

1. SEND profile

Type of support	Number of pupils
Special educational needs (SEN) support	50
Statement of SEN	0
Education, health and care (EHC) plan	15

Special school governors should see:

Areas of need	Number of pupils
Specific learning difficulty (SpLD)	2
Moderate learning difficulty (MLD)	12
Severe learning difficulty (SLD)	0
Profound and multiple learning difficulty (PMLD)	0
Social, emotional and mental health (SEMH)	21

Communication and interaction needs	23
Sensory and/or physical needs	5

SEND & Pupil Premium Cross Over

Year 7	3 students
Year 8	4 students
Year 9	4 students
Year 10	6 students
Year 11	4 students
Total	21 students

SEND Report

SEN information report

The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, Autistic Spectrum Disorder, Asperger's Syndrome, Speech and Language Difficulties
- Cognition and learning, for example, Dyslexia, Dyspraxia,
- Social, emotional and mental health difficulties, for example, Attention Deficit Hyperactivity Disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate learning difficulties

Identifying pupils with SEN and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEN support. A support and Achievement Plan will be created and reviewed on a termly basis.

Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

We will also provide the following interventions:

- Insert list of interventions provided at your school

Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

Additional support for learning

We have teaching assistants who are trained to deliver interventions such as ELKLAN.

Teaching assistants will support pupils on a 1:1 basis as required in the classroom or via 1:1 intervention to provide pre or overlearning

Teaching assistants will support pupils in small groups when for areas such as social skills.

We work with the following agencies to provide support for pupils with SEN:

- Educational Psychologist
- ASD Advisory Teacher
- Berkshire Sensory Consortium (CYPIT)
- Integrative Arts Psychotherapist

- Physiotherapist
- CAMHs
- School Nurse
- Brief BA (Part of the ANDY Clinic)
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Expertise and training of staff

Our SENCO has 10 years' experience in this role and has also worked as a Teacher Trainer for the Level 5 OCR Program (teaching Learners with SPLD)

They have a 10 hour teaching timetable to allow them to manage SEN provision.

We have a team of 14 teaching assistants, including 5 TAs who have completed their Level 3 Teaching Assistant qualification, who are trained to deliver SEN provision.

In the last academic year, staff have been trained in

Safeguarding

Supporting students with ASD

Supporting students with ADHD

Supporting students with hearing impairment

Supporting students with Diabetes

We use specialist staff for

- ELSA support

Securing equipment and facilities

External agencies are sourced via the school partnership and CYPIT agreement.

Additional resources are sourced using school connections with charitable organizations such as Brief BA, and via the Local Offer.

Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after each 6 week program, with the ideal being a double ratio gain.
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with statements of SEN or EHC plans

Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trip(s) and close liaison is made with centres to ensure that all needs are met; such as wheel chair access, quiet areas.

All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

No pupil is ever excluded from taking part in these activities because of their SEN or disability. The school accessibility plan is available on the school website. Should a student's condition deteriorate, close liaison with parents and professionals will be sought to enable full support to be given. For example, training of TAs to provide daily physiotherapy.

Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council
- Pupils with SEN are also encouraged to be part of all clubs and activities to promote teamwork/building friendships etc.

We have a zero tolerance approach to bullying.

Working with other agencies

Theale Green School has a close working relationship with external agencies and strives to facilitate the most appropriate support available, utilising The Local Offer , CYPIT and charitable organisations.

Complaints about SEN provision

Complaints about SEN provision in our school should be made to the SENCO in the first instance. They will then be referred to the school's complaints policy, if a mutually satisfactory resolution cannot be reached.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Contact details of support services for parents of pupils with SEN

All parents are directed to SENDIAs to support them with any concerns regarding SEND that the school may not be facilitate.

Contact details for raising concerns

Parents should contact the SENCO, Mrs Linda Stevens in the first instance if they have any concerns.

The local authority local offer

Our contribution to the local offer is available via the school website and through the West Berkshire Page.

