



Southborough High School

The SEN Information Report

This report is written in line with the requirements of:-

- Part 3 Children and Families Act 2014
- SEN Code of Practice 2014
- The Special Educational Needs and Disability Regulations 2014
- The Equality Act 2010
- The Order setting out transitional arrangements – Part 3, Section 137 Children and Families Act 2014

This policy should also be read in conjunction with the following school policies which can be found in Information, Key Documents on the school's website:-

Anti-Bullying, Accessibility Plan, Behaviour, Complaints, Equality and Cohesion, Medical Conditions (SPMSC), Safeguarding, as well as the AFC's Local Offer which can be accessed through the following link <https://www.afclocaloffer.org.uk/pages/home/education>

The policy has been developed with parents/carers, representatives from the Governing Body and school support staff and will be reviewed on an annual basis.

What are Special Educational Needs and Disabilities?

The Special Educational Needs Code of Practice 0-25years (2014) states that a child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of others of the same age; or
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

There are four categories of SEN

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health (note – not Behaviour)
- Sensory and/or Physical

High quality teaching (Quality First Teaching) that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is considered as special educational provision under Section 21 of the Children and Families Act 2014. We use our best endeavours to ensure that such provision is made for those who need it.

Provision for students with SEN at Southborough High School

Southborough High is an Academy which caters for boys aged 11-19. All students are offered a broad and balanced curriculum which can be personalised to meet specific needs. We aim to enable and encourage all students, who are of equal worth and dignity, to develop their spiritual, academic and social abilities to the full. We want them to obtain maximum benefit from the opportunities which are made available and to grow to be mature, caring citizens who are able to make a successful transition into adulthood, whether into further or higher education, training or employment.

The school can make provision for students with a range of frequently occurring Special Educational Needs (SEN) who do not have an Education, Health and Care Plan (EHCP), for instance: dyslexia, dyspraxia, speech and language needs, autism spectrum conditions, learning difficulties and behaviour difficulties. There are other kinds of special educational need which occur less frequently and with which the school is less familiar, but we can access training and advice so that these kinds of needs can be met. The admission arrangements for students without an Education, Health and Care Plan (EHCP) do not discriminate against or disadvantage disabled students or those with special educational needs and will follow our School Admissions Policy.

The school currently meets the needs of students with a Statement of SEN/EHCP with the following kinds of special educational need:

- Autism Spectrum Conditions (past and present)
- Speech, Language and Communication Needs (past and present)
- Learning Difficulties, including SpLDs (past and present)
- Minor Visual/Hearing Impairments (past and present)
- Medical (past and present)
- Physical (past and present)

Decisions on the admission of students with an EHCP are made by the Local Authority.

Identifying and assessing students with SEN.

At Southborough High School teachers monitor and review the progress of all students regularly. A range of assessments is used with all students at various points: Cognitive Assessment Tests in verbal reasoning, non-verbal reasoning, quantitative and spatial reasoning are administered on admission in the Autumn term of year 7. Students causing concern or with identified SEN might require additional assessments and be tested more frequently and in subsequent years. Where necessary, additional screening tools will be used.

The principle of early identification and intervention underpins our approach to identifying those students who need extra help. This is often put in place, even if special educational need has not been identified. This extra support should enable the student to catch up and make progress. We understand that many factors might impact on progress and achievement for example:

- Disability
- Attendance and punctuality
- Health and welfare (see the school's policy on managing medical conditions)
- EAL
- Being in receipt of Pupil Premium
- Being a Looked After Child
- Being a child of a Serviceman/Woman

Graduated Approach

Despite targeted quality first teaching, some students may continue to make insufficient progress. For these students, and in consultation with parents, strengths and weaknesses are identified. This more detailed assessment is to understand what additional resources and approaches are required to enable the student to make better progress. These will be shared with students and parents, put into a support plan and reviewed regularly. At this point, because the pupil requires additional and extra provision, we will have identified that the student has a special educational need. The student will be recorded on our Inclusion Register as having 'SEN with Support'.

Students are supported in class where possible. Other types of support might include teacher/support staff 1-1, small group, intervention group English/Maths, mentor (staff/trained Year 13), specialist intervention and advice from outside agencies for example speech and language and educational psychology.

If the student makes good progress using this additional and different intervention (but would not be able to maintain this good progress without it) we will continue to identify the pupil as having a special educational need and continue to provide appropriate support. For those students who need specialist support and resources above and beyond those normally provided at school Statutory Assessment can be requested.

If the student is able to maintain good progress without the additional and different resources, she will not be identified with special educational needs.

The SENCo ensures that all teachers and support staff who work with the student are aware of her special educational need(s), support to be provided, teaching approaches strategies which might be helpful. Students play an active part in the writing of the above information. Staff can access the following information, on our shared drive, to be used when planning for and teaching students with SEN:

- Inclusion Register, which is updated regularly with a
- Detailed personal profile, constructed using information from students, parents, staff. (Initially information from previous school, relevant reports, EHCPs).
- Wishes/views/opinions of students/parents/carers are emailed to staff by the SENCo

Effectiveness of support will be evaluated using the Assess, Plan, Do, Review model as outlined in the CoP (2014). Southborough High School has very positive relationships with parents and outside agencies working in partnership to support the family in accessing education and appropriate professional advice. The SENCo aims to respond to telephone calls and emails from parents as soon as possible; at least within two working days

How Southborough School evaluates the effectiveness of provision made for students with SEND.

Regular monitoring and review will focus on the extent to which planned outcomes have been achieved. The views of the student, parents/carers and subject teachers will be taken into account. The assessment information from teachers will show whether adequate progress is being made.

The SEN Code of Practice (2014) describes adequate progress:

- Is similar to that of children of the same age who had the same starting point
- Matches or improves on the pupil's previous rate of progress
- Allows the attainment gap to close between the pupil and children of the same age

For students with or without an EHCP there will be an annual review of the provision made for the child, which will enable an evaluation of the effectiveness of the special provision made. The collation of all annual review evaluations of effectiveness will be reported to the governing body.

Arrangements for assessing and reviewing the progress of students with SEN at Southborough High School

Every student in the school has their progress tracked regularly. In addition to this, students with special educational needs will have more frequent and detailed assessments to inform targets and to measure small steps of progress.

If assessments do not show adequate progress support and planned outcomes will be reviewed and adjusted.

Southborough High School's approach to teaching pupils with SEN.

'Special educational provision is underpinned by high quality teaching and is compromised by anything less' (SEN CoP, 2014)

'High quality teaching, differentiated for individual students, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for the lack of good quality teaching. The quality of teaching for all students is reviewed regularly by senior management; this includes reviewing and if necessary improving teachers' understanding of strategies to identify and support vulnerable students and their knowledge of the SEN most frequently encountered. (CoP 6.34)'

The school works to ensure that our approach to teaching and learning is of high quality and personalised to meet the individual needs of the majority of our students. Some students need educational provision that is additional to or different from this. This is special educational provision.

In meeting the requirements of The National Curriculum Framework the school employs some additional teaching approaches, as advised by internal and external assessments: in-class support, mentoring, small group teaching, 1-1 tutoring. These are often delivered by additional staff under the close direction of teachers employed through the funding provided to the school known as 'notional SEN funding'. The class/subject teacher will remain responsible for working with the student on a daily basis.

Southborough High School has a duty to make arrangements to support students with medical conditions. Individual healthcare plans will normally specify the type and level of support required to meet the medical needs of such students. Where children and young people also have special educational needs, their provision will be planned and delivered in

a co-ordinated way with the healthcare plan. We will have regard to the statutory guidance provided for these individuals when supporting students at school with medical conditions.

Some students with SEND, including those with a social, emotional or mental-health need might require additional pastoral support. This support might be provided by Form Tutors, Head of Year (Year 7), Heads of Year (Years 7-13), Mentors (adult and trained Year 13 students, Learning Support Team, including outside professionals, working in our student support area on D floor.

How Southborough High School adapts the curriculum and learning environment for students with special educational needs.

At Southborough high School we follow the advice in The National Curriculum Framework on how to adapt the curriculum and the learning environment for students with special educational needs. We also incorporate the advice provided as a result of assessments, both internal and external, and the strategies described in EHCPs.

'All pupils should have access to a broad and balanced curriculum. The National Curriculum Inclusion Statement states that teachers should set high expectations for every pupil, whatever their prior attainment. Teachers should use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty should be identified and addressed at the outset. Lessons should be planned to address potential areas of difficulty and to remove barriers to pupil achievement. In many cases, such planning will mean that pupils with SEN and disabilities will be able to study the full national curriculum.' (CoP 6.11)

As part of our requirement to keep the appropriateness of our curriculum and learning environment under review the Governors have ensured that all new building meets statutory requirements. There is a lift; hand rails have been put in place. Any improvements to the physical environment of the school will meet statutory requirements.

The curriculum is reviewed regularly. Timetables are personalised where appropriate. Information regarding current special educational needs at Southborough is updated regularly and made available to all staff. INSET, formal and informal, is arranged by the SENCo. Teachers and support staff are notified of opportunities and signposted to recommended resources for continuing professional development. The SENCo recommends that all staff join The Nasen SEND Gateway, a free, online resource providing up to date, invaluable information on teaching and working with young people with SEND. This resource can be accessed by all interested parties at <http://www.sendgateway.org.uk>

Additional support available to students at Southborough with SEN Needs

Schools receive funding for SEN students which is used to support and enhance the high quality of teaching at Southborough High School. It helps to ensure that there are sufficient resources for students requiring special educational provision. The support that we offer is matched to needs of individual students with SEN and is evidence based. The amount of support required for each student to make good progress will be different in each case. In very few cases, for those with an EHCP, a very high level of resource is required. In this case the school will request 'top up' from the Local Authority in which the young person lives. The Head Teacher has the final say on the use of the 'personal budget' within the school.

Activities available for pupils with SEN in addition to those available in accordance with the curriculum.

All clubs, trips and activities offered to students at Southborough High School are available to students with special educational needs. For some students, 'reasonable adjustments' may need to be made. This is always agreed in partnership with families and carers.

Appropriate support has been put in place to enable students to take part in curricular and extra-curricular activities and visits, during the school day and residential, at home and abroad. Detailed risk assessments are written in consultation with parents/Carers, students and staff. Venues to be visited are notified in advance of students with additional needs. A named adult will be responsible for individual students and will be available to support students during activities and 'free time' if required. No student with a special educational need or disability will ever be excluded from an activity or trip because of their additional needs.

Support available for improving the emotional and social development of pupils with SEN.

At Southborough High School we understand the importance of developing emotional resilience and social skills, both through direct teaching for instance in PSHE, tutor time, Key Stage and Year Assemblies and indirectly with every conversation that adults have with students throughout the day. As a school we are working to build a 'Growth Mindset' and resilience in all of our students so that challenges are accepted and approached as opportunities for personal development. From April 2014 'A Young People's Health Link Worker' (YPHLW) has been in school for two days each week. Her main focus is mental health. She has and will deliver staff training if appropriate. She delivers Health Studies lessons to all students; works to support individual students either on a 1-1 basis or in small groups; works with our Mental Health Ambassadors to raise awareness throughout the school.

For some students with the most need for help in this area we also can provide: access to 1-1 sessions with our YPHLW, mentor time with a member of Senior Leadership Team or a senior member of staff, external referral to CAMHS (child and adolescent mental health service) or time-out in Southborough for students to use when upset or agitated. Students with emotional and social needs because of their special educational needs will be supported to enable them to develop and mature appropriately.

The SENCo is always interested in hearing the views of parents/carers and students. Students have the opportunity to make written and verbal contributions at annual reviews, reviews and 'check ups' with the SENCo. Parents/carers also have the opportunity to make written and verbal contributions at review meetings and are encouraged to do so. The SENCo has an 'open door' for both parents/carers and students. Parents are encouraged to contact the SENCo to discuss the progress and wellbeing of their sons.

Who is the school SENCO at Southborough High School?

The SENCO at Southborough is Mrs Jennifer Lee-Potter She is a qualified teacher she has been a mainstream teacher and Head of Department and has a special school background working in a variety of special settings. Her SEN experience spans some 32 years in a variety of settings both special and Mainstream.

She can be contacted via email at jleepotter@southborough.lingston.sch.uk or by telephone 020 83914324 X32. Mr Dan Edwards is the Assistant Head for Inclusion.

Expertise and training of staff in relation to supporting students with SEN and how specialist expertise is secured.

In September of each year staff are made aware of their duties to students with SEND as described in The Equality Act 2010 and the Code of Practice. In addition staff are informed regarding 'reasonable adjustments' which they should make when planning for and teaching students with SEND. Training is delivered as required. The SENCo informs teachers and support staff about the most common special educational needs; keeps information up to date; signposts staff to additional training materials which can be accessed individually or as a group. Voluntary INSET can be arranged to support staff regarding specific needs. Our allocated educational psychologist will be delivering bespoke training in the new academic year 2017-2018

CPD (continued professional development) on SEND forms part of the Induction Programme for all trainee and newly qualified teachers.

Where a training need is identified we will find a provider who is able to deliver appropriate training. Training providers we can approach include the educational psychologist, speech and language therapists and advisory staff, Autism Education Trust, Nurses specialising in diabetes and epilepsy, occupational therapist, physiotherapist, dyslexia specialists and teaching and learning advisors.

Specialist equipment will be considered on an individual basis.

Arrangements at Southborough High School for consulting with and involving parents/carers in the student's education

All parents and carers of students at Southborough high School are invited to discuss the progress of their son regularly (usually termly) and receive a report three times a year. In addition, we are happy to arrange meetings outside these times. As part of our normal teaching arrangements, all students will access to some additional teaching to help them catch-up if the progress monitoring indicates that this is necessary; this will not imply that the student has a special educational need.

If following this normal provision improvements in progress are not seen, we will contact parents/carers to discuss this and what we will be doing to help us to better address the student's. From this point onwards, the pupil will be identified as having SEN because special educational provision will be put in place. Parents/carers will be involved in planning and invited to reviews of this provision and will be actively encouraged to contribute to assessment, planning and review.

In addition to this, parents/carers of students with an EHCP will be invited to contribute to and attend an annual review, which, wherever possible will also include other agencies involved with the student. Information will be made accessible for parents/carers, in good time, before the review.

Arrangements Southborough High School for consulting students with SEN and involving them in their education

When a student has been identified as having special educational needs because special educational provision is being made for him, he will be consulted about and involved in the arrangements made for him as part of person-centred planning.

Students attend and are encouraged to contribute to review meetings.

The SENCo has an 'open door' policy; students are encouraged to take advantage of this to share their thoughts, opinions, worries and concerns.

Students with an EHCP are encouraged to make written contributions to their Annual Review and be present to express their thoughts and opinions at this time.

The arrangements made by the Governing Body relating to the treatment of complaints from parents/carers of students with SEN concerning the provision made at Southborough High School.

The same arrangements for the treatment of complaints are used for complaints about provision made for special educational needs and disabilities. (See Complaints Policy in Key Documents on the school's website) We encourage parents to discuss their concerns with the form tutor, the SENCO, the Assistant Head for Inclusion and finally the Head teacher to resolve the issue before making the complaint formal to the Chair of the Governing Body.

How the Governing Body involves other agencies in meeting the needs and supporting the families of students with special educational needs at Southborough High School

The school currently engages support from the following services:

- A Service Level Agreement with Educational Psychology (including buy-back of additional hours per term as required)
- Access to local authority SLA with Speech and Language Therapy Services / Occupational Therapy Services / Physiotherapy Services for students with requirement for direct therapy or advice
- Independent Occupational therapy
- A Young People's Health Link Worker' (YPHLW) whose main focus is mental health for two days each week.
- School nurse
- School councillor 1 day per week

Contact details for the local Parent Partnership Service.

EnhanceAble now called Kids, a local voluntary sector organisation, delivers the Parent Partnership Service and provides free, impartial, confidential, advice, support and options around educational issues for parent/carers who have children with special educational needs or disabilities (0-19/25).

The Parent Partnership Service aims to ensure that parents and carers are empowered and can play an informed role in planning provision to meet their child's special educational needs. The Parent Partnership Service aims to build partnerships between parents and carers, the Local authority and schools. The service also encourages parents and carers to be involved in the development of local SEN policy and practice.

They can be contacted on :

HELPLINE: 020 8547 6200 Website: www.enhanceable.org

SEND Family Voices are an independent charity run by a steering group of 20 volunteers all of whom are parents of children or young people with Special Educational Needs and/or Disability (SEND).

They work to improve services for children with needs and their families.

Telephone: 07469 746 145 Website: www.sendfamilyvoices.org

Arrangements at Southborough High School for supporting students with SEN transferring between phases of education or preparing for adulthood.

At Southborough High School we work closely with educational settings used by students before they transfer to us in order to seek the information that will make transfer as positive as possible.

For students with an EHCP or significant need:

At Southborough we are very happy to discuss SEND with parents/carers of Year 5 and Year 6 students, students joining school after Year 7 especially those transferring at KS5. Individual appointments can be made by contacting the SENCo.

The school communicates closely with primary schools. This helps us to share information with staff that will make the transfer to Southborough High School as positive as possible.

Where it is considered beneficial the SENCo draws up 'Transition Plans' which timetable the Year 6 students for visits to Southborough during the second half of the summer term.

Transition visits are tailored to individual students.

In addition there is a taster morning in March and an induction day at the beginning of July for all prospective Year 7 students.

Our careers advisor works with students from Year 9 onwards. Students with SEND are encouraged to attend extra sessions where appropriate. For students transferring at the end of KS4 and KS5 we contribute information to onward destinations. The school maintains good links with local colleges and other post-16 providers to ensure that students with SEN (who choose not to or are unable to stay in our Sixth Form) are enrolled on appropriate courses with suitable support.

Where is the Achieving for Children Kingston's Local Offer published?

AFC's local offer is published on:

<https://www.afclocaloffer.org.uk/pages/home/education>

Parents/carers without internet access should make an appointment with the SENCO for support to gain the information they require.

This policy is published on the school website where you will also find links to the Kingston LA – AFC Local Offer as well as neighbouring Local Offers. The policy is reviewed annually and any changes to the information occurring during the year will be updated as soon as possible.

Glossary

A glossary of SEND terms is included in the appendices of the SEND Code of Practice 0 to 25 years.

Please follow <http://preview.tinyurl.com/nenth62> to read these.

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