

SEN Information Report

Introduction/Overview

As defined in the SEND Code of Practice 2015, a pupil has SEND 'Where their learning or disability calls for special educational provision, namely different from or additional to that normally available to pupils of the same age'

Bridgnorth Endowed School monitors the progress of all students and will identify students 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 individual student and their peers'
- 'widens the attainment gap'

Within Special Educational needs we endeavour to monitor all students who are not making adequate progress in the four areas specified in the SEND Code of Practice:

- Communication & Interaction
- Cognition & Learning
- Social, Emotional & Mental Health
- Sensory and/or Physical Needs

Bridgnorth Endowed School is an academy with approximately 540 students aged between 11 and 18. The school is a vibrant learning community where individuals are inspired to achieve their full potential. This includes those students who need appropriate interventions in order to make progress in the above mentioned four areas specified in the SEN Code of Practice.

We work closely with all parents to listen to their views so as to build on student's previous experience, knowledge, understanding and skills so that they develop in all aspects of the curriculum.

All teachers are committed to differentiate and have high expectations for all students in their lessons. Students with SEN are fully integrated into the life of the school and the curriculum, recognising the strengths of every individual as well as any areas for development. We aim to ensure that all students contribute to the social and cultural activities of the school. The curriculum plan for each year group is available on the school website.

As a minimum, SEND training occurs three times an academic year to ensure staff are able to fully support SEND students in their classroom. Staff are also encouraged to carry out further training through Continuing Professional Development (CPD).

Parents are encouraged to discuss any concerns with their child's form tutor in the first instance. For issues relating to special needs, the SENCO or Lead Support TA are available. Where there is real concern, the Assistant Headteacher, Headteacher or SEN governor can be contacted as appropriate.

In 2018/19 the school has 96 students identified on the SEN register, of which 11 students have an EHCP. The Learning Support Department consists of the Assistant Headteacher; the SENCo; 1 Pupil Support Officer and 5.5 Teaching Assistants. The SENCo is also a qualified specialist dyslexia teacher.

The school accesses a wide range of external service for additional advice and support- for example, CAMHS, Educational psychologists, Learning Support Advisory Team, Sensory Inclusion Services and Autism West Midlands. There is parental access to information, services and resources through the SEND Local Authority offer: shropshire.gov.uk/the-send-local-offer

The pastoral team are available to all students, however, they work closely with the SEN team when concerns are raised over students on the SEN register. They support students and parents through Early Help and two counsellors work with the school. From September 2019, two members of staff will begin ELSA (Emotional Literacy Support Assistant) training to work with students with emotional and social skills. Looked after children (LAC) are currently supported through the pastoral team, but from September, they will be monitored and supported by the ELSAs.

For further information on SEN in the school please look at the following policies on the school website:

SEN Policy
Single Equality Scheme Statement
Accessibility Plan

Identification of SEN

At different times in their education, young people may have a special educational need or disability. The Code of practice defines SEN as a young person having a significantly greater difficulty in learning than the majority of others of the same age; or has 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 school. Students with SEN are given provision that is 'additional to or different from' the normal differentiated curriculum intended to overcome a barrier to learning.

Learners may fall behind for a number of reasons and we are committed to ensuring that all have access to learning opportunities and interventions where appropriate. However, this does not mean that all learners who fall behind have SEN.

At Bridgnorth Endowed, the following procedures are in place to identify SEN that has not been formerly diagnosed at a previous school:

- To gain a clear picture of students starting in year 7, transition includes monitoring of SAT grades; going into primary schools to meet the students and to discuss needs with their current year 6 teacher; where difficulties have been highlighted, we also meet with parents. Additional taster days are arranged accordingly
- All students are tested for spelling and reading skills within the first half term of arriving in school

- All teachers monitor student's progress and deliver Quality First Teaching. Where data shows these have not been successful, they discuss options with their subject leaders and implement support strategies through Plan, Do, Review cycles accordingly
- The Assistant Head, Heads of Departments and the SENCo meet regularly to discuss students who are not making desired progress. Where a concern is raised relating to a special educational need, the SENCO will collate both quantitative and qualitative data and decide next steps
- It is likely that parents are already involved prior to this point, but where this is not the case, they will be informed and contribute to ensuring that the students' needs are met. Parents are also able to express concerns for their child at any point by contacting Suzi Summerhayes, SENCO, who will coordinate a response
- The SENCo will also assess and collate evidence of need to apply for Exam Allowances

Arrangements for consulting parents of children with SEN

Parents are regularly consulted in an informal way during the school year. This is done through:

- Email and phone contact between teachers, tutors and SENCO
- Newsletters and information emails sent home
- Published policies on website
- Parent voice questionnaires when they attend meetings in school

Parents are also formally consulted during annual reviews (including those for transition); Open Evening; school visits; and regarding Person Centred Plans (PCPs).

From September 2019, the school will send home information on a child's progress three times a year. Parents' Evenings are held for each year group once a year to discuss progress. The SENCo will be available, by appointment, to discuss issues of more concern throughout the school year.

Arrangements for consulting students with SEN

Students are regularly consulted in an informal way during the school year. This is done through:

- Student Voice (tutor reviews)
- Completing PCPs
- Mentoring/keyworker

Students are also more formally consulted during annual reviews, and in writing PCPs and their student profiles. Student Voice is also a very important part of the school ethos and students are involved in many of the decision making processes in school. This includes the school council and making up a panel for interviews of new members of staff.

How we Support students through transition

Primary School to year 7:

- Initial contact is made with parents at the school's Open Evening each October
- Communication with Primary Schools allow for inclusion in meetings of students attending the school the following year, including Annual Reviews
- Additional meetings specific to transition with parents and students, including a tour of the school
- Upon request, informal visits to school for new students with their parents
- More formal transition visits where appropriate (in addition to whole school transition programme)
- Supporting transition with Woodlands as appropriate. Additional bespoke transition programme for students/parents who have expressed concern about the transition
- Careful consideration of tutor to support student
- Visit to schools from pastoral team member and SENCo. Information relating to vulnerable students is collected and shared with relevant staff

Foundation to Development:

- Vertical tutor groups to support students in each year group and share experiences
- Options evening for students and parents where the SENCo is available to discuss suitable choices
- Targeted tutor support in options process
- Careers advisor – early appointments for students with EHCPs
- In KS4, additional lessons in English and Maths to be given in preparation for sitting GCSEs instead of a language
- Small groups in Maths and English with TA support in all years
- In KS4, an Asdan qualification in Personal Social Development available instead of a GCSE
- Exam Allowance assessments are carried out in preparation for GCSEs

6th Form (no further entries from September 2019):

- Initial contact made with many parents at Open Evening
- Extra visits and meeting with Head of 6th Form
- Additional Support from pastoral team
- Careful consideration for staff Mentor to support transition
- Exam Allowance assessments carried out in preparation for A Levels

Further/Higher Education:

- Early careers appointments for students with EHCPs and SEN needs
- Communication with families to ensure guidance relating to next steps
- Careers advisor in school to support needs
- Communication with education provider to ensure needs are met
- Opportunities to visit, with teaching assistant to support where appropriate

Mid-year transfer:

- Meeting with pastoral team member and tour of the school. To include Assistant Head and/or SENCo where appropriate
- Contact previous school to ensure the student's file is forwarded and includes SEN provisions already in place
- Review previous provisions and set up new PCP where appropriate
- Monitor well-being and access to learning
- Assess accordingly where expected progress not being made

Our provision for pupils with SEND

Please see the document: Provision Map

If you have any questions, concerns complaints or compliments about our provision for pupils with Special educational needs please don't hesitate to contact the school by emailing the SENCo ssummerhayes@bridgnorthendowed.co.uk or calling 01746 762103