

# St Aidan's - SEND Information Report



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### 1. The Kinds of SEN that are provided for

At St Aidan's, we support a wide range of SEN and we use our best endeavours to meet the needs of every student. The 2014 SEND Code of Practice outlines four broad areas of need: Communication and interaction; Cognition and learning; Social emotional and mental health difficulties and Sensory and/or physical needs. Specific examples of SEND at St

Aidan's are as follows: severe dyslexia, dyspraxia, hearing impairments, visual impairments, students on the autistic spectrum and physical conditions such as cerebral palsy and hemiplegia, amongst others. Several students use wheelchairs and the school is wheelchair accessible.

## **2. Identifying students with SEND and assessing their needs**

Most students with SEND are initially identified through liaison with primary (or previous secondary) schools, and to ensure we meet the needs of these students, transition visits are made to primary schools by the Head of Learning Support and Head of Year (see last page for names of key staff). All Year 6 parents are invited to attend a parental appointment at school in July of Year 6 to ensure any SEND needs are highlighted. Once students have started at St Aidan's, some SEND are identified through concerns expressed by parents or by the students themselves. For students with more complex needs, a more personalised transition programme may be arranged.

Students are assessed on standardised reading comprehension, spelling and Maths on entry in Year 7. In addition, they undertake aptitude assessments under timed conditions. These tests are standardised so they can pinpoint students who are working at below the expected level for their age. These results, along with other factors, are used to set a forecast range for each student. They are also used to form Learning Support and intervention groups. In addition to this provision, a very small number of students become part of the school's Foundation Learning Programme, an alternative curriculum for students working at very low learning levels.

## **3. Arrangements for consulting parents and involving them in their child's education**

The Head of Learning Support will meet with parents of students with SEND before they apply to St Aidan's in order to discuss whether their needs can be met. At these initial meetings, discussions are held about potential support strategies and how continuity might be best managed during the primary to secondary transition.

The Head of Learning Support contacts all parents of students who have been chosen to move to the small learning support groups in order to discuss the implications of the test results and whether it is appropriate for students to attend all learning support groups (English, History, Geography, RS, Science and French) or just for the English learning support group. A literacy and numeracy evening is held for parents of the students in the English and Maths learning support groups to advise on strategies to support their children with literacy at home; parental training on a paired reading programme is delivered at that meeting along with an explanation of some of the strategies used in the learning support groups such as the LOP (Level of Prompt) homework parental feedback system.

In Year 9, an additional Options evening is held for parents of students with SEND. This gives them more time to discuss suitable options for their children. All students with an EHCP have annual review meetings. Additional contact is encouraged either via e-mail, telephone or through students' home-school communication books.

In Year 9, students with SEND are assessed for examination access arrangements. Feedback is given to students individually to inform them whether they have qualified and to explain what each access arrangement means and how they work. Information is also sent to parents.

Parents of students in the Foundation programme, are invited to a termly coffee morning, to discuss provision and encourage social networking. This has encouraged social networking between parents independently of school.

#### **4. Arrangements for consulting students with SEND and involving them in their education**

All students with an EHC Plan are involved in their annual review meeting; they complete a student questionnaire prior to the meeting and students are expected to attend part of the review meeting whenever possible. Also, students complete a whole-school questionnaire periodically. Students classed as 'SEND Support' are monitored via the school's termly progress review meetings, as well as an additional individual consultation by a member of the Learning Support department to discuss the effectiveness of the support they are receiving.

#### **5. Arrangements for assessing and reviewing progress against outcomes, involving parents and students as part of the process**

All students are set annual learning targets and they are reviewed in line with our reporting structure, at which time, feedback on a child's progress is given to parents. Progress meetings are held with a member of the leadership team, the relevant Head of Year and a member of the Learning Support Department (either Jane Rowland or Megan Chanter) to act on any concerns about progress that the data may have highlighted. These progress scores along are communicated to parents along with a CODE rating which is used to measure other aspects of progress, namely Community, Organisation, Determination and Enterprise. All parents are invited to attend an annual parents' evening and if there are any concerns regarding progress, some parents may also be invited to an additional meeting to address these issues. Students in the Learning Support groups are re-tested on their literacy scores at the end of Year 7 to assess the progress that has been made. In Year 9, students are assessed using the Insight tests. These assist in making GCSE predictions so progress can be carefully measured throughout Year 10 and Year 11.

All students with an EHC plan attend an annual review meeting and parental contact for parents of students with the most complex needs is very regular (daily in some cases), via e-mail or through the students' Home-School Communication Books. Parents of students at 'SEND Support' are contacted after their child's review meeting. They are invited to contribute either on the form that is sent home, or if they prefer in a meeting in school.

In the Foundation Learning Groups additional assessment resources such as PIVATs and B:Squared are used to measure the 'small step' progress which is evident in those groups. These materials also inform future teaching targets.

## **6. Arrangements for moving between different phases of education and preparing for adulthood**

Thorough arrangements are in place for the primary to secondary transition. Visits are made to all SEND students, primarily by Jane Rowland (Head of Learning Support) and/or by Simon Taylor (Head of Year 7). Additional visits and a more personalised transition programme is arranged for students with more complex SEND or who are more vulnerable. This may include activities such as an invitation to have lunch in the Year 7 dining hall followed by lunchtime Games Club in the Learning Support Department.

Great care is taken to guide students through the Year 9 Options process and an additional SEND Options Evening is held by the Learning Support Department to give parents of students with SEND more time to discuss their concerns. This evening is attended by the Head of Year 9 and the Senior Leadership Team who are in charge of the Options process. Parents are able to express any concerns about the Key Stage 4 curriculum, especially in the light of the recent changes to the GCSE curriculum which have made some subjects much more challenging.

When students are moving to a post-16 (or past-18) placement, both the Learning Support Department and Careers Department are involved in making that transition as smooth as possible. This may involve visiting the new placement with a member of staff from St Aidan's. The staff from the new school may also visit school to get to know the student prior to them leaving. They may participate in a practical 'taster session' (one day or more in a potential placement) to see if the course is suitable.

For students transitioning into St Aidan's arrangements vary depending on individual circumstances; if a previous placement has been unsuccessful, we may advocate a phased integration, starting part-time then building up gradually to a full time timetable. Other students start full time straight away. A meeting will be held with parents and other interested parties during which, arrangements for transition will be made.

## **7. The approach to teaching children and young people with SEND**

The vast majority of students with SEND are taught in mainstream lessons and as part of our inclusive philosophy, there is an emphasis on quality-first teaching (good quality classroom teaching). To assist teachers with strategies for supporting students with SEND, the Learning Support Register contains a list of every student in school who requires some form of support or adjustment in order to accommodate their needs. Information on specific conditions such as dyslexia, dyspraxia, autism, ADHD and behaviour difficulties are hyperlinked to the names of specific students. This is a working document and is updated regularly as and when the information changes. For SEND students more detailed information is contained in their Individual Provision Map (IPM).

All teachers have access to a database which enables both medical and SEND information to be transferred to their class list. This helps them to make the necessary adjustments to their teaching in order to meet the needs of the students in their groups. In addition to the SEND categories, there is an Awareness list which contains information for the classroom teacher for students who are not classed as SEND, but who may need some other provision within the classroom. For example, if a student received a diagnosis of dyslexia, they would not automatically be categorised as needing 'SEND Support' as their needs could be met by the classroom teacher once they were made aware of their diagnosis.

Students with more complex needs may have an Individual Provision Map (IPM) which gives a more detailed description of the student's needs along with teaching strategies. All students with an EHC Plan have an IPM, which would list any additional and different interventions. Some examples of additional and different provisions might include extra English or Maths tuition, or a highly specialised provision such as our foundation programme which includes subjects such as Horticulture or Photography.

Some students are taught in smaller Learning Support groups; teachers of students in the Learning Support groups are given guidelines on appropriate teaching strategies by the Head of Learning Support and student books in Learning Support groups are monitored against a list of expectations. This process helps to confirm that the teaching strategies employed by teaching staff are well-suited to the needs of the students in learning support groups.

Teachers and students complete a TA-teacher planning sheet in the autumn term to discuss how best to support the students in the group. In addition to this, they have the ongoing Teacher-TA planning sheets to maximise the effectiveness of teaching assistant support in lessons.

## **8. How adaptations are made to the curriculum and learning environment**

Though we encourage students with SEND to participate in the full range of subjects, some students with SEND have an adapted curriculum; this can range from a very minor adjustment or, in the case of students in our Foundation Learning Programme, a bespoke foundation curriculum. Some students are taught in small groups or have additional English and Maths intervention, if they have the necessary SEND funding. In Years 10 and 11, some students may opt for Core Skills (additional English and Maths) instead of an additional GCSE subject option. Some curriculum arrangements may change depending on a student's particular circumstances. Any such changes would be discussed and agreed with parents.

The learning environment in the school is designed to support and enhance student learning; most classrooms and corridors are carpeted which helps to reduce stress for students with sensory issues and many classroom display key words and definitions. In the Foundation Learning Classrooms, the displays are designed to be interactive and there are cubicles in the Learning Support where students can work quietly independently or with a teaching assistant without distractions.

We take great care to prevent students with learning or physical disabilities from being treated less favourably than other students, both within school and with regard to extra-curricular activities.

The school building has been modified to make it wheelchair accessible and for students with complex medical or learning needs which require specialist equipment, we provide additional training to the relevant support staff to ensure they provide support that is skillful and appropriate.

Additional staff are provided where possible on residential trips to support SEND students, or in the most complex circumstances, we will discuss the feasibility of parent joining the trip to assist with care. The school's foundation learning programme enables students with significant learning difficulties to have a curriculum that is relevant and accessible to them.

Additional arrangements and training are provided based on individual circumstances as and when new students come into school or to introduce new initiatives.

## **9. The expertise and training of staff working with students with SEND**

All staff have the opportunity to attend training on aspects of teaching and learning including strategies for differentiation at the regular teaching and learning sessions

provided by the Yorkshire Teaching School Alliance (YTSA). The Learning Support Register contains information and strategies for the teaching of all students with SEND. The Year 7 learning support groups are taught by subject specialists. These teachers are provided with a guidance sheet for appropriate teaching strategies and books are monitored to ensure the work set is at an appropriate level; most students in the learning support groups will be expected to take the mainstream end of Year 7 examinations and to study GCSEs in KS4 so it is important that they are challenged academically to enable them to do so.

The Foundation Learning Programme, is taught by a combination of subject specialist teachers and Foundation Tutors. Because of the complex nature of the students in this groups, we seek advice from outside agencies as and when necessary.

#### **10. Evaluating the effectiveness of provision for students with SEND**

SEND Student progress is reviewed termly. Any issues are picked up in progress review meetings and action points are agreed to address these difficulties. Students in the Learning Support groups are re-tested on their literacy scores at the end of Year 7 to assess the progress that has been made. Maths assess progress termly. Any student who does not make sufficient progress may be selected for additional literacy or numeracy intervention.

Exam results, RAISEonline data and Y7 retests are used to monitor the effectiveness of additional and different provision and to ensure the school is using its delegated SEND budget effectively and efficiently.

Tutors delivering the Foundation Learning programme meet regularly to assess the effectiveness of the curriculum for each cohort. These discussions may result in slight changes to the curriculum in order to address any current concerns.

#### **11. Engaging with activities with students who do not have SEND**

At St Aidan's, we have a very inclusive philosophy and all efforts are made to integrate students in lessons and in extra-curricular activities; the vast majority of students with SEND participate in a full mainstream curriculum and all students, including the students in the Foundation Learning Programme, participate in mainstream lessons to some extent. All students in school belong to a mainstream tutor group and we take great care to ensure that students with SEND are able to take part in extra-curricular clubs and trips whenever possible. This often involves meeting with parents and students to discuss any adjustments that need to be put in place prior to the trip to enable their child to take part; normally support would consist of additional TA or, for students with particularly complex support requirements, looking at the possibility of parents accompanying students on the trip.

## **12. Improving social and emotional development. Extra pastoral support to listen to students with SEND and to prevent bullying**

All students participate in the school's Personal Social Health Education programme, delivered in RS lessons. In the Foundation Learning Groups, Lifeskills lessons are a key part of the curriculum. We follow specific ASDAN programmes for Lifeskills. In these lessons, there is a focus on social interaction and other life skills such as telling the time, handling money and crossing the road.

In tutor time, there is some input for all students in KS3 and KS4 to help support emotional development in all aspects of life, including bullying. This programme is supported in assemblies and Citizenship which is delivered in RS lessons.

The Learning Support Department runs the 'Get Organised' club every morning and this is an opportunity for more vulnerable students to meet with a teaching assistant each morning to discuss any concerns and to help with organisation. There is also a Meet and Greet session each morning which takes place before registration for our most vulnerable students so they can be supported by an adult before school starts in the morning. E also have Homework Club every lunchtime run by a teaching assistant.

We have a zero tolerance bullying policy at St Aidan's (see Policies on website). Any incidents will be dealt with by the relevant Head of Year.

## **13. How the school involves additional services such as health, social care and other support services**

The school has regular links with outside agencies such as the sensory support service for students with a hearing or visual impairment. We work under advice from health professionals such as occupational therapists, physiotherapists and speech and language therapists. We have regular contact with EMS King James's outreach service for support with some of our students who are on the autistic spectrum. Regular meetings are held with Social Services to work together to support student, for example those who are looked after. Any referrals to health and educational support services are made with the knowledge and consent of parents.

## **14. Arrangements for handling complaints from parents of students with SEND about provision made at school**

We welcome feedback from parents, both positive and negative, to ensure we make the best provision for our students with SEND. Some concerns can be addressed through a telephone conversation or an initial e-mail (see list of contacts below). The Head of Learning Support is happy to liaise with parents and teachers if it is felt that the

appropriate provision is not being made in certain lessons. If the problem cannot be dealt with over the telephone, parents will be invited in for a meeting to discuss their concerns and look at what can be done to address the problem. If the meeting does not result in a solution, the problem will be escalated to the Senior Leadership Team. Please see the school's Complaints Procedure on our website. Most problems however, are dealt with swiftly and we try to pre-empt issues through initiating contact with parents at key transition points.

Key contacts:

Head of Learning Support	Jane Rowland	<a href="mailto:j.rowland@staidans.co.uk">j.rowland@staidans.co.uk</a>
Assistant Head / SEND	Kate Douglas	<a href="mailto:k.douglas@staidans.co.uk">k.douglas@staidans.co.uk</a>
Headteacher	Chris Burt	<a href="mailto:c.burt@staidans.co.uk">c.burt@staidans.co.uk</a>
SEND Governor	Jo Wicks	<a href="mailto:wicksj@ycway.uk">wicksj@ycway.uk</a>

**Please note:** North Yorkshire County Council have published their local offer for children and families from 0 – 25. This outlines what is available for children and young people with Special Educational Needs and Disabilities in our Local Authority. The aim of the local offer is to enable families to see the support available locally without struggling for information. Further information can be found at <http://www.northyorks.gov.uk/article/23542/Special-educational-needs>