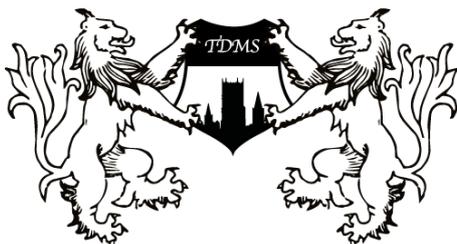


# The De Montfort School



## SEN Information Report

2016-2017

This report outlines the provision The De Montfort School (TDMS) offers children with Special Educational Needs, including our policies on identification and assessment.

Any queries regarding SEN should be directed to the SEN coordinator (SENCO).

Currently the **SENCO** is **Mrs Kelly Weston**.

Tel: 01386 442060

e-mail: [kweston@tdms.worcs.sch.uk](mailto:kweston@tdms.worcs.sch.uk)

The **Assistant SENCO** is **Mrs Jo Lewis**

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The **Governor for SEN** is **Mrs Carol Kent**

### Introduction

The De Montfort School is a mainstream setting catering for young people from Year 6 to Year 13. The Governors, Head Teacher and staff of TDMS are committed to the school's aim of enabling every pupil to reach their academic and personal potential. All pupils need, good quality first teaching, appropriate materials, teacher interest and enthusiasm, to enjoy and succeed at learning. However, some pupils with specific, general learning difficulties, behavioural difficulties, or with physical disabilities, experience problems in learning successfully and need additional support. The School's aim is to provide additional support of various kinds to pupils with special educational and additional needs to enable them to reach their academic and personal potential.

The Code of Practice (DfE, 2014) describes a student as having a Special Educational Need if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. TDMS identifies and assesses students as individuals and then makes a judgement on how best to support them.

The Code of Practice (DfE, 2014) categorises SEN into four areas. Each of these encompasses a range of specific learning difficulties or specific forms of SEN. TDMS supports students with the following Special Educational Needs and Disabilities.

<b>Category of Need</b>	<b>Special Educational Need</b>
Communication and Interaction	Autistic Spectrum Disorders Speech Language and communication needs
Cognition and Learning	Moderate Learning difficulties Dyslexia Dyspraxia Dyscalculia ADHD/ADD
Social, Emotional and Mental Health	Social needs Emotional Health and well-being
Sensory and/or physical	Various physical and medical needs Hearing impairment Visual impairment

### **What should I do if I think my child may have special educational needs?**

Parents are encouraged to communicate with TDMS if they have any concerns. Initial concerns should be raised with the SENCO or the students Head of Learning who will then be able to coordinate a further response or contact the relevant people within school.

### **How does the school identify children/young people with special educational needs?**

After Initial concerns are expressed by teachers or parents further information is gathered and with advice from the SENCO, the teacher/tutor/SENCO will inform the parents. After review, the SENCO may work with the subject teacher to draw up strategies or the pupil may join an intervention group. Pupils may need the support of outside agencies and placing on the Provision Map. Pupils entering the school will also be identified through the SENCOs liaison with the feeder schools. The feeder schools provide records, transfer data and KS1/2/3 information. A new pupil joining the school can have diagnostic testing by the SEN Coordinator if there is a need. Pupils do not need a formal diagnosis to access support from the school's Personalised Learning Department. Pupils are treated as individuals and supported according to their educational need rather than their diagnosis.

### **How does the school evaluate the effectiveness of its provision for such pupils?**

There are many ways in which the effectiveness of provision for pupils with SEN is evaluated these include:

- The use of a graduated response in which we assess, plan, do and review (in line with the local offer)
- Weekly Teaching Assistant meetings
- The monitoring and regular review of measurable outcomes
- Re-assessments by external agencies
- Whole-school data
- Viewpoint of child
- On-going consultation with parents

- Collation of pupil's work/work scrutiny
- Observations of pupils
- Student Support Team meetings between various combinations of the deputy and assistant heads, year heads, SENCO, tutors, subject teachers and any other interested party

**How will I know how my child is doing and how will you help me to support my child's learning?**

Teaching staff assess pupil progress using a range of different techniques including formal testing. This progress data is combined to give a progress grade. Parents receive a half termly interim progress update (IPU) which states this progress grade and links it to expected progress. The form tutor will congratulate progress and provide targets for improvement. Parents can contact form tutors or subject teachers if they need more detail regarding their child's progress

**How will the school support my child?**

<p><b><u>Wave 1 In class</u></b></p>	<ul style="list-style-type: none"> <li>• Quality first teaching in line with the teaching standards 2012 is part of the school ethos</li> <li>• Teaching staff use the strategies in pupil passports to plan inclusive lessons</li> <li>• Heads of Faculty and Department use data from formative and summative tests to allocate classes in subjects where pupils are set</li> <li>• Teaching staff plan differentiated lessons allowing all pupils to progress whilst being challenged</li> <li>• Resources are utilised to stimulate learning</li> <li>• Visual stimuli is used to help meet the needs of pupils</li> <li>• Teachers use reading age data to differentiate tasks with high literacy demands</li> <li>• Teachers are provided with information about the learning styles of pupils and use this to plan stimulating lessons</li> </ul>
<p><b><u>Wave 2</u></b></p>	<ul style="list-style-type: none"> <li>• Pupils have access to 1:1 / small group intervention in:             <ul style="list-style-type: none"> <li>• Reading</li> <li>• Maths</li> <li>• Mentoring</li> <li>• Anger management</li> <li>• Emotional issues</li> </ul> </li> <li>• Teaching Assistants may be used to help support access to some lessons</li> </ul>
<p><b><u>Wave 3</u></b></p>	<ul style="list-style-type: none"> <li>• Some students may have access to Personalised Learning Lessons</li> <li>• Some students may have a bespoke timetable including access to vocational courses at local colleges</li> <li>• Some students take a reduced timetable of lessons to allow focus in other area of particular interest</li> <li>• Advice from specialist teachers, Educational Psychologists and intervention teams is sought to reinforce &amp; support the provision</li> </ul>

	<p>at TDMS</p> <ul style="list-style-type: none"> <li>• Some pupils who require support with social interaction during unstructured time such have access to varying degrees of Teaching Assistant support during break /lunchtime.</li> </ul>
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**How will the curriculum be matched to my child's/young person's needs?**

**How does the school adapt the curriculum and learning environment?**

The QTS and 2012 Teacher Standards underpin the Teaching and Learning policy. All staff understand that they are *all* teachers of Special Educational Needs. We support the learning of all pupils through quality first teaching and differentiation and share good practice at departmental meetings. All teaching staff use the pupil passports and where applicable and available a range of technology to ensure that all pupils can access the learning material. In addition to this support is provided where possible. TDMS has a team of professional teaching assistants who work with high needs SEN students. We will prioritise support in Maths and English first and then other subjects.

The teaching Assistants are deployed by the SENCO to support students in the following areas:

- To access the curriculum in accordance with the pupil passport / statement
- Personal care
- Lunchtime supervision
- Transitional support between lessons

TDMS also has an intervention centre 'The Hub' which at the direction of the Head of Learning or SENCO can be used by pupils who are struggling to cope with the full curriculum or need some 'time out'. The Hub is managed by Miss Cross who has many years of experience in supporting pupils across the key stages and working with staff in many different subject areas.

Some of how TDMS can support students are as follows:

**Quality first teaching and in class support.** All teachers are teachers of Special Educational Needs. Teaching students with SEN is a whole school responsibility and the wide range of abilities and aptitudes of the students is considered within the continuous cycle of planning, teaching, assessment and evaluation in every department. The majority of students will progress and learn with these arrangements but there may be a need to further support the learning of those with SEN using Teaching Assistants in the classroom.

**Literacy Intervention** Small groups / individuals are withdrawn daily during registration. The Teaching Assistants, under the guidance of the SENCO work with pupils, helping to develop their basic literacy and in particular their reading. Each pupil has an individual programme of work. These students are regularly re-assessed to monitor progress.

### **Personalised Learning lessons**

Some students whose needs make it difficult to access the curriculum or keep up with the demands of the curriculum in Years 9, 10 and 11 are given Personalised Learning lessons. This then gives them supported time to continue to develop basic literacy and numeracy skills as well as time to improve coursework elements after feedback from subject teachers. Pupils also have the option to develop their study and revision skills during these sessions.

### **Alternative Curriculum**

Some students are able to access a more vocational course through our relationships with local colleges. This is not specifically aimed at pupils with SEN, but is an option for all students.

### **English as an Additional Language**

There are different nationalities and languages at TDMS and we are careful not to regard those with a different first language as having a Special Educational Need. Some EAL students receive additional support through specialist lessons or Personalised Learning sessions.

### **How will my child be included in extracurricular activities?**

There are many extra-curricular activities available for children and young people at TDMS. Our SEN/Inclusion Policy promotes involvement of all our learners in activities outside the classroom. When required pupils have 'light' supervision during lunch times and breaks and at the beginning and end of the school day.

### **What support will there be for my child's overall wellbeing?**

TDMS has a pastoral system based around the young person's form tutor. This member of staff is responsible for monitoring their tutees academic progress, punctuality, behaviour and providing emotional support when required. Form tutors are fully aware of any SEN students in their groups and are familiar with the provision required to support these students. Each year group is led by a Head of Learning. These members of staff are fully aware of the SEN in their year group and will work with parents, SENCO, staff and the students to ensure that necessary support is in place when the student is in school.

All students take part in PDD days throughout the year. These are planned to provide students with information, skills and knowledge about topics to support emotional and social development. Any provision required to help a student with any emotional or social difficulties will be shared with staff in the students' pupil passport. It is the responsibility of staff working with the student to ensure that these strategies are implemented. We have a clear no bullying policy which strives to provide students with a safe working environment. If the form tutor, Head of Learning or SENCO suspects that a student is struggling emotionally or socially for any reason then they will make contact with the parents and arrange a meeting if necessary.

### **What specialist services and expertise can be accessed by the school?**

TDMS values the results that working works in a collaborative partnership can bring. As such it works closely with many different agencies, meaning a supportive plan can be developed to meet your child's needs both in and out of school.

Some of the outside agencies we work with are:

Integrated Specialist Support Service (Visual and Hearing Specialist Teachers; Speech and Language Therapists)

Physical Disability Service

Community Paediatrician

Educational Psychologists (EPs)

Virtual School

Stronger Families

Medical Education Team

CAMHS

School Nurse

### **How accessible is the school?**

The school has a number of separate buildings on different levels, but has the facilities to provide a full curriculum to disabled students using accessible rooms. The PE Department has disabled changing facilities and there are designated disabled toilets.

### **Who should I speak to if I have any concerns?**

Form tutors, subject teachers, subject heads, Heads of Learning and the Personalised Learning Department will try to ensure that your child is well cared for and progressing successfully. In the first instance, you should try to address this issue through the most appropriate contact in school. If you are not satisfied with any of the provisions made, please contact one of the Deputy Heads Mr Stuart Weston, Mrs Fiona Lovecy or Mr Tim Dolan.

The school communicates with parents using a number of methods including e-mail, telephone calls, text messages, formal letters, newsletters and face to face contact. The Personalised Learning Department is aware that many conversations with parents of pupils with SEND take longer than the allotted time at parent consultation evenings so offers an open door policy. Please call or e-mail to arrange an appointment.

### **How will the school prepare and support my child on transfer to the school, to a new setting or to the next stage of education and life?**

The school works hard to ensure smooth transitions both into and onwards after TDMS. We liaise with our feeder Primary and Middle schools to identify any students who may feel vulnerable or anxious with the transition. Additional visits are arranged to view the school and students meet with the SENCO, key staff and Teaching Assistants on a number of occasions. In addition, the school may liaise directly with parents who have concerns and arrange an individual visit. These arrangements are in addition to the normal transition process which is already in place for whole cohorts of students.

In the sixth form When students with SEN leave us, either in Year 11 or in the sixth form our careers advisor, Mrs C Radley, works with individuals to ensure that they move to an appropriate education provider or suitable employment. For particularly vulnerable students, this may include facilitating college visits or arranging additional work experience.

**Some useful links:**

1. The new Code of Practice provided by the Department for Education which can be found using the following link:

<https://www.gov.uk/government/consultations/revision-of-the-send-code-of-practice-0-to-25-years>

2. The 'Local Offer' provided by Worcestershire County Council which describes what is 'Ordinarily Available' in schools. This can be found using the following link:

<https://www.edulink.networcs.net/senreform/SEN%20Reform%20Documents/Ordinarily%20Available%20DraftV2%20April%202014.pdf>

If you require any more information about anything in this report then please do not hesitate to contact the Personalised Learning Department.