

The Long Eaton School

SEN Information Report [Parents/Carers] 2017-2018

The Long Eaton School is a mainstream school, which offers inclusive teaching to enable all students to make the best possible progress and to feel that they are a valued member of the wider school community.

The school follows the 0-25 SEND Code of Practice (2015) and uses the same definition of special educational needs. A young person has SEN if they have a learning difficulty or disability, which calls for **special educational provision** to be made.

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

- they have significantly greater difficulty in learning than the majority of others of the **same age**;
- a disability prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

The school recognises that provision for students with special educational needs is the responsibility of the whole school. The school follows a **SEN policy**, which has been approved by Governors. All teachers are teachers of students with special educational needs and therefore **Quality First Teaching** is fundamental to meet these needs.

The implementation of the special needs policy at The Long Eaton School is the responsibility of the whole school. The implementation of the policy is overseen by The SEN faculty, under the direction of Miss J Hulse, the SEN coordinator (SENCO) alongside Mr A Hunt, the Headteacher. The link governor for the SEN faculty is Mrs Robertson.

The SENCO can be contacted via the main school office using telephone 0115 9732438 or email office@longeaton.derbyshire.sch.uk

Categories of SEN

Students will be included on the SEN register if needs are identified in the following areas:

- Communication and Interaction
- Cognition and Learning
- Social, Mental and Emotional Health
- Sensory and/or Physical

They will be registered as SEN Support or as a student with an Education, Health and Care Plan (EHC).

Behavioural difficulties do not necessarily mean that a student has SEN and will not automatically lead to them being registered as such. Students who present challenging behaviour may have unidentified SEN and the school will endeavour to identify these in appropriate ways.

How do we identify SEN at The Long Eaton School?

1. The KS3 Achievement Leader, SENCO/SEN staff visit the primary feeder schools prior to transfer.
2. We use primary school records and Key Stage 2 assessment data.
3. We listen to information from parents or agencies working with a particular child or family (e.g. health professionals, social care, youth support).
4. We screen all students at the end of Y6 for their reading, spelling and cognitive abilities.
5. For students who enter the school after the beginning of Year 7, previous school records and the results of screening tests taken after entry are used.
6. We use diagnostic tests administered by the learning support team.
7. When concerns are raised by parents or staff these are investigated either by other internal tests or by consultation with an Educational Psychologist, Advisory Teacher or other external agency such as CAMHS. Referrals are arranged by the SENCO or SEN faculty.

How do you know how effective the support for SEN students is?

1. Most students will have their needs met through quality first teaching (QFT). Students' progress and achievements will be monitored and any student not making adequate progress will be given further targeted support as part of quality first teaching. The effectiveness of this will be monitored and reviewed as part of the schools on-going cycle of assessment for learning.
2. The progress of students on all intervention programmes are centrally tracked through SEN Support Plans, by the SENCO and Assistant SENCOs.
3. The SEN faculty undergoes an annual rigorous evaluation and produces a Self-Evaluation report, which is reviewed by Governors. This includes data analysis, lesson observations and student views.

How can I let the school know that I am concerned about my child's SEN?

The SEN faculty at the The Long Eaton School is responsible for planning the needs of students with SEN. Below are key staff to contact if you wish to discuss SEN related matters:

Miss J Hulse	SENCO
Mrs J Howes	Assistant SENCO Learning Support
Mr J Presley	Assistant SENCO Autism Resource Centre
Miss L Turner	Achievement Leader (KS2/KS3)
Mr T Worn	Achievement Leader (KS4)
Mr M Caton	16+ Achievement Leader
Mrs K Harrowing	Child Protection Officer
Mrs K Coxon	Wellbeing Officer

All these members of staff can be contacted by telephone 0115 9732438 or email office@longeaton.derbyshire.sch.uk

All parents of students on the school's SEN register are informed that if you wish to complain about provision being made they should in the first instance contact the school's SEN Co-ordinator, Miss Hulse. If you still have reason to complain you should contact the Head Teacher, Mr A Hunt. If you are still unsatisfied with the outcome, then you should contact the governor responsible for SEN, Mrs Robertson.

All complaints will be dealt with in a friendly, supportive way. Every attempt will be made by teaching staff and governors to resolve any problem. Parents are also informed of their right to appeal to the Special Educational Needs Tribunal in cases of disagreement with the LA. Parents may also seek advice from the Derbyshire's Information Advice and Support Service for SEND (DIASSS) on 01629 533668

How will both you and I know how my child is doing and how will you help me to support my child's learning?

The school provides comprehensive progress reports to parents/Carers highlighting how their child is doing at school. If we identify that your child may benefit from being included on the SEN register, then parents/carers are invited to draw up a Learning Support Plan. This is reviewed three times a year and your child's progress is discussed in detail along with strategies for school and home.

How will the school staff support my child? What training have the staff supporting SEND had or what training are they having?

All students on the SEN register are allocated a **Key Worker**. The Key Worker is a member of staff working under the guidance of the SENCo and who is skilled and experienced with meeting specific needs. Parents/Carers will be informed of who their key worker is and how to contact them. Parents/carers will be invited to school to review and discuss the progress of their child at least 3 times in the academic year.

The role of the Key Worker is to:

1. Have a full understanding of the needs of the individual student; they will be the school's expert on this student.
2. Meet the student on a regular basis to set and review targets for the IEP and address any issues or concerns.
3. Liaise with the SENCO to ensure the most appropriate support is in place and to ensure the SENCO is aware of any issues or concerns.
4. Liaise with teaching staff and any other relevant people regarding the needs of the student and their provision.

The school has a school development plan, including identified training needs for all staff to improve the teaching and learning of children including those with SEND.

Most SEN needs can be addressed in the classroom by subject teachers with **Quality First Teaching**. Quality First Teaching promotes the effective inclusion of all pupils in high-quality everyday personalised teaching. Effective assessment for learning allows the teacher to provide targeted catch up provision for groups to 'put children back on course' and then a deeper intervention offering more personalised solution if additional support is needed.

For some students further interventions will need to be put in place. These will be personalised according to the needs of the student and may be either short or long term –there is no one size fits all. The following provision and interventions are examples of what is used at The Long Eaton School:

- Accelerated Reader
- Smaller supported teaching groups
- In-class support
- Literacy
- Numeracy
- Positive mentoring
- Lexia
- Speech and Language
- Numicon
- Nurture Groups
- Resilience/Mentoring
- Individual Withdrawal Programmes
- Alternative curriculum or educational provision at other providers
- Transition Group
- Supported Study
- Homework Club
- Revision Skills
- 1:1 mentors, counsellors, support workers
- Work with families

How will the Curriculum be matched to my child's/young person's needs?

The school endeavours to support students with SEN, to maximise their progress and outcomes. Support is offered at pertinent points such as the KS3/4 and KS4/16+ transition, to help guide students and parents in the options process. In addition the progress of students is continually monitored and personalised as appropriate to meet the needs of the students.

How is the decision made about the type and how much support my child will receive?

The school budget, received includes money for supporting children with SEN and is a finite resource. The Headteacher decides on the budget for Special Educational Needs in consultation with the SENCo and the school Governors, on the basis of the needs of the children currently in the school.

The Headteacher and the SENCO discuss all the information they have about SEN in the school, including:

- Children receiving extra support already
- Children needing extra support
- Children who have been identified as not making as much progress as would be expected.

The support given to the student is based on the educational need of the student. All intervention and support is provision mapped to track progress. There is no 'one-size fits all' and therefore support may be given in a variety of ways and is sometimes designed to encourage the child to develop the skills of independent learning and build confidence as well as supporting their maximum progress. All resources/training and support are reviewed regularly and changes made as needed.

Access arrangements for examinations are available for those students who have been identified as requiring this need.

How will my child be included in activities outside the school classroom including school trips?

The school organises numerous trips throughout the year and participation is open to all students, as we have an equal opportunity ethos. All trips are carefully risk assessed and provisions are put in place to ensure the safety of all students and staff.

All out of class activities, including break-times and lunch-times are supervised by members of staff. Students needing additional support at these times can be catered for by nurture groups, social clubs etc.

What support will there be for my child's overall well-being?

All students have weekly PSHE Life Skills (Pastoral, Social, Health Education) lessons, which is a planned programme of learning through which children and young people acquire the knowledge, understanding and skills they need to manage their lives. Students who we feel need extra support and guidance in this area, have access to a range of services and programmes. Examples are:

SafeSpeak
School Nurse
Mentoring

Positive Behaviour programmes
Alternative Provision

How will you support my child through the transition from primary school to secondary school?

There are excellent links between feeder schools and The Long Eaton School. At regular intervals throughout the year, the Achievement Leader for KS2/KS3 and/or the SENCo visit the school and discuss SEN related matters.

Year 6 students with particular SEN have additional transition opportunities at the school to familiarise themselves with the school setting and programme. There is also a 2 day transition programme in the summer term for all students. In addition, all Y5/Y6 have experience primary liaison opportunities organised by different faculty areas. For students with additional needs, there is an additional nurture transition programme, that begins in the summer term. Referrals are made through the Primary school SENCo.