



Special Educational Needs and Disability Information Report

1) Aims of our provision in regards to students with special educational needs and/or disability

The aims of our policy and practice in relation to special educational need and disability in this school are:

- To make reasonable adjustments for those with a disability by taking action to increase access to the curriculum, the environment and to printed information for all.
- To ensure that children and young people with SEN have the opportunity to reengage in the activities of the school alongside students who do not have SEN.
- To reduce barriers to progress by embedding the principles in the 2015 SEND Code of Practice <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
- To use our best endeavours to secure special educational provision for students for whom this is required, that is “additional to and different from” that provided within the differentiated curriculum, to better respond to the four broad areas of need:
 1. Communication and interaction,
 2. Cognition and learning,
 3. Social, emotional and mental health,
 4. Sensory/physical.
- To request, monitor and respond to parent/carers’ and students’ views in order to evidence high levels of confidence and partnership.
- To support students with medical conditions to achieve full inclusion in all school activities by ensuring consultation with health and social care professionals in order to meet the medical needs of students.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

2) What are special educational needs (SEND) or a disability?

At our school we use the definition for SEND and for disability from the SEND Code of Practice (2014). This states:

- **Special Educational Needs and Disability:** *A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.*
 - ❖ *A learning difficulty or disability is a **significantly greater difficulty in learning than the majority of others of the same age.***

❖ *Special educational provision means **educational or training provision that is additional to, or different from,** that made generally for others of the same age in a mainstream setting in England*

- **Disability:** *Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a **physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities**’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.*

3) The kinds of special educational needs and Disability (SEND) for which provision is made at the school (Schedule 1: point 1)

- Children and young people with SEND have different needs, but the general presumption is that all children with SEND but without an Education, Health and Care Plan (EHCP) are welcome to apply for a place at our school, in line with the school admissions policy. If a place is available, we will undertake to use our best endeavours, in partnership with parents, to make the provision required to meet the SEND of students at this school.
- For children with an EHCP, parents have the right to request a particular school and the local authority must comply with that preference and name the school or college in the EHC plan unless:
 - It would be unsuitable for the age, ability, aptitude or SEN of the child or young person, or
 - The attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources.
- Before making the decision to name our school in a child’s EHCP, the local authority will send the governing body a copy of the EHCP and then consider their comments very carefully before a final decision on placement is made. In addition, the local authority must also seek the agreement of school where the draft EHCP sets out any provision to be delivered on their premises that have been secured through a direct payment (personal budget).
- Parents of a child with an EHCP also have the right to seek a place at a special school if it they consider that their child’s needs can be better met in specialist provision.

4) How does our school know if children need extra help? (SE7 1 Q1) (Schedule 1: Point 2)

We know when a student needs help if:

- Concerns are raised by parents/carers, external agencies, teachers, the student’s previous school or the student themselves, regarding concerns relating to inadequate levels of progress or inclusion.
- Screening, such as that completed on entry or as a result of a concern being raised, indicates gap in knowledge and/or skills.
- Whole school tracking of attainment outcomes indicates lack of expected rate of progress.
- Observation of the student indicates that they have additional needs

5) What should a parent do if it thinks their child may have special educational needs? (SE7 1 Q1) (Schedule 1: Points 2 and 4)

- If parents have concerns relating to their child's learning or inclusion then please initially discuss these with your child's teacher/subject teacher/ form tutor. This then may result in a referral to the school SENCo whose name is Jan Stoney and whose contact details are 01386 552471 Ext 275 / 276 / js@pershore.worcs.sch.uk
- Parents may also contact the SENCo or the Head teacher directly if they feel this is more appropriate.
- All parents will be listened to. Their views and their aspirations for their child will be central to the assessment and provision that is provided by the school.

6) How will the school support a child with SEND? (SE7 Q2) (Schedule 1: Points 2, 3, 6, 8 and 10)

- All students will be provided with high quality teaching that is differentiated to meet the needs of all learners. The quality of classroom teaching provided to students with SEND is monitored through a number of processes that include:
 1. Classroom observation by the senior leadership team, the SENCo, external verifiers.
 2. Ongoing assessment of progress made by students with SEND.
 3. Work sampling and scrutiny of planning to ensure effective matching of work to student need.
 4. SENCo. Surgery teacher meetings to provide advice and guidance on meeting the needs of students with SEND.
 5. Regular student and parent meetings to assess, plan, do review provision for students with SEND.
 6. Attendance and behaviour records.
- Students with a disability will be provided with reasonable adjustments (such as auxiliary aids and services) to overcome any disadvantage experienced in schools and increase their access to the taught curriculum.
- All students have individual targets set in line with national outcomes to ensure ambition. Parents are informed of these via the reporting system and also at events such as Parents' Evenings.
- Students' attainments are tracked using the whole school tracking system and those failing to make expected levels of progress are identified. These students are then discussed in termly progress meetings that are undertaken between the class/subject/ tutor teachers and the student themselves. If any concerns are identified then the SEND Referral form is completed and sent to the SENCo. to complete further investigation.
- Additional action to increase progress will be then identified and recorded that will include a review of the impact of the differentiated teaching being provided to the child, and if required, provision to the teacher of additional strategies to further support the success of the student.
- Screening tests provide data to establish which students may require testing for examination access arrangements, in line with their normal way of working. These students are then assessed in Year 9 for specific arrangements for examinations, in accordance with the "JCQ Adjustments for candidates with disabilities and learning difficulties Access Arrangements and Reasonable Adjustments".
- Where it is decided during this early discussion that special educational provision is required to support progress, parents will be informed that the school considers their child may require SEN support and their partnership sought in order to improve attainments.
- Action relating to SEN support will follow an assess, plan, do and review model:

1. **Assess:** Data on the student held by the school will be collated by the class/subject teacher/SENCo in order to make an accurate assessment of the student's needs. Parents will always be invited to this early discussion to support the identification of action to improve outcomes.
2. **Plan:** If review of the action taken indicates that "additional to and different from" support will be required, then the views of all involved including the parents and the student will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the class/subject teacher with advice from the SENCo.
3. **Do:** SEN support will be recorded on a plan that will identify a clear set of expected outcomes, which will include stretching and relevant academic and developmental targets (this may including for young people, targets around preparing for adulthood) that take into account parents' aspirations for their child. Parents and the student will also be consulted on the action they can take to support attainment of the desired outcomes. This will be recorded and a date made for reviewing attainment.
4. **Review:** Progress towards these outcomes will be tracked and reviewed termly with the parents and the student.

If progress rates are judged to be inadequate despite the delivery of high quality interventions, advice will be sought from the school's Educational Psychologist and external agencies regarding strategies to best meet the specific needs of a student. This will only be undertaken after parent permission has been obtained and may include referral to:

1. Educational Psychologist
2. Specialist Support Services
3. Specialists in other schools e.g. teaching schools, special schools.
4. Social Services
5. Health partners such as School Nurse and Child & Adolescent Mental Health Service

N.B. For a very small percentage of students, whose needs are significant and complex and the SEN Support required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care (EHC) plan being provided.

7) How will students be involved in decisions regarding provision that can better meet their needs? (Schedule 1: Point 8)

This school uses student profiles on Provision Map Writer to record the student's views. The students with EHCPs or Statements of SEN all complete the, "My Views" document and attend the Annual Review. These are completed by the students themselves and identify their abilities and strengths, their personal aims and the action they require to be taken by the school to reduce barriers to learning and social success. This information will be reviewed regularly and the student's views gained on the effectiveness of the action taken so far to meet their needs. Students attend all Annual Reviews and review meetings. Link teaching assistants meet with students and obtain the students views on their provision at school which is incorporated in the student's individual provision map.

8) How will the curriculum be matched to each child's needs? (SE7 Q3) (Schedule 1: Point 3)

- Teachers plan using students' achievement levels, differentiating tasks to ensure progress for every student in the classroom.
- When a student has been identified as having special educational needs and disability, the curriculum and the learning environment will be further adapted by the class teacher to reduce barriers to learning and enable them to access the curriculum more easily.
- These adaptations may include strategies suggested by the Special Educational Needs Coordinator (SENCo) and/or external specialists.
- In addition if it is considered appropriate, students may be provided with specialised equipment or resources such as ICT and/or additional adult help.

9) How will parents know how their child is doing? (SE7 Q4) (Schedule 1: Point 7)

- Attainments towards the identified outcomes will be shared with parents termly through feedback regarding SEND support reviews but also through the school reporting system and Parents' Evenings.
- SENCo Surgery runs once a week for parents to book in and attend.
- Parents may also find the home-school diary / planner a useful tool to use to communicate with school staff on a more regular basis.
- Parents are encouraged to arrange an appointment to discuss their child's progress with the class/subject teacher, the SENCo, a member of the senior leadership team at any time when they feel concerned or have information they feel they would like to share that could impact on their child's success. Please contact the school office who will arrange this appointment for you. The contact number is 01386 552471

10) How will parents be helped to support their child's learning? (SE7 Q4) (Schedule 1: Point 7)

- Please look at the school website. It can be found at www.pershore.worcs.sch.uk and includes links to websites and resources that we have found useful in supporting parents to help their child learn at home. In addition, the termly newsletter includes a section that identifies local learning opportunities.
- The class/subject teacher or SENCo may also suggest additional ways of supporting your child's learning.
- If you have ideas on support that you would like to have access to in order to further support your child's learning, please contact the SENCo who will locate information and guidance for you in this area.

11) How will the school evaluate the effectiveness of the SEND provision made for students? (Schedule 1: Point 3)

The effectiveness of SEND provision will be measured using both qualitative and quantitative data. Qualitative data will gather the views of parents and students on how successful the provision has been in enabling them to attain their outcomes. Quantitative data will examine both progress and attainment levels compared to those achieved nationally for students with the same level prior learning level. This data will be shared with governors and be judged by external moderators such as Ofsted.

12) What support will there be for children's' overall well-being? (SE7 Q5) (Schedule 1: Point 3)

The school offers a wide variety of pastoral support for students. This includes:

- A Citizenship (PHSE) curriculum that aims to provide students with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being.
- Pastoral mentors to support improving students' emotional and social development.
- The SENCo / Teacher in Charge of MAB and safeguarding lead meet regularly to review provision and outcomes for students who are looked after or where there are safeguarding concerns.
- Student and parent voice mechanisms are in place and are monitored for effectiveness by the Governor for responsibility for this area.
- Small group evidence-led interventions to support student's needs are delivered to targeted students and groups.
- Students who find outside class times difficult are provided with alternative opportunities within the school and action is taken to develop their social interaction skills.

13) Students with medical needs (Statutory duty under the Children and Families Act) (SE7 5)

- Students with medical needs will be provided with a detailed Personal Care Plans, compiled in partnership with parents and if appropriate, the student themselves.
- All medicine administration procedures adhere to the LA policy and Department of Education (DfE) guidelines included within *supporting students at school with medical conditions* (DfE) 2014 and identified in the School Medicine Administration Policy.

14) What specialist services are available at the school? (SE7 Q6)

The school has access to a range of specialist support that are identified in (6) above.

15) What training do the staff supporting children and young people with SEND undertake? (SE7 Q7) (Schedule 1: Point 5)

Awareness information has been provided to all staff on:

- How to support students with dyslexia and literacy difficulties.
- How to support students on the autistic spectrum
- How to support students with behavioural difficulties
- How to support students with speech, language and communication difficulties

Specialist training has been provided to the SENCo:

- County SEND Network / Lead SENCo. Role
- Adjustments for candidates with disabilities and learning difficulties Access Arrangements for Reasonable Adjustments
- The NHS Speech Language Therapist visits termly to assess and plan support for targeted students. These programmes are then delivered by Communication Teaching Assistants.
- The Governor with specific responsibility for SEN has completed the SEN Governor training.

16) How will my child be included in activities outside the classroom including school trips? (SE7 Q8) (Schedule 1: Point 3)

- Risk assessments are carried out and procedures are put in place to enable all children to participate in all school activities.
- The school ensures it has sufficient staff expertise to ensure that no child with SEND is excluded from any school provided activity.

17) How accessible is the school environment? (SE7 Q9) (Schedule 1: Point 3)

Adaptations have been made to the school environment:

- Disabled parking spot marked and located next to the school reception.
- Toilets have been adapted to ensure accessibility for visitors with a disability in each of the teaching areas.
- Lifts are available to reach first floor classrooms.
- A medical room has been provided in order to enable a safe place for insulin testing/injections.

Our Accessibility Plan (statutory requirement) describes the actions the school has taken to increase access to the environment, the curriculum and to printed information is available via the school website.

<http://www.pershore.worcs.sch.uk/policies/accessibility-plan/>

18) How will the school prepare/support my child when joining or transferring to a new school? (SE7 Q10) (Schedule 1: Point 12)

A number of strategies are in place to enable effective students' transition. These include:

On entry:

- A planned transition programme is delivered in the Summer term to support transfer for students starting school in September. Additional visits are arranged for students who require an enhanced transition programme.
- Parent/carers are invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle into the school routine.
- All new parents of students who are known to have SEND are invited to meet with the SENCo to allow concerns to be raised and solutions to any perceived challenges to be discussed prior to entry.
- If students are transferring from another setting, the previous school records will be requested immediately and a meeting set up with parents to identify and reduce any concerns.

Post 16 Provision:

- The school adheres to the guidance in *Careers guidance and inspiration in schools: Statutory guidance for governing bodies, school leaders and school staff* April 2014 <http://preview.tinyurl.com/mn5muuo>. This places a duty on schools to secure independent careers guidance for all Y8-13 students. This guidance includes information on the range of education or training options, including apprenticeships and other vocational pathways.
- Parents may like to use the website of the National Careers Service that offers information and professional advice about education, training and work to people of all ages. <https://nationalcareersservice.direct.gov.uk> or examine options identified in the local offer published by the local authority which sets out details of SEN provision - including the full range of post-16 options – and support available to children and young people with SEN and disabilities to help them prepare for adulthood, including getting a job.
- Where a student has an EHCP, all reviews of that Plan from Year 9 at the latest, and onwards, will include a focus on preparing for adulthood, including employment, independent living and participation in society.

How are the school's resources allocated and matched to children's special educational needs and disability? (SE7 Q11) (Schedule 1: Point 6)

- The school receives funding to respond to the needs of students with SEND from a number of sources that includes:
 1. A proportion of the funds allocated per student to the school to provide for their education called the Age Weighted Student Unit.
 2. The Notional SEND budget. This is a fund devolved to schools to support them to meet the needs of students with SEND.
 3. For those students with the most complex needs, the school may be allocated additional educational needs funding from the Local Authorities High Needs SEND Funding allocation.
- This funding is then used to provide the equipment and facilities to support students with special educational needs and disabilities through support that might include:
 1. Targeted differentiation to increase access to text (desk copies of information, work buddy, accessible text, IT e.g. read aloud software, different recording strategies, additional time etc.)
 2. In class, adult or peer support aimed at increasing skills in specific area of weakness (learning behaviours, organisation, etc.)
 3. Out of class support (relationship building, social, emotional skill development,)
 4. Small group tuition to enable catch up (subject or targeted at additional need)
 5. Specific support, advice and guidance is provided to parents and families to improve student's readiness for learning (relating to student's difficulties in attendance, behaviour, physiological and emotional needs etc.)
 6. Provision of specialist resources or equipment (use of ICT, sloping board, electronic versions of text etc.)
 7. Partnership working with other settings (e.g. Family Support Officer; shared expertise: support from local special school on action to improve inclusion: shared alternative environments etc.)
 8. Access to targeted before/after school clubs (breakfast, homework, clubs targeted at increasing resilience)
 9. Access to the school nurse and wider health professional support (responding to mental and physical health issues, speech, language and communication needs, motor control and mobility needs)
 10. Access to support from in-school sources e.g. learning mentors (peer or adult)
 11. Implementation of strategies from support agencies.

In addition:

- The Pupil Premium funding provides additional funding for students who are claiming Free School Meals, who are in the care of the local authority or whose parents are in the Armed Services.
- If parents wish to discuss the options available for their child, they are welcome to make an appointment to see the class/subject teacher, SENCo or a member of the Senior Leadership Team.

19) How is the decision made about how much support each child will receive? (SE7 12) (Schedule 1: Point 7)

- For students with SEND but without a statement of educational need/EHCP, the decision regarding the support provided will be taken related to needs.
- For students with a statement of educational need/EHCP, this decision will be reached in agreement with parents when the EHCP is being produced or at an annual review.

20) How will parents be involved in discussions about and planning for my child's education? (SE7 Q 13) (Schedule 1: Point 7)

This will be through:

- Discussions with the class teacher, SENCo or senior leadership team member.
- During parents evenings.
- Meetings with support and external agencies.

21) Who can parents contact for further information or if they have any concerns? (SE7 Q 14) (Schedule 1: Point 9)

If you wish to discuss your child's special educational needs or are unhappy about any issues regarding the school's response to meeting these needs please contact the following:

- Your child's subject teacher/tutor/Head of House
- The SENCo,
- The Head teacher,
- For complaints, please contact the School Governor with responsibility for SEND. His name is Richard Charles. He can be contacted via the school office.

22) Support services for parents of students with SEN include: (Schedule 1: Point 8)

1. Worcestershire Special Educational Needs Information Advice Support Service (SENDIASS) offers independent advice and support to parents and carers of all children and young people with SEND and will provide advice accordingly.
2. [https:// www.worcestershire.gov.uk/sendiaass](https://www.worcestershire.gov.uk/sendiaass) 01905 768153

- For parents who are unhappy with the Local Authority or school responses to their child's SEND, parents may seek mediation from the regional mediation services.
- Parents and carers can also appeal to the Government's SEND tribunal if you disagree with the Local Authorities decisions about your child's special educational needs. You can also appeal to the tribunal if the school or council has discriminated against your disabled child.

23) Information on where the Local Authority's Local Offer can be found. (Schedule 1: Point 11 and 13)

www.worcestershire.gov.uk/info/20107/special_educational_needs

24) Compliments, Concerns and Complaints Policy

<http://www.pershore.worcs.sch.uk/policies/compliments-concerns-and-complaints/>

References

Schedule 1 of The Special Educational Needs and Disability Regulations 2014.

The **SEND Code of Practice** (January 2015) The Code of Practice provides statutory guidance on duties, policies and procedures relating to Part 3 of the Children and Families Act 2014 and associated regulations

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Glossary (A glossary of SEND terms is included in the appendices of the SEND Code of Practice) see link above

10/10/17