

**SEN Information Report**  
**Notley High School & Braintree Sixth Form**  
**2018-2019**

**Key Staff**

Headteacher:

David Conway [david.conway@notleyhigh.com](mailto:david.conway@notleyhigh.com)

SEND Governor:

Lorraine Mitchell [lorraine.mitchell@nematrust.com](mailto:lorraine.mitchell@nematrust.com)

SENCo:

Cathryn Kipling [cathryn.kipling@notleyhigh.com](mailto:cathryn.kipling@notleyhigh.com)

Assistant SENCo and leader of the Speech and Language Provision:

Lisa Yeomans [lisa.yeomans@notleyhigh.com](mailto:lisa.yeomans@notleyhigh.com)

## Introduction

Notley High School & Braintree Sixth Form is a mixed ability comprehensive school and as such we provide for students with a wide range of Special Educational Needs and Disabilities (SEND) who might require provision that is additional to or different from the differentiated curriculum that is offered to all students. Our flexible learning provision incorporated a County led enhanced provision for 20 students with EHCPs (Education, Health and Care Plans) who have severe speech, language and communication needs.

Our aims:

- To allow all students to develop to their full potential both academically and personally;
- Students with SEND have access to high quality and appropriate education in which they engage fully, in order to achieve at the highest possible level;
- Students with SEND participate fully in the life of the school including extra-curricular opportunities and social activities.

For further Information about support services and local opportunities for children and young people with SEND in Essex please see: <http://www.essexlocaloffer.org.uk/>

## What are special educational needs (SEN) or a disability?

At our school we use the definition for SEN and for disability from the SEND Code of Practice (2014). This states:

**Special Educational Needs:** *A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a **significantly greater difficulty in learning than the majority of others of the same age.***

*Special educational provision means **educational or training provision that is additional to, or different from,** that made generally for others of the same age in a mainstream setting in England.*

**Disability:** *Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...**a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities**’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.*

## Aims of our provision in regards to students with special educational needs and/or disability

- To make reasonable adjustments;
- To ensure that children and young people with SEN engage in the activities of the school alongside pupils who do not have SEN;
- To use our best endeavours to secure special educational provision for students for whom this is required, that is “additional to and different from” that provided within the differentiated curriculum, to better respond to the four broad areas of need:
  1. Communication and interaction;
  2. Cognition and learning;
  3. Social, mental and emotional health;
  4. Sensory/physical.

- To request, monitor and respond to parents'/carers' and students' views in order to evidence high levels of confidence and partnership;
- To ensure a high level of staff expertise to meet student need, through well-targeted continuing professional development;
- To support students with medical conditions to achieve full inclusion in all school activities by ensuring consultation with health and social care professionals in order to meet the medical needs of students;
- To work in co-operative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

## What we do

### We identify students and assess their learning needs by:

- Speaking to parents/carers and students at our open events;
- Liaising with primary schools prior to admission;
- Analysing data from primary schools;
- Cognitive Assessment Tests in Year 7- verbal, non-verbal, spatial and quantitative abilities;
- LUCID testing in Year 7 – decoding, comprehension, spelling, handwriting and typing;
- Subject baseline assessments;
- Formal and informal observations of students in their classes and form times;
- Monitoring vulnerable groups of students including Pupil Premium students;
- Termly progress updates by all teachers for all students;
- Teacher referrals where they have a concern;
- Parental concerns;
- Student self-referral.

## Action relating to SEN support will follow an Assess, Plan, Do and Review model:

In Essex, this process is known as One Planning

1. **Assess:** Data on the student held by the school will be collated by the class/subject teacher/SENCo in order to make an accurate assessment of the student's needs. Parents/carers will always be invited to this early discussion to support the identification of action to improve outcomes.
2. **Plan:** If review of the action taken indicates that "additional to and different from" support will be required, then the views of all involved including the parents/carers and the student will be obtained and appropriate evidence-based interventions identified, recorded and implemented.
3. **Do:** SEN support will be recorded on a plan that will identify a clear set of expected outcomes, which will include stretching and relevant academic and developmental targets (this may include for young people, targets around preparing for adulthood) that take into account parents'/carers' aspirations for their child. Parents/carers and the student will also be consulted on the action they can take to support attainment of the desired outcomes. This will be recorded and a date made for reviewing attainment.
4. **Review:** Progress towards these outcomes will be tracked and reviewed termly with the parents/carers and the student. Successes will be celebrated and plans for the next term made.

If progress rates are judged to be inadequate despite the delivery of high quality interventions, advice will always be sought from external agencies regarding strategies to

best meet the specific needs of a student. This will only be undertaken after parental permission has been obtained and may include referral to:

- Local Authority Support Services;
- School counselling service;
- Specialists in other schools e.g. teaching schools, special schools;
- Social Services;
- Health partners such as school nurse and Child & Adolescent Mental Health Service.

N.B. For a very small percentage of students, whose needs are significant and complex and the SEN support required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care (EHC) plan being provided

## **Students with EHCPs**

If a student has an EHCP, it will set out the provision that is required for that student and we will work with parents/carers and students to meet those students' needs in a flexible and relective way.

## **Staff**

In accordance with the SEND code of practice, all our teaching staff are teachers of students with SEND and retain the responsibility for students' learning. In addition, we have a large team of learning mentors who may support students in the classroom or work with them in small groups or individually for intervention work. The majority of our learning mentors have ELKLAN Level 3 qualification in Speech and Language Support for 11-16s. Each core subject (English, Maths and Science) has its own team of dedicated learning mentors who have a thorough subject knowledge. We have an ongoing programme of training to ensure that all staff have knowledge of the students that they work with.

The learning mentors are led by :

SENCo – Cathryn Kipling (BSc Psychology, PGCE, MEd - Speech and Language Difficulties, PGDip – Difficulties in Literacy Development, National Award for SEN Co-ordination)

Assistant SENCo and leader of the Speech and Language Enhanced Provision: Lisa Yeomans (BA History and Sociology, PGCE, National Award for SEN Co-ordination, PGCert Speech and Language Difficulties)