

SEND REPORT 2020

Statement of Practice



LEES BROOK
COMMUNITY
SCHOOL

Document Owner	James Hatton Assistant Head/SENco
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Introduction

Lees Brook Community School students' needs are catered for from a wide variety of backgrounds including Special Educational Needs.

Related Policies, Statements of Practice and procedures

This policy has been written with reference to the following guidance and documents:-

- Keeping Children Safe in Education DfES 2018
- Implementing the Disability Discrimination Act in schools and early years settings DfES 2006
- SEN Code of Practice (which takes account of the SEN provisions of the SEN and Disability Act 2001) DfES 2001
- Removing Barriers to Achievement DfES 2004
- Children and Young Peoples' Act 2014
- Equality Act 2012

Statement of Practice SEND Report 2020

Lees Brook Community School provides for all forms of Special Educational Needs as described in the SEND Code of Practice. These include:

- Communication and interaction difficulties: including difficulties with speech, language and/or communication; diagnosed conditions such as Autism or Asperger's Syndrome.
- Cognition and Learning difficulties: including moderate learning difficulties; and specific learning difficulties (including dyslexia and dyspraxia)
- Social, emotional and health difficulties: including students with Attention Deficit Hyperactivity Disorder and Tourette's Syndrome.
- Sensory and/or physical difficulties: including children with visual impairments and hearing impairments.
- Primary Contact for Special Educational Needs issues: James Hatton, Assistant Head/SENco
Tel 01332 671723, email jhatton@leesbrook.co.uk

Concerns about progress about Special Educational Needs:

If you have a concern which is centered around one particular subject area, then you should contact the class teacher or Head of Department in the first instance. Staff will meet with you at parent's evenings to discuss your child's progress but you may raise a concern with them at any time.

All parents and carers who are in receipt of SEND provision will also have the opportunity to discuss progress and plans with the SENco. Multi Element Plans (MEPS) are sent out to parents of students on the SEND Register. The SENco can be contacted through the contact details given above.

How does school decide if a student has Special Educational Needs?

The SENco meets with the primary feeder schools before a child joins the school to discuss the needs of each pupil. Your child's progress will be monitored throughout their time in school and support plans are put in place in the form of Multi Element Plans (MEP).

The SENco monitors the progress made by pupils at each reporting point and identifies pupils who are underachieving or not making the expected amount of progress.

If school staff think your child has a special educational need then this will be discussed with you and investigated. This may include observing them in class, looking at levels, their levels of attainment and using tests to find out what is causing the difficulty. We will share what we discover with you and agree with you what we will do next and what you can do to help your child.

Your child's Multi Element Plan MEP will be regularly reviewed. All reports and advice on your child will be shared with you.

Any pupil receiving support or who has a disability will be placed on the SEND Register. This may be only for a short period of time, and is reviewed regularly.

If it is felt that, the child needs more support then an Education, Health and Social Care Plan (EHCP) can be applied for. Parents and pupils are part of the application process. If the application is accepted, an Education Health Care Plan (EHCP) will be written, explaining what provision is to be put in by school and outcomes expected.

Background

This policy report complies with the guidance given in Annex A of the SEN Code of Practice 2014.

- Pupils and families to have more say. This means that school will put each young person and their family at the centre of discussions about the support offered. Parents and Guardians know their children best and school will consult with them so it can be worked out what is best for their child. Young people will also have new rights. When they reach 16, they will be consulted directly – their views will take precedence over their parent's views.
- Education, Health and Social care plans now replace statements and Learning difficulty assessments (LDAs). EHC plans take children and young people up to the age of 25. From September 2014, new assessments of SEN will follow the new rules, and support will be provided through the EHC plan.
- A single school-based category for children who need extra specialist support. Interventions, SEN Support, targets and outcomes of progress are reviewed on the students' Multi Element Plan, School Report, and Parents' Evenings that are held termly where progress is reviewed.
- Optional personal budgets for young people. Under the new system, young people and parents of children with an EHC plan can choose to hold a personal budget to buy in the support identified. The money will come from the high-needs funding block.
- The Code of Practice includes the rights and duties introduced by the SEN and Disabilities Act 2001 and Regulations. Additional information about how the school plans to increase accessibility for all students is included in its Disability Equality Scheme (DES).
- The 2014 Code of Practice makes teachers more accountable for the progress of all students, even those supported by specialist staff.

Looked After Children

A looked after child is a child who is in the care of the local authority or provided with accommodation by that authority under section 22 of the Children Act 1989. School gives the highest priority to these children in public care for a school admission place.

Within school, Catherine Heffern, Deputy Head teacher has responsibility for Looked After children.

Principles

- We are all learners
- Learning takes place outside the school as well as within it
- We learn from experience and from each other
- We are responsible for our actions and behaviour
- The way in which we deal with other people matters

Core Values

We believe:-

How we learn is as important as what we learn, and the kind of person we each become matters as much as what we achieve;

We can learn from our mistakes as well as our successes:-

- The way in which we deal with other people matters, so we should always treat other people with respect and as we would wish to be treated;
- We have the right to feel safe, secure and free from bullying in our school;
- We have the right to learn and achieve at the highest level we are capable of;
- We are each responsible for our actions and our behaviour, and for the contribution we make to our school community.

Inclusion

At Lees Brook, our aim is to achieve maximum inclusion of all students whilst meeting students' individual needs. We will make every effort to achieve this aim.

- This policy builds on our Inclusion Policy, which recognises the entitlement of all students to a balanced, broadly based curriculum.
- Our SEN policy reinforces the need for teaching that is fully inclusive.
- The Governing Body will ensure that appropriate provision will be made for all students with SEN.
- Learners with Disabilities: The Equality Act 2010 defines disability as when a person has a 'physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities.' Lees Brook Community School is bound by a general duty to have due regard to the following in relation to disability and other protected characteristics:
 - eliminating discrimination
 - advancing equality of opportunity
 - fostering good relations across the community.
- We are committed to ensuring equality of education and opportunity for disabled pupils, staff and all those receiving services from the school. We aim to develop a culture of inclusion and diversity in which people feel free to disclose their disability and to participate fully in school life. The achievement of disabled pupils and students will be monitored and we will use this data to raise standards and ensure inclusive teaching. We will make reasonable adjustments to make sure that the school environment is as accessible as possible.

Keeping Children Safe in Education (KCSiE) – 2019

All students are supported in line with the KCSiE as referenced in the school's 'Safeguarding Policy.'

Any child may benefit from early help, but all school staff should be particularly alert to the potential need for early help for a child who:-

- Is disabled and has specific additional needs
- Has special educational needs (whether or not they have a statutory Education, Health and Care Plan).

Underlying Principles

Lees Brook is committed to the following:

- Being inclusive
- Securing high levels of achievement for all
- Ensuring curriculum access for all
- Meeting individual needs through a wide range of provision
- Identifying as early as possible in their school career all students requiring SEN provision
- Developing staff expertise in order to meet the needs of all students
- Securing high levels of satisfaction and participation from students, parent and carers
- Sharing a common vision and understanding with all stakeholders
- Transparent resourcing to SEN
- Working towards inclusion in our partnership with other agencies and schools

At Lees Brook, we recognise that many students will have special needs at some time during their school life. In implementing this policy, we believe students will be helped to overcome their difficulties.

Admission Arrangements

No student will be refused admission to Lees Brook on the basis of his or her special educational need. In line with the SEN and Disability Act we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision.

Admission Criteria:

1. Children who are looked after by a local authority in accordance with Section 22(1) of the Children Act 1989, and the Children and Young Peoples' Act 2014.
2. Children who are both living in the catchment area served by the school and have brothers or sisters of compulsory school age still attending the school at the time of their admission
3. Other children living in the catchment area at the time of admission
4. Children who do not live in the catchment area served by the school but who have brothers or sisters of compulsory school age attending the school at the time of admission
5. Other children whose parents have requested a place

Moving between phases of education:

School arranges visits for parents and students upon request.

The SENco contacts and meets with feeder Primary School's to discuss and plan transition from Primary to Secondary School. Where required, extra transition sessions are provided during the summer term for students

with SEND, in addition to a comprehensive Junior Links programme. School also has two extra full transition days for all students coming into Y7.

In Y10, Students undertake a week's work experience to enable them to experience the world of work and sample a potential career.

The school has close links with St Clares and St Martins Special School, with significant numbers joining the Lees Brook P16 Centre.

Management of SEN within the school

The Headteacher and the Governing Body have delegated the responsibility for the day to day implementation of the policy to the SENCo who is a member of the school's Senior Leadership Team.

The SENCo leads the school's SEN team, details of which are given in Appendix A.

The SENCo is responsible for reporting to the Headteacher and the Governor with responsibility for SEN on the day-day management of SEN policy. The name of the governor with responsibility for SEN is shown in Appendix A. In line with the recommendations in the SEN Code of Practice 2001, regular meetings take place, once each term.

The SENCo is also responsible for:-

- The deployment and line management of Teaching Assistants
- The oversight of the records on all students with SEN
- Liaising with parents of students with SEN (in conjunction with other relevant staff such as Form Tutors)
- Contributing to the in-service training of staff
- Liaising with external agencies including the LA's support and educational psychology services, health and social services, and voluntary bodies.

The SENCo, together with the SEN team is responsible for:

- Overseeing the day-day operation of this policy
- Co-ordinating provision for students with special educational needs
- Liaising with and advising teachers

SENCO and Inclusion responsibilities:

Zoe House - Headteacher

James Hatton - SENCo

Sarah Macleod - Deputy SENCo

Hannah Davies: Assistant SENCo

Anne Harvey - Assistant SENCo

Kate Russell - Learning Centre Manager

All members of staff in the school have a responsibility for students with SEN.

All teachers are aware of their responsibilities towards students with SEN, whether or not they have a statement of special educational needs, and show a positive and sensitive attitude towards these students. Staff responsibilities for students with SEN are identified in individual job descriptions.

Teaching Assistants (TAs) also play a major role in the support of students with SEN. They are deployed within subject areas and in the Learning Support Centre.

They also provide intervention programmes to targeted groups of students, including

- Literacy Progress Units
- Numeracy Progress
- Precision Teaching
- One to one literacy programmes
- One to one reading
- Other, personalised intervention programmes

Teaching Assistants also provide support groups for students, such as handwriting support groups, phonic skills development and learning how to tell the time.

Identification and Assessment of Students with SEN

The school accepts the principle that students' needs should be identified and met as early as possible. The SENCO works closely with the Data Manager and the Directors of Performance, Standards and Quality at Key Stages 3 and 4 using whole school tracking data as an early identification indicator using a range of data including:

- SISRA
- IDSR
- KS2 test results and teacher assessments
- Reading tests

P Levels, used in accordance with QCA guidance, monitor the progress of students working below National Curriculum Levels.

A number of additional indicators of special educational needs are used:

- Derby City SEN criteria
- Teacher concern forms
- Parental concerns
- Individual student progress tracked over time
- Liaison with partner schools on transfer
- Information from previous schools
- Information from other services

The SENCO maintains a list of students identified through the procedures listed. This list is reviewed and updated each term. A detailed analysis of the list takes place each year.

For some students the school may undertake a more in depth individual assessment which may include:

- Reading assessments
- Numeracy assessments
- Reference to reports from outside agencies, such as Educational Psychologists
- Testing and provision for access arrangements
- Testing and provision for materials to support students, for example coloured overlays for students with dyslexia, magnifiers for students with visual impairments.

Curriculum Access and Provision

In order to meet the learning needs of all students, teachers differentiate work. They plan their teaching to meet individual learning needs and they mark work and plan homework effectively.

Where students are identified as having special educational needs, the school provides for these additional needs in a variety of ways with provision for students being related specifically to their needs. A provision map records a graduated response for individuals.

The range of provision includes:

- In class support for individuals and small groups with an additional teacher or Teaching Assistant (TA)
- Small group or individual withdrawal with Teaching Assistant
- Further differentiation of resources
- Study buddies/cross age tutors
- Homework/learning support club
- MEP tutorials
- Wave 3 interventions
- Deployment of extra staff to work with the student
- Provision of alternative learning materials/special equipment
- Group support
- Provision of additional adult time in devising interventions and monitoring their effectiveness
- Staff development/training to undertake more effective strategies
- Access to Specialist Teaching and Educational Psychology Service STePS or other support services for advice on strategies, equipment or staff training

Monitoring Student Progress

Progress is the crucial factor in determining the need for additional support. Adequate progress is that which:-

- Narrows the attainment gap between student and peers
- Prevents the attainment gap widening
- Is equivalent to that of peers starting from the same baseline but less than the majority of their peers
- Equals or improves upon the student's previous rate of progress
- Ensures full curricular access
- Shows an improvement in self-help and social or personal skills
- Shows improvements in the student's behaviour

Record Keeping

The school will record the steps taken to meet students' individual needs. The SENCo will maintain the records and ensure access to them. In addition to the usual school records, the student's profile will include:-

- Information from parents
- Information on progress and behaviour
- Student's own perceptions of difficulties
- Information from health/social services
- Information from other agencies

Multi Element Plans (MEPs)

All students who have an EHCP or are SEN Support will have Multi Element Plan setting out targets and any provision made that is additional to, and different from, usual classroom provision.

For students with an EHCP, provision will meet the recommendations on the plan.

In subjects where all students have curriculum targets these are used to inform MEPs. Curriculum Strategies for students' progress will be recorded in an MEP containing information on:-

- Short-term targets
- Teaching/Environmental strategies
- Provision made
- Date for review
- Success and/or exit criteria
- The progress and outcomes recorded at review

The MEP will record only that which is different from or additional to the normal differentiated curriculum, and will concentrate on three or four individual targets that closely match the student's needs. The MEPs will be discussed with the student and a copy sent to the parent for review.

Reviewing an MEP

MEPs will be reviewed at regular intervals and parents' and students' views will be sought.

Code of Practice graduated response

The SEN Code of Practice advocates a graduated response to meeting students' needs and the school has adopted the levels of intervention as described in the Code of Practice. When students are identified as having SEN, the school will intervene and support.

SEN Support category

SEN Support categories have replaced School Action now known as Targeted SEN Support and School Action Plus now known as Specialist SEN Support, in conjunction with the 2015 SEN Code of Practice Act.

SEN Support category is characterised by interventions that are different from or additional to the normal differentiated curriculum. School Action now Targeted SEN Support, intervention can be triggered through concern, supplemented by evidence that, despite receiving differentiated teaching, students:-

- Make little or no progress
- Demonstrate difficulty in developing literacy or numeracy skills
- Show persistent emotional/behavioural difficulties which are not affected by behaviour management strategies
- Have sensory/physical problems, and make little progress despite the provision of specialist equipment
- Experience communication and/or interaction problems and make little or no progress despite experiencing a differentiated curriculum

If, after consultation with parents, the school decides that a student requires additional support to make progress, the SENCo, in collaboration with teachers, will support the assessment of the student and have an input in planning future support. Subject teachers will remain responsible for planning and delivering individualised programmes. Parents will be closely informed of the action and results.

Use of support staff within SEN Support

This is documented on the school's provision mapping which is recorded and reported on the students' Multi Element Plan.

SEN Support Category

Following the merger of School Action and School Action Plus into SEN Support Category there can be involvement of external services. Placement of a student at this level will be made by the SENCO after full consultation with parents at an MEP review undertaken within SEN Support Category. External support services will advise on targets for a new MEP and provide specialist inputs to the support process.

SEN Support category intervention can be triggered when despite receiving differentiated teaching and a sustained level of support, a student:

- Still makes little or no progress in specific areas over a long period
- Continues to work at National Curriculum levels considerably lower than expected for a student at a similar age
- Continues to experience difficulty in developing literacy/numeracy skills.
- Has emotional/behavioural problems that substantially impede their learning
- Has sensory or physical needs requiring additional specialist equipment or visits/advice from specialists.
- Has communication or interaction problems that impede the development of social relationships, thus presenting barriers to learning.

Parental consent is sought before any external agencies are involved. The resulting MEP will incorporate specialist strategies. These may be implemented by the subject teachers but involve other adults.

Use of support staff within SEN Support category where there is also external agency involvement:

This is documented on the school's provision mapping and recorded individually on each students' Multi Element Plan.

Request for Statutory Assessment

The school will request a Statutory Assessment from the LA when, despite an individualised programme of sustained intervention within Specialist SEN Support, the student remains a significant cause for concern. A Statutory Assessment might also be requested by a parent or outside agency. The school will have the following information available:

- Current and past MEPs
- Records and outcomes of regular reviews undertaken
- Information on the student's health and relevant medical history
- National Curriculum levels.
- Other relevant assessments from specialists such as support teachers and educational psychologists
- The views of parents
- Where possible, the views of the student
- Social Care/Educational Welfare Service reports
- Any other involvement by professionals

Education Health Care Plan

An Education Health Care Plan will normally be provided where, after a Statutory Assessment, the LA considers the student requires provision beyond what the school can offer.

However, the school recognises that a request for a Statutory Assessment does not inevitably lead to a Statement now known as Education, Health and Social Care Plan (EHCP).

An EHCP will include details of learning outcomes for the student. These are used to develop targets that are:

- Matched to the longer-term objectives set in the EHCP
- Of shorter term
- Established through parental/student consultation
- Set out in an MEP
- Implemented in the classroom
- Delivered by the subject teacher with appropriate additional support where specified

Reviews of Education Health Care Plan

Education Health Care Plans must be reviewed annually. The LA will inform the Headteacher at the beginning of each term of the students requiring reviews. The SENCo will organise these reviews and invite:

- The student's parent(s)/carer(s)
- The student (if appropriate)
- Relevant teachers
- A representative of the SEN Inclusion and Assessment Team
- The Educational Psychologist
- Any other person the SENCo considers appropriate

The aim of the review will be to:

- Assess the student's progress in relation to the objectives on the Statement
- Review the provision made to meet the student's needs as identified in the Statement
- Consider the appropriateness of the existing Statement in relation to the student's performance during the year, and whether to cease, continue, or amend it
- If appropriate, to set new objectives for the coming year

The school attend Key Stage 2 Transitions Reviews in order to plan appropriately for the new school year. It also gives parents the opportunity to liaise with appropriate staff at the school.

Within the time limits set out in the Code, the SENCo will complete the annual review forms and send them, with any supporting documentation, to the LA. The school recognises the responsibility of the LA in deciding whether to maintain, amend, or cease an Education, Health and Social Care Plan.

Partnership with Parents/Carers

The school is committed to working in partnership with parents and carers by:

- Keeping parents and carers informed about SEN provision and giving support during assessment and any related decision-making process
- Working effectively with all other agencies supporting students and their parents
- Giving parents and carers opportunities to play an active and valued role in their child's education
- Making parents and carers feel welcome
- Ensuring all parents and carers have appropriate communication aids and access arrangements
- Providing all information in an accessible way

- Encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- Instilling confidence that the school will listen and act appropriately
- Focusing on the student's strengths as well as areas of additional need
- Allowing parents and carers opportunities to discuss ways in which they and the school can help their child
- Agreeing targets for the student
- Making parents and carers aware of Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS)

Involvement of Students

The school recognises that all students have the right to be involved in making decisions and exercising choice (SEN Code of Practice). Where appropriate all students are involved in monitoring and reviewing their progress. The school endeavours to fully involve all students by encouraging them to:-

- State their views about their education and learning
- Identify their own needs and learn about learning
- Share in individual target setting across the curriculum
- Self-review their progress and set new targets

In addition students who are identified as having SEN are invited to participate in:

- MEP reviews and setting of MEP targets
- Regular meetings with named adults
- Working with learning and behaviour mentors
- Annual reviews

Enhanced Resource Facility

The school is an Enhanced Resource School and has the following special facilities:

- Intervention Group
- School Nurse

In its Disability Equality Scheme, the school has identified steps to increase or assist access for students who are disabled. Current facilities are shown in the table below:

Facility	Main school Buildings	Post 16 Centre
Wheelchair access	Full access and lifts available.	Full access
Disabled toilets	2 on each floor. The school also has one wet room.	Yes
Disabled parking	Yes	Yes
Highlighted steps (outdoors) for partially sighted students		
Highlighted stairs for partially sighted students	Yes	

Textured surfaces	Yes	
Ramps	Flat surfaces (ramp for music block)	Flat surfaces
Handrails	With steps	
Showers	Yes (in Sports Hall)	Yes
Easy access for taxis/ other transport	Yes	Yes

Equality

Lees Brook is an inclusive school where we focus on the well-being and progress of every student and where all members of our community are of equal worth.

We believe that the Equality Act 2012 provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement. We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities and the Human Rights Act of 1998.

Our approach to equality is based on the following:-

- All learners are of equal value. Whether or not they are disabled, whatever their ethnicity, culture, national origin or national status, whatever their gender or identity, whatever their sexual orientation.
- We recognise, respect and value difference and understand that diversity is strength.
- We foster positive attitudes and relationships. We actively promote positive attitudes and mutual respect between groups and communities different from each other.
- We have the highest expectations of all our students. We expect that all students can make good progress and achieve to their highest potential.
- We work to raise standards for all students, but especially for the vulnerable. We believe that improving the quality of education for the most vulnerable groups of students raises standards across the whole school.

Please see Lees Brook's Equality Policy on the school website for further details.

Members of staff have expertise and qualifications in the following areas:-

- Supporting youngsters with ASD through the ASD Champion and SENco
- Specialist dyslexia teaching.
- Links with Education Support Services

The school is committed to maintaining useful contact with support services in the Children and Young People's Services. For students at Specialist SEN Support formally School Action Plus any one or more of the following agencies may be involved:-

- Educational Psychology Service (EPS)
- Specialist Teaching and Psychology Service (STePS)
- Educational Welfare Service

SENCo network meetings provide an opportunity for the SENCo to meet with other SENCo's.

Links with Other Services

The school maintains effective working links with:-

- SEN Support Team
- Speech and Language Therapy Service
- Community Health Service
- Family support and safeguarding
- SENDIASS
- Specialist Child and Adolescent Mental Health Services
- Autism Support Services

Links with Other Schools/Integration Links

- SENCo networking with other secondary schools
- Links to primary schools in order to provide outstanding transition to secondary school

INSET

In order to maintain and develop the quality of its provision, the school ensures staff are given the opportunity to undertake appropriate training:-

- SENCo network meetings
- Teaching Assistant Network meetings
- LA training, for example 'Using the P scales' and 'Bereavement and Loss' training
- Piloting of the 'Inclusion Development Programme' in school and being part of a national evaluation of its success
- Specialist network groups, for example supporting Autistic students in school
- In school training for all staff on 'Differentiation' and 'Personalised Learning'
- LA student safeguarding training: Self Harm
- NQT and student teachers receive training on Special Educational Needs from the SENCo as part of their Induction programme
- Higher Level Teaching Assistant training

Resources

Provision for SEN/AEN is funded from the delegated school budget in a number of ways.

Staffing is enhanced to provide smaller teaching groups

Staffing costs include Teaching Assistants, Admin Support staff, and staffing for the Intervention Group and the Learning Support Centre

- A specific budget is allocated to SEN (with SENCo as budget-holder)

Complaints

If there are any complaints relating to the provision for students with SEN these are dealt with in the first instance by the SENCo and then the Headteacher. The Chair of Governors will be involved where necessary. In the case of an unresolved complaint, the LA may be involved.

Review of the SEN Report

The school considers the SEN Report document to be important and, in conjunction with the Governing Body, undertakes a thorough review of both policy and practice each year. The outcomes of this review are used to inform the school's Strategic Development Plan.

Other policies in school support the provision and provide a positive ethos in school for all youngsters, and especially those with SEN students. These include the SEN Code of Practice Act 2015, The Children and Young Peoples Act 2014, Learning and Teaching Policy, Behaviour and Discipline Policy, Attendance Policy, Every Child Matters Policy, Safeguarding policy, Access Plan, Disability Equality Scheme, Equality and Diversity Policy and Race Equality Policy.

The SEN provision in school is reviewed in the whole school development plan and these objectives are monitored, reviewed and evaluated.

The School's Local Offer is on the school's website and is also published on the Local Authorities Website.

Appendix A

Staff and Governor with responsibility for SEN

Governor with responsibility for SEN: Andy Townsend.

SENCo and SEN team:

Head Teacher, Zoe House - Qualified Teacher

SENCo (Assistant Head) James Hatton - Qualified Teacher

Deputy SENCo, Sarah Macleod - Qualified Teacher

Assistant SENCo, Hannah Davies - Qualified Teacher

Assistant SENCo, Anne Harvey - Qualified Teacher

Learning Centre Manager, Kate Russell - Higher Level Teaching Assistant

SEN Administrator - Debra Easter

Monitoring Evaluation

Curriculum provision

- Scrutiny of planning
- Classroom observation
- Work sampling
- Teacher interviews
- Informal feedback from SEN staff/support staff
- Student interview
- Planning shows differentiation and specified and varied roles for adults in support
- There is differentiation, and further differentiation, of learning opportunities in the classroom
- Work sampling shows curriculum continuity and progression in learning
- Teachers feel supported in meeting the needs of individual students
- Students with SEN are given suitable learning tasks to meet their needs
- Students can identify what and how they are learning
- Individual student progress
- Scrutiny of whole school data to determine progress of students identified as having SEN
- Sampling individual student work
- Analysis of assessment data relating to individual students
- Scrutiny of MEPs and MEP target
- Minutes of MEP reviews
- Student review meetings and records of review meetings
- Student interviews
- Students with SEN make good progress in comparison with other groups of students
- Samples of student work show progression over time
- Data recording individual student progress is analysed and shows progression
- MEPs targets are SMART, relevant and reviewed regularly
- MEP targets are shared by students
- There is progress on MEP targets
- Students are actively involved in MEP and annual reviews

Appendix B

- Monitoring the implementation of SEN procedures
- Analysis of assessment data and student tracking (including the use of P scales or PIVATs)
- Register analysis
- Parent questionnaires
- Staff questionnaires
- Analysis of systems for ensuring effective communication
- Sampling of SEN files
- Classroom observation relating to effectiveness of support staff and SEN staff
- Provision Maps
- Student tracking systems are in place and include procedures for tracking students whose progress may be 'out of step' with peers
- Assessment data is analysed and used to inform provision
- The SEN register is reviewed each term and distributed to all staff
- The register is audited, analysed and any appropriate action taken
- There is movement on the register, both up and down the levels of intervention
- All parents are informed of their child's SEN and of MEP targets
- Parents express satisfaction with the provision made
- Staff feel they have sufficient information and support
- SEN files are up to date and accessible
- The SENCo has regular meetings with the governor with responsibility for SEN
- Resources are used effectively
- Support staff have clear roles
- Support staff are effective in supporting student learning
- All SEN staff are appraised and receive regular training
- Analysis of provision menu shows a range of provision to meet individual needs
- Analysis of provision mapping shows appropriate actions to meet individual needs.

Covid-19

When an area moves to the local COVID alert level 'high' or 'very high', in education settings where Year 7 and above are educated, face coverings should be worn by adults (staff and visitors) and pupils when moving around indoors, such as in corridors and communal areas where social distancing is difficult to maintain. As in the general approach, it will not usually be necessary to wear face coverings in the classroom, where protective measures already mean the risks are lower, and they may inhibit teaching and learning.

When an area moves to the local COVID alert level 'high' or 'very high', schools and colleges will need to communicate quickly and clearly to staff, parents, pupils and learners that the new arrangements require the use of face coverings in certain circumstances.

From January 5th 2021, school is under Tier 4 Lockdown for Covid-19. EHCP and Key Worker provision is provided on site, with live lessons for students who are accessing remote learning.