

SEN Information Report 2019/2020

This report sets out information about our provision for students with special educational needs and disability (SEND) and has been written with regard to the 2015 Code of Practice for Special Educational Needs and the 2014 regulations on information to be included in the SEND Information Report. This information is updated annually.

About our School

The Shepwell School, Home and Hospital tuition service and the Shepwell Learning Centre provide education for students with a wide range of special educational needs, including those with:

- **Communication and Interaction needs** - this includes students who have speech, language and communication difficulties, slower processing difficulties and includes students on the Autism Spectrum and related difficulties.
- **Cognition and Learning needs** - this includes students who have general and specific learning difficulties, for example dyslexia, dyspraxia and dyscalculia.
- **Social, Emotional and Mental Health needs.**
- **Sensory and/or Physical needs** - this includes students who have visual or hearing needs, or a physical disability that affects their access to education and learning.

In addition those either at home or in hospital with a temporary medical need who are unable to physically access their mainstream school are catered for through the home and hospital team.

The above four SEN categories are definitions of special educational need found in the 2015 Code of Practice.

Our special educational needs and pastoral support team consists of:

Mrs J Bloomfield - SENCo

Mrs S Wilson - Safeguarding and Inclusion Manager (SEND) Pastoral

Miss Karis Osbourne - HLTA/Post 16 Transition/ Mental Health First Aid

Mrs Tanya Birch - Learning Support Practitioner/ASIST/Youth Mental Health First Aid

Mr Alan Rudd - Learning Support Practitioner

Mrs H Evans - Alternative Specialist Provision Teacher/Transition and Induction

Mrs H Tudor - Senior Learning Support Practitioner

Mrs J Hoey - Parent and Pupil Support Practitioner/ Reintegration

Mrs Lisa Swan - Learning Support Practitioner

Mrs D Parr - Learning Support Practitioner/Outreach

All can be contacted on 01902 632719

How do we identify and give extra help to students with SEN?

All pupils who are referred to us have a special educational need and have been unable to access education fully within their mainstream schools regardless of strategies tried. Pupils are referred to us for a variety of reasons. The School uses information from parents, other professionals, previous schools, guidance from the Walsall SEN team and The Code of Practice to identify and support young people with an emphasis on providing a bespoke learning experience.

Our approach will include:

- How we **assess** students, **plan** for their special educational need and how we adapt our teaching and learning techniques and resources.
- Provide quality first teaching, interventions to support learning will be put in place if appropriate.
- Ways in which we can adapt our school environment to meet each student's needs
- How we **review** progress, agree outcomes and involve parents/carers and students in decision-making processes.

How do we work with parents/carers and students?

We work closely with students with SEND and their parents/carers to agree outcomes, how we will all work towards these and then to review progress. We do this by review meetings, parents evenings, phone calls, open door policy and email contact when appropriate. We also have a text service to relay specific information to parents/carers.

Parents/carers are invited into the school for informal activities such as coffee mornings and charity events.

There are also opportunities for parents/carers and students to contribute to our policies on SEND and Equality. We do this by:

- Inviting feedback through questionnaires.
- Student council.
- Head teacher drop in sessions.

Adapting the curriculum

We offer a broad and balanced curriculum for all students. Details are published on the school website.

Each teacher is responsible for the progress and development of the pupils in their classroom and differentiates accordingly for each individual student to suit their needs.

The way we adapt this for students with SEND is set out in the school's [Accessibility Policy](#).

We use a range of intervention programmes to accelerate student progress from Year 7 to Year 11. Where possible the curriculum can be personalised to suit an individual students needs. Our aim is for students to access both KS3 and the demands of KS4 effectively alongside developing non academic areas such as social, emotional and mental health.

We provide mentoring/emotional coaching/academic mentoring for those students who are struggling with the day to day pressures of school. In many lessons there may be an additional adult who will support both academically and pastorally.

For those requiring support for specific learning difficulties various aids/resources are available such as coloured overlays, sensory objects, subject specific flash cards and coloured semantics.

What expertise can we offer?

All teachers are responsible for every child in their care. Staff regularly receives relevant and up to date training in a variety of areas; which enable them to deliver the curriculum in a way that is beneficial to all pupils regardless of need. Some of the training include; Autism awareness, Mental Health Awareness, Emotional Coaching, sharing good practice in the classroom. We have high expectations of all pupils and strive to provide quality first teaching, effective differentiation and identify and provide interventions where appropriate.

Staff from the Shepwell Learning Centre provide expertise to all staff for continuous awareness and development of professional skills in working with students on the Autistic spectrum.

We acknowledge that part of staff training will come from listening to and working closely with parents/carers and students. We value your input to regular review meetings to keep our information sharing about learners up to date.

Shepwell also has an access arrangements assessor who has successfully completed a post-graduate course at/or equivalent to Level 7, including at least 100 hours relating to individual specialist assessment. An access arrangements assessor may conduct assessments to be recorded and provide evidence in order to provide the most appropriate access arrangement for each individual pupil.

Our local offer can be found on our website.

We also have access to a range of specialist support services including:

- Educational Psychology.
- Child and Adolescent Mental Health Services (CAMHS)
- Various NHS therapy services.
- Children's Social Care.
- School Counsellors.
- Speech and Language Therapy Service.
- Local charitable services.

We also work with other services and organisations that are involved with a family, with the family's permission. We always discuss the involvement of specialist SEND services with parents/carers first.

How do we know if SEN provision is effective?

The progress of each individual student is tracked throughout the school through various assessment tools and teachers' progress reviews, three times each year. Both academic and social, emotional and mental health are assessed to determine if any additional intervention is required. Specialist advice is sought where necessary.

We review progress towards agreed outcomes assessing whether the support that has been in place has made a difference and what we need to do next. We evaluate this progress against age-related expectations. A written report is provided to coincide with the progress reviews.

Information about how the Governing Body evaluates the success of the education that is provided for students with SEN is contained in the annual Governors' SEN Report.

How are students with SEN helped to access activities outside of the classroom?

All students are included in activities and trips (with risk assessments, where needed) and in accordance with duties under the Equalities Act 2010. We talk to parents/carers and students when planning trips so that everyone is clear about what will happen and offer support where needed.

All students have the opportunity to take part in a variety of activities during breaks and lunchtimes. Enrichment activities occur for all students throughout the school year. These cover a range of things such as: sexual health, social and mental health awareness, charity activities and career guidance.

What do we do to support the students overall well-being?

We encourage students to share their views through:

- Linked adult time.
- School Council representatives.
- Mentoring sessions.
- Assemblies.
- Personal Provision Plan/Passport for Learning.

All students have mentoring as and when needed and years 7 to 10 have dedicated group mentoring sessions in addition. Year 11 have a therapy session each week. We provide 1:1 mentoring is available for all students. All staff are trained in emotional coaching, the whole ethos of the school is to provide a safe and supportive environment and all staff work hard to provide this. We are consistently striving to build resilience and independence for all students.

A counsellor is available weekly and all students have access to her. Students choose a linked adult with whom they spend 10 minutes at the beginning and end of each day giving a chance reflect on their day, raise any concerns and celebrate any successes.

Many of the students receive support from a variety of outside agencies such as CAMHS and so where possible we will liaise closely to compliment the support already in place.

We take bullying very seriously, and monitor incidents on bullying according to Protected Characteristics, including disability related discrimination.

Transition into Shepwell and moving on to Post 16.

We encourage all new perspective students and parents/carers to visit the School before a transition plan is put into place. This will take place through close liaison with the student, parents/carers and the mainstream school. The plan will take into consideration the students individuals needs.

All new students attend induction sessions where they are assessed if appropriate and a passport for learning is developed with both the student and parents/carers. Any additional information is collated and a transition plan devised which takes into account any difficulties such as anxiety issues.

Parents/carers are kept fully informed of how their child is settling in and a 2 week review will be held to discuss any issues or support needs.

The mainstream schools and any other key people such as CAMHS are invited to all meetings and progress reviews.

If and when a student is ready to be re-integrated back into mainstream school we will liaise closely with a key member of the school, parents/carers and the student and devise a robust reintegration plan individual to the students needs.

Students accessing the AS additionally resourced provision have to be submitted to a panel of staff members before a placement can be offered. Entry criteria is a diagnosis of AS and an EHCP. Once a place has been offered, extensive transitional work is undertaken.

We begin to prepare students for transition into Post 16 in a number of ways:

- With their choices for GCSE and vocational courses.
- With adviser support to ensure all students have guidance and support in an appropriate post 16 provision.
- Through various careers talks and visits to training providers.
- Careers and work skills lessons for year 9, 10 and 11.
- Transition plan in place for those students who may struggle with a change in environment.

Contact details.

Shepwell 01902 632719

Email – admin@shepwell.walsall.sch.uk