

SEND Information Report

SEND provision

Testwood School is a mainstream school. All children are valued equally regardless of their abilities. All children are entitled to have access to a broad, balanced and relevant curriculum which is differentiated to meet individual needs.

Policies for Assessment of students with SEND

The Learning Support Department:

Mrs Carol Sim (Assistant Headteacher/Special Needs Co-ordinator (“SENCo”)) leads a team which includes an established, experienced Higher Level Learning Support Assistant and a number of in class Learning Support Assistants. All members of the team are encouraged to participate enthusiastically in in-service training and are well informed of school and county SEND practice.

Contact Details

Mrs C Sim AHT/SENCO can be contacted on 02380 862146 or c.sim@testwood.hants.sch.uk

For students formal assessments in each subject are carried out at least half-termly to monitor progress and achievement.

Our teachers are trained to identify if students are struggling to manage effectively in their lessons and a clear and robust referral system is in place to respond to this. Using this system teachers identify students who are under performing in their subject and they will then be investigated further to assess any reasons for this under-performance.

Meetings will then take place with both the pupil and the parent and alongside feedback from the class teachers, an informed decision about what interventions need to take place is made in order for progress to develop.

The AHT/SENCO reviews and monitors progress of SEND students both formally and informally as a matter of course.

The AHT/SENCO has regular contact with external Support Agencies. The agencies vary according to the needs of the students but a "core support team" include:

- Hampshire Educational Psychology Service
- Hampshire Special Educational Needs Team
- Hampshire Ethnic Minority Achievement Service
- Hampshire SEND Teacher Support Services (Specialist Teacher Advisers)
- Speech and Language Therapists
- School Nursing Team
- Hampshire SENDIASS
- Child and Adolescent Mental Health Service

Effectiveness of School Policies

- All students' progress is reviewed and reported to parents/carers termly. Progress of students with SEND is tracked and monitored by the AHT/SENCO. Where progress is a concern appropriate interventions are implemented and reviewed with teachers across the curriculum. Any concerns are discussed with parents/carers.
- Parents/carers are encouraged to liaise with AHT/SENCO by email in the first instance. Key workers are also available for day to day concerns. Communication between The Learning Support Department and parents/carers is a key strength of the school.
- A member of the Trustees is linked to the SEND department.

Differentiation and Staff Training

- Staff are informed about individual needs of students with SEND alongside strategies and interventions. These are reviewed and if necessary updated termly.
- Every curriculum area has an SEND representative who is in regular contact with the AHT/SENCO and they attend meetings termly. SEND students are discussed at every department meeting and the minutes distributed to the AHT/SENCO. SEND information and best practice is also shared at these meetings – in order to promote high quality first teaching.
- In house training is provided to all staff during staff meetings with a separate specific Induction Programme for new staff
- Training and SEND information sharing is embedded within the school's ethos and part of daily good practice
- Students whose KS2 English levels are working well below the expected level of attainment are considered for additional Literacy Support. This may at times require them being removed a curriculum subject in order to allow space on the timetable to receive this intervention

- For students with significantly delayed reading skills there are a number of interventions (Accelerated Reading scheme, Precision teaching and the tutor time reading programme) in place to ensure progress in their reading ages.

The Curriculum and Learning Environment

- In this school:
 1. All children are valued equally regardless of their abilities.
 2. All children are entitled to have access to a broad, balanced and relevant curriculum which is differentiated to meet individual needs.
 3. We promote independent learning – for some of our vulnerable students this is challenging for them, but with the school and parents/carers working together, alongside effective LSA support and quality first teaching this can soon be achieved.

Every effort is made to meet a wide range of needs.

- Timetables are personalised
- Advice is sought from external agencies.
- Individual adaptations to the curriculum are made for students when appropriate.
- In class support
- Differentiation of resources – content, process, product and learning environment
- Withdrawal for small group/individual work/tuition
- ELSA
- Social Skills
- Lego Therapy
- Precision Teaching
- Communication and Language support
- Tutor time reading programme
- Testing procedure for access arrangements for examinations.

Additional support

- Students with an EHCP will be allocated support from an LSA in specific areas of the curriculum.

This form of support is discussed with Curriculum Leaders and parents/carers to establish agreed areas of concern. The AHT/SENCO reviews and monitors progress of individuals both formally and informally as a matter of course.

- Students on the Learning Support Register will also receive some form of additional support, as seen in the list above
- The school employs a specialist examination assessor to ensure access arrangements for formal exams are available for those students who meet criteria. These assessments usually take place towards the end of KS3 in preparation for GCSEs. Parents/carers are informed of the outcome.

Available support for emotional and social development

At Testwood School this is the responsibility of all staff within the school from tutors right up to the Headteacher. Such a universal and whole school approach develops a culture in which dealing with emotional and social development is the norm and not a taboo subject. It is then acceptable to acknowledge difficulties and ask for help. Rigorous structures are in place between all staff teaching to ensure a holistic view of the pupil is secured and concerns are identified at the earliest opportunity.

- The AHT/SENCO meets formally with all Year Leaders and the Pastoral Support Worker to ensure that emotional and social needs of students with SEND are identified early, monitored and supported.
- The administration of medicines is managed by the School nurse.
- The school operates a Student Council where all children are able to contribute to all parts of school life.
- Students are encouraged to apply for posts of responsibility. Eg: Sports Leaders, Student Council, year 6 mentors and prefects.
- One member of the Learning Support Department is ELSA (Emotional Literacy Support Assistant) trained. Support is provided for both individual and group social skills sessions
- The school works closely with 'It's Your Choice' and they provide emotional support for many of our young people.
- Key workers – these are identified LSAs who provide a little bit of extra support for our young people. They liaise with them often daily sometimes weekly to ensure that everything is running smoothly. They also contact parents/carers weekly to keep them fully informed and up to date.

Specialist Training

- School uses the expertise from specialist organisations eg: CAMHS, County Teacher advisors and Educational Psychologists to meet the needs of more complex students.

Facilities and Equipment

- The school is accessible by wheelchair throughout the ground floor.
- The school has disabled changing and toilet facilities
- The school has disabled parking
- The school works routinely with both parents/carers and specialist advisors to ensure that needs are met.

Arrangements for consulting with new parent/carers

- New or prospective parents/carers/carers are invited to visit the school to meet key staff and tour the site.
- Parent/carers with children who have additional needs are encouraged to liaise with the AHT/SENCO in the first instance to discuss any issues or concerns.
- A new intake evening is held in the July of every academic year for Yr. 6 parent/carers.
- An open evening is held in the September of every academic year

Transferring between phases of education

The strong liaison programme with feeder schools highlights the needs of the new intake. This is undertaken by the AHT/SENCO. Schools are contacted within the Spring Term of the academic year before the students arrive, visits to Primary Schools are scheduled, extended transition visits are organised and meetings with parents/carers are arranged for our more vulnerable students. This enables us to have as much information as possible to ensure that the staff are fully equipped to meet the learning differences of our new students and that there is support where necessary.

To improve the continuity of experiences and learning with SEND the AHT/SENCO passes relevant documentation to key personnel in 16+ establishments and when needs cannot be met in mainstream, to identified Special Schools. Transition begins as early as is necessary, be it the Spring or Summer Term for each individual child and visits are planned, and contact made with key individuals for our students to identify with once entering the college environment

Complaints

Parents/carers should contact the AHT/SENCO in the first instance if they wish to discuss any concerns.

The formal complaints policy is found below:

<http://www.testwoodsportscollege.co.uk/wp-content/uploads/2020/06/Complaints-Policy-v2.0.pdf>

The Local Authority's Local Offer

Further information is available on the Local Offer pages:

<https://fish.hants.gov.uk/kb5/hampshire/directory/localoffer.page>