

SEN Information Report - September 2015

Author:

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Principles underlying all our practice at Twyford CE High School & William Perkin CE High School

The aim of the Trust is to deliver outstanding educational standards in a secure Christian setting. The school's ethos is centred on a text from John Chapter 10 vs 10

'I have come that you might have life and have it to the full'.

The values and disciplines which are inspired by this text are referred to in both schools as the 10:10 ethic and are summarised in the diagram below.



Our 10:10 ethic

These aims include all the Students in our school with SEN.

The Trust SENCO is Mrs. J. Salter, Assistant Headteacher at both schools who can be contacted most easily by e-mail:

jsalter@twyford.ealing.sch.uk or jsalter@williamperkin.org.uk

1. What kinds of needs can be supported at our school?

- Students with every type of need are supported at our school and we make every effort to ensure that each child in our school makes good progress and is well prepared for adulthood.
- As a Trust we are particularly able to meet the needs of students with Specific Learning Difficulties, having two specialist teachers. We are a partnership school with Springhallow Special School in Ealing and the schools are able to accommodate students with Autistic Spectrum Disorders; particularly those students who are able to access the National Curriculum at a similar level to their peers.
- At William Perkin school from September 15 there is an Additionally Resourced Centre that has 6 places for Year 7 students with Autism/mild learning needs, who would find it difficult to spend all their time in a mainstream class. The description of which Students are best suited to use this provision can be found in the Ealing Local offer. More information on this is available here: <http://www.egfl.org.uk/categories/teaching/sen/send.html>

- Sometimes we will commission other professionals to help us meet an individual child's needs in school or we may need to recruit staff or buy specialist equipment in order to support a child with SEN.
- Sometimes a child who has very complex needs is happier and makes better progress in a more specialist school or resourced provision. As a school we do not have the power to make this decision, although we can give advice. It would be a decision made by parents and the child or young person with SEN, with advice from professionals involved, usually within an Education, Health and Care plan meeting. This decision would be recorded in an Education, Health and Care Plan (EHC).

2. How are Students' needs identified?

All students are different so at Twyford and William Perkin school we spend time identifying the needs of all students, whether they have a special educational need or not, before they enter school and throughout their school life. This helps us ensure all students settle in well and feel happy and confident in school and make good progress in their lessons. If the school feels that a child might have a Special Educational Need then there will be communication with parents.

a) How are students' needs identified before they start at our school?

Parent information meetings.

These are held for new parents in the summer term. The SENCO (Mrs. J. Salter) or Head of Year (Miss R. Ryan at Twyford and Ms. A Newman at William Perkin) is always present. If you believe that your child has a Special Education Need that has not been previously identified by your child's current school then please inform us of your concerns. We will then arrange a time to follow this up with you.

Work with previous schools or educational settings –

All school records are passed on to us and the SENCO and/ or Year group leader looks at them carefully. If we feel there is a child with SEN who will be moving to our school the SENCO/year group leader will contact the primary school to get further information.

“Getting to know your new school” days

In the summer term every child has an opportunity to spend time in their new school and meet their tutor and Head of Year 7.

The meet the Tutor evening at Twyford will be Thursday 30th June. The transition morning for statemented students at Twyford will be Monday 27th June. The testing days at Twyford will be Monday 4th & Tuesday 5th July. The taster day at Twyford will be Friday 8th July.

The meet the tutor evening at William Perkin will be Tuesday 28th June. The transition morning for statemented students will Tuesday 28th June. The testing day at William Perkin will be on the taster day Friday 8th July.

Before entry to High School at 11 years old (Year 7 - Year 11 or Key stage 3)

As soon as we know that a student will definitely be attending our school we start finding out more about them so we can plan for their needs and ensure that they settle into our school happily and make good progress in lessons.

Each student will have a reading and spelling assessment to identify any literacy support needed. (At Twyford there is also a screening test for numeracy). Each student will also be screened using the Cognitive Abilities Test to support setting arrangements in both schools

from the start of the Autumn term. Please see “Getting to know your new school” for the dates of these assessments.

Students with an Education, Health and Care plan will have a visit in the summer term from a member of the Learning & Inclusion team. This will be arranged with the Primary School. This may take the form of the Year 6 Annual Review or it may be a termly review meeting.

b) How are students’ needs identified whilst at our school?

If Students are concerned

At Twyford and William Perkin High schools we want all our students to feel happy, have friends and feel they are learning successfully. It is really important to us that any student feels that they can tell us about any worry that they may have so we can help them. We hope that all our students’ feel that they can tell any member of staff their worries and that they will listen. The Form Tutor is the person who takes responsibility for the pastoral welfare of their tutees. The tutors will see your child twice each day and will develop a positive relationship with them. There are also the following ways for students to tell us about their worries.

- Both schools. School counsellor drop in sessions – we have a school counsellor and she runs drop in sessions at lunch time for students who feel the need to see her. Any student can drop a note (in the Elms base at Twyford or Head of Year’s office at William Perkin) with their name and form on it and Gill Wren will make a time to have a quick informal chat to find out how she can help.
- Both schools. Chaplaincy support that can be accessed by contacting the Chaplain John Seymour
- Twyford - Lead Learning Mentor, Mary Simuyandi, also offers drop-in sessions at break or lunch time in the Elms base.

c) If a Parent has concerns

Communicating with the teacher

We feel that working in partnership with all parents leads to the happiest students and the best education. If the query involves a particular subject the subject teacher should be approached via e-mail. If at any time you have pastoral concerns please contact your child’s tutor in the first instance. If the issues are ongoing please arrange an appointment with your child’s Head of Year/form tutor as soon as possible in order to discuss them. An e-mail is a good way to communicate and arrange this. If, after further investigation, we believe that your child may have some special education needs then we will arrange a meeting with you in order to identify these needs further and develop ways to support your child.

Parents’ consultation evenings

We hold two meetings per year to discuss the progress of all our students (The Target setting day on 25th September 2015 and the Parents’ Evening) as well as an evening of welcome at the start of each academic year. Please use these meetings to voice any concerns you may have. We extend the time of target setting and Parents’ Evening meetings for parents of students with SEN so that we have more time to discuss the needs of each child and the effectiveness of the support in place.

Teacher assessments

All students’ progress and achievement is assessed by teachers in every lesson. Academic achievement and progress information is collected for each pupil, quarterly, in order to

ensure that all students are making good progress and will achieve their targets. If a child is not making progress, using the “on track” measures, then further interventions will be made to ensure that the school is meeting their needs. If after further intervention the school believes your child may have Special Educational Needs then we will arrange a meeting with you and if appropriate your child too, to identify these needs further and plan support.

Other information that may be used to identify student needs

We also use other sources of information such as positive conduct data; effort grades; attendance and welfare data to ensure that students are happy and making good progress and do not need any other support.

During a review of SEN progress

If your child has Special Educational Needs then a plan to support them to reach certain outcomes should have already been put in place by the school.

The success of this plan in meeting their needs and ensuring they make progress will be reviewed at least twice a year. These meetings will take place at Target Setting day; Parents’ Evening and at an Annual Review for students with an Education, Health and Care plan or statement of SEN. These meetings help to ensure that everyone involved in supporting your child really understands their needs.

3. How do we work in partnership with parents of Students with SEN?

We try and work closely with all our parents to ensure that all students are happy and make progress. Working in partnership with parents of students with SEN is even more important so we do the following things:

- Communicate regularly and informally through e-mail; phone calls and home school books (if needed).
- Have good communication so that parents can make appointments to see the Head of Year; the Teacher i/c ARC (William Perkin School) and SENCO when they are concerned and would like a longer discussion.
- Extend the termly parents’ meetings to 20 minutes and target setting meetings to 30 minutes so that a more thorough identification of a child’s needs can take place and the desired outcomes that we are all working towards can be decided upon.
- Include the progress a child with SEN has made towards their desired outcomes in their annual report.
- For any child with an EHC plan and for some students with more complex SEN the school will work with parents and students to draw up an Individual Education Plan that describes that child’s needs and how they like to be supported so that it can be communicated quickly and easily to members of staff.
- Hold an Annual Review for any child with an EHC plan.

4. How do we enable students with SEN to make decisions about their education?

We encourage all students, including those with SEN, to make decisions about their education. All students are expected to evaluate their own learning success and discuss their needs with their teacher. We do this in school through:

- asking questions in lessons
- student tracker sheets
- target setting days
- Pastoral self-evaluation booklets

Students with SEN support

In addition, students with SEN support have a plan that outlines the support needed to achieve additional agreed outcomes to help them become better prepared for adulthood. These outcomes are decided with students and with parents during our target setting days. The outcomes and the additional support needed to help the students achieve them are recorded termly as a plan on our provision map. A date for reviewing the success of these plans will be set. An SEN support plan meeting can be requested if it is clear that a student is presenting with significant needs.

Students with an EHC plan or statement

In addition we also hold an Annual Review meeting. We work with the parents and student to invite all the people needed in order to review the progress made against the outcomes in the EHC plan. We aim to include the student's views in this meeting in as appropriate a way as possible. Staff work with students and parents to develop a Person Centred Review presentation in Year 9 or an up to date Individual Education Plan that is presented to the meeting. This will include any information that the student wishes to share and important information about their happiness and aims in life. Students can attend the whole of the Annual Review meeting from Year 9 – they receive praise and share their views in years 7 & 8.

5. How do we help Students when they move to our school?

Before any child moves to our school we try and find out as much about them as possible to help them settle in quickly. All our new students have the opportunity to come and visit the school and spend a short time with a key member of staff so they know what to expect.

6. How do we help Students when they move to another school?

Whenever any student moves to another school we always pass on school records to the new school.

If a student has SEN we also:

- Pass on SEN records to the new school including SEN support plans, or EHC plans.
- If needed, liaise with the SENCO of the new school to clarify any information and support the process for students with EHC plans in particular.
- If needed we can complete transition information for a college using our Connexions service advisor.

7. How do we help students when they move between year groups and key stages of education?

When moving year groups in school:

- Information will be passed on to the new staff.
- The Individual Education Plans are available to all staff on Copia (staff section). The pathway to find this information is given to all staff each September.
- There are fortnightly HOYSEN (Head of Year/SEN) meetings to discuss student needs.

8. How are adaptations made to the school to help students with SEN?

- Teachers plan lessons according to the specific needs of all groups of students in their class, and will differentiate effectively to ensure that all needs are met.
- Specific resources and strategies will be used to support your child individually and in groups.
 - Early Intervention. Literacy. The LIT programme taught in groups; 1:1 reading; literacy boosters in reading comprehension or writing; spelling groups.
 - Early Intervention. Numeracy. Maths club and booster lessons
 - Specialist teaching 1:1 for identified students with EHC plans or complex needs.
 - Group support, such as socially speaking; vocabulary enrichment; circle of friends
 - Supported mainstream offer – for example in-class support; particularly for set 8.
 - Study club during the extended elective at William Perkin

- Homework club and Academic Support Clinic, after school at Twyford
- Extra-curricular provision & wider learning opportunities
- Setting will ensure that the needs of all students are effectively met.

Adaptations for Students with physical difficulties; Visual Impairment; Hearing impairment – (link to Disabled accessibility plan)

Each student will have particular needs; an individual support plan will be drawn up to support those needs. If required specialist equipment will also be used to support the student and ensure they have full access to the curriculum.

Adaptations for Students with social, communication needs

The Speech and Language Therapy service offers training for key members of staff to run group support for students identified as needing this. The therapists also offer support both 1:1 and group support to ensure needs are met.

Adaptations for Students with emotional, social and mental health needs

School staff liaise closely with other professionals such as CAMHS to ensure the needs of these vulnerable students are met. Both schools have a school counsellor who can offer immediate support as well as a triage service to refer cases on to other professionals if required.

It is important to note that the quickest way for parents to access clinical psychology support for their child is via a referral from their GP. Parents can also request help from SAFE (Supportive Action for Families in Ealing).

9. What skills and training do our staff have?

All staff are trained in the requirements of:

- The SEN code of practice
- The Equality Act
- Child Protection
- All general school policies on teaching and learning and pastoral support include information on how to include Students with SEN.

The SEN team have a range of qualifications.

The lead practitioners in each team and teaching staff have additional qualifications including the Diploma in Specific Learning Difficulties (OCR) and accreditation as a Specialist Leader in Education (SEN). Several staff have level 2 training in Autism from the Autism Education Trust.

Teaching Assistants

Most of our Teaching Assistants are graduates, including our Higher Level TAs. Teaching Assistants have as a minimum level 3 qualifications (equivalent to 'A' levels). Some have the NVQ Level3 Teaching Assistant qualification in Teaching and Learning.

All our team have in addition had recent training in the following areas:

- ASD
- Dyslexia & specific Learning Difficulties
- LIT programme & literacy support
- Attachment disorder & behaviour
- Speech & Language Therapy programmes
- Maths support

10. How effective is our SEN provision?

Last year we provided the following interventions for Students with SEN:

- Literacy programmes
- Numeracy programmes
- Social skills programmes
- In-class support
- Lunchtime and after school support with lesson prep and homework
- Extra-curricular clubs to promote inclusion
- Specialist equipment for students with EHC or statements of SEN (where required)

We also provide individual programmes of support for 56 students at Twyford and 16 at William Perkin. These students all have Education, health & Care plans or statements of SEN.

102 Students are currently on our SEN register at Twyford. 32 are on the SEN list at William Perkin.

A Level

- 100% pass rate amongst statemented students. All Year 12 students progressed into Year 13.
- The three 'A' level students each achieved on average two grades above their target grades. One Year 13 student is progressing on to university; one to take further 'A' levels and one is taking an apprenticeship.

GCSE

- Of the 7 statemented students four gained 6 or more GCSEs A-C including English & Maths.
- There was a 100% A-G pass rate for statemented students.
- 2 statemented students will continue to study 'A' levels in the Twyford 6th Form. Two other statemented students both exceeded expectations in terms of their results and will proceed to college places.
- Two Looked After Children also gained 6+ GCSEs A-C including English & Maths; one of whom has returned to Twyford 6th Form.
- All statemented students have progressed onto further education.

KS4

- 99% of the students have age appropriate reading ages. Just 2 students may need a reader at GCSE.

Year 7 Twyford

- Last year 55 Year 7 students needed literacy support. This cohort made an average of 2 years 7 months progress in reading in 12 months.
- 30 graduated from the interventions in December 14, 56%. 28 out of 54 graduated from 1:1 reading – 52%. 8 out of 18 graduated from spelling interventions – 44%
- In June 15 a further 11 graduated from 1:1 reading – 75% of the 55 who began with reading/literacy support. A further 4 graduated from spelling – 66% of the 18 who began.
- 27 students entered Twyford with a 4C in English. All 17 have met or exceeded their Year 7 target grade in English.
- 18 students entered Twyford with a 4C in Maths. All 18 have met or exceeded their Year 7 target grade in Maths.

William Perkin

- Literacy cohort students have achieved as highly or better than other students in all EBACC areas in both year groups
- The average progress in reading for the 60 Year 7 students who have taken the LIT programme is 3 years 4 months – a similar rate of progress as last year. With many starting the school with reading ages of 6.00 or 7.00 this three year increase means that by the start of Year 8 they are functional readers and can access texts up to GCSE level.

Looked After Children

The designated teacher for looked after children is Mrs. J. Salter. Each student has a six monthly Personal Education Plan held in school and a six monthly LAC review, attended by all relevant professionals including the designated teacher. The Pupil Premium money for these students is spent according to the PEP targets to ensure every looked after child achieves their full academic potential.

11. What do I do if I am concerned about the quality or effectiveness of support my child is getting?

If at any time you are worried about your child then it is important to contact the school and discuss this so that any issues can be quickly resolved. We take your concerns very seriously and will do everything we can to find a solution.

The first person to contact would be your child's subject teacher or form tutor.

If you still feel concerned then please contact the SENCO/ Head of Year/ Key Stage Leader to discuss your concerns. We would expect any problems to be resolved after this.

However, if you still feel that your concerns have not been addressed please contact the Head teacher. An appointment can be made via the school office, or a message can be left asking her to call you with some brief details as to what it is regarding if possible. If it is easier, an email or letter can also be sent addressed to the Head teacher at either school.

If you are still unhappy there is a formal Complaints Policy which can be found here –

http://www.twyfordacademies.org.uk/documents/Complaints_Procedure.pdf .

Please also see the Trust SEN policy -

http://www.twyfordacademies.org.uk/documents/SEN_Policy.pdf

and the Equalities Policy -http://www.twyfordacademies.org.uk/documents/Equality_Policy.pdf