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## **Introduction**

This is the SEND Information Report which is part of the Local Offer for learners with Special Educational Needs and Disabilities (SEND). All Governing Bodies have a legal responsibility to publish the SEND report on their website and update it when required, at least annually.

The report must contain:

- (a) such information as may be prescribed about the implementation of the governing body's or proprietor's policy for pupils at the school with special educational needs;
- (b) information as to—
  - (i) the arrangements for the admission of disabled persons as pupils at the school;
  - (ii) the steps taken to prevent disabled pupils from being treated less favourably than other pupils;
  - (iii) the facilities provided to assist access to the school by disabled pupils;
  - (iv) the plan prepared by the governing body or proprietor under paragraph 3 of Schedule 10 to the Equality Act 2010 (accessibility plan located separately on website)

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### **1. Contact information**

Miss Shelli Woods is the Acting SEND Co-Ordinator and has day to day responsibility for co-ordinating SEND provision at Stour Valley Community School. (Mrs Rachael Chester is the SEND Co-Ordinator but is currently on maternity leave.)

### **2. Identification**

At Stour Valley Community School we are passionate about ensuring all our students can play a full and active role within the school. We do not discriminate against pupils due to their Special Educational Need or Disability. We will endeavour to make appropriate access arrangements or adaptations depending upon the individual need and ensure that all students can partake in the daily life of the school. We identify the needs of students in a range of ways. We use data sources from primary schools, school assessments and psychometric tests (LUCID Exact). We also have a range of ability tests which help us identify how best we can support our students. Teacher feedback and information from parents and external professionals is also paramount in understanding the needs of our students.

Students are identified through regular monitoring by class teachers, support staff and pastoral teams. They will report any concerns to the SENDCo or relevant LSA. Further assessment or investigation, if required, can be carried out by staff or relevant outside agencies. Staff can raise concerns directly with the SENDCo at any time. Parents can also raise any concerns they have with the school at any time through the pastoral systems, teaching staff or directly with the SENDCo

### **3. Admission**

There is no difference in the admission arrangements for pupils with Special Educational Needs who do not have an EHCP to the arrangements from other pupils. All students on admission are assessed individually to identify specific needs, talents, abilities and challenges.

### **4. The Department**

The department is made up of a team of 6 full and 3 part time staff (including Rachael Chester, though currently on maternity leave). That includes 7 Learning Support Assistants. Our department offers a range of support including; in-class support, where our LSAs are based primarily in Year group areas and plan with teaching staff; small group work; extra-curricular activities and groups; lunch and break supervisions and where necessary. We also work closely with the Mental Health Lead (Miss Howard) and students can access, via referral to her, Mentoring support and advice.

## 5. Who we work with

We currently have pupils with a range of SEND needs including autism, specific learning difficulties (including dyslexia), SEMH, SLCN, hearing impairment and learning delay. We have students with additional needs in all four of the SEND outlined categories; Cognition and Learning, Communication and Interaction, Social, Emotional, Mental Health difficulties and Physical and Sensory.

The numbers of students we support are (valid as of June 2024):

	Total PAN for each year group	Total in year group at 17/06/2024	EHCP <sup>1</sup>	School Support <sup>2</sup>	Total EHCP/ School Support	%
Year : 7	120	118	9	18	27	22.88%
Year : 8	120	116	4	11	15	12.93%
Year : 9	120	114	5	17	22	19.29%
Year : 10	120	116	5	12	17	14.65%
Year : 11	120	115	4	9	13	11.30%
<b>Overall total:</b>	<b>600</b>	<b>579</b>	<b>27</b>	<b>67</b>	<b>94</b>	<b>16.23%</b>

## **6. Reviewing**

All students on the SEND register have a Person Centred Plan (PCP) which is shared with staff and is reviewed regularly. Students with an Education, Health and Care Plan also have an Annual Review which is monitored by the Local Authority. These students may receive support in class as well as from external agencies and/or school based specialists, depending upon their needs and wishes, as identified in the EHCP or PCP. This may involve Outside Agencies such The Specialist Education Service, Speech and Language Therapy (SALT), Advisory Teachers for Specific Learning Difficulties and Educational Psychologists. The thoughts and wishes of the child are at the centre of everything we do to support them and they are involved at every step to guarantee that the support offered is best for the individual and meets their needs. Care is taken to support and guide students where their personal wishes may not be in their best interests and may hinder their progress in meeting their best possible outcomes. Students identified as School Support (K) are discussed at regular Pastoral meetings and Wellbeing meetings to ensure the support they receive is sufficient and continuing to have impact.

## **7. Support**

At Stour Valley Community School, we are inclusive and believe all children have the right to a balanced and broad curriculum. Strong Adaptive teaching is key in this success. Staff training and regular communication is at the heart of identifying and supporting our learners. We are able to be flexible to the individual needs of students and can provide opportunities for support in many differing ways, including 1-2-1 sessions, small groups, mentoring, in-class support, and the use of external agency support. We offer training to all of our staff to ensure that they have the knowledge and skills to work with our SEND pupils. This enables us to offer an adaptive curriculum to meet the needs of all of our learners. We have support for mental health and wellbeing, please visit the Wellbeing section of the website. Miss Bryant oversees the provision for LAC children and works with relevant agencies in ensuring their support needs are met.

## **8. Opportunities**

We value all our students equally, irrespective of race, social class or disability and treat them all equally. All children are given the opportunity to attend after school clubs, trips (including residential trips) and to take on roles and responsibilities throughout the school, such as the student council, prefects and the CEC (Climate emergency committee).

## **9. Governing Body**

The Governing Body receive termly updates on the SEND provision offered at Stour Valley Community School including new developments, successes and areas for future development. Current and new legislation is also reviewed, as well as information on local and national programmes and research which may be relevant.

## **10. Parents**

The role played by the parents of students with special educational needs and disabilities is essential to the well-being of their children within school. They are involved in meetings relevant to the needs of their child and we rely on their expertise. Parents may meet with the SEND team, the Pastoral Team, or Senior colleagues depending on support required for their child. Parents are invited to attend all Annual Reviews for students with an Education, Health and Care Plan. Annual Reviews are offered in person, online or over the phone to support attendance and access.

## **11. Transition**

Transition into school and at important Key Stage changes can be a time of anxiety for children with SEND and their parents/carers. It is recognised that all transitions offer the opportunity for parents/carers to discuss the needs of their children, and any concerns with the receiving school staff. It is recognised that parents/carers know their children well, and therefore transition is considered the start or continuation of a partnership. The SENDCo will visit primary schools when appropriate and liaise with the Head of Year 7 to share information. Students with an Education, Health and Care Plan will also receive support as part of their Annual Review in year 9 and again in year 11 to ensure that they are fully prepared for the transition to adulthood. The SENDCo and LSA's will also support students and parents through this transition into KS5.

## **12. Staffing**

<b>Staff</b>
Mrs R Chester (Maternity leave)
Miss Shelli Woods
Mrs Claire Cutter
Mrs Christina Pearson
Ms Pippa Johnstone
Mrs Zoe Milburn
Mrs Jo Jones
Mrs Mariana Nott
Miss Morrigan Rimmer (Miss Lauren Howard)

Some of our LSAs have completed a TA programme, and one is completing ELSA training. All receive up to date training in our most prevalent needs. All staff receive regular training in SEND. We have staff who are trained in Autism, mental health first aid, and a staff member who coordinates The Princes Trust Programme. Rachael Chester has achieved the National SENDCo award.

### **13. Communication**

At Stour Valley Community School we encourage open communication at all times. Where an issue arises we encourage parents to contact relevant staff members. If you are not satisfied with any aspect of the SEND provision provided at SVCS, please follow the complaints procedure.

### **14. Local Offer**

Additional information regarding the SEND Code of Practice 2014/15: 0-25 can be found at:

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25> Additional information about Suffolk's Local Offer and SEND procedures can be found at [www.suffolk.gov.uk](http://www.suffolk.gov.uk) <https://infolink.suffolk.gov.uk/kb5/suffolk/infolink/localoffer.page?localofferchannelnew=0>