

Edgbarrow School

Special Educational Needs and Disability SEN Information Report



The intention of Bracknell Forest Council's local offer is to improve choice and transparency for families. All schools and academies in Bracknell are expected to identify and support pupils with special educational needs to make the best possible progress. Schools are supported to be as inclusive as possible and wherever possible, the needs of pupils with a Special Educational Need are met in a mainstream setting, where families want this to happen.

1. What kinds of special educational needs does the school provide for?

Edgbarrow school provides for a range of SEND including specific learning difficulties (Literacy, Numeracy and Developmental Coordination Disorder), ASD (Autistic Spectrum Disorder), ADHD (Attention Deficit Hyperactivity Disorder), Hearing Impairment (HI), Visual Impairment (VI) and many other learning, emotional, social and mental health difficulties. We aim to make reasonable adjustments to ensure the needs of all of our pupils are met.

2. How does the school know if children/ young people need extra help and what should I do if I think my child/young person may have special educational needs?

When joining the school, pupils already identified as having SEND are placed on the SEND register. Each year group has a separate register, which gives some idea of the difficulties the pupil experiences. Pupils with a more extensive level of SEND also have a separate, individual summary sheet. These are available to departments, along with the SEND registers, and are the main source of information for departments. For those pupils not yet identified, there is a referral system where pupils suspected of needing additional support are identified through their teacher and/or their parents. This is then followed up by an initial assessment where it is then decided how to address the pupil's difficulties within the resources we have. This may involve putting them on the SEND register.

The Progress Department (Edgbarrow School's SEND department) is always ready to listen to staff concerns, and sees the views of subject staff as important in determining the pupils' needs. When it comes to making important decisions such as determining the level of support a pupil needs, or whether we need to apply for exam access arrangements, we take into account the views of departments.

The Progress Department adopts an individualised approach to each pupil's difficulties. After the initial assessment it is decided how to address the pupil's difficulty within the resources we have. Any action taken is monitored and reviewed regularly. If you suspect your child as having SEND, it is important to communicate this with the school and the Progress Department. After an initial assessment, the findings would be conveyed back to the parents and if required appropriate interventions put in place.

3. How will both you and I know how my child/young person is doing?

Academic targets are reviewed regularly in line with pupil progression and are shared on grade reports. Progress is monitored through these reports. Parents will receive two reports yearly for KS4 pupils and two reports for KS3 pupils, showing progress made against individual targets.

For Statemented pupils and pupils who are in receipt of an Education, Health and Care Plan (EHCP), targets will be reviewed and set at the annual reviews. All relevant people will be involved in this, including parents.

All interventions are conveyed back to parents through written correspondence and if necessary through a meeting at school.

Staff also communicate to parents through the student planners and by email or telephone.

4. How will the curriculum be matched to my child/young person's needs?

All teachers and relevant staff will be aware of individual needs through information provided by the Progress Department. Where possible, it will be the intention of all teachers to take this into consideration when planning appropriate activities in lessons.

The school will take advice from external agencies where relevant. The school will aim to provide those pupils with SEND with a balance of support and allowing independency. For example it is important that the pupil does not have individualised LSAs (Learning Support Assistants) but the support is provided through small groups.

On occasions it may be deemed to withdraw some students from modern foreign languages where they can then be part of small group Progress lessons which involve literacy, numeracy and Speech and Language. These will be taught by QTS/HLTA.

5. How will school staff support my child/young person?

The teaching strategies will depend on the nature of the pupil and their difficulty. But for those with more severe needs, for most of the time this will be based on advice and recommendations of the professionals that work with the child such as the Educational Psychologist or the teacher of the deaf for those with hearing difficulties. This can mean that from time to time those professionals would support the child by doing some observations in lessons and individual 1:1 assessments. Please also see Question 4.

6. How is the decision made about what type and how much support my child/young person will receive?

Please see Question 2.

7. How will my child/young person be included in activities outside the classroom including physical activities and school trips?

Where necessary LSAs will accompany students who need that support on visits.

8. What support will there be for my child/young person's overall wellbeing?

- Working with the Pastoral team which includes the form tutor and Head of Year.
- The Progress Department works closely with the following organisations: BeST (Behavioural Support Team), ASSC (Autistic Spectrum and Social Communication Service) and ASSIST (Autism Spectrum Service for Information, Support & Training), CAMHS (Child and Adolescent Mental Health Service).
- We have the Student Support Department who work alongside any student that may be experiencing a social, emotional or behavioural difficulty.
- Social Skills groups are run by SEN teachers and HLTAs.
- Peer mentoring and Circle of Friends are also available.
- ASD support from HLTA specialising in ASD.
- Student's with EHCP/Statements will have a key worker

9. What specialist services and expertise are available at or accessed by the school?

- Educational Psychologist
- Sensory Consortium Services (visual Impairment, Hearing impairment)
- ASSC/ASSIST(ASD)
- Behaviour Support Team(BST)Speech and Language Service
- CAMHs (Child and Adolescent Mental Health Service)
- Occupational Therapist
- Tourettes Action
- College Hall Outreach
- Children`s Social care
- *Please refer to the Bracknell Forest Borough Council Website for contact details for these services.

10. What training have the staff supporting children/young people with SEND had?

- All staff have SEND training depending on the SEND students that are on roll. (Autism Awareness by ASSC).
- All Progress staff are National Autistic Society SPELL framework trained as well having training in Pathological Demand Avoidance (PDA)
- All staff working with the hearing/visual impaired students have training at the beginning of term by the Sensory Consortium Services.
- The Head of Progress has the Master's-Level National Award for Special Educational Needs Co-ordination. Teacher of Science
- Two SEN teachers have the Master's-Level National Award for Special Educational Needs Co-ordination. Teachers of English and Psychology. One teacher ELSA trained.
- One SEN teacher is training for the Certificate of Psychometric Testing and Access arrangements(CPTA3) and certificate of competence in educational testing (CCET)- Teacher of English and EAL
- One HLTA has Certificate of Psychometric Testing and Access arrangements(CPTA3) and certificate of competence in educational testing (CCET)- qualified to degree level in English
- One HLTA specialised in ASD- SPELL Framework Training for trainers (NAS course Understanding and Supporting People with Autism.)
- One HLTA- Teacher of Math and BTEC Level 3 Sensory Impairment (Visual Impairment)- Mental Health First Aid training
- 11 LSA s qualified to degree level.
- 5 LSAs hold the title level 3 certificate in Supporting Teaching and Learning in the classroom
- 1 LSA - Mental Health training and 1 LSA -ELSA trained
- Two LSA- online training for SEND (Hearing Impairment) and 1LSA for Visual Impairment

11. How accessible is the school environment?

Refer to the school's accessibility plan.

12. How are parents and young people themselves involved in the school?

Please see the School's [website](#) for further details.

13. How do you involve other agencies in meeting the needs of children/young people with SEND and in supporting families?

Edgbarrow school works closely with a number of local agencies. The school makes referrals to these agencies following discussions with staff and parents/carers.

14. Who can I contact for further information?

You should contact your child's Tutor, Head Of Year or SENCO if SEND related. Further information can also be found on the School's [website](#) and the Local Authority's Local Offer [website](#).

15. How will the school prepare and support my child/young person to join the school, transfer to a new school or the next stage of education and life?

All SEND pupils will be discussed at the regular annual meetings carried out at the local primary schools with Progress staff. For those with Statements/EHCPs the SENCO will attend the annual review in Year 6. A student profile will be completed and the information disseminated to all staff at the beginning of the year.

All pupils are guided through the Transition process via the form tutor and Head of Year. For some students there would be additional support through the Progress or Student Support department.

Adviza would be involved for those Statemented pupils or pupils with EHCPs moving Key Stage.

For the most vulnerable transitions, there will be an additional induction day for a small number of students to ease with transition.

16. What other support is available?

Find out more about the local offer of support which is available for disabled children and young people and those who have SEN at <http://www.bracknell-forest.gov.uk/senlocaloffer>