



SEN Information Report September 2017

Further details are to be found in the Inclusion Policy

As an inclusive school we do not seek to closely define the special educational needs for which we will make provision. Historically we have had success in providing for a wide range of different needs, when budget, resources and availability of expertise has allowed. This has included pupils with:

- Dyslexia
- Autistic Spectrum Disorders
- Dyspraxia
- SMEH
- Hearing Impairment
- Visual Impairment

At the beginning of Year 7 students are placed on the SEN register based on information from Primary Schools. In October, this is reviewed with information from Cognitive Ability Tests. Students with a score of 80 or lower will be identified and discussions with students and parents follow with a view to supporting learning. Students may then be referred to a specialist or take further tests in school to determine their needs. This may happen at a later stage in their school career.

The name and contact details of the SEN co-ordinator.

Mr David Lomasney lomasney@guilborough.northants.sch.uk 01604 740641

Partnership with Parents/Carers

The school aims to work in partnership with parents and carers. We do so by:

- giving parents and carers opportunities to play an active and valued role in their child's education
- parents are informed in year 7 when their child is on the SEN register
- IEPs (individual education plans) may be drawn up for levels of high need; student passports are produced (by key workers in conjunction with the student) for in-class strategies
- both of these documents are emailed home at each review during the year with comments welcomed by parents
- making parents and carers feel welcome, all parents of those students on the SEN register are invited to meet with the SENCo at each parents' evening to discuss progress and achievements
- encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- agreeing targets for all pupils, in particular, those not making expected progress and, for some pupils identified as having special educational needs, involving parents in the drawing-up and monitoring progress against these targets
- keeping parents and carers informed and giving support during assessment and any related decision-making process
- making parents and carers aware of the IASS services available as part of the Local Offer <http://www.iassnorthants.co.uk/Pages/home.aspx>

Involvement of Pupils

We recognise that all pupils have the right to be involved in making decisions and exercising choice. In most lessons, all pupils are involved in monitoring and reviewing their progress. We endeavour to fully involve all pupils by encouraging them to:

- identify their own needs and learn about learning; information is discussed in the joint production of a student passport, to be used for information and support strategies by all teachers.
- give their views on all aspects of school life at each review session, three times per year
- receive clear information so that they know what their targets are and why they have them,
- students with higher level special educational needs monitor their success at achieving the targets on their Individual Education Plan.

Arrangements for supporting children and young people in moving between phases of education and preparing for adulthood

- We will ensure smooth transition into our school from the previous phase of education and from our school into the next phase of education through thorough information sharing
- We will ensure early and timely planning for transfer to a pupil's next phase of education and, in the year before the year in which they leave, will offer transition meetings to all pupils in receipt of Additional SEN support and all those with Education Health and Care Plans will have next phase destinations and transition arrangements discussed at plan review meetings convened by the plan coordinator. These include a careers interview with Prospects.
- A transition timeline will be produced, with specific responsibilities identified.
- Support for the pupil in coming to terms with moving on will be carefully planned and will include familiarisation visits and counselling. Pupils will be included in all "class transition days" to the next phase but may also be offered additional transition visits.
- Pupils and parents will be encouraged to consider all options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information is comprehensive but easily accessible and understandable. Accompanied visits to other providers may be arranged as appropriate.

Approach to teaching children and young people with SEN

- We have an inclusive approach with responsibility for meeting students' needs lying with each subject teacher. Support comes from a skilled team of Learning Support Assistants, who work closely within one subject area and also train for more specialist knowledge in an area of SEN.
- The curriculum is reviewed each year and provision may change according to the needs of the students. For example, vocational courses may be offered along with work experience of small groups created for more individual attention. Adaptations to the learning environment may be made based on a particular student's needs.
- Pupils are encouraged to analyse how they themselves learn and there is an ongoing dialogue about this in our classroom. Pupils are given the opportunity and support to develop self-help strategies to ensure their full access to the curriculum.

All lesson planning seeks to address the learning needs of all pupils in the class. Teachers receive regular training and support to ensure they are skilled in differentiating the curriculum for vulnerable learners.

Where children are underachieving and/or identified as having special educational needs, the school provides for these additional needs in a variety of ways and might use a combination of these approaches to address targets identified for individual pupils.

- All teachers differentiate work as part of quality first teaching
- Small group withdrawal time (limited and carefully monitored to ensure curriculum entitlement is not compromised)
- Individual class support / individual withdrawal
- Bilingual support/access to materials in translation
- Further differentiation of resources for individuals
- Homework/learning support club

Staff Training

- Staff in the Learning Support department undergo training in all areas of special needs relating to our student profile and then specialise in a particular area.
- Teaching staff have regular training sessions in relevant aspects of special needs and their training is monitored by the SENCO.
- All staff will be trained in how to best support all vulnerable learners in order to maximise their achievement as part of the academy development plan and annual schedule of continuous professional development. Specific training needs will be identified and met through the appraisal/performance management process.

Monitoring and Evaluation

The monitoring and evaluation of the effectiveness of our provision for vulnerable learners is carried out in the following ways:

- Classroom observation and learning walks by the SENCO, HoDs and senior leaders.
- Ongoing assessment of progress made by intervention groups.
- Work sampling on a termly basis
- Informal feedback from all staff
- Pupil interviews when setting new IEP targets or reviewing existing targets
- Pupil progress tracking using assessment data (whole-school processes)
- Monitoring IEPs and student passports, evaluating the impact of these on pupils' progress.
- Attendance records
- Regular meetings about pupils' progress between the SENCO and progress leaders, in which progress reports, following assessments in subject areas, are used to track the progress of students with SEN and to set challenging, achievable targets. These are reviewed by the SENCO and SLT.
- The quality of SEN provision across the school is monitored by the SENCO, advised by an external, trained Ofsted inspector and the Principal.

Engaging in activities

- We offer a range of extra-curricular activities for our children. These activities offer children the opportunity to further extend their learning in a range of activities. Students

with SEN are encouraged to participate and support is provided where necessary to ensure inclusion. Opportunities include a range of sporting, IT, board game and musical clubs. School based provision includes opportunities for performance, artists in residence, specialist teaching and partnership with primary and secondary schools.

Emotional and Social Development

Students have their form tutor as the initial pastoral contact. The pastoral department (non-teaching) is available for discussion of issues, reporting of bullying and liaison with parents and outside agencies.

Regular monitoring of student well-being through the student voice, helps to inform staff of current concerns and to plan for the prevention of bullying. Each student with an IEP or student passport has a key worker with whom they regularly discuss progress and emotional well-being.

Involvement of other agencies

- We have service level agreements with various external specialist providers according to students' needs
- The local offer will be considered

<http://www3.northamptonshire.gov.uk/councilservices/children-families-education/SEND/local-offer>

Complaints

If there are any complaints relating to the provision for children with SEN, these will be dealt with in the first instance by the class teacher and SENCO then, if unresolved, by a Vice Principal. The governor with specific responsibility for SEN/inclusion may be involved if necessary. In the case of an unresolved complaint the issue should be taken through the general Governors' complaints procedure (see separate Complaints Policy).