

SEND Information Report

We believe that all students should have access to a broad and balanced mainstream curriculum, whilst recognising that some students may need additional and differentiated provision in order to access this curriculum successfully.

General information

- Aylesford School is a mainstream 4-19 school.
- The SEND policy is available on the school website.
- The Accessibility plan can be viewed on the school website, within the Single Equality/Inclusion Scheme.
- The ground and first floors are wheelchair accessible via the lift. There are two toilets adapted for use by people with physical disabilities.
- Aylesford School is proud to have achieved Dyslexia Friendly and Communication Friendly status.
- We meet the needs of students with a wide range of special educational needs including Autism (ASD); Specific Learning Difficulties SpLD (Dyslexia, Dyspraxia, and Dyscalculia); Speech and Language Difficulties; Physical difficulties such as Hearing Impairment, Visual Impairment; Social, Emotional and Mental health difficulties such as ADHD, anxiety, depression, attachment disorder etc.
- We have strong pastoral care systems and an experienced Learning Support Team.

Contact points

Special Educational Needs Coordinator: Miss Kate McDonagh, Director of Learning Support and Inclusive Practice. Tel: 01926 747100, email: mcdonagh.k@aylesford-elearning.net

School governor with responsibility for SEND: Mrs Sue Clark (please contact via school office)

How do we identify children and young people with SEND and assess their needs?

- Our feeder schools are visited during the summer term to meet the students and talk to their primary school teachers. Any SEND issues are identified at this point and the SENCo will plan an appropriate transition programme for students that need additional support. This is particularly needed with students on the autistic spectrum.
- Information on the SEND needs of individual students is circulated to their teachers as they start Year 7.
- Year 7 students have their literacy skills assessed on entry to the school, using standardised tests of Reading Comprehension and Spelling.
- Year 7 students who are identified with significant literacy difficulties will have a programme of lessons with a specialist TA3 on a weekly basis. This continues, as required, through KS3
- The academic progress of pupils with SEND is tracked and monitored in the same way as their peers without SEND. In addition, the SENCo and her team of learning assistants are constantly monitoring the performance and pastoral needs of the target students. Close liaison between the pastoral team (HoSPs) and subject teachers means that any problems are usually recognised at an early stage and appropriate intervention planned and provided.

- The SENCo will contact parents with any concerns, and welcomes parental contact by email or telephone on a regular basis. The SENCo is available for meetings with parents when necessary.
- The SENCo welcomes referrals by members of staff and/or parents when there are concerns about the progress of an individual student, and will try to identify whether it is a SEN issue or not. Appropriate advice and guidance will then be provided.
- At the start of GCSE courses the SENCo assesses the capability of students to access their exams, and will make applications to the exam boards for Access Arrangements for the small number of students who need them.
- Should the needs of the pupil be greater than the school can provide for, the SENCo may make a referral to an outside agency, such as the Integrated Disability Service or Educational Psychology service.

Consultations with Parents

- The SENCo and SEN Support TA are available at each of the parents' evenings throughout the year.
- An informal 'Drop in' session for the parents of children with SEND will be held in the first term, and a meeting for the parents of all the students with SEND is organised once a year. This is an opportunity to meet the learning assistants and the SENCo.
- Each student with a Statement of SEN, or Education Health and Care Plan, will have a formal review once a year. The student, parents and staff involved with the student attend this meeting.
- The SENCo and SEN Support TA welcomes informal contact with parents, by email or telephone, and are happy to arrange meetings at a mutually convenient time.

Consultations with students

- Students are central to the decision making about their provision and the targets on the plans.
- All students with a statutory Statement of SEN or Education Health and Care Plan (EHCP) have a named Learning Assistant (LA). The LA supports the student in some of their lessons and meets with them regularly for an informal mentoring session.
- The students with SEND attend their Annual Review meeting and contribute their views through a questionnaire completed in advance of the meeting.

Arrangements for assessing and reviewing the progress of students with SEND

- Students with SEND are tracked and monitored by the same data system as their peers.
- The Deputy Head teacher regularly provides the SENCo with the data report indicating progress across the curriculum for students on the SEN register.
- The Learning Assistants work closely with the class teacher and provide useful feedback on the progress of the students that they support.

Arrangements for supporting students with SEND through times of transition

- **Year 6-7** transition planning begins early, usually when the parents of the student attend the Open Evening in September. The SEN Support TA and the Year 7 TA will liaise with primary school SENCos and will attend reviews during Year 6 if possible. For students with the highest level of need, and particularly for those with ASD, a number of additional visits will be planned. The Learning Assistant will visit the pupil at their primary school

and then the pupil will visit Aylesford during the summer term, as many times as necessary to achieve the confidence required for transition in September.

- All Year 6 students attend the Induction Day on the last Wednesday in June.
- **In-year transition:** Sometimes students with SEND join us part way through the year, via the 'In Year Fair Access Policy' operated by WCC. Efforts are made to obtain as much information, from the parents and feeder school, so that the student has a successful start to their Aylesford career.
- **KS3 to KS4:** The SENCo attends the Year 9 Options Evening and is available to talk to the parents of students with SEND. She is also happy to arrange additional meetings and liaise with other staff to ensure that the students are placed on courses best suited to their needs (within the constraints of the curriculum on offer).
- **To FE:** The students who leave us for FE colleges at the end of Year 11 may also need support. We arrange for them to visit the college, with an LA to support them, to meet the new support team and familiarise themselves with the college. The college will contact the SENCo if the student declares a SEN on their application form. We share our information on the student's SEN and access arrangements for exams where applicable.
- **Careers advice:** We work closely with the careers advisor in school to ensure that she knows which students have SEN and may need additional support, with applications for example. The careers advisor attends the Years 9 and 11 Annual Reviews for the students with a Statement/ECHP.

The approach to teaching children and young people with SEND

- Students with SEND (who require provision that is 'additional to and different from' that provided for all students) are entitled to a broad, balanced and relevant curriculum, that is differentiated and/or may be personalised where necessary to ensure maximum progress for the individual.
- Students with SEND are supported to access the curriculum by the provision of quality first teaching in the classroom and reasonable adjustments. These may take the form of differentiated materials or approaches, specialist equipment or IT, adjustments to seating plans for example.
- The SENCo provides the teaching staff with detailed information about the special educational needs of individual students, together with advice and guidance to enable them to meet those needs effectively in their classroom.
- The Learning Support Learning Assistants are trained and experienced in supporting students with SEND in the classroom.

Adaptations to the curriculum and learning environment

- **Learning environment:** the school is accessible to wheelchairs on the ground and first floors. There is also a toilet for disabled users on these two floors. There is a lift to the first floor, but not the second (Maths). If we have a wheelchair user then adaptations to the rooming could be made to accommodate the student without the need to use the second floor. Students who are temporarily on crutches for example, have work sent to them in the Inclusion Centre when they have lessons on upper floors.
- **Additional provision for students who achieve well below age related expectations in English at the end of KS2:** these students follow an alternative curriculum when their peers are studying a Modern Foreign Language. The students with significant SEN needs in literacy will be taught by members of the Learning Support team at this time, as described below.

- **Literacy Intervention:** many of our students with SEND have literacy difficulties; some have a diagnosis of dyslexia. Where these difficulties are minor, the needs of the student will be met by the class teacher through appropriate differentiation. Where the student is failing to make progress, despite appropriate provision, they will be included in a withdrawal group, for targeted teaching, by an experienced TA3 within the Learning Support Department. In KS3 this teaching will take place instead of the MFL lessons, and may involve some further withdrawal for half hour sessions from other lessons if necessary. The teaching in these sessions is targeted to the needs of the individual student, and often involves going back to basics to ensure a firm foundation for future development. Progress is measured by retesting the reading comprehension and spelling at the end of each year.
- **Numeracy intervention:** A TA3 working within the Maths department teaches small groups of students who have a particular weakness in Maths.
- **Intervention Programmes:** These are usually one hour a week for 6-8 weeks, and delivered by trained TA2s to meet particular needs. They include: Sulp (Social Use of Language); COGS (Communication Skills); COMP (a movement intervention to improve coordination); Friendship group. 1:1 support in the form of informal mentoring is also provided where needed, for bereavement for example. Parents will always be informed when their child is to be included in a withdrawal group.
- **School Counsellor:** The school offers a 1:1 counselling service; students are referred to the counsellor by their HoSP.
- **Learning Aids:** The Learning Support Department is able to provide coloured overlays or rulers for reading and loan Alpha Smarts (a word processor) to support students who have difficulties recording their ideas by hand. (A small number of students complete their external exams on computers.)
- **Other support:** Students with SEND may also be included in small groups identified by the English and Maths departments for the purpose of improving their progress in that subject.
- **Please refer to our Provision Map for additional detail on all of the above.**

The expertise and training of staff in relation to SEND

- The SENCo is an experienced teacher who has worked at Aylesford School for 12 years. She attends the termly Warwickshire SENCo support meetings, and is in regular contact with the SENCos in Aylesford feeder primary schools, and the other central area secondary schools.
- Three TA3s are employed: one SEN Support and two Literacy Support.
- The TA2s (who we call Learning Assistants) have a variety of backgrounds, and the majority have worked in the department for more than five years. Their timetable is primarily focused on one department so that they develop a sound knowledge of the schemes of work within that department. They support the students with an EHC Plan but students with lower levels of SEN in those classes will also benefit from their support. The TA2s have regular training to enhance their practice. The Learning Assistants know the students that they support very well, and are able to provide class teachers with important background information. They also liaise regularly with the HoSPs.
- The SENCo ensures that all staff can access the detailed information on pupils with SEND on the school's secure computer network. A bank of information is held in the same place, providing advice on teaching strategies for students with each type of SEND.
- The SENCo contributes to the whole school CPD programme each year, to provide regular updates to staff on meeting the needs of pupils with SEND.

- The SENCo will refer pupils to external support services when she feels that greater expertise is needed to meet the needs of an individual pupil. These may include: Integrated Disability Service (IDS); Specialist Teacher Service (STS); Educational Psychology Service (EPS); Child and Adolescent Mental Health Service (RISE); Early Intervention Service (EIS). Some of these services are traded services and a cost benefit analysis will be carried out before a referral is made.
- A specialist teacher from STS is contracted for one day per fortnight to provide assessments and advice regarding the SEN needs of individuals.

How the school evaluates the effectiveness of its provision for pupils with SEND

- Pupils with SEND are tracked and monitored in the same way as their peers, by departments and HoSPs.
- The Learning Support team review the provision for targeted pupils. This may take the form of short questionnaires to the pupils, at the end of a 6 week programme for example. All students have their reading comprehension tests in the summer term each year, and their progress measured through use of standard scores and reading and spelling ages. The progress of students with SEN is compared to their peers at this stage.
- The TA2s make notes in a liaison file on the progress of students towards their targets on their IEPs.
- Students with an Education, Health and Care Plan have an annual review meeting at which their progress towards the objectives on their statement is discussed in depth. Prior to this meeting the SENCo requests information from all their teachers regarding progress toward their objectives.

Access to extra-curricular activities for students with SEND

- The school publishes a schedule of extra-curricular activities each year and the Learning Support staff encourage pupils with SEND to attend these, according to their interests. This would include accompanying the student to the first session if this was needed.
- “Activities Club” is offered every lunchtime, in the Learning Support Department. One of the TAs runs this club, which welcomes any student who prefers the quiet environment and/or needs the additional support for social integration. It is particularly popular with our students on the autistic spectrum, as their social skills can be supported through games and structured conversations.
- The Learning Support department also offer a “Chill Club” which is preferred by our quieter students; particularly those in year 7 who want somewhere to go and relax, with social support at lunchtime.
- Homework club is offered every lunchtime by one of the teaching assistants, and by the librarian after school, four days a week. We recommend this to the parents of students with SEND if they are having difficulty supporting their child at home.
- TAs accompany school trips, to support students with SEND, as required.

Support for improving emotional and social development

A range of support is offered to support students in this area:-

- The school has a strong pastoral support team involving the form tutors and Heads of Student Progress (HoSPs).

- The Learning Assistants are in lessons all day, and often pick up on issues and feed them back to the pastoral team. They will also provide support to the students that they support.
- 1:1 informal mentoring of the students with an EHC Plan is an important aspect of a learning assistant's role.
- Inclusion Centre: a specialist TA3 works within the centre to support students with a range of social, emotional and mental health needs. This support may be in class, in small group work, or 1:1. Lunchtime activities are provided for students who are struggling to interact appropriately at lunchtimes.
- The SULP programme is offered to small numbers of Year 7 or 8 students who need help to develop their social interaction skills.
- Activities and Chill Club is available for the students who need support at lunchtime.
- Sixth Form students offer a "buddy system" for Year 7 students when needed.

Support from other agencies

- Aylesford School and Sixth Form College has built up a wealth of expertise in its own staff, and therefore referrals to outside agencies are not needed as much as they would be in a small primary school for example.
- The SENCo will refer pupils to external support services when she feels that greater expertise is needed to meet the needs of an individual pupil. These agencies may include: Integrated Disability Service (IDS); Educational Psychology Service (EPS); Child and Adolescent Mental Health Service (CAMHS); Early Intervention Service (EIS). Some of these services are traded services and a cost benefit analysis will be carried out before a referral is made.
- Parents are able to ask for the support of the Family Information Service, when they feel the need for impartial advice and information regarding the special educational needs of their child.
- In KS4 a small number of students may need some alternative provision to help them cope with the challenges of full time schooling. In close association with the Central Area Behaviour Partnership, these students may be placed with an alternative provider to study a course relevant to them and in which they can achieve success.
- The Early Help process is used to support a small number of students and to access additional support such as specialist counselling; family support worker.
- Careers: all students are supported by our careers advisor, and those with SEND have access to a specialist worker, who can signpost the more specialist post 16 provision.
- EMTAS: Ethnic Minority and Traveller Achievement Service. A non-English speaker who is a new arrival to the country is likely to be referred to EMTAS for an initial assessment of their need.
- LAC: Looked After Children may be included on the SEN register due to the social and emotional needs surrounding their status. Mr Payne is our designated CLA lead and conducts the PEP meetings.

Arrangements for handling complaints from parents of children with SEN about the provision made at school

- Concerns about general provision in lessons should be raised with the subject or form teacher in the first instance. (Telephone the school office.)
- Concerns related to the provision for SEND should be raised with the SENCo/SEN Support TA. If the concern cannot be resolved in a telephone call, then the SENCo/SEN Support TA will arrange to meet the parent at a mutually convenient time.

- If this does not resolve the complaint then the school's complaints procedure should be used.

For further information on the new SEND Code of Practice 2015 go to:

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

For Warwickshire County Council's Local Offer of SEN provision go to:

<https://www.warwickshire.gov.uk/send>

For WCC Family Information Service details go to:

<http://www.warwickshire.gov.uk/fis>

The Family Information Service offers free help and advice on all aspects of family life to parents, carers, young people and anyone working with families in Warwickshire.

Parent Partnership for Warwickshire:

<http://www.kids.org.uk/warwickshire-sendias-front-page>

For impartial advice and information regarding the provision for the special educational needs of a child.

This SEND Information Report should be read in conjunction with the school's SEND Policy.

**Kate McDonagh SENCo
September 2018**