

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. 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 SEN 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 can pinpoint students who are working at below the expected level for their age. These results, along with other factors, are used to set learning targets which are monitored each term. They are also used to form Learning Support and intervention groups. 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 attend St Aidan's. At these initial meetings, discussions are held about appropriate support strategies at St Aidan's and how continuity can be best managed during the primary to secondary transition. After screening tests have been carried out, the Head of Learning Support personally contacts all parents of those students who have been chosen to move to smaller learning support groups 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 evening is held for parents of the students in the English LS group to advise on supporting

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 LS groups such as the LOP 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 a statement or EHC Plans 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 and to parents, explaining what each access arrangement means and how they work.

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

All students with a statement or 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 every two years. Students classed as 'SEN 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 their progress is reviewed termly. Feedback on their child's progress is given termly to parents and 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 'SEN Support' are contacted termly after their child's discussion 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 can 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, 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 SEN 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 Options process and an additional SEND Options 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 post-18) placement, both the Learning Support Dept and Careers Dept are involved in making that transition as smooth as possible. This may involve visiting the new placement with a teaching assistant 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.

All teachers have access to a database which enables both medical and SEN 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 SEN Support category, there is an Awareness list which contains information for the classroom teacher for students without a SEND 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 'SEN Support' as their needs could be met by the classroom teacher once they were made aware of their difficulties.

Students with more complex needs may have an Individual Provision Maps (IPM) which gives a more detailed description of the student's needs along with teaching strategies. All students with an EHC Plan or a statement 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, a highly personalised timetable including alternative subjects such as Horticulture or Photography, a Time Out arrangement whereby a student has a designated quiet area to sit if needed, regular physiotherapy in school, modified and enlarged resources or specialised equipment.

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 Jane Rowland and student books in Learning Support groups are monitored by Jane Rowland against a list of expectations. This book monitoring helps to confirm that the teaching strategies employed by teaching staff are well-suited to the needs of the students in LS groups.

TAs complete a TA Responsibilities Checklist each year outlining their professional responsibilities.

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. It may be that some students only take one Modern Foreign Language in Years 8 and 9 and have an additional English intervention lesson instead. 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 area where students can work quietly independently or with a teaching assistant without distractions. There are also used as a quiet space for students with a Time Out arrangement.

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 on residential trips to support SEND students, or in the most complex circumstances, we will arrange for a parent to join 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.

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 at St Aidan's and at St John Fisher. 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 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 HLTAs. An outreach advisor from a local special school visits regularly to observe HLTAs teach and to offer advice about teaching resources and strategies.

10. Evaluating the effectiveness of provision for students with SEND

Student progress is reviewed termly. Any issues are picked up in the termly progress review meetings and action points are agreed to address any 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. Any student who does not make sufficient progress may be selected for additional literacy or numeracy intervention.

Senior Leadership and the respective key stage co-ordinators also monitor student progress with SEND and liaise with heads of subjects and classroom teachers. Exam results 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.

Teachers involved in the Foundation Learning Groups meet regularly to assess the effectiveness of the programmes being delivered in the groups. These discussions may result in slight changes to the curriculum in order to address any concerns.

11. Engaging with activities with students who do not have SEN

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. This often

involves meeting with parents and students to discuss any adjustments that need to be made to enable their child to take part in out of school activities; normally this would consist of additional TA support or, for students with particularly complex support requirements, making arrangements for parents to accompany 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. In the Foundation Learning Groups, Lifeskills lessons are a key part of their curriculum. We follow specific ASDAN programmes for Lifeskills – New Horizons for Years 7-9 and Lifeskill Challenges in Years 10-13. In these lessons, there is a focus on social and interaction skills and other life skill such as telling the time, handling money and crossing the road.

In tutor time, there is a programme 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 PSHE which is delivered in tutor times.

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. 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.

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' 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 students who are involved with Social Services. 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). Jane Rowland 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 Complaints Procedure. Most problems however, are dealt with swiftly and we try to pre-empt issues through initiating contact with parents at key decision points, e.g. the Year 7 Learning Support literacy evening and the Year 9 SEND options evening.

Key contacts:

Head of Learning Support	Jane Rowland	j.rowland@staidans.co.uk
Assistant Head / SEND	Kate Douglas	k.douglas@staidans.co.uk
Interim Headteacher	Dave Thornton	d.thornton@staidans.co.uk
SEN Governor	Jo Wicks	wicksj@ycway.uk

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>