



# SEN Information Report

Sprowston Community High School 2018-19



# Introduction

Welcome to our SEN information report which is part of the Norfolk Local Offer for learners with Special Educational Needs (SEN).

We believe that Every Child Matters in our inclusive school and that every child is entitled to reach his or her full potential. As a school we work to ensure that we nurture the wellbeing of all our students in every aspect of school life by giving them access to personalised teaching, learning and assessment opportunities regardless of needs and abilities.

It is important to us that we develop the whole child. Whilst it is important to us that all children are supported to meet their academic potential, it is equally important that we ensure that children are safe, happy and well prepared for the future. We seek to develop as many opportunities as possible for student leadership, student voice and student engagement in extra-curricular activities.

We welcome as much communication as possible from all of our stakeholders but particularly parents and carers and the students themselves. We are keen to engage in discussions about what is working well but also what we can improve on. All children are different and so it is important that we hear as many voices as possible and can be flexible and innovative in what we offer to best meet individual needs.

# SEN Organisational Structure

SENCO/Acting Head  
Liz Wood

HLTA For SEND  
organisation  
and assessment  
  
Steph Grand

HLTA For SEND  
Interventions  
  
Rachael  
Richardson

HLTA for SEND  
English  
  
Carole Harris

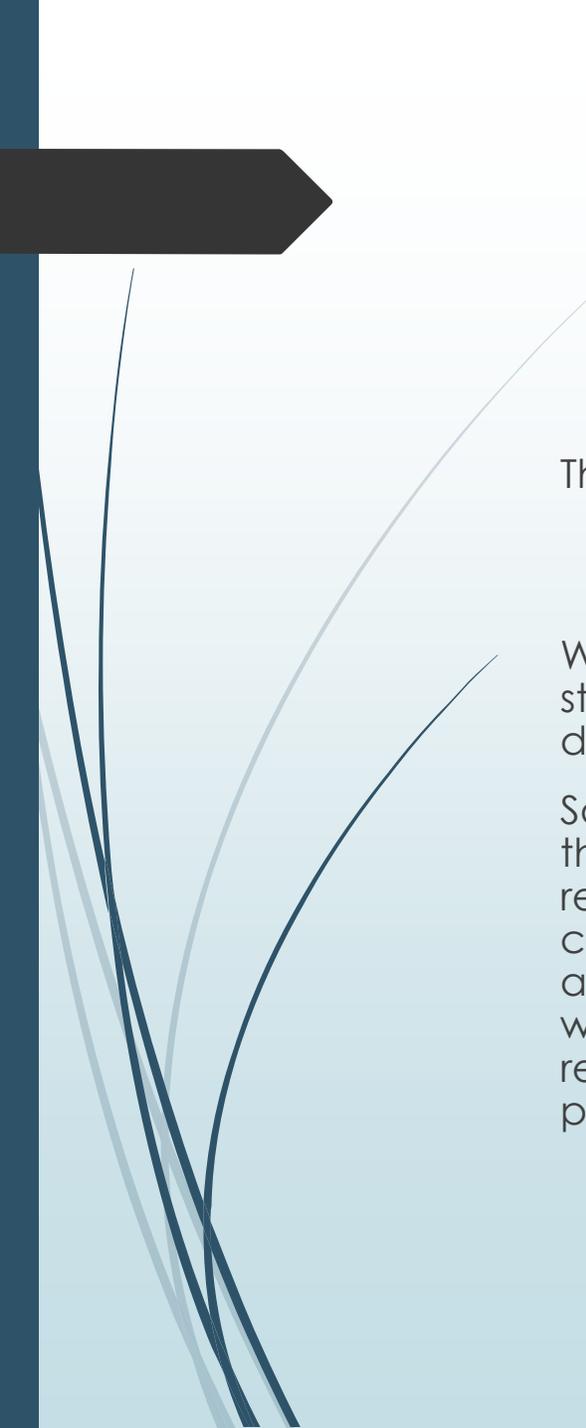
HLTA for SEND  
Maths  
  
Alison Dodd

Learning Support Assistants  
x7

English LSAs  
x

Maths LSAs  
x3

Science  
LSAs  
x2



# Identification of Students with SEN at SCHS

The Code of Practice (2014) says that:

***“A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.”***

We support all children whose needs fall within this definition according to their needs and strengths. The support we provide will be **“additional to or different from”** the normal differentiated curriculum and is intended to overcome the barriers to learning.

Some learners may fall behind for a variety of reasons which do not necessarily mean that they have SEN, for example they may have been absent from school for medical or other reasons, or they may have moved and attended several schools and not therefore had a consistent opportunity to learn. Some may have worries or have experienced trauma which affect their emotional readiness and ability to concentrate and learn. Where this is evident we will intervene although it does not mean that all children who are vulnerable for whatever reason have SEN. Only those with a learning difficulty that requires special educational provision will be identified as having SEN.



# Identification of Students with SEN at SCHS

We identify students as being SEN via a number of mechanisms, including:

- Detailed information sharing with Junior schools and other feeder schools at the point of transition
- Teacher feedback and assessments (including evidence of typical work)
- Screening tests and baseline assessments, including: reading speed, accuracy and comprehension tests; spelling tests; phonic awareness tests; handwriting speed; dyslexia/visual stress screeners; dyscalculia screeners
- Liaison with medical experts and external agencies, including: Sensory Support; Paediatricians; CAMHS and GPs.
- Liaison with SEN experts, in particular we have developed close and effective links with Willow Tree Learning and CEPP (the Child and Educational Psychology Practice)



# Assessment of SEN

In addition to specific SEN testing, we have 5 tracking points where teaching staff report on student attainment, progress and attitudes to learning. This allows us to closely monitor the academic progress of identified SEN students so that we can adapt or add interventions when progress is slower than we would hope. At the same time, the tracking analysis can allow us to identify previously unidentified needs.

Every fortnight, Heads of Year meet with the SENCO, SEN HLTA, Inclusion Manager and Pupil Premium Manager to discuss student progress, behaviour, attendance and general well-being. This provides an invaluable opportunity to information share and plan individual specific interventions.

We will also assess students for special access arrangements for exams at an appropriate time. Access arrangements may include: Extra time ; rest breaks, access to a reader or scribe; transcripts; use of a laptop; modified exam papers; other appropriate arrangements as agreed by the examination boards

# WE USE ASSESS, PLAN, DO, REVIEW



ASSESS	PLAN	DO	REVIEW
Strengths?	Academic outcome? Reading, writing or maths?	Strategy? Individual, small group, whole class?	Did the strategy work?
Barriers to learning?	Wider outcome? Communication, physical development, social skills, resilience or independence.	Questions, groupings, timings, cost, resources, bespoke or published?	What was the progress? Is it embedded?
Diagnostic assessment?		Communication with parent and pupil?	Remaining barriers? What next?



# Our SEND profile for 2016/17

The Code of Practice (2014) identifies 4 broad areas of need for SEND. These are:

**Cognition and Learning:** This includes global learning difficulties such as slow processing skills and poor working memory, as well as specific learning difficulties such as dyslexia and dyscalculia

**Communication and Interaction:** This includes learning barriers related to speech and language as well as communication difficulties linked to Autistic Spectrum Disorder

**Physical and Sensory Needs:** This includes more physical conditions such as visual and hearing impairment; hypermobility; cerebral palsy and other physical conditions

**Social, Emotional and Mental Health:** This includes students with ADD and ADHD as well as conditions related to emotional and mental health such as depression, anxiety, attachment disorders, eating disorders and OCD

Some students may have a primary SEN need in one area, but may also have secondary needs in a different area.

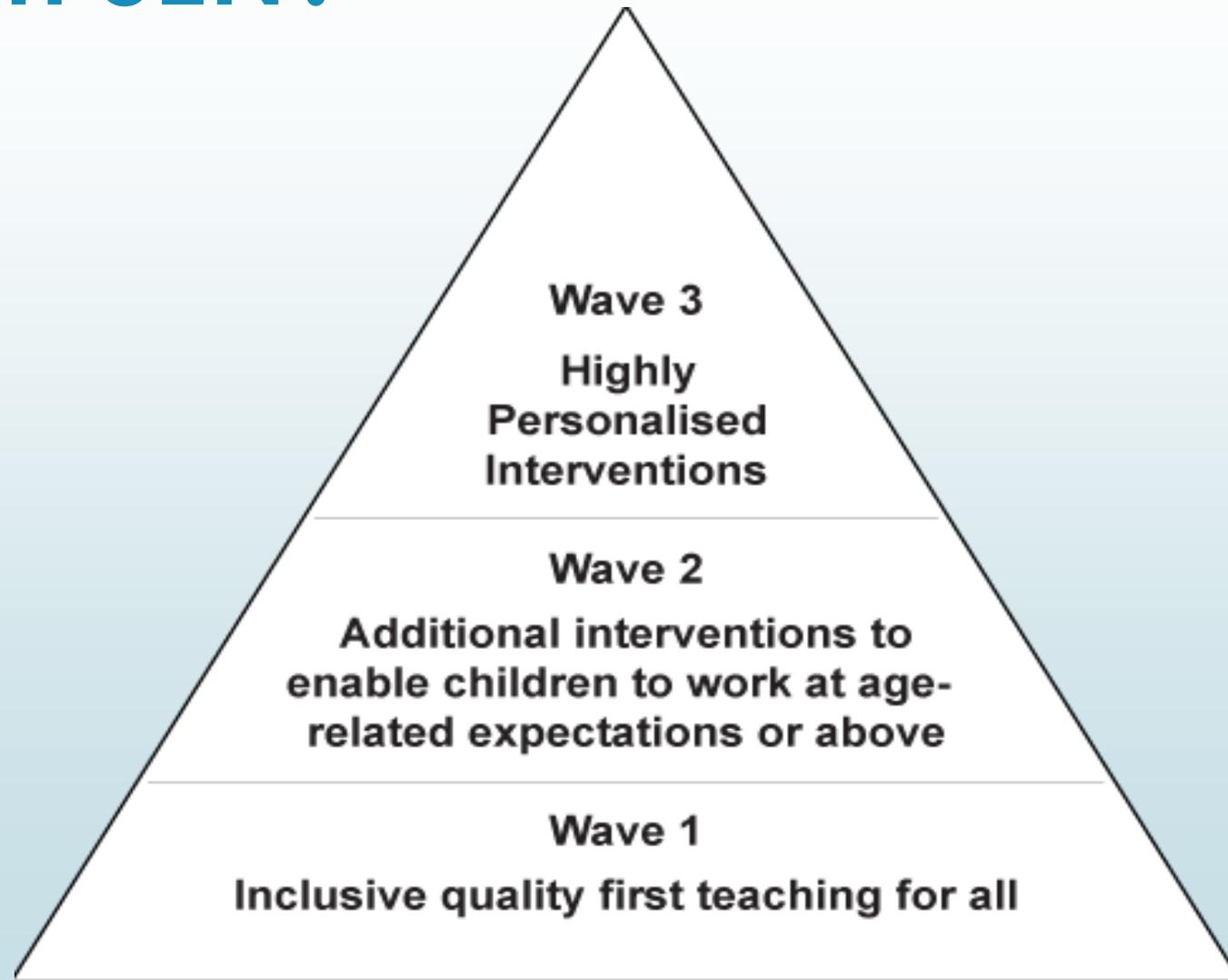
# Our SEND profile for 2018/2019

	Cognition and Learning	Communication and Interaction	Social, Emotional and Mental Health	Physical and Sensory Needs
Year 7	9	4	7	6
Year 8	14	3	10	0
Year 9	17	3	5	2
Year 10	13	5	3	1
Year 11	9	1	7	2
Year 12	0	0	0	1
Year 13	2	0	3	0
Totals	64	16	35	12

# Our SEND profile for 2017/18

	<b>EHCP</b>	<b>SEN Support</b>	<b>Total</b>
<b>Y7</b>	<b>7</b>	<b>19</b>	<b>25</b>
<b>Y8</b>	<b>3</b>	<b>33</b>	<b>35</b>
<b>Y9</b>	<b>7</b>	<b>22</b>	<b>28</b>
<b>Y10</b>	<b>4</b>	<b>20</b>	<b>22</b>
<b>Y11</b>	<b>4</b>	<b>18</b>	<b>22</b>
<b>Y12</b>	<b>0</b>	<b>1</b>	<b>1</b>
<b>Y13</b>	<b>0</b>	<b>5</b>	<b>5</b>
<b>TOTAL</b>	<b>25</b>	<b>118</b>	<b>138</b>

# How do we support students with SEN?





# How do we support students with SEN?

- Student specific information and advice to teachers via: student profiles; SEND Alerts; SEND briefings and inset
- Teaching and support staff CPD on specific SEND needs and the potential barriers these create
- Differentiation and bespoke teacher support in the classroom
- In class LSA support (individual and small group)
- Individual and small group interventions: Catch up Literacy; Catch up Numeracy; Science; Phonics; Handwriting; Spelling Mastery
- Y7 Humanities Nurture Group
- Intervention and 1:1 support for ASD/ADHD
- KS3 Catch Up Numeracy and Numeracy Intervention Groups
- KS4 Functional English Groups



# How do we support students with SEN?

- EAL support
- Bespoke support packages in the SEN Area (the ARC)
- Personalised timetables
- Before school and lunchtime SEND clubs and access to the ARC
- TITAN programme to promote independent travel
- LSA mentoring and IEP support
- Tutor time booster sessions and mini forms
- Referrals to COMPASS for individual and small group work sessions to promote emotional resilience and well-being
- LSA support in accessing off site provision (as appropriate)



# How do we adapt the curriculum and provision?

We expect all staff to seek to meet the individual needs of SEN students by offering appropriate differentiation in the classroom. This may include:

- Careful use of seating plans
- Use of writing frames, exemplar materials and scaffolded work
- Access to appropriate technology such as laptops and ipads
- Printing resources/producing powerpoints on appropriate coloured backgrounds
- Matching questioning to student need
- “Checking in” with students to clarify understanding
- Using teaching and learning methods which are flexible and varied and appeal to different learning styles
- Supporting verbal instructions with written printouts
- Providing positive feedback and praise where possible



# How do we adapt the curriculum and provision?

We seek to adapt the curriculum in a number of ways:

- Our Y7 Humanities Nurture group offers a more gradual transition to high school for those SEN students who may find this more challenging. Groups of about 8-10 students on each side of the timetable cover the Humanities curriculum in a more integrated and hands on way, developing confidence and social skills as well as academic skills and understanding
- Each year, we remove approximately 15 students in Y7 from Modern Languages and instead provide them with the opportunity to use this time to develop skills and confidence in literacy and numeracy. This programme of intervention is in place for Y8-Y9
- From September 2017 we will be introducing a new intervention model for SEN and Disadvantaged Students, allowing students from Y7 to Y11 to benefit from timetabled interventions
- From 2016, selected students in Y10 and Y11 will study Functional Maths alongside their GCSE in Maths
- Students joining us with more complex/high level needs may be offered a more personalised curriculum in KS3, allowing them to focus on developing basic skills and confidence before taking on a wider breadth of subjects



# The ARC

SEND provision at Sprowston Community High School is based in the ARC (Achievement Resource Centre)

This is a suite of purpose built classrooms and offices which are used by our SEND team to offer a range of support packages in a safe, calm and nurturing environment. The ARC is in the heart of the school, reflecting our ethos of inclusion.

In addition to taught lessons and independent work, the ARC is available to students at lunchtime as part of our lunchtime provision for SEN students



# The importance of Transition Y6- Y7

For SEND students and their families, transition to High School can be a daunting and stressful experience.

We take Transition very seriously and try very hard to make it as stress-free as possible by:

- Meeting with our colleagues in Primary schools to share information
- Attending EHCP/statement reviews/FSPs in Y6 so we can get to know the students better
- Allocating specific LSAs to Y6 students so that they can visit students in their own school before they join us
- Offering additional SEND transition days for students who are likely to find transition more tricky
- Sharing student specific information with staff in September so that they fully understand your children's needs



# The importance of Transition post 16

We understand that some SEND students find it hard to navigate post 16 opportunities and may find it overwhelming and stressful.

We help by:

- Offering SEND students Individual career interviews via our Beacon East providers
- Supporting students with applications
- Supporting students on Open Days and Interviews
- Meeting with parents to agree appropriate pathways and support packages



# How do we find out if our support is effective?

- Detailed student specific analysis at all tracking points
- Impact Intervention forms completed by our SEN team
- SEN student voice is regularly sought throughout the academic year
- SEN parent voice is formally sought once per year, but is also informally given throughout the year and interactions with school and SEN staff
- EHCP Reviews
- Monitoring the impact of interventions on baseline data such as reading and spelling ages
- Regular liaison with other professionals supporting students with SEND needs such as Occupational Therapists and Sensory Support
- Regular external reviews from partnership organisations such as CEPP and Willow Tree Learning
- Regular reports to Governors throughout the academic year and reporting to the Governor's Achievement Committee



# Equality

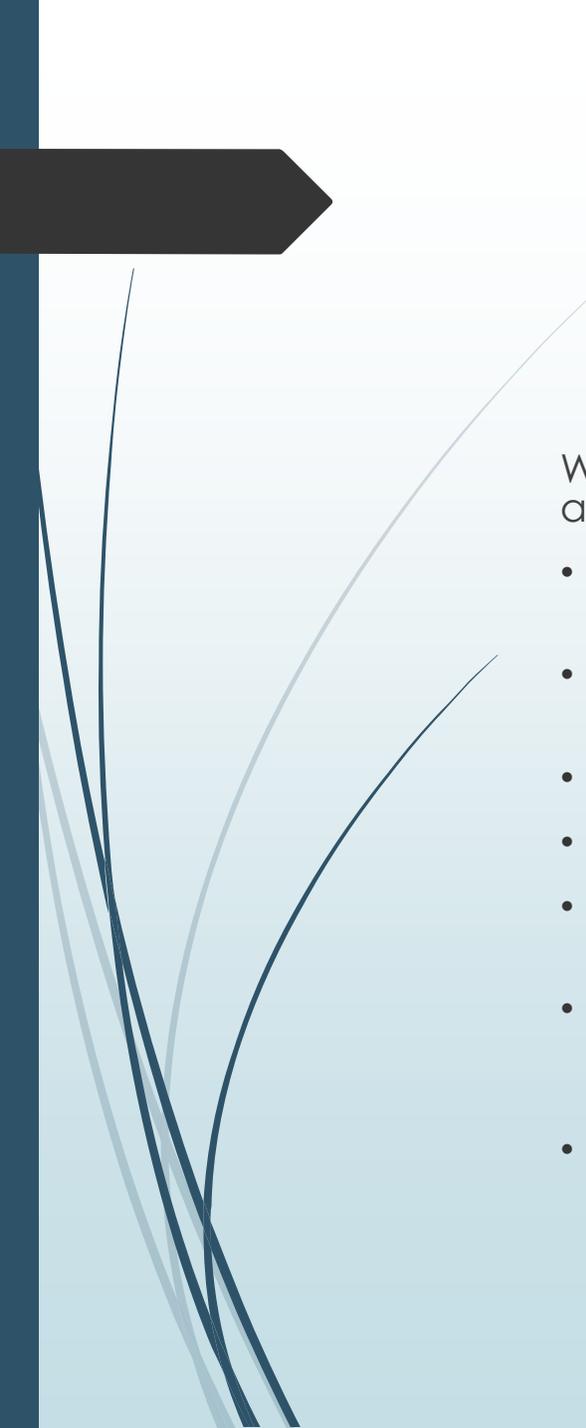
We are committed to making reasonable adjustments to ensure participation for all our students in any planned activity. All staff at SCHS are aware of the requirements of the Equalities Act, 2010 which places specific duties on schools, other settings and providers including the duty not to discriminate, harass or victimise a child or adult linked to a protected characteristic defined in the Equality Act and to make “reasonable adjustments”.

The Equality Act defines disability as:

***“A person has a disability for the purposes of the Act if (s)he has a physical or mental impairment which has a substantial and long term adverse effect on his/her ability to carry out normal day-to-day activities.” (Section 1 (1)) Disability Discrimination Act, 1995***

This definition of disability as described in the Act includes children with long term health conditions such as asthma, diabetes, epilepsy and cancer.

Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Children and young people may therefore be covered by both SEN and disability legislation.



# Accessibility

We are committed to making sure our school site, curriculum and extra-curricular activities are accessible to ALL students including those with SEND needs. This includes:

- Ensuring that the site is accessible to disabled users by providing appropriate ramps, disabled toilets, rails and a range of appropriate ground floor facilities
- Ensuring that the timetable is adapted so that disabled users can have all of their lessons in ground floor classrooms
- Providing laptops and tablets to identified students
- Providing full Exam Access Arrangements
- Ensuring, where possible, there is LSA support so that all students can access extra curricular activities with appropriate support
- Seeking professional support to help us get it right for students. For example working with Occupational Therapists and Sensory Support to ensure that furniture and desks are adapted and doorways are appropriate widths
- Offering specific opportunities to disabled students to flourish, for example we regularly take students to the Adapted Games at the UEA



# Have Your Say

Sprowston Community High School is a community school. We aim to shape and develop provision for all of our learners with a view to ensure achievement for all.

This SEN report declares our annual offer to learners with SEN, but to be effective it needs the views of parents/carers, learners, governors and staff. Please engage with our annual process to “assess, plan, do and review” provision for SEN. We will routinely seek to gain stakeholder voice via parent/student/staff questionnaires; coffee mornings; student panels and during events such as Parent’s Evenings and Open Evenings. We do believe strongly in effective partnership working and recognise that parents and young people often have exciting and relevant ideas as to how we can improve our SEND provision even further.



# What was said last year and what did we do about it?

**SEN student voice and some parent feedback told us that you were concerned about some low-level disruption, particularly in sets 3 and 4.**

We have reviewed our behaviour policy and from September 2018 will be launching a consistent, whole school approach to low-level disruption. This should raise our expectations of student engagement and reduce the extent to which learning is disrupted. This should allow SEN learners to experience more consistent and purposeful learning environments.

**Parent and student voice has told us that some students with ADHD and ASD find it difficult to manage in school and need additional support.**

We have employed a TA with specific responsibility for ADHD/ASD. This will include 1:1 sessions, mentoring and in class support. We have also increased staff training around ADHD and ASD

# Contact Us

**Liz Wood**  
SENCO/Acting Head of School  
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**01603 485266**

**Steph Grand**  
HLTA to SEND  
[grands@sprostonhighsch.org](mailto:grands@sprostonhighsch.org)  
**01603 485266**

Please email or call us if:

- You have information to share about your child
- You want to ask a question about your child or your child's provision, progress, well being or support
- You are concerned about your child
- You would like to come in and discuss your child with us



# Useful Links

- ▶ [www.norfolk.gov.uk/SEN](http://www.norfolk.gov.uk/SEN)
- ▶ [www.dfe.gov.uk](http://www.dfe.gov.uk)
- ▶ [www.norfolkparentpartnership.org.uk/](http://www.norfolkparentpartnership.org.uk/)
- ▶ [www.norfolk.gov.uk/children-and-families/send-local-offer](http://www.norfolk.gov.uk/children-and-families/send-local-offer)
- ▶ <http://www.willowtreelearning.co.uk/>
- ▶ <http://www.cepp.co.uk/>