



**Aylestone**

**Local offer**

## **SEND Information Report for Aylestone September 2018**

This document provides information about how we are implementing our SEND Policy which can be found on the Aylestone website.

[www.aylestone.hereford.sch.uk](http://www.aylestone.hereford.sch.uk)

## **1. What kinds of SEND do we provide for?**

- We are a mainstream school for young people aged 11-16.
- We provide support for all types of AEN and Disabilities, and some of our students currently have an EHCP
- Our site is fully accessible and rated on the Local Authorities website.

## **2. What is our policy for identifying children and young people with SEND and assessing their needs, and who is the SENCO?**

- Our SEND policy sets out clearly what our process for assessing needs are. It is the role of teachers, supported by the SENCO, to assess the needs of the young person in the classroom, and to identify those who may need further support because of a learning difficulty or disability. This will routinely be done through regular ongoing in class assessments, and review of interim progress checks, but may involve more specialised assessment from specialist outside agencies.
- Some students have an Education health and care plan (EHCP) which clearly sets out the needs of the young person.
- The SENCO is Mrs Sian Alderton, who can be contacted by phone on 01432 357371 or by email [salderton@aylestone.hereford.sch.uk](mailto:salderton@aylestone.hereford.sch.uk)

## **3. How do we consult with parents of children with SEND and involve them in their child's education?**

- Parents get regular reports from the school regarding students' effort, attainment, progress and behaviour for learning as well as subject specific targets.
- There are opportunities for face to face meetings three times a year at parents' evenings or SEND reviews to meet with form tutor, Achievement Co-ordinator subject teachers the SENCO and the LSCO (learning support coordinator- Ms Rachel Sayer)
- Parents are free to contact the school at any time, either by phone, or by email to have a conversation about their child's progress in school or concerns regarding SEND.

## **4. How do we consult with young people with SEND and involve them in their education?**

- Students' views are taken into account when organising support for their needs through discussion and surveys
- We have an open door policy where pupils can share their concerns with Student Support Team Workers, and other Staff.

## **5. How do we assess and review children and young people's progress towards outcomes?**

- Class teachers regularly assess student progress as part of their normal practice.

- We complete reports regularly through the year for all our students, and this information is sent home to parents or is available electronically.
- The data generated by these reports is scrutinised by the SENCO and Achievement Coordinator after each reporting cycle and those with less than expected progress are highlighted and appropriate support or advice is put in place.
- Those students receiving specific SEND support have their progress tracked and monitored by the Student Services team using Edu key provision mapping software
- We try to use our normal school assessment processes as much as possible so as not to overburden our young people with too many assessments.

## **6. How do we support children and young people in moving between Primary School and Post 16 and in preparing them for adulthood?**

- Additional visits are in place for pupils with SEND to develop a smooth transition.
- Staff from the students' new schools are invited to key meetings and reviews.
- Preparing pupils for adulthood is provided through the ACE curriculum, Careers events and lessons, and through the programme of support provided by form tutors
- There are well planned programmes of transition activities. This includes a summer school (Year 6-7) from Primary school to Secondary school and visits to post 16 education providers
- The Aylestone federation of schools means that staff maintain good links with all primary schools and have a good understanding of our pupils needs at transition.
- We have a Careers Advisor onsite - Mrs B Wright.

## **7. What is our approach to teaching children and young people with SEND?**

- We want everyone in our school to make excellent progress, and to achieve the very best that they can, in all aspects of their all-round education, regardless of any Special Educational Needs or Disabilities that they may have. We have high aspirations for all of our students.
- This means that there is complete equality of opportunity in the curriculum that is offered to students.
- We believe that high quality teaching will ensure high quality outcomes for students, so it is essential that students with SEND have access to the same high quality teaching as everyone else in the school.
- It also means that we work really hard with students with SEND to put in place extra provisions to ensure the best possible outcomes for them, and to remove any barriers to learning that they may be facing. These may include barriers related to the student themselves, and also those in the learning environment.

## **8. How have we adapted the curriculum and the learning environment of children and young people with SEND?**

- The curriculum is broad and varied, and there is a flexible approach taken to meet the needs of students
- Lessons are differentiated to allow students of all abilities to access the curriculum.
- The site is accessible.
- We deliver specialist bespoke interventions to support the range of individual students needs which includes, but is not limited to :
  - Typing groups,
  - Nessy ( a phonics programme),
  - Handwriting tuition,
  - Memory development ,
  - Spelling groups,
  - Vocabulary enrichment programme,
  - Narrative intervention programme,
  - Literacy groups,
  - Reading between the lines,
  - EAL conversational English support,
  - EAL academic English support,
  - Fresh start ,
  - Reading Buddies,
  - Vocabulary enrichment,
  - Study skills,
  - Social stories,
  - 1:1 mentoring,
  - In class support,
  - Cath up literacy
  - Catch up numeracy
  - FRIENDS
  - Five ways to well – being
  - Pupil premium mentoring support.
  - Homework support
- Access to equipment that removes barriers to learning- e.g. coloured paper, overlays, laptops, writing slopes, and pen grips as necessary.

## **9. What is the expertise of staff to support children and young people with SEN and how do we continue to train them? How do we secure specialist expertise?**

- Mrs S Alderton, Assistant Headteacher, who leads the Student Services team, is a qualified SENCo and an experienced teacher. Mrs Alderton hold the national Senco Award, a post graduate diploma in Coaching and mentoring and a post graduate certificate in assessing pupils needs for access arrangements
- Mrs R Sayer, Learning Support Coordinator, is a specialist in teaching and supporting students with a SpLD, is experienced in supporting all students with SEND and is a qualified English and EAL teacher.
- We have a team of highly effective and well trained Student Support Team Workers, who run intervention groups, mentor pupils, work with students on a 1;1 basis, and support EAL learners.
- All staff are teachers of all SEND students, and regular training on SEND strategies is provided.
- As part of our CPD programme all staff receive training on differentiating for specific needs, and the four broad areas of need in the new Code of Practice.
- We access additional specialist support and advice from external agencies, including Mrs Sara Watts - Assessment and Learning, Ms Caryl Griffiths - Educational Psychologist and other outside agencies if and when necessary.

## **10. How do we know how effective our provision for children and young people with SEND is?**

- As part of the normal school development and self-review cycle, we carefully examine the data from results, student surveys and teacher observations to evaluate the effectiveness of the provision for all SEND pupils.
- Regular analysis of the progress students make is undertaken by the Achievement Coordinators, Subject teachers and the SENCo
- A termly link visit between Governors and the SENCo acts as an evaluation of the department.
- We measure the progress of all of those students who have specialist support and interventions through provision mapping software

## **11. What do we do to make sure children and young people with SEND are enabled to engage in activities available with children and young people in the school who do not have SEND?**

- We will ensure that we remove any barriers for any students with SEND for our activities in school.
- We actively encourage students with SEND to take part fully in the life of the school.
- We are a fully inclusive school.
- We track the uptake of all enrichment activities of all students in school, including those with SEND.

## **12. What support have we got in place for improving emotional and social development of our students?**

- We have a team of Student Support Team Workers who offer individual support, or small group support, to students with a range of emotional and social needs. We have a dedicated room where students can work if they are unable to cope with the demands of a busy classroom. Programmes are offered to support:
- Behaviour management
- Anger management
- Self esteem and anxiety ( FRIENDS programme)
- Social and Communication support ( TALKABOUT programme)
- We offer personalised timetables for students who have specific needs
- We offer 1:1 support around social and wellbeing issues
- There are lifestyle and well- being clubs in the Enrichment Room at lunchtimes
- We offer gardening club
- A number of staff are trained and act as Early Help Assessment lead professionals working with assigned students and families.
- Students may be assigned a wave 1, 2 or wave 3 mentor- 1:1 mentoring support from named adults around the school.
- All pupils have access to Student Support Workers at break and lunch time if additional support is needed with emotional and social development.
- We run a peer mentor system, where pupils receive additional support from an older, trained pupil.
- We work closely with the School Nursing team who run a drop in on site each week.
- We refer students with emotional needs to counselling- either via Butterflies ,CLD , Hope services or services that support bereaved young people
- We refer students with complex emotional and mental health needs to CAMHS

## **13. How do we involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEND and how do we support families?**

We draw on a range of local providers such as:

- NHS, Child Development Centre, local GPs, School Nurse;
- CAMHS;
- Children's Social Care;
- Early Help Intervention from CDC;
- Education Psychology Service;
- ASD specialist teacher from the Local Authority
- Behaviour Support Team, and PRU's
- Dash, CLD, Zig Zag, YOT, Butterflies, Families First, the Equalities service and other agencies as required.
- Outside agencies may come in and help us with assessments, providing advice as needed

## **14. What arrangements are in place for handling complaints from parents of children with SEND about the provision made at the school?**

- The school has a Parental Complaints Policy.

## **15. What other advice is available?**

Other advice is available from the SENDIAS service-Herefordshire SENDIASS service provides free information, advice and support to parents and carers of children with special educational needs and disabilities (SEND) and to young people with SEND up to the age of 25. Their contact details are:  
Monday to Friday 9am - 4.30pm

- Telephone: 01432 260955
- Email: [sendias@herefordshire.gov.uk](mailto:sendias@herefordshire.gov.uk)
- Address: Herefordshire SENDIAS, Franklin House, 4 Commercial Road, Hereford HR1 2BB

Herefordshire's local offer can be seen at

[www.herefordshire.gov.uk/education-and-learning/local-offer](http://www.herefordshire.gov.uk/education-and-learning/local-offer)