

# Edgbarrow School

## Special Educational Needs and Disability SEN Information Report

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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 full local offer of services available in Bracknell can be found at <http://www.bracknell-forest.gov.uk/senlocaloffer> or by contacting the Information, Advice and Support Services (SEND) at <http://www.bracknell-forest.gov.uk/informationadviceandsupportservice>.

Updated June 2017

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 all 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. We value parental input at all stages.

Please also see our Access Arrangements policy on the [School's website](#).

### **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 three 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. What arrangements are there for consulting with young people with SEND and their parents?**

Pupil and parent involvement is very important to Edgbarrow School. Consultation with pupils and parents occurs in many different ways and depends upon the needs of the pupil and their family (e.g. face-to-face meetings, phone consultations, emails, etc.). Our SENCO or a representative from the Progress department is available to meet with at the school's regular parent-consultation evenings.

In addition to this, pupils who have an EHCP are consulted annually through the Annual Review process. Pupils on the SEND register and their parents are also invited to participate in an annual SEND pupil and parent survey.

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**5. How do you evaluate the effectiveness of the provision made for my child/young person's needs?**

Please see Question 3. In addition, the school follows the 'Assess-Plan-Do-Review' model outlined in the SEND COP. The Progress department also assess the effectiveness of provision through an annual pupil and parent SEND survey.

**6. 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 a QTS/HLTA.

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

The teaching strategies will depend on the nature of the pupil and their difficulty. For those with more severe needs, teaching strategies and support for most of the time will be based on the 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 carrying out some observations in lessons and individual 1:1 assessments for example.

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

Please see Questions 2 - 6.

**9. How will my child/young person be enabled to engage in activities available with children and young people in the school who do not have SEND?**

The provision and teaching strategies used will depend on the nature of the pupil and their difficulties. Please see Question 7 and 10 for further details.

**10. 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. Adaptations and provisions are tailored to pupil's needs where necessary to ensure, where possible, pupils are included in all aspects of school life.

**11. 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 mental health difficulty.
- Social Skills groups are run by SEND teachers and HLTAs.
- Peer mentoring is also available.
- ASD support and training from QTS ASD specialist.
- Student's with EHCPs/Statements will have a key worker

## 12. What specialist services, expertise and equipment/ facilities are available at or accessed by the school?

- Educational Psychologists
- Sensory Consortium Services (Visual Impairment, Hearing impairment)
- ASSC/ASSIST( ASD)
- Speech and Language Service
- CAMHs (Child and Adolescent Mental Health Service)
- Occupational Therapists
- Tourettes Action
- College Hall Outreach
- Children`s Social care

\*Please refer to the Bracknell Forest Borough Council Website for contact details for these services

Equipment/facilities to support pupils with SEND are secured in consultation with professional organisations (outlined above).

## 13. 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. For example, when required, all staff had ASD training by the ASD specialist (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 SEND teachers have the Master`s-Level National Award for Special Educational Needs Co-ordination. Teachers of English and Psychology. One teacher is ELSA trained.
- One SEND teacher has a Certificate of Psychometric Testing and Access arrangements (CPTA3) and certificate of competence in educational testing (CCET) - Teacher of English and EAL.
- One HLTA has a Certificate of Psychometric Testing and Access arrangements (CPTA3) and certificate of competence in educational testing (CCET) - qualified to degree level in English.
- One SEND teacher specialises in ASD and is SPELL Framework Trained for trainers (TIZARD, University of Kent course Understanding and Supporting Children and Adults on the Autism Spectrum).
- One HLTA is training for the BTEC Level 3 Sensory Impairment (Visual Impairment)
- 9 LSAs are qualified to degree level.

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- 4 LSAs hold the title level 3 certificate in Supporting Teaching and Learning in the classroom
- 2 LSAs hold the title level 2 certificate in Supporting Teaching and Learning in the classroom
- 1 LSA - Mental Health training and 1 LSA -ELSA trained
- 2 LSAs have online training for SEND (Hearing Impairment) and 1 LSA for Visual Impairment

#### **14. How accessible is the school environment?**

Refer to the school's [accessibility plan](#).

#### **15. How are parents and young people themselves involved in the school?**

Please see the School's [website](#) for further details and Q4 above.

#### **16. How does the school and the governing body 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 (please see Q12 for further details of the agencies the school works with). The school makes referrals to these agencies following discussions with staff and parents/carers.

#### **17. What arrangements are made for supporting children and young people who are looked after by the Local Authority and have SEND?**

The SENCO works closely with our Pupil Premium Co-ordinator for our Looked After Children. The Progress Department regularly liaises with the Designated Teacher for Looked After Children and, where appropriate, relevant information and resources are shared.

#### **18. 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 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

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support through the Progress or Student Support department.

Adviza would be involved for those Statemented pupils or pupils with EHCPs who are 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.

### **19. What facilities do we provide to help disabled pupils access the school?**

Edgbarrow school provides many adaptations to ensure disabled pupils are able to access the school's facilities. The original school buildings were however built in 1959 and some of the buildings are two-story; adaptations have been made where possible to try to ensure the school is as accessible as possible given these restrictions. Adaptations such as the following have been made in parts of the school:

- Lifts to access second story floors in the Sixth Form block and Humanities department
- Ramps in some areas of the school to enable pupils with wheel chairs to access multi-levelled buildings
- Automatic doors in main school areas
- Acoustic ceilings in some areas of the school to support Hearing impaired pupils
- Wheelchair accessible toilets are available within the school's main buildings

Please also see the school's [accessibility plan](#) for details of the adaptations made to the school and our continuing adaptation plans to ensure that pupils with physical disabilities are not treated unfavourably.

### **20. What steps have been taken to prevent disabled pupils and those who have special educational needs from being treated less favourably than other pupils?**

The school's SENCO and Progress Department oversees that the needs of pupils with special educational needs and disabilities are being met and that these pupils are not treated less favourably than other pupils. The steps the school makes are specific to the pupil's individual needs. The following are examples of some (but by no means all) of the steps taken to ensure that disabled pupils are not treated less favourably than other pupils in the school:

- The school provides a modified curriculum where required and access arrangements to enable SEND pupils to access the curriculum and exams on a 'level playing field' to non-SEND pupils
- Personalised interventions and support is put in place as required (both within the classroom and through extra-curricular activities) such as LSA support, homework club and task organisers

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- The school raises awareness of SEND via assemblies, PSHE programmes and training. Information is dispersed to all staff where required to ensure pupils are supported in the best possible way to meet their needs (via staff meetings and school comms)
- Specific opportunities for SEND pupils are offered throughout the year for example SEND sports teams (who compete with other SEND teams across the local authority)

Please also see the school's [accessibility plan](#) for details of the adaptations made to the school to ensure that pupils with physical disabilities are not treated unfavourably.

## 21. 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> or by contacting the Parent Partnership Service on 01344 354011 or [parent.partnership@bracknell-forest.gov.uk](mailto:parent.partnership@bracknell-forest.gov.uk).

## 22. 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](#).

For complaints about the SEND provision made by the school, please see the school's [complaints policy](#).

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