

SEND (Special Educational Needs and Disabilities) Information Report

Contents:

Page 2	What we offer at St Alban's
Page 3	How do we ensure the young people that need extra support are identified early?
Page 4	What a parent / carer should do if they think their child may have a special educational need?
Page 4	How will school support my child?
Pages 5-7	School provision and intervention linked to the four areas of need.
Page 7-8	Key staff involved with supporting my child
Page 8	Other professionals and agencies involved in delivering support
Page 9	Inclusion in activities outside the classroom including day trips and residential trips
Page 9	Management of the administration of medicines and personal care, linked to IHPs
Page 9	How do we ensure student voice is listened to?
Page 10	How are school's resources allocated and matched to student's special educational needs?
Page 10	Working with parents and carers. How does St Alban's explain my child's needs and progress to me and evaluate the effectiveness of provision?
Pages 11	Support around transitions and preparation for adult life.
Page 12	Looked After Children
Page 12	Advice and support for parents/ carers.

Review Period: Annual

Review by: SENDCo and SEND Governor

Date Created: April 2022

Review: April 2023

What we offer at St Alban's

We pride ourselves on being a welcoming, inclusive school, in which we aim to ensure all young people have an equal opportunity to participate and succeed. We strive to identify and celebrate the strengths and achievements of all students.

We are committed to offering a broad and balanced curriculum for all young people whilst recognising that adjustments to practice and specific support may be necessary to ensure students with disabilities can physically, socially and emotionally access all areas of this curriculum and be seen as valued member of the school community by themselves, staff and peers.

We believe in working collaboratively with young people, their families, staff, governors and external agencies, to ensure all students achieve their potential by receiving the support they need. With a clear focus on student voice, we aim to listen to and respect the views of young people about their needs and the support they receive.

At St Alban's all staff are front line professionals with a clear remit to provide high quality teaching. All teachers are teachers of SEND and provide for these young people at a whole class level in the first instance. Teachers have access to regular training, support and resources to allow them to differentiate their provision, and have access to clear information about the individual needs of students with SENDs and about suggested strategies to support them. In addition, some staff have advanced training in specific areas and interventions, to allow them to offer additional personalised support for young people with SENDs.

The aim of the school offer, outlined in this report, is to provide clear, comprehensive and accessible information about the provision available at St Alban's and to provide links to the wider Local Offer from Suffolk. [Suffolk SEND Local Offer | Community Directory](#) and to other organisations offering support.

More detailed information about the identification, assessment and interventions for SEND support, as well as how this is reviewed, can be found in our SEND Policy (see our website). Arrangements for the admission of disabled young people are also detailed in the Equality and Accessibility Policy and the Admissions Policy, both on our website.

If you have any concerns about your child's learning please email their form teacher or Mrs Pickard, our SENDCo.

cpickard@st-albans.suffolk.sch.uk

How we ensure that young people who need extra support are identified early?

A child or young person has a Special Educational Need if they have a learning difficulty or disability that means they have a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Students are identified as having special educational needs through a variety of ways, for example:

- Students performing below age expected levels
- Concerns raised by parent
- Concerns raised by subject teacher, Head of Year or Head of Department
- Consultations between form tutors, Head of Year, the SENDCo and SLT where progress data is discussed
- Liaison with external agencies e.g. Speech and Language Therapy Service
- Health diagnosis through a paediatrician
- Liaison with previous school or setting, if applicable

If a concern is raised regarding a child or young person, a range of evidence will be collected through assessment and monitoring, including the following:

- A range of standardised tests
- Summative assessments in school
- Intervention based progress and assessments
- Ongoing class observation
- Assessment for learning

Some children and young people will require further support and intervention, following the “Assess, Plan, Do, Review” cycle.

Teachers and pastoral support (if applicable) work with the SEND department to establish what extra support and provision is needed to meet the needs of some students.

What a parent / carer should do if they think their child may have a special educational need?

We aim to ensure all parents / carers feel able to talk to school about their concerns.

In the first instance contact your child's form tutor. You can do this via email or by arranging a time for them to have a telephone conversation with you. The tutor may then make the decision to involve the SENDCo for further advice or information.

If required, you may also contact the SENDCo directly via email, or make an appointment for a telephone or TEAMS call, or for an in-person meeting, via the school reception office.

How will school support my child?

Universal (Wave One)

Most children will have their learning needs met through 'High Quality First' teaching: Ensuring teachers have high expectations for all students in their class and that all teaching is based on building on what the young person already knows, can do and can understand linked to the school's curriculum. Utilising specific strategies to support your child to learn. Putting in place different ways of teaching so that the young person is fully involved in learning in class. This may involve things like more practical learning or paired work.

Additional (Wave Two)

Some children require additional support through small group interventions. This focused support is for a student with specific gaps in their understanding of a subject/ area of learning or social development. These may be run in or outside of the classroom by a TA, Specialist TA, Subject Teacher, Pastoral team member or SENDCo

Exceptional (Wave Three)

Where a student has identified complex needs with specific barriers to learning that cannot be overcome through whole class teaching and intervention groups, individualised targeted support will be necessary. This will be overseen following advice from the SENDCo and/ or external agencies such as Specialist Education Services, Speech Therapists and Health Professionals. Some students will benefit from dual placements with other providers on a short term or longer term basis.

Parents/carers will be asked to give permission for the SENDCo to refer a young person to an outside professional. This will help the school, and families, gain a better understanding of a young person's particular needs and provide effective support.

Recommendations from professionals may include strategies for in class support, advice regarding specific resources to support learning, individual targets and programmes of work or for professionals to come into school to work with the young person.

School provision and intervention linked to the four areas of need.

Communication and Interaction – Children with communication and interaction difficulties may find it challenging to talk about their needs and wants. They may find it difficult to understand what is being asked of them (receptive language) or finding the words to communicate (expressive language). They may take longer to respond to questions and have difficulties making friends and understanding social rules of communication. These children may have particular difficulties with social interaction.

Depending on need, students will have access to:

- Small group or 1-2-1 support at varying levels and for varying amounts of time in the day as appropriate
- Access to additional adult support in the classroom
- Access to Speech and Language Therapy support from NHS or from school provided source (Communicate.com)
- Social Skills interventions and social stories
- Visual time tables
- Keyworker check in time and at least termly updating of passport
- ELSA
- Friendship groups and interventions
- Access to nurture base at social times
- Personalised curriculum which may include alternatives to GCSEs including life skills based courses and Foundation / Functional Skills courses
- Personalised arrangements for key transition events
- Access to ICT support including voice to text and read aloud software
- Exam Access Arrangement reviews and support for Normal Way of Working in class
- Referrals to outside professionals if appropriate and with parental permission

Cognition and Learning – Children with cognition difficulties may learn at a slower rate than their peers, even when learning has been appropriately differentiated. They may face challenges with the range of skills needed for effective learning including concentration, understanding and processing information. Some children may have difficulty with organising their work, spelling and handwriting.

Depending on need, students will have access to:

- Small group or 1-2-1 support at varying levels and for varying amounts of time in the day as appropriate
- Access to additional adult support in the classroom
- In school diagnostic tests to further pinpoint area and level of need: BPVS III, GL assessment, DRA, Access Maths test, HAST spelling etc
- Referrals to outside professionals if appropriate and with parental permission
- Range of interventions that include: Spellzone.com, Rapid Plus and other reading schemes, small group Dyslexia support using resources suggested by professionals, fine motor and handwriting intervention, touch-typing, Maths support using My Maths, Hegarty Maths.
- Precision style teaching
- Access to Foundation base for small group or 1-2-1 support.

- Keyworker check in time and at least termly updating of passport
- Personalised curriculum which may include alternatives to GCSEs including life skills based courses and Foundation / Functional Skills courses
- Personalised arrangements for key transition events
- Access to ICT support including voice to text and read aloud software
- Exam Access Arrangement reviews and support for Normal Way of Working in class
- Collaboration with external providers such as New Skills Centre, for part of timetable

Social, Emotional and Mental Health – Difficulties with social or emotional development may be temporary or long-term and can affect a child's learning. A variety of behaviour displayed, such as becoming withdrawn and isolated, showing challenging behaviours, being anxious or easily distractible, may reflect underlying mental health difficulties. This could include anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained.

Depending on need, students will have access to:

- Small group or 1-2-1 support at varying levels and for varying amounts of time in the day as appropriate
- Access to additional adult support in the classroom
- Keyworker check in time and at least termly updating of passport
- Individual rules and rewards systems which may include exit card use and safe space allocation plan
- Individual pastoral support plans linked to monitoring and support of behaviour and risk assessments where necessary
- Social Skills interventions
- Friendship interventions
- Access to nurture base at social times
- Drawing and Talking intervention
- ELSA intervention
- Lego Therapy and / or Lego Club
- Additional arrangements for transition
- Referrals to outside professionals if appropriate and with parental permission. This may include school sourced counselling or links to external support providers for short-term placements
- Access to EBSA (Emotional Based School Avoidance) resources, named keyworker and EWO (Education Welfare Officer) support.
- Exam Access Arrangement reviews and support for Normal Way of Working in class
- 1-2-1 or small group support from school pastoral team linked to self-esteem or anxiety.

Sensory and/ or Physical Needs – A medical or physical condition that hinders or affects their learning. These children may need extra support/ equipment to access all the opportunities that are available to them.

Depending on need, students will have access to:

- Small group or 1-2-1 support at varying levels and for varying amounts of time in the day as appropriate
- Access to appropriately trained additional adult support in the classroom and at social times.
- Keyworker check in time and at least termly updating of passport
- Provision of specialist furniture / equipment as advised by Occupational Therapists: Breezy Chairs, support cushions, walking frames, sloped writing desks, pen grips, shew aids, fidget aids, touch screen and adapted keyboard and mouse set ups.
- Provision of specialist aids as advised by professionals: hearing equipment, Roger pen, loop system, magnifiers, adapted IT.
- Adaptations to school building and timetabling to ensure accessibility. The school site is accessible to all: wheelchair access, lifts, accessible toilets and changing area.
- Interventions for fine and gross motor skills as advised by Physiotherapists and Occupational Therapists. Physio therapy programmes can be delivered when training has been provided and signed off by an Occupational Therapist.
- Exam Access Arrangement reviews and support for Normal Way of Working in class
- Personalised arrangements for key transition events
- Referrals to outside professionals if appropriate and with parental permission.

Key staff involved with supporting my child?

Subject Teachers / Form Teachers

- Responsible and accountable for student progress and development
- Deliver quality first teaching, differentiated for individual student's needs
- Clear analysis of pupil's needs when referring to SENDCo
- Close liaison with TA and SENDCo to monitor impact of interventions
- Reporting to parents
- Contribution to annual reviews for EHCP students

SEND and Pastoral Team

- Overseeing the day-to-day operation of the school's SEND policy
- Co-ordinating provision for children with SEND
- Liaising with and advising teachers
- Overseeing the records of all children and young people with SEND
- Liaising with parents/carers of children and young people with SEND

- Contributing to the in-service training of staff
- Liaising with other providers to ensure continuity of support at key transition times especially Year 6 to Year 7 and post 16.
- Liaising with external agencies including the LA's support, Educational Psychology Services, Health and Social services and voluntary bodies

Governing Body

- Responsible for ensuring that the school fulfils its statutory duties

To establish and review this policy having regard to the Code of Practice on the identification and assessment of special educational needs

- To hold the Head of School to account for the provision of children with SEND
- To ensure that governors receive appropriate training to fulfil their roles
- Responsibility to liaise regularly with the SENDCo about developments in SEND.
- Monitoring to ensure statutory requirements for meeting SEND within the school are met

Other professionals and agencies involved in delivering support

St Alban's has active involvement with the following professionals and agencies in supporting young people with SENDs:

- Specialist Education Services from the Local Authority. Communication & Interaction Service, Cognition and Learning Service, SEMH Service, Sensory and Physical Service and Whole School Inclusion Service.
- Education Welfare Service
- School Nursing Service
- Community Paediatric Service
- NHS SALT and school sourced SALT (via "Communicate")
- Physiotherapy and Occupational Therapy departments
- Irlen's Assessment Opticians and Optometrists
- Emotional Well Being Hub
- Primary Mental Health Teams (CAMHS)
- Family Support
- Suffolk Virtual School

Inclusion in activities outside the classroom including day trips and residential trips

We aim for all students to be included on school trips and residential events. Wherever possible we will provide the necessary adaptations, consulting with the young person, parents / carers and professionals involved with the young person, to ensure support is available and effective to allow participation. Risk assessments are part of all trip planning and will be created and shared to ensure the health and safety of all those taking part in the trip is not compromised.

Management of the administration of medicines and personal care, linked to IHPs

See school policy on our website.

Parents / carers need to inform the school in writing if medication is recommended by health professionals to be taken during the day.

Named administrative staff store and administer medication in line with our policy, and records are kept.

Staff are provided with regular updated information regarding conditions and medication affecting individual students, so that trained staff can manage medical situations as the needs arise.

Where personal care is required, school staff work closely with professionals (Occupational Health, school nurse etc) to ensure adequate training in personal care is received (including manual handling training) to allow staff to undertake this role.

Where an IHP (Individual Health Plan) is required, professionals meetings are arranged to create and review these. Mr Nick Berry (assistant head) is responsible for overseeing these.

n.berry@st-albans.suffolk.sch.uk

How do we ensure student voice is listened to?

It is important that young people have the opportunity to contribute their views as to their needs and the support they are receiving.

Each young person identified as SEND Support, or who has an EHCP, has an allocated keyworker, usually from within the Learning Support or pastoral team. The keyworker will meet with the young person on a regular basis (at least termly, but often more frequently) and support them in creating and amending their student passport. This document allows young people to say “what I would like my teachers to know about me” along with information about agreed strategies of support and key adults that the young person can talk to. Target setting is also done in collaboration with the young person, so that they are aware of what they are aiming for and can ask questions around this.

Some students have allocated time with Student Support Leads and Workers (Key Stage 3 and Key Stage 4) or adult or sixth form student mentors, who will work with them to capture their views and plan for next steps.

If your child has an Education Health Care Plan (EHCP) they are invited to attend their annual review to contribute their views. If they do not wish to attend the meeting their views can be sought in advance and shared at the review.

How are school's resources allocated and matched to student's special educational needs?

We ensure that all students with SENDs are provided for to the best of the school's ability with the funding available. The budget is allocated on a needs basis to ensure that each student receives the support the school has identified they require to enable them to make progress.

The SLT (Senior Leadership Team) is responsible for allocating funding for supporting students and they consult with the Business Manager, SENDCo and Heads of Departments to ensure the best use possible of the funds available. Higher Needs Funding from the Local Authority is reviewed termly and additional applications made when necessary.

Working with parents and carers. How does St Alban's explain my child's needs and progress to me and evaluate the effectiveness of provision?

Those delivering interventions, work with subject teachers, form tutor and SEND department to make ongoing formative and summative assessments of the students and their specific intervention. In consultation with the SENDCo, if an intervention is proving effective and having a positive impact it is continued, if the provision is not meeting the needs of the student, then further investigations and other interventions are considered and if applicable, implemented.

Progress is also shared with professionals who can support in analysing impact and advising as to next steps.

We celebrate our effective provision with the students and share their progress with them and with parents and carers.

If you have any concerns around the SEND provision for your child, please do not hesitate to contact the SENDCo in the first instance. If this does still not resolve the situation, then please contact the Assistant Head Teacher – Head of Pastoral Care jhorne@st-albans.suffolk.sch.uk

If you feel this has not resolved the situation, then please refer to the Complaints Procedure that is available on our school website.

Support around transitions and preparation for adult life.

All children and young people at St Alban's are supported in moving between the phases of their education, and in accessing life skills through our PYF (Preparing for Your Future) programme. However, additional arrangements and provision are made for supporting those with SEND during these transitions. These arrangements are adapted to meet individual needs but may include:

Year 6 to 7

Transition from primary to high school is a key time for all children. As such all pupils require additional support during this time and will have the opportunity to visit us before they start. There are, in addition to this, a number of arrangements to provide further support for children with Special Educational Needs. The SENDCo will liaise directly with the primary school SENDCo to discuss your child's individual needs to aid a smooth transition. Enhanced transition support is then planned on an individual basis and may include additional visits to the school both during/ after the school day, and additional meetings for parents and child with the SENDCo, liaising with outside agencies or providing visual resources to support the child's transition.

New pupils / mid year transfer

When a pupil with SEND transfers to St Alban's the SENDCo will liaise directly with the previous school to ensure a clear understanding of needs and support required.

Parents/ carers are also welcome to meet the SENDCo prior to their child starting with us.

Moving between KS3 and KS4 (Pathways / Options)

In the summer term of Year 8, students start to plan their Pathway Option subjects, which will then lead into chosen option subjects for GCSE at the end of Year 9. Students with SENDs are given allocated time with their keyworker, SENDCo and Head of Year, to discuss choices available. Parents / carers are also invited to talk to the SENDCo at the Pathways evening, or at other times. Some Pathway options are specifically aimed at students who may not wish to follow a GCSE only curriculum and the SENDCo can advise students and parent / carers about these courses (e.g. ASDAN and Laser alternative curriculums)

Preparing for adult life

Students with an Education, Health and Care Plan will work with parents/ carers, professionals and the SENDCo to create a "Moving Into Adulthood Plan" as part of the annual review process, from Year 9 onwards. This offers support through their GCSE option choices and in Year 11, to assist students in a smooth transition from school to college, training or a career.

We have Independent Advice and Guidance regarding careers education which is offered to all students. A specialist careers advisor is also available to support those students with SENDs, to ensure all available options are explored. Visits to Post 16 providers are arranged pre and post application to ensure information regarding SENDs is shared effectively and plans in place to aid smooth transition.

The school works closely with the Suffolk Early Help team to support post 16 transitions.

Looked After Children

The LAC lead (Mr Mark Pattinson) works with the SENDCo, Head of Year and Key Stage Pastoral Support Lead to ensure students who are looked after by the Local Authority and have additional needs, are supported. Mr Pattinson works closely with the virtual school to ensure professional meetings are used effectively to discuss progress and explore additional support required and how to fund and source this.

m.pattinson@st-albans.suffolk.sch.uk

Advice and support for parents / carers / young people

Suffolk Local Offer- [Suffolk SEND Local Offer | Community Directory](#)

SENDIASS (Special Educational Needs and Disability Information, Advice and Support Service)

This service is for parents, carers and young people. The service is free, impartial and confidential.

<https://www.suffolksendiass.co.uk/> Helpline: 01473 265210 (9-5, Mon-Fri)

Suffolk Parent Carer Network- <https://spcn.org.uk>

Autistic Spectrum Conditions- <https://www.autism.org.uk/> <https://www.autism-anglia.org.uk/suffolk>

Auditory Processing Disorder- <https://apdsupportuk.yolasite.com/>

Dyslexia- <https://www.bdadyslexia.org.uk/>

Dyspraxia- <https://dyspraxiafoundation.org.uk/>

Dysgraphia- <https://www.dysgraphia.org.uk>

Mental Health- <https://youngminds.org.uk/> <https://www.mentallyhealthyschools.org.uk/>

Emotional Well-Being Hub

<https://infolink.suffolk.gov.uk/kb5/suffolk/onfolink/advice.page?id=Nh2oJw7Qg41>

Sensory processing disorder- www.apduk.org.uk/

British Deaf Association- www.bda.org.uk

Down syndrome Association [Home - Downs Syndrome Association \(downs-syndrome.org.uk\)](http://Home - Downs Syndrome Association (downs-syndrome.org.uk))

Children's Communication Charity I CAN, the children's communication charity

Access Unlimited in Suffolk [Access Unlimited \(access-unlimited.co.uk\)](http://Access Unlimited (access-unlimited.co.uk))

Citizens Advice Bureau- www.adviceguide.org.uk

Epilepsy- www.epilepsysociety.org.uk

An extensive list of well-being resources and links can also be found on the Pastoral Tab of our website. These include self-help and self-referral sites.