

SEN Information Report 2017-18

In 2017-18 the Special Educational Needs Co-ordinator (SENCO) was Miss Carol Chin and the named Governor for SEN was Heather Ford. The SLT link for SEN was Mrs A Biddle.

The number of children with SEN for the academic year 2017/18 was 137. These are made up of: 109 children receiving provision at SEN support and 28 children receiving provision through an EHCP. The school supports students with a range of SEN including; social mental and emotional needs, social, communication and interaction needs, physical and sensory needs and cognition and learning needs.

INCLUSION

Students who have SEN are grouped according to ability for most subject areas. All students with SEN are in mixed ability form groups and have the opportunity to join extra-curricular activities offered by the school.

PROGRESS OF STUDENTS WITH SEN

All children who are placed on the SEN register have an individual learning plan (ILP) and receive support that is different from and additional to that which is wave 1 provision (quality first teaching). Parents are always informed if it is felt appropriate to place their child on the SEN register and a discussion takes place with them. Parents have been provided with copies of their plans and have been invited to attend termly review meetings where they have been able to contribute to their child's targets. Attendance to these reviews is good. Progress towards their targets is continually monitored by the SEN team and teaching staff. All teachers can access individual student's learning plans on the SIMS database used by all staff. Teachers use these plans to differentiate teaching approaches and resources so that all students can access the curriculum.

Any interventions are recorded on a provision overview and then uploaded to SIMS. Data from interventions are reviewed by the SENCO. Data results from classroom assessments are also analysed termly by Faculty Leaders and the SENCO so that appropriate intervention can be put in place to support each child.

LOOKED AFTER STUDENTS WITH SEN

Looked after students have regular PEP reviews in line with SEN reviews (if appropriate) to ensure progress is closely monitored. Relevant external agencies, including the Virtual School for Looked after Children/ LACES teams /Children's Services are consulted with regularly regarding these students.

SEN data to be inserted once confirmed

Deployment of Staff and Resources

Teaching Assistants in school work with individual pupils, small groups of pupils or support whole classes. Some Teaching Assistants deliver and follow a variety of intervention programmes. Not all of these pupils are on the SEN Register but have been identified as needing additional support in specific areas. Intervention groups run throughout the day. Where possible we try to support

students within the classroom or before and after school in order to ensure that students do not miss activities in class.

The SENCO's main task is to oversee and coordinate SEN provision throughout the school. The SENCO meets with parents, liaises with outside agencies, works with students, assesses students and completes paperwork ensuring the students receive the best support and provision possible. She also attends meetings and training and keeps up to date with government requirements and changes regarding SEN. The SENCO meets every half term with the SEN link teachers from each faculty. This enables staff to discuss SEN related issues. The SENCO looks carefully at school data and uses this to help identify pupils who are at risk of underachieving and to monitor the impact and success of intervention programmes.

WORKING WITH PARENTS

The SENCO operates an open door policy. Parents/carers are welcome into school to discuss concerns they have regarding their child.

The SENCO regularly reviews student's targets with parents and sends out questionnaires to SEN students and their parents.

Parents or carers who wish to make a complaint, should follow the complaints procedure outlined in the School's SEN Policy (see website)

EXTERNAL AGENCIES

In 2017/18, we have worked with many different agencies including the Educational Psychologist, Speech and Language, Education Welfare Officer, Hearing and Visual Impaired Team, SpLd Team, Occupational Therapist, Children and Adolescent Mental Health Service (CAMHS) and LACES Birmingham, virtual school for looked after children, and Shepwell Short Stay School. We have also accessed support and advice through the Walsall Council SENCO Forum meetings

TRANSITION AND LINKS TO OTHER SCHOOLS

The SENCO has excellent links with Primary feeder schools. This has been strengthened by the support of Mrs Angela Sutton (HLTA for transition). Mrs Sutton visits SEN students in their Primary schools and organises additional transition visits for vulnerable students. Students who have high needs have taken part in transition events from Year 5.

The student development department liaises closely with colleges regarding students who have high needs and require additional support. The department has worked closely with Walsall College and some SEN students in KS4 have been visited by staff and students from the college and have attended taster workshops at the college.

STAFF DEVELOPMENT and CPD

The SENCO has provided INSET to teaching staff on *Differentiation for Low Ability Students*.

Training attended so far this year is listed below:

Safeguarding refresher,

Level 1 and 2 Child Protection

SENCO Forum.

The SENCO has also completed the Certificate of Psychometric Testing and Exam Access Arrangements. This course is at Masters level and enables the SENCO to assess students who may need access arrangements for external examinations.

Medical Needs

Student's medical needs are managed through the pastoral system. The SEN team support when necessary.

Pastoral Support

The school operates a house system which each student belongs to. There are four houses; Barr House, Scott House, Linley House and Daniel's House. All students receive pastoral support from their House Offices. The House staff liaise closely with the SEN team to support students with social, emotional and mental health needs.

The school operates a range of pastoral programmes and social and emotional interventions to support vulnerable students.

Bullying is taken very seriously by the school and there is a separate bullying policy which can be accessed on the school website.

Disability Duty- Accessibility and Future plans

The school has limited accessibility. There is one lift in A block, however no lift in B block. The school also seeks support from external agencies such as the Hearing Impairment Team and the Visual Impairment Team to increase student's accessibility.