SPECIAL EDUCATIONAL NEEDS Information Report

West Hatch High School

Our school believes that all students should be able to make the best possible progress at school and we are committed to ensuring that the necessary provision is made for any pupil who has SEN. We support pupils with SEN to be included in all aspects of school life.

What kind of Special Educational Needs [SEN] are provided for?

- A pupil has SEN where their learning difficulty or disability calls for special educational provision, that is provision different from or additional to that normally available to pupils of the same age.

- Special educational needs and provision can be considered as falling under four broad areas:
    - Communication and interaction
    - Cognition and learning
    - Social, mental and emotional health
    - Sensory and/or physical

How will children with Special Educational Needs be identified and what sorts of assessments will be completed?

- Baseline tests – reading ages/ CATs/ Subject based test
- Teacher / LSA / SENCO identification through observation / marking / gut instinct
- Parent information concerns
- Tracking progress through intervention groups
- Progress Check analysis
- Provision guidance banding descriptors (when available)
- Therapists e.g. speech and language/ Education psychologists.
- GL assessments (dyslexic traits)
- If children come into school with a Statement or Education, Health and Care Plan (EHCP) already in place

Who is responsible for the Special Educational Needs provision in school?

- The SENCo is James Howell
- The Sen team is made up of Deputy SENCo, Transition teacher, Dyslexia specialist teacher, two intervention leads and nine LSA's.
- SEN Governor.
- SEN Administrator.

What arrangements are there for consulting parents of children with Special Educational Needs and involving them in their child's education?

- *Formal*
    - Parent evenings
    - Progress Checks
    - Parent views
    - Student Support Plans
    - Annual Reviews for children with Statements/ EHC plans

- *Informal*
    - Telephone conversations/emails
    - Invite parents in to meet with the specialist teachers and other outside agencies
    - Coffee mornings
    - Assertive mentor/ key worker
    - Communication books

What arrangements are there for consulting young people with Special Educational Needs and involving them in their education?

- Student Support Plan (SSP)
- Conversation with teacher / learning support assistant [LSA] / Special Educational Needs Co-ordinator [SENCO team]
- Termly progress checks

What arrangements are there for assessing and reviewing children and young people's progress towards outcomes, including the opportunities available to work with parents and young people as part of this assessment and review?

- Student Support Plans
- Range of assessments in school and by outside agencies
- Pupil views
- Parent views
- RAP meetings
- Observations
- Person Centred Approach

What arrangements are there for supporting children and young people in moving between phases of education?

- *Key Stage 2 – Key Stage 3*
    - Extra visits to secondary schools
    - Support for parents when visiting secondary schools

    - SENCO to visit primary SENCO and children in primary school
    - Year 6 annual reviews

- *Key Stage 3- Key Stage 4*
    - Options booklet goes home
    - Options Evening
    - Annual review
    - Meeting with careers advisor

- *Key Stage 4- Key Stage 5*
    - Visits to Colleges and Sixth form
    - Schools sixth form taster day
    - Annual review
    - Meeting with careers advisor.

- *Moving between schools*
    - Liaison between the SENCOs
    - Paperwork to be forwarded as soon as possible
    - Meeting with the parent and child
    - Visits to school

What is the approach to teaching children and young people with Special Educational Needs?

- 'Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff' [Code of Practice; June 2014: 6.36]
- Graduated approach linked to assess, plan, do, review
- Quality First Teaching / SEN Support / Education, Health and Care Plan
- Provision which is 'additional to and different from'
- 1:1 support as school decides is appropriate, in consultation with parents
- LSA hover support
- Response to specialist outside agencies
- Morning Phonics programme
- Booster Groups
- Reading intervention groups.

How are adaptations made to the curriculum and the learning environment of children and young people with Special Educational Needs?

- Changes and adaptations to the physical environment
    - Toilets adapted for disabled users
    - Double doors in some parts of the building

- Visual timetables
- All advice taken from specialist teachers
- Specialist resources
- Lunchtime provision
- Parents recommendations

What expertise and training of staff supporting children and young people with Special Educational Needs have, including how specialist expertise is secured?

- All staff have received some training relating to SEN
- Educational psychologist advice
- Speech and language therapist advice
- Occupational therapist advice
- Advice from Child and Adolescent mental health service
- Schools Welfare officer
- School Counsellor
- Senco update via bulletin and specific training
- School nurse

We request Specialist Teacher input when relevant, can attend drop-in sessions with that team and have support from the Educational Psychology service annually to do more detailed assessments of children's barriers to learning.
Referrals can also be made for Speech and Language issues, CAMHS and other agencies we feel may benefit the children.

- All staff will receive specialist training when required and available
- Attend various training programmes organised by the local authority

How is the effectiveness of the provision given to children and young people with Special Educational Needs evaluated?

- Raise Online
- Progress Checks
- Intervention reviews
- Annual Reviews / SSP's
- Parent Views
- Child's views
- Teacher reports
- Ofsted
- Annual school reports

- Exit tests from interventions

- ***If appropriate progress has been made, children may be removed from the SEN register***

How are children and young people with Special Educational Needs enabled to engage in activities available with children and young people in the school who do not have Special Educational Needs?

- General inclusion in activities / curriculum
- Lunch Clubs
- Social skills groups
- Adult or peer support as necessary to help children access all areas of the curriculum
- Bespoke curriculum
- Adapted resources
- Targeted intervention

What support is there for improving emotional and social development?

- School Welfare officer
- School Counselling
- Social skills groups
- Lunch clubs
- Social and Emotional Aspects of Learning [SEAL]
- Personal, Social, Health Education [PSHE]
- E-safety
- Anti-Bullying policy
- Smart Thinking
- Access to out of school counselling if appropriate

How does the school involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's Special Educational Needs and supporting their families?

- Invites to Annual Review meetings
- Referrals as appropriate to:
    - General Practitioner [GP]
    - Paediatrician
    - Children and Adolescent Mental Health Service [CAMHS]
    - Speech And Language Therapist [SLT]
    - Social Care
    - Educational Psychologist [EP]

- Family Support worker to include signposting to:
    - Family in Focus
    - Family Solutions
    - Essex Dyslexia Support
    - various other local support groups
    - Please see the Local Authority Offer for details

What arrangements are in place for handling complaints from parents of children with SEN about the provision made at the school?

- Please refer to the school's Complaints Policy

Summary

- All of the information here applies to children with special educational needs.

- This information should be read alongside the information provided by the local authority which can be found at: http://www.essexlocaloffer.org.uk