

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. **This document is for the Secondary Phase.**
- 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 three 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 (ASC); Specific Learning Difficulties SpLD (Dyslexia, Developmental Coordination Disorder (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 and Inclusion Department.

Contact points

Special Educational Needs Coordinator: Miss Kate McDonagh, Director of Learning Support and Inclusive Practice. Tel: 01926 747100, email: mcdonagh.k@aylesfordschool.org.uk

SENCo Assistant: Mr Thomas Tillier. Tel: 01926 747100, email: tillier.t@aylesfordschool.org.uk

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 in the Autumn term, using standardised tests of Reading Comprehension and Spelling.
- Year 7 students who are identified with significant literacy difficulties will have timetabled support with a specialist TA3. This continues, as required, through Lower School. **Unfortunately due to COVID-19 restrictions we are unable to offer this literacy support for Year 7 students.**
- 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 teaching 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 or SENCo Assistant will contact parents with any concerns, and welcome parental contact by email or telephone on a regular basis. The SENCo is available for meetings with parents when necessary.
- The Learning Support department 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 an SEND issue or not. Appropriate advice and guidance will then be provided.
- At the start of GCSE and A' Level courses the SENCo Assistant 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 Specialist Teacher Service or Educational Psychology service.

Consultations with Parents

- The SENCo and SENCo Assistant are available at each of the parents' evenings and homelink 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 teaching assistants, SENCo Assistant and the SENCo.
- There is also extra Year 7 drop-in sessions held at the start of the year.
- **These drop-in sessions will all be conducted via Zoom (an online meeting tool) during the COVID-19 pandemic.**
- Each student with an Education, Health and Care Plan will have a formal review at least once a year. The student, parents, staff and any outside agencies involved with the student attend this meeting. **These may be conducted via Zoom (an online meeting tool) during the COVID-19 pandemic.**
- The SENCo and SENCo Assistant welcome informal contact with parents, by email or telephone, and are happy to arrange meetings at a mutually convenient time.
- At the end of each year the Learning Support department will send out a questionnaire for parents to complete, in relation to the support they receive for their child.

Consultations with students

- Students are central to the decision making about their provision and the targets on the plans.
- All students with a statutory Education, Health and Care Plan (EHCP) have a named Teaching Assistant (TA). The TA 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.
- At the end of each year the Learning Support department will send out a questionnaire for students on the SEND register to complete, in relation to the support they receive in school.
- The Learning Support department also run a SEND Student Council, which occurs fortnightly and links in with the school's Student Voice. **Unfortunately this will not be able to be run during the COVID-19 pandemic, however, each tutor room will have a 'worry box' where students may highlight their concerns.**

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 SEND register. This data is then analysed by the SENCo and the SENCo Assistant.
- The Teaching Assistants work closely with the class teacher and provide useful feedback on the progress of the students that they support.
- The SEND register is reviewed three times each academic year.

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 SENCo Assistant and the Year 7 Transition TA will liaise with primary school SENCo's and will attend reviews during Year 6 if possible. For students with the highest level of need, and particularly for those with ASC, a number of additional visits will be planned. The Teaching 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. **During the COVID-19 pandemic these visits may be conducted virtually.**
- All Year 6 students attend the Induction Day in the Summer Term. **The Induction Day was conducted in the Autumn Term for the current Year 6 into 7 students due to the COVID-19 pandemic.**
- **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, outside agencies and feeder school, so that the student has a successful start to their Aylesford career.
- **KS3 to KS4:** The SENCo and the SENCo Assistant attend the Year 9 Options Evening and are available to talk to the parents of students with SEND. They are 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). SEND students are spoken to individually about their choices and then with parents if necessary.
- **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 a TA 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 SEND on their application form. We share our information on the student's SEND and access arrangements for exams where applicable.
- **Careers advice:** We work closely with the careers advisor in school to ensure that they know which students have SEND and may need additional support, with applications for example. The careers advisor attends the Years 9, 10, 11 and Sixth Form Annual Reviews for the students with an 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. All teaching staff have access to the 'At a Glance' documents and students IEP's.
- The SENCo and the SENCo Assistant provide 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. This is continuously accessible to all teaching staff.

- The Learning Support Teaching Assistants are trained and experienced in supporting students with SEND in the classroom and CPD courses are available to them both externally and internally throughout the year.

Adaptations to the curriculum and learning environment

- **Learning environment:** the school is accessible to wheelchairs on the ground and first floors. There are also toilets 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 SEND 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 one of two withdrawal groups, for targeted teaching, by experienced TA3's within the Learning Support Department. In Lower School 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 TA's to meet particular needs. They include: Sulp (Social Use of Language); Friendship group. Handwriting Support in a small group, EAL support, 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. We also have a Mental Health Co-ordinator, one of our TA3's who supports students on a 1-1 basis or in small groups.
- **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 14 years. She attends the termly Warwickshire SENCo support meetings, and is in contact with the SENCos in Aylesford feeder primary schools, and the other central area secondary schools.

- Three TA3s are employed: one SENCo Assistant and two Literacy Support coordinators. However, there are also four more TA3's in our Inclusion department who may work alongside SEND students.
- The TA2s (Teaching Assistants) have a variety of backgrounds, and are all dedicated in supporting students to make them independent learners. Most of 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 SEND in those classes will also benefit from their support. The TA2s have regular training to enhance their practice. The Teaching 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. **During the COVID-19 pandemic TA2s are allocated year group 'bubbles' so that they can support students more closely. Each year group will be supported by 1-3 TA2s in a variety of lessons.**
- The SENCo Assistant 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 and SENCo Assistant contribute to the whole school CPD programme each year, to provide regular updates to staff on meeting the needs of pupils with SEND.
- The SENCo and SENCo Assistant will refer pupils to external support services when they feel 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 SEND needs of individuals and exam access for Upper School and Sixth Form.

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, HoSPs and the SEND team.
- 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 reading comprehension tests will take on a different format and timescale due to the COVID-19 pandemic.**
- The TA2s make notes on the progress of students towards their targets on their IEPs throughout the year.
- Students with an Education, Health and Care Plan have an annual review meeting at which their progress towards the objectives on their plan is discussed in depth. Prior to this meeting the SENCo Assistant 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 a smaller 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.
- The Learning Support department offer a selection of other clubs based on the demand of the students.
- Due to the COVID-19 pandemic the variety of clubs on offer has had to diminish. However, the TA2’s attached to each year group will be able to run 1-2 clubs during lunchtimes based on need for that particular year group.
- 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) and Assistant HOSPs.
- The teaching 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 are on the SEND register.
- 1:1 informal mentoring of the students with an EHC Plan is an important aspect of a learning assistant’s role.
- Inclusion **Department: four specialist TA3’s support students with a range of social, emotional and mental health needs both in and out of lessons.** 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 are available for the students who need support at lunchtime.
- Sixth Form students offer a “buddy system” for Lower School 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 or the SENCo Assistant 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 or SENDIAS, when they feel the need for impartial advice and information regarding the special educational needs of their child.

- In Upper School 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. There are numerous members of staff including three in the Learning Support department who have received the training to deliver Early Help.
- 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.
- CLA: Looked After Children may be included on the SEND 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 SEND 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/ SENCo Assistant. If the concern cannot be resolved in a telephone call, then the SENCo/ SENCo Assistant 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 2020**