

SEN Information Report for Long Stratton High School 2016 – 2017

Contributing to the Norfolk Local Offer for Learners with SEN.

Welcome to our SEN information Report, which is part of the Norfolk local offer for learners with Special Educational Needs and Disabilities. All schools have a legal duty to publish information about the implementation of the SEN policy. The information must be updated annually. The required information is set out in the SEN and Disability Code of Practice 0 – 25 years (2014), which can be found at <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

For details of the Norfolk County Council (NCC) Local Offer please see <http://www.norfolk.gov.uk/SEND>

Long Stratton High School (LSHS) in South Norfolk is part of a local cluster, with strong links to the primary schools within the catchment area. LSHS is committed to working together with all members of our school community. The SEN information Report will be reviewed and updated in conjunction with students, parents/guardians, governors and members of staff. We would welcome your feedback and future involvement in the review of our offer so please feel free to contact us through the school office on 01508 530418. The best people to contact are:

Karen Melia – SENCo (Special Educational Needs Co ordinator)

kmelia@lshs.org.uk

Dr Roger Harris – Headteacher

head@lshs.org.uk

Deborah Sacks – SEN link governor.

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How is SEN defined?

At different times in their school career, a child or young person may have a special educational need. The Code of Practice states that:

“a child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.”

A child of compulsory school age or young person has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age, or
- Has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or post 16 institutions.

A disabled person is someone who has “a physical or mental impairment which has a substantial and long term adverse effect on his/her ability to carry out typical day to day activities.” Not all students with a disability will have SEN and not all students with SEN will have a disability.

Students who do not currently meet age-related learning expectations, may not necessarily have a special educational need. There may be other factors external to the child or young person e.g. poor attendance, that have led to this.

Four broad areas of SEN:

- Communication and Interaction (including ASD)
- Cognition and Learning (including SpLD)
- Social, Mental and Emotional Health
- Sensory and/or Physical

Students with the most complex needs may currently have a Statement of Educational Needs. This Statement give details about a child or young person’s SEN and the provision that must be made for them. It is reviewed annually. It is expected that existing Statements will convert to new Education, Health and Care Plans (EHC Plans) over the course of the three years from 2014.

Students identified with SEN who do not have a Statement will be described as having School SEN support.

Who are the best people to talk to in school about my child’s difficulties with learning/SEN and/or disabilities?

The SENCo: Mrs Karen Melia assisted by a team of Learning Support Assistants (LSAs).

Summary of Responsibilities

- Coordinating support for students with SEN both in class and out of class interventions.
- Tracking the progress of students with SEN and evaluating the impact of additional support or interventions.
- Developing the school's SEN policy to make sure that all students with SEN get a consistent and high quality response to meeting their needs in school.
- Updating the schools SEN register so that all SEN needs are known by school staff.
- Informing and advising staff of recommended strategies to support individual students with SEN.
- Discussing, reviewing and planning with parents/guardians how best to support your child.
- Liaising with other people who may come into school to help support your child's learning e.g. educational psychologist, sensory support teacher, speech and language therapist.

Subject Teachers

Summary of Responsibilities

- Planning and delivering high quality lessons that take into account the SEN needs of individual students.
- Monitoring the progress of all students in class, including those with SEN.
- Providing feedback to all students, including those with SEN, using the school policy of 'FAR'; Feedback, Action, Review.

Pastoral Team, including Assistant Headteacher, Heads and Deputies of Key Stages 3 and 4, Pastoral support worker and Form Tutors

Summary of Responsibilities

- Developing knowledge of students needs and supporting their confidence and independence.
- Liaising and working with the SEN team to provide social and emotional support.
- Monitoring the academic progress of students, including those with SEN.

SEN Governor – Mrs Deborah Sacks

Summary of Responsibilities

- Strategic oversight of SEN provision and policy.

Headteacher – Dr Roger Harris

Summary of Responsibilities

- Holds overall responsibility for provision for all students, including those with SEN.

The Learning Support Department

The aim of the Learning Support Department is to meet and support the additional needs of students with SEN and Disabilities and their families.

Staff - Mrs Karen Melia – SENCo

9 SEND Learning Support Assistants who provide in class support and deliver intervention programmes under the guidance and supervision of the SENCo.

Facilities - The Learning Support Department is based in A Block. The Learning Support Room is used as a quiet space for one to one or small group interventions. It is open every breaktime and from 1.30pm – 1.55pm at lunchtime for SEN students and others who may need assistance with work or a friendly chat.

How is SEN identified at LSHS?

At LSHS we aim to identify issues as early as possible in order to provide the correct support for students, enabling them to achieve their full potential.

Transition from primary school

Many students have already been identified with SEN whilst at primary school. Information from feeder primary schools is obtained through:

- SENCo attending Yr6 statement reviews/meetings with primary SENCos with regards to any students with SEND.
- Regular cluster school meetings between LSHS SENCo and cluster primary SENCos.
- Transfer of SEN files and documentation to LSHS.
- Information from parents/guardians at Yr6 open evening (Sept), new parents meeting (June) and via email/telephone/admission forms.
- Additional transition visits for SEN and other vulnerable students.
- Key stage 2 SATs scores.

On Transfer to LSHS

Once at LSHS information re the needs of individual students is gathered through:

- Reading, Spelling and Numeracy tests each September for all key stage 3 students – GL Assessments Group Reading test (GRT), GL Single Word Spelling Test, Hodder Basic Number Screening Test. This data is accessible to all Teachers and Learning Support Assistants.
- Further testing of students scoring significantly below chronological age in reading, using the GL Assessment Single Word Reading Test (SWRT)
- In house baseline tests in some curriculum subjects.
- Lucid Rapid Dyslexia screener and Lucid Recall Memory screener for identified students.
- Data analysis from teacher reports (every Term at Key Stage 3, every Half Term at Key Stage 4).
- Lesson observations.
- Teacher/LSA/Parent/Guardian concerns.

This information is used to ensure that students who are experiencing difficulties and who may not be identified with an SEN are monitored. Information regarding any SEN is recorded on a simple SEN register that is given to all staff at the start of each school year. The SENCo passes on information in a full staff meeting at the start of the school year. One Page Profiles are compiled and shared for some individual students. Additional information is shared in daily staff briefings, meetings and via email.

At the end of Yr9 some students are tested to ensure that correct Exam Access Arrangements are in place (EAA tests).

Students not previously identified with SEN

If a student has not previously been identified with SEN, but is experiencing or exhibiting difficulties that are significantly greater than those of his/ her peers the SENCo will meet with relevant parties, review data and if appropriate, put in place 'in school' intervention, and/or ask for investigative testing to take place.

Significant difficulties may include the following:

- Difficulty in developing literacy or mathematical skills which results in poor attainment in some curriculum areas
- Little, or no progress, even when high quality, differentiated teaching has targeted a student's particular area of weakness.
- Persistent social, emotional or behavioural difficulties despite usual school behavioural management techniques being used.
- Sensory and/or physical difficulties impacting on progress despite the use of 'reasonable adjustments' or specialist equipment.
- Communication and/or interaction difficulties that despite high quality, differentiated teaching continue to hinder student progress.

For some learners we may want to seek advice from specialist external teams. As part of the NCC local offer we have access to various specialist services, including:

- An Educational Psychologist
- An Advisory Support Teacher
- Speech and Language Therapist
- CAMHS (Child and Adolescent Mental Health Services)
- Behavioural Management Support (accessed through The Locksley School)
- NCC Specialist Resource Bases (SRBs) located at various Norfolk school.

How will the school let me know if they have concerns about my child's learning at school?

When a teacher has raised a concern about a child or young person's progress, and differentiated teaching has not met the need, the teacher will raise the concern with the SENCo. The SENCo will consult with other teachers, LSAs who teach the student and review progress data. If a decision is made that a student will receive additional intervention the SENCo will inform the parent/ guardian to discuss the concern.

How do we support learners with SEN?

At Long Stratton High School, we aim to create a learning environment that is flexible enough to meet the needs of all learners. The progress of all learners is monitored by class teachers, form tutors, heads of faculty and key stage and the senior leadership team. Staff continually assess learners to make sure that progress is being made. The New SEN Code of Practice (2014) states that:

"Teachers are responsible and accountable for the progress and development of the pupils in their class, even where pupils access support from teaching assistants or specialist staff ... High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching."

Therefore, in the first instance our aim for all learners, including those with SEN is:

- To provide high quality, differentiated teaching, allowing all learners access to a broad and balanced curriculum.

We aim to:

- Continually develop whole school approaches to teaching and learning.
- Raise awareness of SEN, ensuring that all teachers know which students have been identified with SEN, what their needs are and how to meet them.
- Support staff in identifying and seeking support for students who may have SEN.
- Maintain high expectations of learning for all students with SEN.
- Develop effective partnerships between parents/guardians, staff and outside agencies to ensure that all those involved in the education of students with SEN understand their role and responsibility.

- Analyse the impact of provision on learning support for students with SEN, amending support where necessary.
- Ensure that students and parents/guardians are fully involved and consulted regarding provision for students with SEN.
- Ensure that Cluster SEN funding is used appropriately to meet the needs of students identified with SEN.

In practice this means that:

Students will be offered support that is specific to their SEN needs wherever possible. In the first instance this will usually be provided by the class teacher. It is nearly always best for students to be in their curriculum lessons being taught by their subject specialist teacher. However, learners who are identified with having an SEN are entitled to support that is “additional to, or different from” a normal differentiated curriculum if it is necessary. This support is described on a provision map which details to support and interventions we provide at LSHS. It is updated and modified regularly: **LSHS provision map 2016-2017**.

Other people may provide direct additional support:

- The SENCo or an LSA may provide extra support in class or in the learning support room.
- The Pastoral Team may provide social, emotional or behavioural support.
- Staff may visit from outside agencies to offer more specialist support e.g. Sensory service, Speech and Language Therapist.

For all students, the Class Teacher will, through high quality teaching:

- Plan and employ strategies that allow all students to be fully involved in learning in class. This may include such things as using multi - sensory teaching, pair work or practical learning opportunities.
- Put in place specifically targeted strategies, which may have been suggested by the Learning Support team or an outside agency, to support a student in their learning.

For some students, it may be thought appropriate to offer some additional support away from the classroom. In these instances an LSA, member of the pastoral team or other member of staff may:

- Try to close the gap in a student’s learning by running a specifically targeted Literacy or Numeracy intervention programme. This may be one to one, e.g. Catch Up Literacy/Numeracy or small group, e.g. Sound Discovery/morning maths groups.
- Help a student experiencing social, emotional or mental health difficulties with one to one counselling, or small group intervention.

For a small number of students, as well as providing high quality teaching and intervention in school, it may be necessary to involve a more specialist professional from an outside agency. They may:

- Run small group sessions.

- Mentor a student on a one to one basis.
- Assist school staff in developing a programme of individual support for a student.

Students will not normally be disapplied from subjects unless this is stated in their Statement of SEN or is agreed by parents/guardians, students and other professionals through an evaluation of progress.

Long Stratton High School recognises its' responsibility under the 2010 Equality act to ensure that reasonable adjustments are made to ensure equality of opportunity, remembering that in some cases equality can only be ensured by positive discrimination in favour of a students with SEN. It also recognises the need to personalise the curriculum, where possible to the needs of the student, especially where more intensive forms of support are required.

How do we monitor the impact of support?

We monitor support through an Assessment, Plan, Do, Review cycle.

The effectiveness of any support may be measured by:

- The progress made by a student in terms of test results, reading scores, teacher assessment scores.
- Increased student motivation to learn.
- Positive changes in student behaviour.
- Increased student self esteem and/or confidence in the way they cope with the demands of the curriculum.
- GCSE results.
- Feedback from teachers, parents and students.

Our Information Report is reviewed regularly. If you have any questions regarding it or any suggestions about anything you would find helpful to find in this report please contact the Senco, Mrs K Melia.

