



## SEND Report 2020 - 2021

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<b>Implementation</b>			
<b>Review</b>			
<b>Next Review</b>			

## 1. Aims of our provision in regards to pupils with special educational needs and/or disability

We aim to challenge all students, including those with special educational needs, to achieve more than they first think possible. Therefore, we ensure all students have their needs met and that they receive their entitlement to a broad, balanced and relevant curriculum that prepares them for life in modern Britain.

We aim to:

- raise the aspirations of and expectations for all students with special educational needs;
- enable students with special educational needs to achieve their full potential;
- close the gap in attainment and progress between those students with special educational needs and those students without special educational needs;
- support all students with special educational needs so that they can become confident individuals and make successful transitions to new school placements or into adulthood, further education or training and employment.

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 engage in the activities of the school alongside pupils who do not have SEN.
- To reduce barriers to progress by embedding the principles in the National Curriculum Inclusion statement <https://www.gov.uk/government/collections/national-curriculum>
- To use our best endeavours to secure special educational provision for pupils 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, mental and emotional health,
  4. Sensory/physical.
- To request, monitor and respond to parent/carers’ and pupils’ views in order to evidence high levels of confidence and partnership.
- To ensure a high level of staff expertise to meet pupil need, through well-targeted continuing professional development.
- To support pupils 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 pupils.
- 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 (SEN) or a disability?

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

Special Educational Need

- ❖ 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 (SEN) for which provision is made at the school**

Children and young people with SEN have different needs. If a student is placed at our provision we will undertake to use our best endeavours, in partnership with parents, to make the provision required to meet the SEN of pupils at this school.

### **4) How does our school know if children need extra help?**

We know when a pupil needs help if:

- Concerns are raised by parents/carers, external agencies, teachers, the pupil’s previous school or the pupil 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 pupil indicates that they have additional needs

### **5) What should a parent do if it thinks their child may have special educational needs?**

- 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 Mrs Sarah Clarkson and whose contact details are Contact Details: [sclarkson@sandwellcs.org.uk](mailto:sclarkson@sandwellcs.org.uk) Tel : 0121 533 5802 (Option 2)
- Parents may also contact the SENCo or the Headteacher 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?**

- All pupils will be provided with high quality teaching that is differentiated to meet the needs of all learners. The quality of classroom teaching provided to pupils 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 pupils with SEND,
  3. work sampling and scrutiny of planning to ensure effective matching of work to pupil need,
  4. teacher meetings with the SENCo to provide advice and guidance on meeting the needs of pupils with SEND,
  5. pupil and parent feedback on the quality and effectiveness of interventions provided,
  6. attendance and behaviour records.
- Pupils 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 pupils 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.
- Pupils' attainments are tracked using the whole school tracking system and those failing to make expected levels of progress are identified very quickly. These pupils are then discussed in termly progress meetings that are undertaken between the class/subject teacher and a member of the Senior Leadership team.
- Additional action to increase the rate of 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 pupil.
- Where it is decided during this early discussion that further special educational provision is required to support increased rates, parents will be informed that the school considers their child may require further 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 pupil held by the school will be collated by the class/subject teacher/SENCo in order to make an accurate assessment of the pupil's needs. Parents will 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 pupil 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 include for young people, targets around preparing for adulthood) that take into account parents' aspirations for their child. Parents and the pupil 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 with the parents and the pupil.

If progress rates are judged to be inadequate despite the delivery of high quality interventions, advice will always be sought from external agencies regarding strategies to best meet the specific needs of a pupil. The school accesses a range of specialist services to support student's needs. Such services include, but are not exclusive to;

- Educational Psychology
- Speech and Language therapy
- Inclusion Support
- Visual impaired/Hearing impaired teachers
- Complex Communication and Autism Team
- Connexions
- Therapeutic services

This will only be undertaken after parent permission has been obtained.

N.B. For a very small percentage of pupils, 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 pupils be involved in decisions regarding provision that can better meet their needs?**

This school uses pupil centred profiles. These are completed in conjunction with the pupils 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 pupil's views gained on the effectiveness of the action taken so far to meet their needs

## **8) How will the curriculum be matched to each child's needs?**

- Teachers plan using pupils' achievement levels, differentiating tasks to ensure progress for every pupil in the classroom.
- When a pupil has been identified as having special educational needs, 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, pupils may be provided with specialised equipment or resources such as ICT and/or additional adult help. All actions taken by the class teacher will be shared with parents.

## **9) How will parents know how their child is doing?**

Attainments towards the identified outcomes will be shared with parents through the school reporting system, tutor telephone calls home and Parents' Evenings.

- Parents may also find the home-school diary 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 0121 533 5802

## **10) How will parents be helped to support their child's learning?**

- Please look at the school website. It can be found at [sandwel.lcs.org.uk](http://sandwel.lcs.org.uk) and includes links to websites and resources that we have found useful in supporting parents to help their child learn at home.
- 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 SEN provision made for pupils?**

The effectiveness of SEN provision will be measured using both qualitative and quantitative data. Qualitative data will gather the views of parents and pupils 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 pupils with the same level prior learning level. This data will be shared termly with governors and be judged by external moderators such as Ofsted.

## **12) What support will there be for children overall well-being?**

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

- An evaluated Personal, Social, Health and Economic (PHSE) curriculum that aims to provide pupils with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being. Please visit our website to see the topics that are included within this area of the curriculum.
- Pupil and Parent voice mechanisms are in place and are monitored for effectiveness by the Governors.
- Small group evidence-led interventions to support pupil's well-being are delivered to targeted pupils and groups.
- Pupils who may be finding particular times difficult may be provided with alternative small group opportunities within the school and action is taken to develop their social interaction skills.

### **13) Pupils with medical needs (Statutory duty under the Children and Families Act)**

Pupils with medical needs will be provided with a detailed Individual Health and Care Plan, compiled in partnership with the school nurse and parents and if appropriate, the pupil themselves.

Staff who volunteer to administer and supervise medications, will complete formal training and be verified by the school nurse as being competent.

All medicine administration procedures adhere to the Local Authority Policy ([Sandwell Policy for Managing Medical Needs in School](#))

and Department of Education (DfE) guidelines included within Supporting pupils at school with medical conditions (DfE) 2015 ([DfE Guidance on Supporting Pupils at School with Medical Conditions](#))

### **14) What specialist services are available at the school?**

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?**

All staff participate in regular, calendared training and development sessions to enable them to support children with special educational needs.

External training providers are used regularly to train staff in specialist areas such as Autism, Positive Behaviour Support and Communication.

### **16) How will my child be included in activities outside the classroom including school trips?**

- 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.

### **18) How will the school prepare/support my child when joining or transferring to a new school?**

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

On entry:

- A planned induction programme is delivered to support all students starting Sandwell Community School.
- The previous school records will be requested immediately and a meeting set up with parents to identify and reduce any concerns
- 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.
- The SENCo meets with parents of new pupils who are known to have SEND to allow concerns to be raised and solutions to any perceived challenges to be located prior to entry.

Transition to the next school, preparation for adulthood and independent living

- There is a transition programme in place for pupils which provides a number of opportunities for pupils and parents to meet staff at a new school
- Accompanied visits to other providers may be arranged as appropriate.
- The records of pupils who leave the school mid-phase will be transferred to the receiving school in a timely manner

After school:

- The school adheres to the guidance in Careers guidance and inspiration in schools: Statutory guidance for governing bodies, school leaders and school staff [DfE Careers guidance](#) This places a duty on schools to secure independent careers guidance for all Y8-13 pupils. 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. [National Careers Service](#) 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 [Sandwell Local Offer](#) .
- Where a student has an EHCP, all reviews of that Plan from Year 9 at the latest, and onwards, will include a focus on Post 16

#### Useful links

Advice and guidance from other agencies can be accessed from:

- Sandwell SEND Information, Advice and Support Service (SENDIASS) - 0121 500 4010 Information also available on Sandwell's Local Offer (see above)
- Independent Travel Training - [www.sandwell.gov.uk](http://www.sandwell.gov.uk)
- Autism West Midlands - [www.autismwestmidlands.org.uk](http://www.autismwestmidlands.org.uk)

In addition, Sandwell has published their local offer which can be accessed at <http://www.sandwell.gov.uk/send> .