

# The Four Stones Multi Academy Trust

## Special Educational Needs and Disabilities (SEND)

### Information Report for The De Montfort School

#### Version Control

**Policy author:** Mrs Lovecy (SENCo)  
**Policy approved by:** Associate Headteacher  
**Next policy review date:** Summer 2021

Version	Date	Details
1.0	17 <sup>th</sup> Dec 2020	Policy written

This report outlines the provision The De Montfort School (TDMS) offers children with special educational needs and disabilities, including our policies on identification and assessment. Any queries regarding SEND should be directed to the SEND coordinator (SENCo).

Currently the **SENCo** is **Mrs Lovecy**

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The **Governor for SEND** is **Mrs Sue Fowler**

#### Introduction

The De Montfort School is a mainstream setting catering for young people from Year 6 to Year 13. The Local Governing Body, Associate Head Teacher and staff of TDMS are committed to the school's aim of enabling every Student to reach their academic and personal potential. All students need, good quality first teaching, appropriate materials, teacher interest and enthusiasm, to enjoy and succeed at learning. However, some students with specific or general learning difficulties, social, emotional or mental health 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 students with special educational additional needs or disabilities to enable them to reach or exceed 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 (listed on page 2). Each of these encompasses a range of specific learning difficulties or specific forms of SEN.

The intention of the Local Offer and School SEND Offer is to improve choice and transparency for families. It will also be an important resource for parents/carers in understanding the range of services and provision in the local area. Worcestershire's Local Offer and Graduated Response can be found at:

- <https://www.worcestershire.gov.uk/graduatedresponse>
- <https://www.worcestershire.gov.uk/sendlocaloffer>

TDMS supports students with the following Special Educational Needs and Disabilities.

Category of Need	Special Educational Need
Communication and Interaction	Autistic Spectrum Disorders Speech Language and communication needs
Cognition and Learning	Moderate Learning difficulties Dyslexia Dyspraxia Dyscalculia
Social, Emotional and Mental Health	Social needs

	Emotional Health and well-being ADHD/ADD
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 student may join an intervention group. Students may need the support of outside agencies and placing on the SEND register. Students entering the school will also be identified through the SENCO's liaison with the feeder schools. The feeder schools provide records, transfer data and KS1/2/3 information. A new student joining the school can have diagnostic testing by the SENCO if there is a need. Students do not need a formal diagnosis to access support from the school's Personalised Learning Department. Students 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 students with SEND?**

There are many ways in which the effectiveness of provision for students with SEN is evaluated. These include:

- The use of a graduated response in which the concept of 'assess, plan, do and review' is used (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 the child
- On-going consultation with parents
- Collation of student's work/work scrutiny
- Observations of students
- Pastoral Team meetings between various combinations of the Deputy and Assistant Heads, Heads of Learning and Faculties, SENCO, tutors, subject teachers and any other relevant staff.

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

Teaching staff assess student 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?**

<b><u>Wave 1</u></b> <b><u>In class</u></b>	<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 student passports to plan inclusive lessons</li> <li>• Heads of Faculty use data from formative and summative tests to allocate classes in subjects where students are set</li> <li>• Teaching staff plan differentiated lessons allowing all students 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 students</li> <li>• Teachers use reading age data to differentiate tasks with high literacy demands</li> </ul>
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	<ul style="list-style-type: none"> <li>Teachers are provided with information about the learning styles of students and use this to plan stimulating lessons</li> </ul>
<b><u>Wave 2</u></b>	<ul style="list-style-type: none"> <li>Students 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>
<b><u>Wave 3</u></b>	<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 the development of core literacy and numeracy skills or additional time to support their chosen subjects of study</li> <li>Advice from specialist teachers, Educational Psychologists and intervention teams is sought to reinforce and support the provision at TDMS</li> <li>Some students who require support with social interaction during unstructured time have access to varying degrees of Teaching Assistant support during break and lunchtimes.</li> </ul>

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

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

All staff understand that they are *all* teachers of special educational needs. We support the learning of all students through quality first teaching and differentiation and share good practice at departmental meetings. All teaching staff use the student passports and where applicable and available. A range of different technologies are used to ensure that all students 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 SEND students with an identified need. We will prioritise support in mathematics and English first followed by other subjects.

**At KS2/3:** Dedicated Teaching Assistants support students in class to allow them to access the full curriculum. In some cases specific interventions take place to support the specific needs of the student.

**At KS4:** Some students may follow an alternative curriculum offer and this is discussed with the student and the parents/carers. This will allow students more time to complete their chosen option subject and support the continuing development of core skills that enable the students to access the curriculum

**At KS5:** Students are supported through the transition process to support them in the choice about the Sixth Form curriculum. Sixth Form students with SEN needs still have access to additional support if they require it.

Teaching Assistants are deployed by the SENCo to support students in the following areas:

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

TDMS also has an intervention centre 'The Hub' which at the direction of the Head of Learning or SENCO can be used by students 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 students across the key stages and working with staff in many different subject areas.

Teaching staff are advised on the differentiation needed and assisted with providing resources and equipment for students who have identified SEND needs, such as dyslexia or dyspraxia or autism. These can include: overlays, coloured books, pen grips, reading pens, use of a word processor and quiet areas. Teachers are responsible for the curriculum outcomes of these students and will liaise with the SEND team

over additional support at key points in the planning, assessment and review cycle, such as exam access for half termly assessments and encouraging the use of recommended software. Interventions for students will, in the main, take place if needed during tutorial sessions to ensure they make good progress in their subjects. The school will make reasonable adjustments to the learning environment to allow students to access the full curriculum. We will discuss possible barriers with the student and their parents/carers to allow students to take part in clubs, sporting activities and trips and visits.

### **TDMS support for students**

The school can support students in the following ways:

#### **Quality first teaching and in class support**

All teachers are teachers of special educational needs. Teaching students with SEND 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 during registration. The Teaching Assistants, under the guidance of the SENCo work with students, helping to develop their basic literacy and in particular their reading. Each student has an individual programme of work, which is time limited and has clear success objectives. These students are regularly re-assessed to monitor progress and evaluate the effectiveness of the intervention programme.

#### **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. Students 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 Students with SEND, 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 lessons.

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

There are many extra-curricular activities available for children and young people at TDMS. Our SEND/Inclusion Policy promotes involvement of all our learners in activities outside the classroom. When required students have 'light' supervision during lunch and break times 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 students with SEND 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.

Any provision required to help a student with any emotional or social difficulties will be shared with staff in the students' Student 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 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
- Complex Communication Needs (CCN) team
- Learning Support Team (LST)

### **Support for families for improving emotional and social development**

Where the impact of the child's needs may be wider than school and affecting the home environment, support may be sought through other agencies or other professionals, including the following:

- Social Care Early Help (<https://www.worcestershire.gov.uk/earlyhelpfamilysupport>)
- CAMHS staff (Child and Adolescent Mental Health)
- Community paediatricians and GPs
- Healthy Minds (<https://www.healthyminds.whct.nhs.uk/home>)
- Worcestershire Health and Care NHS trust
- Action for Children (<https://www.actionforchildren.org.uk>)
- Barnardo's (<https://www.barnardos.org.uk>)
- Worcester County Council (<https://www.worcestershire.gov.uk>)

### **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.

### **What training do the staff at The De Montfort School have?**

The SENCo's role is to support the class teacher in planning for children and young people with SEND. The school provides training and support to enable all staff to improve the teaching and learning of children and young people, including those with SEND. This includes whole school training on SEND issues such as learning difficulties, emotional and attachment difficulties, speech and language concerns or how to include students in lessons who have a diagnosed condition such as ADHD or ASD. Individual teachers and support staff attend training courses run by other agencies that are relevant to the needs of specific children and young people in their class, for example from the Complex Communication Needs service

### **Who should I speak to if I have any concerns about the provision for my child?**

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 the SENCo or Assistant SENCo in the first instance. If this communication does not resolve the issue please contact the Associate Headteacher.

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 Students 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.

You can contact the LA's service for SEND advice for parents/carers, SEND Information, Advice and Support Service (SENDIASS) at. <http://www.hwsendiass.co.uk>.

If you still have concerns and they have not been addressed you should follow the schools complaints procedure.

### **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 the student's time at The De Montfort School. 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/carers 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.

When students with SEND leave us, either in Year 11 or in the sixth form our careers advisor, 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.

When students with SEND transfer to the school or leave us during the academic year, we liaise closely with their previous or new school to ensure that all information regarding the student is transferred.

#### **Some useful links:**

1. The 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>