



Special Educational Needs – Our Local Offer

Our local offer is information for parents/carers of children who have Special Educational Learning Needs or Disabilities (SEN) identified through an Education Health Care plan (EHCP), a My Plan/My Plan+ and with any other identified additional need. This information outlines the support, challenge and provision we are able to put into place for students identified above, should they choose Newent Community School and Sixth Form Centre.

The Special Educational Needs and Disabilities code of practice from 0-25 years (January 2015) for support of children and young people with Special Educational Learning Needs states:

“Special educational provision is educational provision that is ‘additional to or different from that made generally for others of the same age. This means provision that goes beyond the differentiated approaches and learning arrangements normally provided’

Special educational needs and provision can be considered as falling under four broad areas:

- *Communication and interaction*
- *Cognition and learning*
- *Social, mental and emotional health*
- *Sensory and/or physical*

Where pupils are falling behind or making inadequate progress given their age and starting point they should be given extra support”

Newent Community School and Sixth Form Centre offers personalised approaches to learning with the relevant support and challenge to maximise your child’s learning. This document will outline our procedure by answering a few commonly asked questions. If you require further information please contact our SENCo Karen Steger ksteger@newent.gloucs.sch.uk

Ms Steger has been an SENCo (Special Educational Needs Coordinator) for over 20 years, she holds the National Award for SENCos (Masters Equivalent) as well as a Diploma in Specific Learning Difficulties, the Advanced Level Draw and Talk Qualification and is a fully qualified and practicing English Teacher. Previously, she led the Gloucestershire Traveller Education Service for over a decade and has worked as a School Counsellor. Her responsibility is to oversee the needs of all identified students with SEN from Y7 - Y13.

Ms Steger also leads on transition from year 6 into year 7 for those on the Register of Additional Needs, attending primary MP/MP+ reviews in Year 6 and attending EHCP reviews from Year 5.

A team of qualified and experienced Teaching Assistants support students in class or in 1:1 study and support sessions.

Every student with an EHCP as well as those on MP+ will have access to a key member of staff; usually from the TA team, who will also liaise with parents regularly.



How Do You Identify Students with SEN?

We identify students from one or several of the following throughout the academic year:

- Year 6 to Year 7 transition information from primary school Additional Needs Coordinators and Year 6 teachers.
- Any student starting KS3 in Year 7 identified as not meeting expected progress in English and/or Mathematics.
- All students arriving at the school during the school year will have an induction programme and will be screened using a reading, comprehension and spelling test which may indicate additional need.
- In year 7 and 9 students will also take Cognitive Ability Tests which will provide information about their number, word and spatial skills.
- Reports during a school year may indicate that support is needed beyond the intervention that departments put in place. The progress of students with SEN is reviewed at reporting windows.
- Input and referrals from teaching staff and support staff with regards to specific students they are working with.
- Advice from parents and external agencies e.g. GP, Occupational Therapists or Optometrist.

How does the school plan the support? How are resources allocated and matched to need?

Support is strategically planned at the start of each academic year to meet the needs of each student and reviewed as they progress through the academic year and through school. In years 7-8 a small number of students have additional support focusing upon literacy and numeracy skills.

In Y10 - 11 a Personal Pathway option allows for time to consolidate key skills across the curriculum. Other students may receive support in small groups or on a one to one basis outside of the mainstream classroom. Close analysis of data and progress reports allow key staff to assess individual need. Learning Leads are also involved in highlighting support needs within their subject area and classroom teachers will request support within individual subject classroom settings.

My Child has an Education, Health and Care Plan how will they be supported?

Before your child starts at Newent Community School and Sixth Form Centre the SENCo will attend Annual Review meetings from year 5 upwards. All information will be shared between the school, yourselves, the primary setting and any outside agencies working with your child. Usually a transition conference is held in the term before entry when final arrangements are set in place.

In the summer term of year 6 your child will be invited for additional 'step-up days' where they will take part in orientation exercises and meet key staff. At the beginning of your child's year 7 the SENCo will ensure that staff are aware of their additional need. Each student with an EHCP has a key Teaching Assistant who will liaise closely with home and provide a daily contact in school.

Students who have Education, Health and Care plans have their progress and the support outlined in their plan reviewed and a report is provided for the Local Authority annually. The SENCo is responsible for organising reviews of EHC Plans. All parents/carers of students with EHCPs are invited to attend reviews of their child's provision and progress at specific review meetings.

Prior to review meetings, departments produce reports based on their assessments of student progress. This assessment consists of a present/predicted GCSE grade, a target grade based on KS2 data plus grades for attitude to learning and independent learning in each subject. Reports also highlight any further areas of concern. Progress can then be compared across the curriculum and over time. The nature of the provision and the student's targets are reviewed at the meeting. The outcomes are recorded and provision and targets are



changed, if appropriate, after discussion with the student and parents/carer. Relevant information is also communicated to subject teachers.

If your child does not have an EHCP but you feel there is a need for help that may come from having one, as a parent you can apply in writing to Gloucestershire County Council asking them to undertake a Statutory Assessment of your child's needs. They will decide whether or not an assessment is required in line with the Special Educational Needs Code of Practice. Equally, our SENCo is able to advise regarding the Graduated Pathway.

My Child has an Additional Need how will they be supported?

Your primary or feeder school will supply SEN information to us in the year/point of transition and the SENCo may be invited to attend My Plan meetings in school. In the summer term of year 6 your child may be invited for additional 'step-up days' where they will take part in orientation exercises and meet key staff. Parents of children who are on the SEN register requiring SEN support will have the opportunity to have specific SEN discussions at the relevant school Parent Consultation evenings and will have reports communicated to them throughout the year.

As a student progresses through each Key Stage we offer more specific/ targeted support as well as encouraging greater independence. Your child will usually be placed upon the SEN register at School Support – receiving additional intervention to support them to achieve their expected levels e.g. literacy intervention.

In some specific cases your child may have an outside agency team working with them. This may be for academic, physical, medical or social/emotional reasons for e.g. Targeted Youth Worker, Social Worker, School Nurse, Counsellor, Speech and Language therapist or Educational Psychologist. At this point you will be involved in the production of a My Plan or My Plan+ which details the areas of need targeted and the support provided.

How do you co-ordinate support for children requiring SEN support or with EHC Plans?

The SENCo coordinates all relevant support for children with SEN Support needs or an EHCP. The SENCo oversees the SEN Department. The staff work as a team to coordinate the support and provision for each child and to ensure their needs are met and that the root cause for a student not making their expected progress is established and the most appropriate support is put in place.

Where appropriate departments have a specialist Teaching Assistant who will be aware of the needs of students on the register of SEN and who works in partnership with teaching staff. All class registers show the students level of need and will highlight to the teacher which students need additional resource or support in the classroom.

The SENCo will produce a profile document for the majority of students on the SEN register this indicates your child's strengths and learning needs and is stored electronically for all teaching and support staff to access.

The SENCo will be involved with yourselves in planning their transition to secondary and between key stages; for e.g. assisting with options advice. For students arriving during an academic year that have need of support, we offer a start date when we are confident we have all of the relevant support in place. Your child will be monitored regularly and support adjusted where necessary. Relevant testing will be carried out and intervention put in place where necessary. All teaching and relevant support staff will be informed of a child's profile and learning needs, so that your child can access the curriculum at their level.

How will you keep me informed of my child's progress?

For all students you can expect 3 reports and one Parent/Teacher consultation evening, per academic year. For Year 7 there are 2 PTC evenings (one academic and one pastoral)



What support is offered to Sixth Formers?

As part of the transfer process we discuss choices with all Sixth Form applicants. Places are offered in line with our Sixth Form admissions policy. Our transition programme for the majority of students involves spending a day with us in June, where students have a chance to meet key members of staff, get to know their way around the school, and go to introductory 'A' level lessons. Any additional need will be discussed at this point and a support programme agreed.

What expertise does the school and staff have in relation to SEN?

All staff are trained through external and internal provision in order to raise awareness of student need. Members of the Inclusion Team hold NVQ and teaching qualifications. Additional training regarding individual student need is held throughout the year to include key staff. The Inclusion Team has particular expertise in supporting Autism and Specific Learning Difficulties as well as in supporting students with receptive and expressive language difficulty. Teaching strategies for students with learning difficulties are communicated via internal resources for teaching staff as well as through support in the classroom and liaison with members of the Inclusion Team.

What support does the school put in place for young people who find it difficult to conform to normal behavioural expectations and how does it support children and young people to avoid exclusion?

A full range of strategies are deployed to support students to meet behavioural expectations. Strategies include the use of monitoring behaviour cards, chill-out cards and referrals for counselling or mentoring support, either internally or from an outside agency.

We operate a My Plan which tailors the support a student will receive. We have links with local Alternative Education providers who can provide working in smaller groups and increased adult support for fixed periods of time as part of a strategy to enable successful mainstream schooling. Our SAFE Officers, provide Behaviour and Attendance Support Conversations and manage the internal isolation suite should a student require it.

Which other services are used to provide for and support pupils/students?

We work closely with the Gloucestershire Advisory teaching Service and Educational Psychology Service as well as local GPs, Paediatricians, voluntary and statutory organisations. We have regular visits from teachers who support learners with visual and hearing impairment. Counsellors from Teens in Crisis complement our internal mentoring team. In addition, the school benefits from a well-qualified Medical and Student Welfare Officer who is on site throughout the school week. The Medical and Student Welfare Officer oversees the provision of medication in school. It is important that any medical needs including allergies are reported to the Medical and Student Welfare Officer as soon as possible.

How does the school provide support to improve the emotional and social development of SEN students?

Newent Community School and Sixth Form Centre prides itself upon its approach to pastoral support. Each student has a tutorial as well as House affiliation which allows the development of a sense of pride and belonging in the school as well as a Development programme is well respected regionally and nationally and is tailored to meet student need as they progress through the school. We have a team of Designated Safeguarding Leads responsible for monitoring and coordinating support of more vulnerable students including those with social/care support in place outside of school. The school maintains a behavioural, social and emotional inclusion suite offering a range of support to students with more complex needs.



What measures are in place in your school to prevent bullying?

Any incidence of bullying is dealt with by senior staff and teaching staff as soon as possible. Incidences of bullying are logged and those who are found to be bullying others are dealt with according to the school's Behaviour Management Policy. Parents will be kept informed if there are bullying incidents concerning their child. Students receive full and clear education on all types of bullying and all students are shown how to report if they or another are experiencing bullying.

Our practice as pastoral and teaching staff is to acknowledge the additional safeguarding challenges that SEN children may have including:

- We have an awareness that behaviour, mood and injury may relate to possible abuse and not just their SEN or disability
- They may be at higher risk of peer group isolation
- They may experience disproportionate impact of bullying and difficulties with communication
- We consider extra pastoral support for children with SEN and this is written into any support plan in school.

We identify pupils who might need more support to be kept safe or to keep themselves safe by:

- Identifying students who are "vulnerable" and maintaining this list as a database. Students are identified as "vulnerable" where they have:

SEN

Attendance concerns

Behavioural concerns

Looked-after

Young Carer

Have previously been on a Child Protection Plan, a Child in Need, in receipt of "Early Help" and/or were looked-after.

- The Designated Safeguarding Lead attends a weekly meeting of key pastoral staff including the SENCo to monitor and support these vulnerable students.
- Students with an Educational, Health or Care Plan, a My Plan or My Plan+ receive individual support, depending on their specific needs.

Who will be talking to and keeping in touch with parents/carers? (Working together towards outcomes, reviewing arrangements; including looked after children)

The student tutor and/or Head of House may communicate with parents regarding pastoral need such as friendship or domestic issues. The Medical and Student Welfare Officer; Lisa Jevons, is key to supporting LAC students and those with social/care plans. For SEN concerns/communication the SENCo/Inclusion Lead; Karen Steger, is the initial person to contact. The Assistant Principal with responsibility for Inclusion, Rob Nicklin, may also be involved regarding incidents or concerns and will liaise with parents as a result. Parents will receive regular reports regarding their child's progress and are invited to attend Parent/Teacher meetings throughout the year. Parents and carers are also encouraged to use our on-line programme, Satchel One, to follow their child's progress and to support home learning.



How will school involve young people with SEN in their education?

Student voice is important to Newent Community School and Sixth Form Centre. The use of student voice in the construction of the Profile and My Plan is an effective tool for communicating student ideas for support as well as their aspirations and strengths. All students with an Education, Health and Care Plan are central to its construction and focus.

What accredited and non-accredited courses do you offer for young people with SEN?

Students with SEN are offered the opportunity to enter GCSE subjects along with their peers. These include practical 'hands-on' subjects as well as academic. An important role of secondary school is to prepare students for adult life and independent living. All students receive information regarding potential careers and training and are interviewed regarding GCSE options and post 16 options in Year 11. All students participate in work experience week in Year 10 and in Year 12 for those who continue on into the Sixth Form. Students with ECH plans will receive statutory advice regarding transition into college/the workplace from Year 9. Students with SEN requiring additional careers advice are met by external independent careers advisors at key points throughout Key Stage 4.

What special arrangements are made for exams?

Application for a variety of examination dispensation is available in school and is dependent upon need. Students are assessed at the end of Year 9 in preparation for their GCSE years. Dispensation can take the form of additional time, the use of ICT, a scribe or a reader. In some cases rest breaks, a prompt or a smaller room are appropriate. It is important that parents and students make the school aware of any short-term additional need at examination time - for example ill-health.

How accessible is the school to students with SEN?

In common with many secondary schools Newent Community School and Sixth Form Centre does not currently have full access to all areas for wheel chair users. However a timetable can be constructed which will allow for as many lessons as possible to be attended on the ground floor. There is disabled toilet provision and the facility to change separately for sports activities.

What can I do if I am not happy with an aspect of my child's education?

Initially it is often best to speak with the member of staff concerned however it may be appropriate to contact the Head of House or regarding a pastoral issue or another member of the Senior Leadership Team. Email the SEN-Inclusion Lead – Ms Karen Steger (ksteger@newent.gloucs.sch.uk) directly if you need general information pertaining to SEN. Under normal circumstances any enquiry will be responded to within two working days.

What does the Universal provision for every student include?

- Quality first teaching which responds to the strengths and needs of all students
- Regular assessment for intervention (departmental and pastoral) and access arrangements
- Access to Tutor, Heads of Year, SENCo, Student Support teams
- Access to school extra-curricular activities
- Quality careers advice, enterprise and team building days
- Learning Centre facilities for private study before, during and after school
- Peer mentoring/buddy system

For some students, additional support may include:



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- Literacy and Numeracy intervention including 1:1 individual support, Year 7 and 8 literacy – small class teaching of on average 15:2 ratio of staff to student
 - 1:1 and small group basis looking at Social, Emotional, and Aspects of Learning
 - Speech and Language development work
 - Learning Mentor (KS4) – focusing on learning strategies
 - Counselling
 - EAL support
 - Personalised timetable
 - Work experience placements
 - Medical and Student Welfare Officer support
 - External agency involvement including CYPS, Police, Educational Psychologist, Advisory Teaching Service, Occupational Therapists, Speech and Language Therapist, Youth Support Teams, Social Care