



## SEND Information Report 2016/2017

### Introduction

Welcome to our SEND information page for learners with Special Educational Needs or Disabilities (SEND).

At St Edmund's School we are committed to working together with all members of our school community. We would welcome your feedback, so please do contact us:

- Ms S Rideout                      SENDCo (Special Educational Needs and Disability Co-ordinator) [srideout@st-edmunds.eu](mailto:srideout@st-edmunds.eu)
- Mr D Linaker                      SEND Governor c/o Clerk to Governors [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 employ 17 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. Teaching Assistants also deliver the interventions as outlined below, which are co-ordinated by the SENDCo. They also work as mentors for students who require a more in-depth level of monitoring.

We also have a team of 4 Pastoral Assistants specialising in the support of students who may be experiencing emotional and/or behavioural difficulties. Our Pastoral Assistants are managed by the School Achievement Manager.

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

### 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 effective 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 and disabilities:

- Cognition and learning difficulties
- Speech, language and communication difficulties
- Autism Spectrum Disorders
- Specific learning difficulties such as dyslexia and dyspraxia
- 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 or disability. The Code of Practice defines SEND as follows:

**“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 many different schools and thus not had a consistent opportunity to learn. They may not speak English very well (or at all), and 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 SEND.

## **Assessing SEND at St Edmund’s School**

It is every member of staff’s responsibility 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 access to various specialist services, some of which are listed below. Those services universally provided by Wiltshire Local Authority are described on the Local Offer website available at [www.wiltshirelocaloffer.org.uk](http://www.wiltshirelocaloffer.org.uk).

- Lucid Exact – Special arrangements for public examinations software
- Testwise For School – Dyslexia Screening software
- EMAS – Ethnic Minorities Achievement Service
- Hearing Impairment Service
- Autistic Spectrum Disorder advisors
- School Nurse
- Child and Adolescent Mental Health Service
- Speech and Language Therapists

### **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 to 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 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 such as 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 STAR (Student Termly Assessment Reports) reports and are used to compare the impact of the provision. Literacy assessments are carried out annually.

Children, parents/carers and the 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 into the intervention itself, or can be formal meetings 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 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/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, moving to a new class in school, having a new teacher, or moving on to another school or 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 a statement of SEND or EHCP, 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. A senior member of staff visits 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 School Achievement Manager support transition to sixth form schools or 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 to 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 sixth 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 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 you are concerned about your daughter's learning needs then a meeting will be arranged with the SENDCo to discuss your concerns and the provision which can be made for her. Your daughter's tutor, the SENDCo, Head of House or a named supporter will be your main point of contact.

## **Complaints procedure**

If you are dissatisfied with any aspect of the SEND provision your daughter is receiving please contact the SENDCO, Ms Rideout, in the first instance. 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:

1. SEND Code of Practice for Parents and Carers  
<https://www.gov.uk/government/publications/send-guide-for-parents-and-carers>
2. Contact a Family [www.cafamily.org.uk](http://www.cafamily.org.uk)
3. National Network of Parent Carer Forums [www.nnpfc.org.uk](http://www.nnpfc.org.uk)
4. Students' Education Advisory Service (CEAS) <https://www.gov.uk/childrens-education-advisory-service>
5. Family Information Service [www.daycaretrust.org.uk/nafis](http://www.daycaretrust.org.uk/nafis)
6. Information, Advice and Support Services Network (IASSN)  
<https://councilfordisabledchildren.org.uk/information-advice-and-support-services-network>
7. Patient Advice and Liaison Service <http://tinyurl.com/PALservice>
8. Autism Education Trust [www.autismeducationtrust.org.uk](http://www.autismeducationtrust.org.uk)
9. Bullying Guidance <http://tinyurl.com/DfE-Bullying-Guidance>
10. Communication Trust [www.thecommunicationtrust.org.uk](http://www.thecommunicationtrust.org.uk)
11. Dyslexia SpLD Trust [www.thedyslexia-spldtrust.org.uk](http://www.thedyslexia-spldtrust.org.uk)
12. I CAN (Students' communication charity) <http://www.ican.org.uk>
13. MindEd [www.minded.org.uk](http://www.minded.org.uk)
14. National Sensory Impairment Partnership <https://www.natsip.org.uk/>
15. Specifically for post 16 : Disabled Students Allowance (DSA)  
<https://www.gov.uk/disabled-students-allowances-dsas/overview>

Others:

1. 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)

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