiltshireparentcarercouncil.co.uk/en/Home_Page)

Wiltshire Parent Partnership Services:

<http://www.actionforchildren.org.uk/our-services/wiltshire-parent-partnership>

This website includes many useful links to other places and a great deal of information and support guidance.