

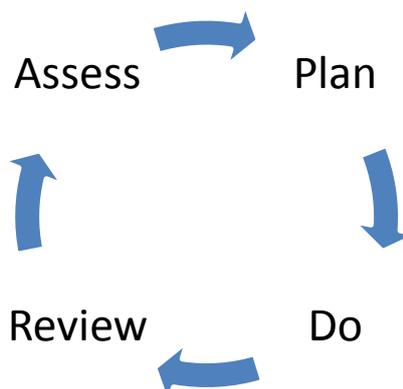
SEN INFORMATION REPORT

Date presented to/approved by Governing Body:	23 rd February 2015
SENCO:	Joyce Gillespie
Contact:	0208 3442100
Dedicated SEN time:	Full Time
SEN Governor:	Natalie Weatherley

Whole School Approach:

High quality first teaching (teaching by qualified teachers) and additional interventions (see attached provision map) are defined through our annual dialogue across the school contributing to our provision management approach. These documents help us to regularly review and record what we offer EVERY child or young person in our care and what we offer additionally. These discussions also serve to embed our high expectations among staff about quality first teaching and the application of a differentiated and personalised approach to teaching and learning. We make it a point to discuss aspirations with ALL our learners.

Underpinning ALL our provision in school is the **graduated approach** cycle of:



All teachers are responsible for every child in their care, including those with special educational needs.

Reference: Teaching to Facilitate Learning Policy 24.02.2014; Assessment, Recoding and Reporting Policy 13.10.2014.

Having consulted with children, young people and their parents, all our additional provision (internal or external) is based on an agreed outcomes approach.

Special Educational Needs:

Children and young people's SEN are generally thought of in the following four broad areas of need and support:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health
4. Sensory and/or physical needs

Provision for these needs is seen in the attached provision map.

Reference: SEN Policy 13.10.2014.

As of 09.02.2015, we have **312** children or young people receiving some form of SEN Support.

Consulting with children, young people and their parents

Involving parents and learners in the dialogue is central to our approach and we do this through:

Action/Event	Who's involved	Frequency
Consultation Evening	Students/Parents/Teachers/Support staff	Yearly
Student Coaching	Students/Parents/Teachers/Support staff	Yearly
Statement/EHC plan reviews	Students/Parents/Teachers/Support staff, outside agencies,	Yearly
Individual support plans	Students/Parents/Teachers/Support staff	Reviewed at all of the above and in meetings arranged as required.
Behaviour Management Plans, Pastoral Support Plans	Students/Parents/Teachers/Support staff, outside agencies as appropriate	6-8 weekly as appropriate

Staff development

We are committed to developing the ongoing expertise of our staff. We have current expertise in our school at the different levels as per p58 of SEN Code of Practice 2014.

AWARENESS

To give a basic awareness of a particular type of SEN, appropriate for all staff who will come into contact with a child or young person with that type of SEN.

All Staff are informed of the needs of individual students and the different types of need through dissemination of information confidentially within the school. All staff have access to staff resources which include advice on and support for providing for all students' needs. This includes whole staff training (insets) as well as access to specialist staff within the school.

ENHANCED

How to adapt teaching and learning to meet a particular type of SEN, for class and subject teachers and teaching assistants working directly with the young person on a regular basis.

Information sheets/support plans on individual students are updated regularly and shared with all staff, these include advice on how to adapt teaching and learning to meet a particular type of SEN. Advice from outside agencies and courses attended included insets to inform and develop our understanding.

SPECIALIST

In-depth training about a particular type of SEN, for staff who will be advising and supporting those with enhanced-level skills and knowledge.

We have developed a comprehensive staff structure which allows for progression of Learning Support Assistants and the development of specialisms within the AEN Faculty. Learning support teachers, Higher Level Teaching Assistants and Learning Support Assistant have specialist knowledge in all four of the broad areas of need.

Staff deployment

Considerable thought, planning and preparation goes into utilising our support staff to ensure children achieve the best outcomes, gain independence and are prepared for adulthood from the earliest possible age.

Learning Support Assistants and Higher Level Teaching Assistants staff are deployed in class, on a 1:1 and small group basis. They can also work with students out of lessons on a 1:1 or small group basis. Support staff are given non-contact time so that they can feedback to teachers and the SENCo, create resources and liaise/plan with teachers.

HLTA's team teach in some lessons, take responsibility for Intervention groups and planning. Where appropriate they also liaise with outside agencies along with Learning Support teachers.

Learning Support Teachers withdraw students for 1:1 work or to work in small groups and provide Literacy support in Years 7 and 8. They also team teach English and Maths in Year 7 and take Learning Support lessons in Years 10 and 11.

Finance

Our notional SEN Budget this year was **£337,850**. Our actual expenditure is **£393,188**. The breakdown of that income is as follows:

	Commissioned External Services	Additional Teaching Resources
	Careers Advisor £2,100	Access Reading Tests £116
	Educational Psychology Additional £1,830	Administration £389
	Education Welfare Officer £5,400	Akron Bobath Table £1,169
	Student Counselling - Staff Support £1,500	CTOPP Profile Exam Record £149
		Dragonspeak £117
		Phonak MLXi Receiver £418
		WRAT Blue Test £37
Total	£10,830	£2,394
Total	£13,224	
Support Staff (Additional to quality first provision)	£379,964	
Total	£393,188	

School Partnerships and Transitions

Our academic assessment for children and young people with special educational needs is moderated (agreed upon) through our cluster of schools and neighbouring partners.

This year, we worked with our feeder partners to welcome **59** children and young people with special educational needs or disabilities and we supported **92** children and young people in their transition to the next phase in education or employment.

Our approach involved:

- Transition meetings with Primary SENCOs, Year 6 class teachers, Year 6 students in the primary schools.
- Additional transition visits for children with special needs prior to the Induction day for all new students in July.
- Attendance of SENCO or Learning Support teacher at Annual Reviews and/or meetings with parents at the primary school.
- Head and Deputy Head of Year 11 in conjunction with School Careers Officer, Form tutors and Learning Support Teachers supported each student to gain a place in further education at college or in school. At the end of December 2014 there were 2 students Not in Education, Employment or Training from the previous Year 11.

We closely monitor children and young people's destination data.

Complaints

Complaints are dealt with according to our Complaints Policy *02.06.2014*.

None received.

Further development

Our strategic plans for developing and enhancing SEN provision in our school next year include

- Introduction of New SEND Code of Practice
- Development of use of inclusive technology, including Read/Write gold, Inspiration, laptops/tablets. Read/Write Gold and Inspiration are both pieces of software recommended by the British Dyslexia Association and widely used throughout Further and Higher Education by students with specific learning difficulties such as Dyslexia.
- Development of support for Sixth Form students similar to the Learning Support available to students in KS4.

Relevant school policies underpinning this SEN Information Report include:

SEND policy, Managing Equality Policy, Disability Equality Scheme and The Admissions Criteria.

Legislative Acts taken into account when compiling this report include:

- Children & Families Act 2014
- Equality Act 2010
- Mental Capacity Act 2005