

Aldworth School SEND Information Report

2022-2023

This report is designed to meet the legislative requirements for SEN information reports, which are set out in [schedule 1 of the SEN and Disabilities \(SEND\) Regulations 2014](#) and [paragraphs 6.79-6.81 of the SEND Code of Practice](#).

Whilst we have made every effort to ensure continuing provision for all our students, we have had to make some adaptations as a result of coronavirus.

What types of SEND do we cater for?

At Aldworth School we are committed to giving the right students, the right support, at the right time. We do this by ensuring we provide all our students every opportunity to achieve the highest of standards so that we can prepare them for adulthood and build brighter futures. To do this it is important that we take account of students' varied life experiences and needs, together with their aspirations and hopes for the future.

We offer a broad and balanced curriculum and have high expectations for all students, reminding them to 'go further'. We strive to be a fully inclusive school, and actively seek to remove the barriers to learning and participation that can hinder or exclude students. The achievements, attitudes and wellbeing of all our students matter.

Students are identified as having SEND when they have a significantly greater difficulty in learning than the majority of students the same age, or have a disability which prevents or hinders them from making use of education facilities of a kind generally provided for students of the same age in schools within the area of the Local Authority (SEND Regulations 2014).

Students at Aldworth School have a range of difficulties including Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health difficulties and Sensory or Physical difficulties. Within the school we cater for a wide variety of special needs and all students are taught in mainstream classes. We add support into classes rather than removing students from lessons. Where possible, in core subjects and practical subjects, we also provide one smaller nurture group to ensure that those needing additional support for literacy and numeracy can be nurtured so that they can close the gap between them and their peers.

What additional support is available to support students with SEND with their learning?

Most students with SEND can be supported within the classroom by their class teacher delivering high quality lessons and having a good understanding of your child's needs. Each student is an individual and may benefit from individual strategies to support them; whilst this is not an exhaustive list, they are some of the different ways in which your child may be offered additional support:

Access to a Keyworker, Learning Coach support in class, support with homework and organising equipment, access to external specialists for equipment and assessments, access to ELSA/FEIPs, pastoral support, access to physiotherapy and/or occupational therapy and support with aspects of daily living.

We also offer specialist SEN interventions in literacy, numeracy, mindfulness, study skills, speech and language therapy, occupational therapy, touch typing, handwriting and social skills. Programmes can also be designed by the Educational Psychologist to meet the ever-changing needs of students. Some examples of these courses include 'Understanding your Emotions', 'Developing Resiliency' and 'Learning to Learn'.

In addition to specialist interventions, support is also available after-school to encourage students with SEND to attend extra-curricular activities. We run homework clubs for students who may benefit from access to computers and additional adult support.

How do we identify and assess students with SEND?

When your child first joins Aldworth School, we use information from a range of sources to help identify SEND and other needs. This includes information from parents/carers, primary school teachers and SENDCOs, end of key stage 2 levels, base line testing, reading age tests, application form information, subject teachers, specialist colleagues and external agencies.

We liaise closely with Primary Schools prior to transition and students are given several opportunities to come to Aldworth before starting school in September. The school can be viewed by arranging a mutually convenient appointment; we are always eager to be given the opportunity to show off our school and we encourage prospective parents and students to contact us if they would like to arrange a visit.

Our class teachers, Heads of Department, Heads of Year and Pastoral Year Leaders closely monitor the progress and attainment of all students, including those who have, or may have, SEND. The continuous monitoring of students during their time with us will further identify students with a special educational need. This identification may come from tutors, subject teachers, support colleagues, Pastoral staff, outside agencies, parents/carers or the students themselves.

Teachers are able to put individual students forward for screening of specific learning difficulties; this helps inform teachers and allows them to more readily support those students.

We follow a staged and graduated approach to identifying and assessing needs, using the 'Assess, Plan, Do, Review' model. If a child still does not make the expected progress, underpinned by evidence and despite receiving differentiated learning opportunities, parents will be informed and further investigations will be carried out.

Students who require additional support to access learning are placed on the SEND register and information to help with their learning is available for staff on Mintclass. Staff use this information to inform their lesson planning, teaching and student learning activities. Targeted interventions are planned and delivered where appropriate and this may include small group or individual work across a broad range of activities.

Following the teacher's and SENDCO's review of progress, if there are still concerns then parents will be consulted to allow them to be fully involved in the process. If additional support is needed the school may request for external agencies to become involved. Parents are always asked for their consent if the school feels a student would benefit from additional support.

What is our approach to teaching students with SEND, and how do we adapt the curriculum and learning environment?

We pride ourselves in giving students opportunities to allow them to become **#equippedforlife**. We provide all students with these opportunities by providing tailored support for each individual child depending on their needs and abilities. We firmly believe that students in a mainstream school should be taught alongside their peers, therefore we avoid removing students from lessons for support, but instead we opt to put extra staff into classrooms as necessary. The Learning Coaches (LCs) can assist with everything from supporting a student to get from one lesson to the next, breaking-down instructions to allow the child to succeed and helping students to settle down and organise their equipment and record homework, and growing their independent learning skills.

All teachers are able to cater for a wide range of needs within their lessons through High Quality Inclusive Teaching (HQIT) and can carefully differentiate work to allow all students to reach their potential. Where additional support or specialist differentiation or adaptation is needed, the SENDCO or LCs can adapt work for the class teacher. The SEND team work closely with teachers, students and external specialists to ensure work is accessible, particularly where students have sensory or physical needs which might otherwise restrict their ability to access the curriculum.

The school learning environment is fully accessible for all students. The school site is fully wheelchair accessible, with the exception of the top floor of Dartmouth. We offer break and lunch time support for students who may need additional support during unstructured free-time or need a quiet place to go during unstructured times.

For more information, our accessibility plan is available on the school website.

How do we enable students with SEND to engage in activities with other students who do not have SEND?

Students are taught in mixed-ability groups, or set according to ability; this allows students with SEND to integrate fully with their peers. The culture of the school means that all students are very supportive of each other.

We have several LCs who stay with students after school and we actively encourage students with SEND to attend extracurricular activities and excursions.

How do we consult parents of students with SEND and their children, and involve them in their child's education?

We need you to support us and your child by encouraging them to fully engage with their learning and any interventions offered by:

- Helping them to be organised for their day (including bringing the right equipment and books)
- Full attendance and good punctuality
- Completion of homework
- Attending parents' meetings
- Attending any meetings specifically arranged for your child

We will support you through regular communication, and all students with an EHCP will also have a named keyworker who will work with your child and liaise with you regularly.

Students are encouraged to take part in Pupil Voice activities, regularly evaluate their work in lessons, attend review meetings, contribute to target setting and reviewing, and reflect on their learning and achievements by completing documents with their mentor prior to reviews.

How do we assess and review students' progress towards their outcomes, and evaluate the effectiveness of SEND provision?

All students, including those with SEND, are assessed on a regular basis, in accordance with the School Assessment Policy.

Teachers formally assess and review progress and attainment several times a year and this is communicated to parents/carers in a report that is sent home. Additionally, parents' evenings are held once a year, when there is an opportunity to discuss progress, attainment and next steps in education. The SENDCo is available at parents' evening to discuss the progress of SEND students. Appointments are not necessary but if you would like to book an appointment for another time, you can do this by contacting the school and asking to speak to a member of the SEND team.

Progress and attainment data for students are regularly analysed for effectiveness and value for money allowing for early identification of needs. All staff are actively involved in the analysis of data including Teaching Staff, Tutors, LCs, Heads of Department, Heads of Year, Year Leaders and the Senior Leadership Team.

How do we support students moving between different phases of education and preparing for adulthood?

Students receive individual careers interviews to help them plan for end of key stage transitions and transition to post-16 education. They are provided with support in lessons and in tutor time for CV writing and interview techniques. We have close links with several businesses who will come in and work with students or invite them to their companies for workshops.

Students who work with a LC are coached to develop their independent learning skills which will help them through Further Education and into work life. For students with SEND we prioritise their end of KS4 careers advice so that they are provided with early advice and support. Each child is provided with an action plan and this is regularly monitored throughout the year.

Students with SEND are advised about appropriate post-16 courses and apprenticeship vacancies and we can arrange to transport children to local colleges for Open Days and to find out more information about the pathways which are available for them.

How do we support students with SEND to improve their emotional and social development?

Within school we are fortunate to have a wide range of staff who are able to support our students with their emotional and social development. We have a dedicated pastoral team who are available throughout the day if a child has any worries or concerns. We also have 2 ELSAs who work closely with students who may need additional support, and all our LCs are trained to support children with social skills development. We are encouraging staff to use a 'Restorative Justice' approach when discussing incidents that may have occurred during the day to help children understand the consequences of their decisions, and the impact these decisions have on others.

What expertise and training do our staff have to support students with SEND?

All our staff attend regular training sessions on SEN and Safeguarding, and there is a program of training sessions for all staff to make them aware of different SEND needs and strategies which can be used to support students.

How will we secure specialist expertise, equipment and facilities to support students with SEND and their families?

As a school we can access a range of services. These services are contacted when necessary and appropriate, according to your child's needs. If you believe your child needs specialist equipment, or other facilities, please contact Mrs Hudson or discuss the issue at the next review/parents evening.

The school works closely with Hampshire County Council and as a school we can access a range of services including Child and Adolescent Mental Health Service (CAMHS); Social Care; School Nurse Service; Educational Psychology Service; Careers advice; Speech and Language Service; Occupational Therapy and Physiotherapy Services. These services are contacted when necessary, in line with your child's needs.

If you believe your child needs support from a specialist, please contact Mrs Hudson or discuss your concerns at the next review/parents evening.

How do we handle complaints from parents of children with SEND about provision made at the school?

We hope that you will be pleased with the support your child receives during their time with us but if you are unhappy with the support in the first instance contact the subject teacher or your child's tutor who may refer your concerns to a more senior member of staff if needed.

Alternatively, please contact the SENDCo or the Deputy Headteacher. The schools' complaints procedure is available on the school's website.

What support services are available to parents?

Within Basingstoke there are several organisations who will be able to support you if you have any concerns or need support.

We work closely with the SEND Information, Advice and Support Service, encouraging parents to contact them if they need help or support related to their child's SEN needs.

All the information about local services available to our families can be found on the Hampshire Local Offer by visiting:

<https://fish.hants.gov.uk/kb5/hampshire/directory/localoffer.page>

We regularly update our local offer to reflect any changes to the provision that we are able to offer to young people.

The school's SEND policy and details of how it is implemented.

The SEND policy is publicly available on the school website and it is the responsibility of the SENDCo, with the support of the Headteacher and SEND Link Governor, to ensure that it is implemented.

For more information or to view the SEND Policy please visit the school website.

Who is our special educational needs and disability coordinator (SENDCo) and how can she be contacted?

For additional information, or if you have any queries or concerns, please contact our SENDCo Mrs Hudson using the school email address: enquiries@aldworth.hants.sch.uk

School Admissions

For information about our admissions processes, the arrangements for the admission of students with disabilities and the steps we take to prevent students with disabilities being treated less favourably than other students please refer to our **Admissions Policy** on the school website.

Facilities for students with disabilities

For more information about the facilities we provide to help students with disabilities to access the school please refer to the **Accessibility Policy and Plan** on the school website.