



SEN Information Report

Stour Valley Community School is committed to offering an inclusive curriculum to ensure the best possible progress for all of our students whatever their needs or abilities. In addition we develop a culture where everyone's contribution and successes are celebrated and where students are prepared for life in an ever changing society.

We are committed to providing all students with full access to a relevant, balanced and differentiated curriculum regardless of ability or need. As part of this commitment, the Learning Support Team aims to identify and assess students with special educational needs (SEN) and provide support strategies to enable staff to meet the needs of these students across the curriculum.

Students have SEN if they have difficulty accessing the curriculum, temporarily or in the long term, which calls for special educational provision to be made for them. Students have difficulty accessing the curriculum if they have significant difficulties in learning in comparison with the majority of students of the same age or they have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for students of the same age. Stour Valley Community School is committed to narrowing the attainment gap between SEN and non-SEN students. This may include targeted after school interventions, short-term intervention learning or other learning interventions developed on an individual needs basis.

The SEN Co-ordinator is: **Miss Stewart**

The Governor with responsibility for SEN is: **Mr Jenkins**

The SENCO can be contacted via the main school telephone number (01787 279342) and then asking for the SEN department.

Identification of students with SEN

Stour Valley Community School will identify students as having SEN through a variety of ways which may include some or all of the following:

- Liaison with previous school;
- Performance below age related expected levels;
- Concerns raised by parent;
- Concerns raised by member of staff;
- Liaison with external agencies;
- Health diagnosis affecting learning.

How we create an individual SEN Profile

The aim of our provision is to identify and assess the SEN and to plan the provision needed for each student to achieve their best at Stour Valley Community School. Some students with SEN may need extra support to achieve their learning potential. A student profile will be put in place that will identify the needs of the student and how best to support them.

- The student's views and what they want to achieve
- The views of the parents
- A school based learning assessment
- Current and expected levels of attainment

The profile will include outcomes, so all involved will be aware of the targets and strategies in place to support the students. These targets will be reviewed at a later date.

Arrangements for consulting parents

Students and parents are at the centre of decision making to ensure high quality, individual support which is carefully planned around the specific needs of each student. We put great emphasis on understanding and addressing students' wider needs, resulting in a more personalised approach.

- We believe in working in partnership with parents.
- The SENCO oversees the progress of students requiring support across the school.
- Each subject teacher will differentiate and personalise work to meet the needs of the student and ensure progress is being made. Parents will have a chance to meet their student's subject teacher during Parents' Evening.
- Student progress will be reviewed termly.
- Meetings will be arranged to agree transition arrangements and support, as needed.
- Further information is available through the SENCO to discuss support in more detail.

Arrangements for consulting students with SEN

- Students will be fully involved when compiling their school profile.
- Students will be involved in reviewing their progress, targets and the support strategies which are in place. Students will actively contribute to agreeing learning outcomes.
- The Learning Support Team and Pastoral Team will support students in school.

Assessment and provision for students with SEN

Data is used to track student progress. Students will be set challenging targets. The Learning Support Team's role is to support students in attaining their targets. Individuals who are not making the expected progress in school are identified by staff and discussions take place concerning why students are experiencing difficulty and what further support can be given to aid their progression. Progress is discussed with parents and comments are made against each target to show what progress the student has made. If the targets have not been met, the reasons for this will be discussed and the target may be adapted. Our graduated approach aims to ensure students have timely and appropriate interventions matched to their needs. Progress is then reviewed through tracking and monitoring.

Progress is tracked by

- Reviewing progress including interventions
- Assessing reading and spelling ages annually
- Informal feedback from staff
- LSA notes after lessons

Progress is discussed with parents and students at review meetings. To support progress tracking staff may use

- Start and end point assessments
- External reports
- Student feedback
- Parental feedback
- School reports
- Teacher feedback

How the school will prepare and support your student when joining the school and transferring to a new school

Parents are encouraged to highlight any SEN needs at the earliest opportunity. Places are allocated by strict criteria which do not discriminate against students with SEN. All new students are encouraged to visit the school prior to starting. We run transition days for Year 6 students in collaboration with Primary Schools, allowing students to spend time in the school and meet the teachers. Year 6 SEN students are visited in their current school to obtain comprehensive feedback on their development including strategies currently in place. Students with a EHCP (Education, Health and Care Plan) will be offered a bespoke package of transition activities.

When a student is transferring from Stour Valley Community School to another educational establishment the SENCO liaises closely with other education settings and provides information as requested.

How the school's resources are allocated and matched to student's SEN needs

Students who have SEN have those needs met within the limits of the school budget. The team of LSAs are funded from the SEN budget and deliver programmes designed to meet the needs of students in class, in groups or on a 1-1 basis. Academic and ASDAN courses are available at Key Stage 4.

The table below shows provisions and interventions that are available at Stour Valley Community School for each stage of the graduated approach and against each category of need. It also shows examples of external provision. Additional support may be triggered when limited progress is being made. For example, if a student is not making progress through Wave 1 provision, then they may move onto a Wave 2 provision.

Category of Need	Wave 1 (Quality First Teaching – whole school)	Wave 2 (Additional support e.g. Targeted work for particular groups)	Wave 3 (Intensive support e.g. Individualised interventions)	Examples of External Provision
Communication and Interaction	<ul style="list-style-type: none"> • To utilise support included on school profiles for students • Extra take-up time for responses to questions or contributions to group discussion. • Extra time for activities (e.g. written work, practical activities) • Using practical activities and experiential learning, including work with concrete/visual materials and objects of reference to establish concepts and skills. • Opportunities for student/young people to transfer/generalise their learning in different contexts. • Opportunities for revision and over learning. • Access to groups where students are working with peers of similar levels. • Access to grouping that enables students to work with peers who will provide good role models for language and communication skills and for co-operative and independent application to task. • Teaching methods include the use of visual aids, objects of reference, signalling and signing to support understanding and the development of language in lessons. • Clear classroom routines supported by visual cues. • Teaching and learning which is multi-sensory and well structured. • Strategies to develop and extend listening and attention. • Flexibility in timetabling (reduced movement from different classes or leaving class early to avoid crowds at transition points) • Access to simple, everyday assistive devices which aid access to the curriculum. (sloping writing surfaces, pencil grips, a range of scissors, including left handed scissors, laptop, alpha smart, reading pens) 			Speech and Language Therapist Specialist Teachers Educational Psychologist
Cognition and Learning		Maths Catch-up Passport Maths Literacy Catch-up Accelerated Reader Homework Club Reading Recovery TRUGs	1:1 Literacy 1:1 Maths Toe by Toe TRUGs Power of 2 Beat Dyslexia	Educational Psychologist
Social, mental and emotional health		Social Skills Group Pastoral Support Mental Health Group	Rainbows	CAMHS (mental health) CISS (County Inclusion Support Service) Clinical Psychologist
Sensory and / or physical		Handwriting Support		Input from Specialist Teacher Specific Equipment (tables/hoists) Occupational Therapy Physiotherapy

Specialist Service and Experience

- The SENCO is fully qualified and accredited
- The school works closely with external agencies relevant to individual student's needs.
- Staff are trained on SEN needs. Training and updates are provided as required.

Accessibility around the school

The school site is wheelchair accessible with disabled toilets. The school has lift access to the first floor. Additional support could include:

- Modified furniture
- Mobility Training
- Access to specialist teacher input
- Coloured overlays
- Access to laptops
- Special consideration for examinations

There are also parking areas for pick-up and drop-off. For further information, please see the school's accessibility plan.

Evaluation of SEN Practice

The effectiveness of the policy will be evaluated in the following ways:

- The level of progress individual students make
- By developments in teachers' practice and awareness of special needs and how to support students
- The extent to which modification to curriculum/teaching strategies for individual students have been incorporated into class practice
- The extent to which the general curriculum has been developed in response to meeting the needs, interests or aptitudes of students

This will be monitored by the SENCO and the SLT through the school's self-evaluation process. The SENCO will prepare an Annual Report to the school's Governing Body.

The Governing Body will:

- ensure that the necessary provision is made for any student who has SEN to ensure that, where the school has been informed that a student has SEN, those needs are made known to all who are likely to teach them;
- ensure that teachers in the school are aware of the importance of identifying, and providing for students who have SEN;
- ensure that a student with SEN has equal access to activities in school together with students who do not have SEN, so far as is reasonable, practical and compatible with the student receiving the special educational provision and the efficient education of the students with whom they are educated and the efficient use of resources;

The Governing Body will ensure that:

- the SEN policy is regularly monitored, evaluated and reviewed
- the effectiveness of the school's work on behalf of students with SEN are considered and reported on an annual basis
- in light of the above consider whether the policy needs amending.

Activities outside the classroom and during trips.

All students are included in all parts of the school curriculum including work experience and the aim is for all students to be included on school trips. We will provide the necessary support for activities outside the classroom. A risk assessment is carried out prior to any off site activity to ensure everyone's health & safety will not be compromised. In the unlikely event that it is considered unsafe for a student to take part in an activity, then alternative activities which will cover the same curriculum areas will be provided in school.

Pastoral Support

The pastoral team is made up of Year Leaders, Attendance Officer and Deputy Headteacher. They support all students in the school with pastoral issues whilst monitoring academic achievement and attendance. The school and pastoral team take bullying incidents very seriously. For more information please view our anti-bullying policy.

The pastoral team have access to a number of internal strategies that may be used for students including SEN students and those needing additional support for emotional and social development. The pastoral team also have access to a number of external support organisations that aim to support students with their behaviour and emotional and social development. The SLT link for pastoral is: **Mrs Stronach**

Links with outside agencies

Stour Valley Community School works in a collaborative partnership with many different agencies. This means that a supportive plan can be developed to meet a student's needs both in and out of school. Regular meetings are held to monitor the plan and make changes, when necessary. In addition to the Learning Support Team, the Pastoral team have access to support from a number of outside agencies.

Some students with SEN may need support from professionals outside of the school setting. If this is the case then the views of these professionals will be considered in drawing up the student profile. This could include:

- Parents seeking medical advice.
- School requesting Educational Psychologist involvement.

This will mean there may be more people at the review meeting, but everybody will have something to do to help the student be successful.

Please view the Suffolk 'Local Offer' for additional services offered by the Local Authority (LA). This can be found on the Suffolk.gov website.

Complaints procedure

The majority of concerns from parents, carers and others are handled under the following general procedures.

The procedure is divided into four stages;

- **Stage 1** aims to resolve the concern through informal contact in school.
- **Stage 2** is the first formal stage at which written complaints are considered by the Headteacher or designated governor.
- **Stage 3** is the next stage once Stage 2 has been worked through. It involves a complaints review panel of governors.
- **Stage 4** is the LA Review Stage where the local authority will review and comment upon the way we have dealt with a complaint.

The procedures are explained in more detail in the school's complaints procedures.

Raising a concern relating to SEN

- Contact Miss Stewart via telephone or email
- 01787 279342 estewart@stourvalley.org

Useful Contacts

SENDIASS (formerly Parent Partnership) - 01473 265210

SEND Guide for Parents and Carers

<https://www.gov.uk/government/publications/send-guide-for-parents-and-carers>

Suffolk Local Offer <http://infolink.suffolk.gov.uk/kb5/suffolk/infolink/localoffer.page>

Essex Local Offer <http://www.essexlocaloffer.org.uk/>