

THE ASTLEY COOPER SCHOOL



SEND Information Pack

Updated July 2017

Headteacher: Mr E Gaynor

St Agnells Lane, Hemel Hempstead, HP2 7HL

Tel (01442) 394141

Fax: (01442) 401407

E-mail admin@astleycooper.herts.sch.uk

Astley Cooper School – SEND Information Report

At Astley Cooper School we welcome everyone into our community. We endeavour to deliver an inclusive provision and ensure that all students, including those identified with Special Educational Needs and Disabilities (SEND), can enjoy and benefit from a broad and balanced education.

We are committed to narrowing the attainment gap between SEND and non-SEND students and offer a range of personalised learning interventions/opportunities to support this. We are very proud of all our students and their achievements.

We want all children and young people to progress so that they:

1. Achieve their best
2. Become confident individuals who can lead fulfilling lives, and
3. Make a successful transition into adulthood, whether into employment, further or higher education or training

Our Special Educational Needs Coordinator (SENDCo) are Mrs Alison Game and (Maternity Cover) Mrs Christine Ockendon.

Our Assistant (SENDCo) is Mrs Nikki Green.

At Astley Cooper we offer the following to Children and Young People with SEND:

1. We aim to catch emerging issues early and implement strategies that help students achieve their best at all times. We don't want small problems to become big ones
2. We provide an accessible and inclusive environment where reasonable adjustments can be made to accommodate students' personal needs
3. We will make sure that our staff team are sufficiently skilled
4. We provide a graduated response that is focussed on helping students achieve their outcomes by facilitating the right support at the right time. We will work closely with parents, carers and partner agencies wherever required when a child needs additional support or expertise to help them succeed

We have developed our responses to the following FAQs to help guide parents / carers through SEND systems and provisions at The Astley Cooper School.

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

The school liaises with primary feeder schools to collate information about your child and their current levels of working. This information is used to understand the needs of your child. On entry to the school all students complete a number of base line tests – MIDYIs and literacy tests. These results, along with primary information, is used to identify students needing extra support. Students must meet two or more specified criteria to be on the SEND Support List. Students who do not meet these criteria but have needs that staff need to be aware of are included on the school's internal Additional Educational Needs list. Students needing extra support may also be referred to the SENDCO by subject teachers and/or form tutors. Further testing will be completed where necessary.

What should I do if I think my child or young person needs extra help?

If you are worried about any aspect of your child's education, the first port of call should be your child's form tutor. Form tutors are usually available at the end of the school day and can be contacted via email or telephone. They are happy to make appointments if you require a longer discussion. The form tutor may then seek the involvement of the school SENDCO. Alternatively the school SENDCO can be contacted directly via the email addresses provided on the website or via a telephone call.

How will school staff support my child?

The school has a three tiered system of support:

- 1- Quality First Teaching
- 2- Group Intervention
- 3- Individual personalised support

Quality First Teaching

Quality First Teaching happens in the classroom, with all teachers differentiating work to ensure that all students are able to access their classroom work. All teachers have to use student information to inform their planning, tailoring work to meet the needs of all students. SEND support staff are timetabled to support in a number of mainstream lessons. They provide support and advice for teachers on how to support SEND students and make all their lessons accessible. The team is an invaluable resources in supporting students to overcome barriers to learning, to meet their progress targets and develop independent learning skills. It is our aim for all students to leave school as well-rounded individuals.

Group Intervention

Students who have a standardised score of 84 or below in one or more areas of literacy will receive additional intervention. This literacy support will be tailored to the needs of the identified students and is led by our experienced literacy HLTA (Higher Level Teaching Assistant).

Students who have a standardised score of 84 or below in one or more areas of numeracy will receive additional intervention. This numeracy support will be tailored to the needs of the identified students and is led by our experienced numeracy HLTA (Higher Level Teaching Assistant).

Other group support offered:

- Support for students with EAL (English as Additional Language)
- Small group support for developing social and emotional needs
- Small group support for students with speech and language needs
- Year 7 nurture group

Individualised personalised support

Literacy, numeracy and EAL support is provided for some students in a 1:1 setting. The provision of this is based on need. Support is also provided 1:1 for students requiring social and emotional support, this support will be tailored to the individual. Our Key Stage Leaders provide 1:1 pastoral support as required. Our Deputy SENDCo oversees provisions for students on personalised timetables, who do not have full-time timetables. These students will complete lessons in Inclusion, being provided with personalised support.

Students who require extra support are also tested for Access Arrangements to ensure they receive the same support in examinations as they do in the classroom. For example, if a student has support with reading information in the classroom it is likely they will be given a reader in their examinations.

Other support is provided by outside agencies for individual students. For example, we work closely with the Dacorum Education Support Centre (DESC) in providing behavioural support for students. We also work closely with Educational Psychologists, Speech and Language Therapists and Advisory/Specialist Teachers.

The Astley Cooper School is committed to supporting your child both academically and socially.

How will I know how my child is doing?

All school staff have high expectations for all students. Monitoring of progress takes place on a day to day basis by class teachers, and they are often best placed to identify where progress is in line with expectations and their individual potential.

All students receive 4 school reports throughout the academic year, detailing their target levels/grades and current working levels/grades. The SENDCo tracks and monitors the progress grades of all SEND students to identify any areas of concerns. Support is offered to teaching staff where expected levels of progress have not been made. The SEND Department discusses progress grade data so that in-class support can be altered as necessary. All parents are also invited to parents evening to discuss progress with subject teachers.

In addition to the tracking of subject levels/grades, students receiving literacy and numeracy intervention are tested every 6 months to evaluate progress and change intervention as necessary. A cycle of Assess, Plan, Do, Review, is enforced on a short and medium term basis. Parents are made aware of their child's reading age.

Parents with a child on the SEND Register are invited to attend one meeting per term to participate in planning provision for their child – Learning Plan . This meeting will involve discussing objectives that the parent and child feel are important to their development. The school is committed to a person-centred approach to your child's education.

How will the learning and development provision be matched to my child's needs?

The school teaches students with SEND in accordance with the Hertfordshire Local Educational Authority policies. Students can enjoy and benefit from a broad and balanced education with access to the National Curriculum at an appropriate level. The curriculum can be tailored to the outcomes identified for each child with SEND.

The gathering of primary information and baseline data ensures that provisions are matched to your child's needs. All relevant information is collated in our data information system (Sims), including a summary of your child's needs. This information is then easily accessible for subject teachers so they are able to plan their lessons to suit the needs of all students in their class. This information will also inform the Triangle of Inclusion for each class, detailing the differentiation required to remove the barriers of learning, hence ensuring all students can access the curriculum. Triangles of Inclusion are reviewed throughout the year to reflect changes in a student's needs.

Strategies given by outside agencies are incorporated into teaching in the classroom and intervention lessons to ensure personalised provision.

SEND support staff support teachers and students in ensuring all work can be accessed by every student. Close liaison between staff allows careful planning and evaluation of lessons.

Objectives identified by staff, parents and students in their regular meetings will be shared with staff to ensure learning and development provision is matched to a student's needs.

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

The school provides a number of provisions to support your child's well-being:

- Key Stage Leaders and form tutors provide pastoral support
- Social skills support is provided in small groups
- Student forms are used to record views on incidents of bullying or racism
- Support is provided from DESC (Dacorum Education Support Centre) – students on hub programme and outreach support
- Support is provided from CAMHs (Child and Adolescent Mental Health Services) and Link Family Services
- Care plans are developed for students with medical needs
- The Inclusion area provides additional social and emotional support for students in and outside of lessons

The Astley Cooper School prides itself on being a friendly school with approachable staff to ensure students' overall wellbeing is supported.

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

For those with significant or complex needs, the school seeks the advice of specialists, for example Speech and Language Therapists, Occupational Therapists and Autistic Advisory Specialists. In some cases these specialists might work in school with the child or school staff might attend therapy sessions out of school with the student.

The school offers a number of specialist services, working closely with a number of outside agencies:

- Specialist Teacher assessments – these are completed by the SENDCo in school and involve detailed
- diagnostic testing
- DESC – students with behavioural needs are supported by the hub programme at DESC and outreach services in school
- Link Educational Psychologist – completes assessments and consultations for individual students. Training has also been provided for staff.
- Link Speech and Language Therapist – assessments and consultations for individual students. Training has also be provided for staff.
- Link Family Services
- Traveller liaison services
- School nurse
- Social workers
- Specialist safeguarding services

What training have the staff, supporting children and young people with SEND, had or are having?

All teaching staff have received training in the following areas of SEND:

- The new SEND Code of Practice : 0-25 years
- Differentiation – how to support SEND students and strategies to use in the classroom
- Dissemination of SEND information – where to find information on individual students and how to incorporate this into Triangles of Inclusion
- Using support staff effectively – how to effectively liaise with support staff and to incorporate the use of support staff in to lesson planning
- Individual students – strategies to use when supporting specific students in the classroom. All staff are briefed on new students in September.
- Child Protection and Safeguarding
- All SEND support staff have received the above training but have also completed:
- Training with the Educational Psychologist on Solution Focused Support
- Supporting students with autism and speech and language in the classroom
- Supporting students with social and emotional needs
- How to use tracking data
- How to work with teachers in the classroom
- Best practice in the classroom in terms of supporting students
- Supporting students with numeracy difficulties – involving the use of Singapore Maths
- Supporting students with literacy difficulties in the classroom
- Access Arrangements

All SEND staff attend a fortnightly CPD session in which training is provided on a variety of areas.

How will you help me to support my child's learning?

The school SENDCo has responsibility for coordinating the provision for students with SEND. She may work individually with students or carry out assessments where required and will usually host formal meetings such as annual reviews.

Leaflets are available at school detailing how you can support your child at home. Review meetings for SEND students each term allow discussion on how learning and development can be supported at home. Strategies and support suggested by outside agencies will also be discussed with parents.

Parents of SEND students are invited to attend coffee mornings at which strategies can be shared on supporting students, this is with members of staff from the department and other parents. Support sessions are provided for parents on supporting their children with GCSEs and study skills.

In addition to the class teacher and SENDCo students might come into contact with the following:

The Assistant SENDCo who is a specialist in supporting students with a range of needs and might work individually with students or advise other staff (parental consent required for regular planned contact).

The school nurse (parental consent required for any contact).

There are also a number of support staff (teaching assistants) working in school. All receive high standards of training and many of these are highly skilled and experienced. Some of these staff run intervention programmes under the guidance of the teaching staff; others work in classrooms supporting students in small groups or on a 1:1 basis. Some of these students will be assigned a key worker in addition to the class teacher who will act as a hub for information about the student.

Occasionally external agencies or specialists might be brought in to work with students. Their involvement will always be with the consent of the parent/carer.

We will encourage all students to be as independent as possible in accessing school and its curriculum. Where a student is identified as SEND we will deliver a graduated response to get the student the help they need to develop their independence and be successful in their learning journey.

How will I be involved in discussions about and planning for my child's education?

As a school we encourage parents to address any worries or concerns promptly, initially with the form tutor and class tutor and then, if they are unable to help, with a senior member of staff such as the SENDCo/Assistant SENDCo or the Headteacher. In the vast majority of cases we find that by talking things through we are able to find solutions to most problems.

We apply a response to ensure that children get the right help at the right time. The strategy that we use is the Graduated Response which consists of a cycle of action: Assess, Plan, Do and Review. We will develop outcomes together with students and their families through Learning Plan meetings.

Once a plan is in place we will talk with parents regularly (three times a year) to ensure clear outcomes and review progress towards them, discuss the activities and support that will help achieve them, and identify the responsibilities of the parent, the student and the school.

Parents of SEND students are invited to be involved in a parental working group, focusing on developing SEND across the school. This group will review policies and information and suggest how to improve provisions and support.

All parents are invited to Parents' Evenings to discuss the academic progress of their child. Parents of SEND students, along with their child, are invited to review meetings (3 per year) to discuss progress and identify objectives for developing themselves as individuals, socially and academically.

Any changes to SEND provision is discussed with parents. Parents and students are transparently involved in assessment processes, objective settings and reviews.

How will my child be included in activities outside the classroom including school trips?

Trips and activities are open to all students with reasonable adjustments made where necessary. Before attending school trips parental forms have to be completed, identifying any specific student needs.

Care plans are constructed with parents and students to ensure that the personal needs of students are met when participating in activities outside the classroom. Individual risk assessments are also completed as necessary to ensure that students are kept safe at all times.

How accessible is the school environment?

Ground floor buildings are accessible via ramps, allowing access to the school hall. There are also disabled toilets around the school.

Stair reflectors have been added to some staircases and further improvements are being made to the accessibility of the school environment as required and incorporated into current building plans. This is to ensure that all students are able to physically access the school. This is an on-going process of improvement.

Translation services are available as necessary, for example a member of staff is used as a Polish translator. A translation of resources is provide as requested.

Further information on accessibility can be found in the School's Accessibility Plan.

Who can I contact for further information?

The following people can be contacted for further information:

- Your first point of contact should be your child’s Form Tutor
- Alison Game (SENDCo) – a.game@astleycooper.herts.sch.uk
- Chris Ockendon (Maternity Cover) (SENDCo) – c.ockendon@astleycooper.herts.sch.uk
- Brett Daddow (Assistant Headteacher) – b.daddow@astleycooper.herts.sch.uk
- Nikki Green – Assistant SENDCo – n.green@astleycooper.herts.sch.uk
- Key Stage Progress Leaders
- Key Stage 3 – Julie Goodchild – j.goodchild@astleycooper.herts.sch.uk
- Years 9 and 10 – Jack Stevenson – j.stevenson@astleycooper.herts.sch.uk
- Year 11 and exams – Deb Cansick – d.cansick@astleycooper.herts.sch.uk

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

Students are supported at each point of transition during their secondary education.

We liaise closely with feeder primary schools. The Key Stage 3 Progress leader and a member of the SEND team visit all primary schools prior to transition. All students attend an induction day before starting secondary school and students who are identified as requiring more support are offered extra induction days prior to starting in September.

All new parents are invited to a Transition Evening, which the SENDCo attends. This evening provides information for parents and is an opportunity to meet members of staff who will play a key role in your child’s secondary education. Parents are also encouraged to contact the school prior to transition if they have any concerns.

Selected students are invited to attend a summer school as part of the transition process. This opportunity allows new students to meet some of the teaching and support staff, familiarise themselves with the school environment and also meet also students in their year group.

The SENDCo attends Statutory Review meetings for identified students prior to their transition to secondary school.

Students are supported with transition from Key Stage 3 to Key Stage 4, each having an individual discussion about their option choices. Parents are invited to these discussions to be fully involved in the decision process. All Year 9 students with a Statement/EHC Plan receive additional support from Connexions to help plan their future beyond school.

In Year 11 all students are encouraged to attend college open days, career events and to talk to Connexions.

Students in Year 11 with a Statement/EHC Plan will complete ‘A Young Person’s Preparing for Adulthood Transition Plan’ with Connexions. This document has been designed to ensure that any necessary support is put in place to support transition post 17.

All Sixth Form students receive extensive support and advice from Sixth Form staff, Connexions and guest speakers. In addition, students with a Statement/EHC Plan will continue to see Connexions regularly.

As SEND students move from school to other education establishments or employment the SEND department will provide information and reports as requested to ensure a successful transition.

How are the school's resources allocated and matched to children's special educational needs?

All class teachers take responsibility for meeting the needs of all students in their class by differentiating the learning in accordance with needs identified in the Pupil Profiles. Where students have SEND, class teachers will be aware of the student's areas of strengths and weaknesses and will make every effort to accommodate these. For example, for learners with literacy difficulties, the class teacher may provide personalised spelling banks or make resources available on the school website. For those with language processing differences, visual supports may be used to accompany auditory information. Where students are working at an attainment level below that of their peer group, class teachers adapt teaching to ensure that gaps in students' knowledge are covered, for example by re-visiting objectives covered in previous year groups. Students work is monitored on a regular basis by senior members of departments to ensure consistency across the whole school.

We use a password protected integrated information management system for all electronic data in school which highlights students SEND and medical needs to all staff who log into the system. This system is linked to our registration and assessment tools meaning that information about student need is visible to staff alongside academic data.

We aim to encourage independence in all students and this is promoted by ensuring that independent work tasks are matched as far as possible to the strengths of each individual. For those who require a more specialist approach to learning, class teachers are encouraged to discuss approaches to differentiation with specialist staff in school, for example the SENDCo.

All additional provision for students with SEND is overseen by the school SENDCo and monitoring of these students' progress takes place at regular SEND Meetings.

The SEND department receives an annual departmental allowance to cover the cost of materials, books and apparatus. Materials are purchased on a needs basis to ensure students are supported effectively. It is the responsibility of subject departments to allocate sufficient resources to SEND within their own subject areas. Students who have Pupil Premium may have specific resources purchased for them i.e. mini laptop.

A very small number of students who have significant needs of an exceptional nature may be allocated additional funding by the LA, whether or not they have a EHC Plan. If support is required over and above the normal expectations of school provision, the school will be responsible for applying for Exceptional Needs Funding and is responsible for ensuring that this funding is used to the benefit of the individual concerned.

How is the decision made about how much support my child will receive?

The amount of support provided for an individual student relates to their specific needs, be this academic or social. The SENDCo, in discussion with other staff, will initially decide the amount of support provided. This decision will be based on baseline testing results, progress grades and any outside agency advice.

Parents will be involved in discussing the amount of support received by their child and also reviewing the appropriateness of this as necessary.

How can I find information about the local authority's Local Offer of services and provision for children and young people with special educational needs and disability?

Information about the LA's Local Offer can be found at www.hertsdirect.org/localoffer

More information on SEND can be found in the School's SEND Policy available at www.astleycooper.herts.sch.uk

We would be pleased to receive feedback on the information provided, please email any comments to the school SENDCo:

Alison Game (SENDCo) – a.game@astleycooper.herts.sch.uk, 01442 394141
Chris Ockendon (Maternity Cover) (SENDCo) – c.ockendon@astleycooper.herts.sch.uk, 01442 394141
Brett Daddow, Assistant Headteacher - b.daddow@astleycooper.herts.sch.uk, 01442 394141