



SEN Information Report: June 2019

<p>What kinds of Special Educational Needs are provided for at the school?</p>	<p>The school supports Special Educational Needs (SEN) students with difficulties in:</p> <ul style="list-style-type: none"> • Communication and interaction • Cognition and learning • Social, emotional and mental health difficulties • Sensory and/or physical needs.
<p>How does the school identify children with Special Educational Needs and how are they assessed?</p>	<p>The policies for identifying children and young people with SEN and assessing their needs are;</p> <ul style="list-style-type: none"> • Through discussions with primary schools, colleagues and parents on transition; <ul style="list-style-type: none"> ○ Primary schools invite Special Educational Needs Co-ordinator (SENCO) to attend Education, Health and Care Plan (EHCP) transfer and other meetings throughout the year Parents fill in a short questionnaire to ensure we know about any SEN that has been previously identified ○ Staff from St. Crispin's visit primary schools to see pupils in their setting and discuss them with primary school staff • Year 7 Entry tests in English and mathematics as well as the Cognitive Ability Tests (CATS) are used to identify areas of difficulty in each subject. If appropriate this then leads further testing with Wide Range Achievement Test version 5 (WRAT 5) Wide Range Intelligence Test (WRIT), Comprehensive Test of Phonological Processing (CTOPP), Gray Oral Reading Tests version 5 (GORT 5) and/or Detailed Assessment of Speed of Handwriting (DASH) to alert to any potential reading, writing or processing difficulties • Ongoing teacher observations, assessments, experience leading to a concern being highlighted to the SENCO • Termly progress tracking data scrutinised by Head of Year and SENCO/Deputy SENCO • Through referral by parents/carers • Through referral to external agencies with diagnostic capability • In discussion with Wokingham Borough Council Special Educational Needs team, who help to identify young people that may be suitable for admission to The Oaks at St. Crispin's School <p>The SENCO is Rebekah Brumby and she can be contacted on 0118 978 1144 or brumbyr@crispins.co.uk.</p>
<p>What arrangements are there for consulting parents who have children with SEN and also to</p>	<p>The arrangements for consulting parents of children with SEN and involving them in their child's education are;</p> <ul style="list-style-type: none"> • Parents' evenings • Termly subject reports • Annual reviews if child has an EHCP or SEN Support Plan

<p>involve them in their child's education?</p>	<ul style="list-style-type: none"> • Meetings as needed with Form Tutor, Head of Year, SENCO, Deputy SENCO or Assistant Head (Pastoral) • Feedback questionnaires. <p>Parents/carers are welcome and encouraged to telephone, write, email or use the school planner to communicate with staff about any specific concerns that they may have. In the first instance, this contact should be with the form tutor who will then refer to the most appropriate member of staff to take any action forward.</p> <p>The school uses a SIMs INSIGHT portal that allows parents/carers to monitor attendance, behaviour concerns and rewards in real time.</p> <p>Parents of pupils who are in The Oaks also have access to a key worker.</p>
<p>How will the school work with young people with Special Educational Needs?</p>	<p>Students' views are sought through the process of generating and reviewing their own Classroom Support Plan.</p> <p>Students are encouraged to play an active part in their Annual Reviews during which they set their own targets and provide their confidence level.</p> <p>Any intervention or support strategies is explained and discussed with students so that they understand the purpose and desired outcomes.</p> <p>Young people in The Oaks at St. Crispin's School have additional intervention built in to the curriculum. This is personalised to their own needs and is driven by them through discussion of developing need over time.</p>
<p>How will the school assess and review the progress of a young person with Special Education Needs?</p>	<p>Arrangements for reviewing a pupil's progress follow an Assess, Plan, Review, Do pattern. It includes some of the following:</p> <ul style="list-style-type: none"> • On-going teacher assessments with tracking monitored HOY and SENCO/Deputy SENCO • Teacher referral to SENCO where needs are identified, followed by communication between staff to plan for that student • Standardised tests that give standardised scores • SEN support meetings and parents' evening • Internal meetings between Head of Year, SENCO and Deputy SENCO • All students have targets based on their KS2 results. Parents will see these targets and their progress towards them via termly reports • Short term specific, measurable, achievable, relevant and time-bonded (SMART) targets are set at meetings to draw up and review the EHCP, Pastoral Support Plans (PSP) and Classroom Support Plan. • The use of the AET Progression Framework to measure non-academic skills e.g. social communication

<p>How does the school support young people with Special Educational Needs to join the school and to enter their next stage of education?</p>	<p>The preparation for the transfer to St Crispin’s from primary school begins when the pupil is in Year 5. The SENCO at the primary school will suggest that a parent views a range of secondary schools and speaks to their SENCO to see which school most meet their needs. A member of the SEN support team will spend time in the partner primary school to ensure that we have a good understanding of the support the young person has had and any hints or tips we can gain to support them at school.</p> <p>The SENCO will also attend the Year 6 Annual Review in the case of a pupil with a Statement or EHCP when St. Crispin’s is named as the school secondary school of choice.</p> <p>Parents are encouraged to attend the Open Evening for prospective parents and pupils and, if required, a morning visit to see the school in action. Parents are able to have as many visits as they require in this initial phase to enable them to make an appropriate choice. Parents of SEN pupils can make an appointment with the SENCO at St Crispin’s School and a case history is taken at the initial inquiry meeting and advice given about the support that a pupil would receive should they attend the school.</p> <p>Should a young person be identified as being vulnerable the SENCO will support the transition into St Crispin’s School with an extended programme of events and visits which takes into account their SEN. Young people who will be joining The Oaks are given specific transition visits in addition to those which all students joining the school in Year 7 attend. Staff at St Crispin’s School will receive any additional training where needed to support the young person in the summer term before they arrive in September.</p>
	<p>All Year 11 students benefit from careers advice provided as part of the Enrichment Curriculum. Additional support for students with Special Educational Needs or Disability (SEND), when appropriate, includes:</p> <ul style="list-style-type: none"> • Support from the SENCO • Additional support from Adviza including completing applications • Mock interviews • Supported visits to local colleges • Communication with the Learning Support department at the new establishment and sending information relating to the needs of the student to the next phase establishment • Mentoring to ease the transition and prepare the student with skills such as taking a bus if this is a new experience • Visits by the college SENCO (or equivalent) • Supporting the movement to a new school by an exchange of information with the new SENCO and facilitating visits for the young person to the new further education institute • Inviting the college SENCO to attend Year 11 Annual Reviews

<p>What approach does the school have for teaching students with Special Educational Needs?</p>	<p>Quality first teaching ensures that lessons are appropriately differentiated and planned to meet the needs of all students. A Classroom Support Plan is written by the pupil with the support of a member of staff and shared with all staff. This offers teachers a summary of helpful information regarding the specific barriers to learning and preferred method of supporting for individual students with SEN. There are additional 'Quality First Teaching Strategies' available for each SEND type, which staff can access to support students further.</p> <p>Each child's needs are looked at individually to determine the best strategies for them and a range of strategies are employed as outlined on our Waves of Intervention document. These include:</p> <ul style="list-style-type: none"> • Visual support including pictures, writing frames or word banks • Visual timetables • Reward systems • Information and Communication Technology (ICT) support • Small steps with specific achievable objectives • Multi-sensory approach to activities. <p>Staff receive regular training opportunities to refresh or extend their knowledge about supporting students with SEN. They are encouraged to seek advice about supporting specific individuals from the SENCO in the first instance.</p> <p>Students that are identified as needing additional support in literacy or numeracy (being significantly below age related expectations) have the opportunity to follow an alternative curriculum pathway where teaching is specific to their needs with a focus on learning the basic skills needed to access the rest of the curriculum.</p>
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<p>What changes are made to the curriculum and the schools environment for students with Special Educational Needs?</p>	<p>Adaptations are made to the curriculum and learning environment for pupils, where appropriate. These adaptations include;</p> <p><u>Additional support</u></p> <ul style="list-style-type: none"> • For identified students who enter our school significantly below national expectations with literacy skills very significantly below their age group or Special Educational Needs or Disability (SEND) which would be a barrier to learning in some mainstream lessons students are allocated to Bridge 7 (and continue with this level of support through Bridge 8-11 where necessary). • Learning Support Assistant (LSA) support in lessons • Small group support in Learning Support (including literacy skills, numeracy skills, social skills, focus and concentration, speech and language, social, emotional and mental health support) • 1:1 intervention e.g. Toe by Toe, reading mentor, literacy support, counselling, life coach • KS4 Bridge and SucSeed options to support academic studies and preparation for adulthood <p><u>Resources</u></p> <p>This will vary for each child but we will endeavour to provide resources as each young person with SEND requires. Any resources and equipment that a young person needs will be considered, based on recommendations made by specialist services. It includes but is not limited to; specialist desk and chairs; altered science equipment; sensory circuit equipment; the use of a laptop; and sensory tools such as theraputty or resistance bands.</p> <p><u>Examinations</u></p> <p>Each case is assessed by the SENCO who has a specialist qualification issued by the British Psychological Society. Evidence of history of significant and persistent need, history of use of access arrangements and qualifying standardised scores further testing enable an application to be made in line with the Joint Council for Qualifications (JCQ) regulations. These access arrangements include:</p> <ul style="list-style-type: none"> • Reader (or exam pen) • Scribe • Extra time • Small group space • A word processor • Prompt • Supervised rest breaks • Practical Assistant • Other access arrangements as suggested by health professionals <p><u>Learning Environment</u></p>
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	<p>Our school has a Grade II listed building status and restrictions on planning permission mean we are limited in giving access to all parts of the school to young people and parents/carers with mobility difficulties. However, we aim to meet the needs of individual students through careful timetabling. The science block and sixth form centre have wheelchair access and a lift. The school has ramp access to all buildings at ground level. Steps and objects that could be an issue for visually impaired students are defined using yellow tape/paint.</p> <p><u>Adaptations/improvements have been made to the auditory and visual environment</u></p> <ul style="list-style-type: none"> • Teachers of pupils with a hearing impairment use a radio microphone when teaching to enable the young person to access the lesson • Staff are asked to enable the young person to lip read as well as hear using the radio microphone and the radio microphone is handed round for group discussions • Blinds on windows to prevent glare, specialist equipment in class and yellow lines on outdoor steps. Stairs within school have an edge strip to enable access • The stairs leading into the hall have a guide rail to enable access. <p>Each area of the school has disabled toilet access.</p> <p>We are committed to adapting the internal environment where possible to meet the specific needs of each pupil, with advice from specialists.</p> <p>Students with SEND are offered the same full curriculum and course choice as all other learners. This includes General Certificate for Secondary Education (GCSE), Level 1 or 2 Certificates, Business and Technology Education Council (BTECs) at Level 1,2 or 3 and Advanced levels (A-levels).</p> <p><u>The Oaks</u></p> <p>Students in The Oaks have a personalised curriculum that encompasses their social development and provides support for their specific needs that are outside of the academic curriculum. They receive life skills support once a week and have designated reward time for having met their targets for that week.</p>
<p>How are staff trained and what expertise do they have to meet the needs of students with Special Educational Needs?</p>	<p>The SENCO is a member of the British Psychological Society and has the Certificate of Competence in Educational Testing (CCET) and Certificate in Psychometric Testing (CPT3A) which enables her to test and submit reports for access arrangements. She has also completed the mandatory SENCO award (PGCERT SENCO).</p> <p>Teaching staff and LSAs have the following training opportunities throughout the year:</p> <ul style="list-style-type: none"> • Learning and Teaching Group have representatives from the SEN department and SEN is discussed as an agenda item each meeting • Courses run by the Local Authority • Regular INSET sessions based on the training needs of the staff body

	<ul style="list-style-type: none"> • In school sessions led by specialists from outside agencies e.g. Educational Psychology Service, the Sensory Consortium, Speech and Language Therapy Service and the Occupational Therapy Service • Input by SENCO to teacher training and newly qualified teacher induction programmes • An SEN booklet on top tips for specific difficulties and how to remove barriers to learning • Individual guidance and support from the SENCO.
<p>How will the school evaluate its provision for young people with Special Educational Needs?</p>	<p>Individual interventions are evaluated termly through subjective and objective data collection.</p> <p>The overall effectiveness of SEND provision is reviewed annually when the School Local Advisors review the SEN Policy.</p> <p>The learning outcomes for students with SEND are regularly reviewed against national benchmarks.</p>
<p>How will young people with Special Educational Needs be supported to engage in activities?</p>	<p>Students with SEND are fully supported and encouraged to engage in all school activities. Throughout their time at school, the whole curriculum is available to SEND pupils as are extra-curricular activities. Where students need additional support to engage in activities a number of strategies are put in place which include LSA support, peer buddying and introductions to relevant staff.</p> <p>When a pupil has a physical need they are encouraged to be as independent as possible, however a practical assistant can be provided. The curriculum can also be tailored to the needs of the pupil in some cases, for example by small group teaching of a non-contact sport in PE.</p> <p>Students with SEND are invited to attend trips and activities with the rest of the school. Where a concern may arise from the SENCO, other staff or parents/carers, risk assessments are carried out and where appropriate an LSA who know the student with SEND, attend and support as required to allow participation on the trip. The Headteacher reserves the right to not allow a student to attend a visit should there be a health and safety concern for the trip leaders, supporting staff, the student with SEND or other students.</p>
<p>How does the school support the emotional and social development of young people with Special Educational Needs?</p>	<p>Support for improving emotional and social development is provided through:</p> <ul style="list-style-type: none"> • Access to school counsellor through referral • Theme days that support young people with social issues • Supported lunch and break clubs • Social skills groups • Comic Strip Cartoons and Social stories • Learning Mentors • Courses to enable pupils to learn to reduce anxiety • Access to the School Nurse through referral <p>Restorative practice embedded in the culture of the school.</p>

<p>How does the school work with specialist organisations from outside of the school?</p>	<p>Specialists come into school to support depending on the assessment of a student's needs. In school staff follow programmes provided by speech and language therapy, occupational therapy and physiotherapy services.</p> <p>Outside organisations we involve are:</p> <ul style="list-style-type: none"> • Child and Adolescent Mental Health Service (CAMHS) • Occupational Therapists • Physiotherapists • Speech and Language Therapists • Behaviour support advisors • Autism Spectrum Service for Information, Support and Training (ASSIST) <p>Outside agencies are signposted to parents by the Head of Year, SENCO or Assistant Head (Pastoral).</p> <p>The school takes very seriously its responsibility for safeguarding and has very clear whole school systems in place co-ordinated by a designated teacher. The school liaises with Children's Social Care services by attending Child Protection (CP), Child in Need (CIN) and Team Around the Family (TAF) meetings and by working together to ensure individual students and their families have the care and support needed.</p> <p>Details of the Wokingham Borough Council Local Offer, can be found on http://www.wokingham.gov.uk/local-offer-for-0-25-year-olds-with-additional-needs/</p>
<p>What should I do if I have a complaint about Special Educational Needs?</p>	<p>The school website offers and encourages feedback from parents/carers and they are always encouraged to contact staff directly.</p> <p>The school website is: www.crispins.co.uk</p>