

## **Part Two: SEN Information Report 2021 – 2022**

### **1. The kinds of SEN that are provided for**

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

### **2. Identifying pupils with SEN and assessing their needs**

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

Staff can identify concerns about a pupil's progress directly with the SENCO or via the weekly Student Referral Panel that combines SEND, Behaviour, Attendance and Safeguarding staff. This enables a multi-agency approach to meeting students' needs.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

### **3. Consulting and involving pupils and parents**

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents. We will formally notify parents when it is decided that a pupil will receive SEN support.

### **4. Assessing and reviewing pupils' progress towards outcomes**

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

### **5. Supporting pupils moving between phases and preparing for adulthood**

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

Students with SEN who are moving to Holmleigh Park High School are supported through close liaison with feeder primary schools. Additional visits or transition meetings to discuss needs are arranged where appropriate.

Year 11 SEN students are supported to move into Post-16 education through guidance and advice offered by SEN staff and support to make visits and/or participate in college link days where appropriate.

SEN students are supported to participate successfully in whole-school careers initiatives such as work experience.

### **6. Our approach to teaching pupils with SEN**

The school accepts its responsibility to have regard for the Special Educational Needs and Disability Code of Practice (2014) and recognises the rights and responsibilities set out in The Children and Families Act 2014. The school understands the importance of:

- Recognising that SEN provision is a matter for the school as a whole and that 'all teachers are teachers of SEN';
- Involving children and young people in decision making and supporting them to do so;
- Involving parents/carers in decisions about SEN provision for their child;
- Identifying children and young people's needs so that appropriate advice can be circulated to staff and/or interventions can be put in place;
- Working with health and social care services to achieve outcomes for our SEN students;
- High quality provision that meets the individual needs of our students;
- An inclusive approach to teaching and learning that recognises children with SEN have the right to a mainstream education;
- Supporting SEN students to make successful preparations for adulthood.

Teachers are responsible and accountable for the progress and development of all the students in their class. They are supported in their knowledge and understanding of students' special educational needs by Provision Map, a web-based application where they can access information and strategies for the

SEND students they teach. High quality teaching is our first step in responding to students who have SEN. This will be differentiated for individual students.

## **7. Adaptations to the curriculum and learning environment**

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
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## **8. Additional support for learning**

We have 7 teaching assistants and 1 higher level teaching assistant who are trained to deliver interventions and support in the classroom. We also offer Direct Instruction intervention to support students with literacy and numeracy difficulties across key Stage 3. We also use IDL to support students with difficulties in literacy and/or numeracy. Other interventions, such as social skills support, are offered depending on needs.

Teaching assistants will support students on a 1:1 basis when they have an EHCP that makes provision for this, or as part of provision made by the school in a My Plan +.

Teaching assistants will support students in small groups when appropriate.

We work with the following agencies to provide support for students with SEN:

- Educational Psychology Service
- Advisory Teaching Service
- 2gether NHS Trust- Children and Young People's Service (CYPS)
- Speech and Language Therapy
- Gloucester and Forest Alternative Provision School
- Sally O'Hare- Positive Futures with Autism
- A+bility
- External providers such as Prospects Training and Bridge Youth Services
- Occupational Therapy
- School Nursing Service
- The Virtual School
- Social Care Other professionals and outside agencies may become involved where relevant.

## **9. Expertise and training of staff**

The school's Special Educational Needs Co-ordinator (SENCO) is Mrs. Emma Price, who holds a BA Honours Degree in History and English, a Postgraduate Certificate in Education (Secondary), a

Postgraduate Diploma in Inclusive Education and a Level 7 Postgraduate Award of Proficiency in Assessment of Access Arrangements. The SENCO has 16 years of experience in this role.

The SENCO deploys a team of Teaching Assistants to support students. SEN Teachers and Higher Level Teaching Assistants (HLTAs) can deliver targeted and specialist interventions in addition to supporting learning in the classroom.

#### **10. Securing equipment and facilities**

Paper files and information held on students' SEN is held securely in the SEN Office. The SEN Department has several classrooms in which resources and IT equipment are safely stored. Students' wheelchairs/power chairs (and any associated equipment) is kept safely as part of the SEN restroom facilities.

#### **11. Evaluating the effectiveness of SEN provision**

We evaluate the effectiveness of provision for students with SEN by monitoring impact on academic progress and educational outcomes specified in SEN Plans.

We review students' individual progress towards their goals each term.

Reviewing the impact of interventions as part of the school's ongoing self evaluation

Monitoring the effectiveness of SEN provision is part of the SENCO's role

We value Student Voice

Provision maps may be used to measure progress

Annual reviews for students with EHCPs enables provision to be reviewed and adapted according to needs.

#### **12. Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN**

All of our extra-curricular activities and school visits are available to all our students, including our before-and after-school clubs. SEN staff offer an after-school Homework Club to support SEND students in completing their homework.

All students are encouraged to go on our residential trip(s).

All students are encouraged to take part in whole school activities such as sports day, school plays, special workshops and work experience.

No student is ever excluded from taking part in these activities because of their SEN or disability.

#### **13. Support for improving emotional and social development**

We provide support for students to improve their emotional and social development in the following ways:

- Students with SEN are encouraged to be part of the school council.
- Students with SEN are also encouraged to be part of extra-curricular clubs to promote teamwork/building friendships etc.

- We operate a Break and Lunch Club, supervised by SEN staff, to provide a safe, supportive space for students to be at social times if they wish.
- We have a zero tolerance approach to bullying.

#### **14. Working with other agencies**

We work closely with health professionals to develop a clear understanding of a student's needs and the most appropriate strategies for them. Referrals to health services such as Speech and Language Therapy or the Children and Young People's Mental Health Service (CAHMs) are made by the school if this is appropriate. It is sometimes necessary for the school nurse to get involved and advise on whether referrals within health are appropriate. Where SEN students have involvement from Social Care, we liaise with social workers and family workers to achieve positive outcomes for SEN students on Child in Need Plans or Child Protection Plans.

We involve the Advisory Teaching Service (ATS) with students where appropriate (for example, the Communication and Interaction Team, Visual Impairment Team and the Physical Disabilities Team) and students already referred in primary school continue to be monitored by the ATS when they start at Holmleigh Park High School.

Students may be referred to an Educational Psychologist if statutory assessment for an EHCP is being considered.

The school works with Social Care and the Virtual School when SEN students are placed in care. We welcome input, resources and advice from charities and organisations who can support the education of SEN students.

#### **15. Complaints about SEN provision**

Complaints about SEN provision in our school should be made to the SENCO in the first instance. They will then be referred to the school's complaints policy.

The parents of students with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children.

They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

#### **16. The local authority local offer**

Our contribution to the local offer is available on the Glosfamilies

Directory. [www.glosfamiliesdirectory.org.uk](http://www.glosfamiliesdirectory.org.uk)

For further information about the local offer, see Part One section 4.