

Special Educational Needs and Disabilities (SEND) Local Offer and School SEN Information Report



Add school name

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School website:	www.desborough.org.uk
Type of school:	Sponsored Academy Mainstream comprehensive secondary school for boys with a mixed sixth form.
RBWM Local Offer	https://rbwm.afcinfo.org.uk/local_offer

1. Identifying special educational needs and disabilities (SEND)

a. What kinds of special educational needs and disabilities does the school provide for?

Students with SEN should feel valued, supported and included within the whole school ethos at Desborough College. At Desborough we are proud to be able to offer a wide range of support to endeavor that all students make progress regardless of their circumstances. We are proud to have a designated learning support area that provides students with the resources and support for them to make the most progress both academically, socially and emotionally.

What needs are supported at Desborough College

Desborough College provides support for students with the following additional needs;

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

b. How does the school know if children and young people have special educational needs and disabilities and need extra help?

- All pupils with an identified Special Educational Need **and requiring additional support** are placed on our SEND register. This can be accessed by all members of staff detailing the child's known needs.
- In the situation where a child may have a need not formally identified, we have a referral process.
- The referral process empowers any member of staff to raise a concern that a child may have a particular need. This is then flagged to relevant subject teachers who undertake a period of watchful waiting before completing a initial screening form. This form is used in order to identify whether a possible need does exist. In the case where a need does exist, a more focused form of assessment takes place. This may take the form of a further questionnaire for teachers and/or parents – or it may take the form of an administered assessment for the child themselves to complete. It could also take the form of an Educational Psychologist visit. Following this deeper assessment, traits linked to a likely SEND need may have been identified. With parents' consent, we may suggest adding the child to the SEND register at this point if the traits are proving a barrier to their learning within additional provision. We may also recommend pathways for external assessment and diagnosis.
- We have invested in GL RAPID and LASS assessment tools- to ascertain likelihood of dyslexia.
- In addition to the above, we also assess all pupils via CATs testing alongside STAR testing (Reading age). This enables us to monitor for any pupils with significant weaknesses that could point to a potential SEND need..
- We liaise closely with our feeder schools to ensure that pupils with a SEND need have that need met from the moment they start at Desborough. They will be automatically added onto our SEND register in the first instance.
- Using the graduated approach, if a pupil has significant barriers to their learning that cannot be met with SEND Support provision, we will work with parents or carers to make an application for an Educational Health Care Plan (EHCP).

c. What should I do if I think my child or young person may have special educational needs or disabilities?

- Email thomascraddock@desborough-college.net with your reasons, giving as much detail as you can. We will then undertake an initial screening assessment with parents/carers and your child's teachers. As described above, this may then lead to more specific assessment for a particular need. Where a need (or potential need) has been identified, the SENCO liaise with parents to discuss admission to the SEND register. We will also advise parents as to external methods of assessment for possible diagnosis they may wish to seek.
- Prior to emailing thomascraddock@desborough-college.net , we would encourage you to discuss the matter on an informal basis with your child's form tutor – or a key subject teacher such as English or Maths.
- We provide regular reports throughout the school year as well as STAR testing throughout Year 7 and 8. The progress of pupils is closely monitored by departments and the SEND department.

2. Support the school provides for children and young people with SEND

a. What teaching strategies do you use to support children with special educational needs and disabilities?

- We want pupils with special educational needs and disabilities to be in the mainstream classroom for the vast majority of the time. When we do implement interventions, we seek to either rotate the lesson missed or use non-teaching time.
- We seek to equip our teachers with the latest available CPDL on providing for key SEND needs. This CPDL takes place on a rolling basis and responds to key identified areas of need.
- We also seek to ensure teachers and wider staff know our SEND pupils really well. To achieve this, every SEND pupil will gain a Pupil Passport – they will contribute to the production of this document.
- The passport will contain some context about the child as well as the key strategies that will work for them. Part of this work may involve the allocation of additional equipment to aid the child within lessons and their wider learning. The learning support team will review the passports.
- There are some key strategies we encourage for all SEND pupils: ensuring meaningful check-ins during the lessons; the use of authentic and specific praise; and differentiated resources.
- When LSAs are deployed, we follow the best practice model as advocated by the Educational Endowment Foundation. This means we ensure:
 - The teaching assistant does not replace the teacher in providing for lower attaining pupils and those with SEND needs.
 - The teaching assistant must have clear direction from the teacher about the role they are asked to play and purpose of this role.
 - Teaching assistants should prioritise supporting pupils' development of skills over task completion.
 - Teaching assistants should prioritise developing pupils' independence.
 - Teaching assistants need to feel well-prepared for the subjects in which they support – in terms of curriculum concepts; pedagogy; and learning outcomes of individual lessons.
- The following tactics are examples of good practice to be seen within the classroom:
 - Rotating roles over the course of a lesson so different groups get teacher support, TA support or work independent at different times.
 - Teaching triage – moving around the classroom while pupils are working to identify pupils struggling with concepts and reporting these back to the teacher.
 - Supporting pupils at the start of a lesson with readiness for learning (Eg. Ensuring correct equipment is out and in the right place).
 - Playing a visible role in the delivery aspect of the lesson – for example, scribing for the teacher during a modelling or explaining aspect of the lesson.
- Our subject leads together with senior leaders monitor the progress and attainment of SEND pupils, along with other data inputs such as attendance and behavioural information. This process will inform whole school, department and teacher planning for SEND pupils.

b. What additional support is available to help my child with their learning including specific interventions provided and adaptations to the curriculum and learning environment?

- We offer a series of evidence-based targeted interventions delivered by a range of staff, who will always be trained for the sessions they are delivering.
- Our interventions are monitored for quality in the same way as our mainstream lessons, evaluating both the process of delivery and outcomes.
- We identify interventions based on the needs of our cohort at any given time. We look to measure the impact of the bespoke smart targets of the intervention itself, but also the wider impact on the pupils' attainment.
- Some interventions we source using external resources that have been validated for quality. Others we develop in-house on a trial basis before evaluating, embedding and sustaining.
- Here are some of the interventions we currently run or have the ability to run:
 - Explicit spelling tuition
 - Lexia – Literacy Intervention
 - Phonics
 - PENN resilience

- Handwriting
- One to one social and emotional bespoke interventions
- Speech and Language Therapy
- We also work with external partners to provide the following:
 - Bespoke ASD interventions, group and individual, with the Berkshire Shine Team.
 - Sessions with our externally employed school counsellor.

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

- The SENCO will review academic attainment and wider outcomes of SEND pupils at three points across the year. Where a pupil is underperforming (academically or otherwise), further investigation will take place to better understand the child's need. A pupil's performance will not only be judged on whether they are achieving age related expectations, but also look at behaviour and attendance. In the case where a child's cognitive potential is above average, we will seek to support them in achieving above age related expectations. Underperformance will be addressed through the following escalated steps using the model of Assess, Plan, Do and Review:
 - Review of the Pupil Passport.
 - Use of internal screening tools.
 - Identification of any interventions that respond to pupils' needs.
 - Commissioning of external services, such as the Educational Psychologist, the Educational Welfare Service or Early Help.
 - Application for an escalated form of provision, such as requesting a CAMHs referral, EHCP Needs Assessment for an application through the local authority's PEAR Hub.
- When diagnosis reports or other professional reports are received, we will use these to inform the child's provision, both within the classroom and any interventions that may be of benefit to them.
- Pupils with an Educational, Health and Care Plan (EHCP) will be set targets, derived from their EHCP and Annual Review process, and these will be evaluated throughout the year.
- We will monitor the overall provision we are providing for equity, ensuring we are using our resources to provide for all our SEND pupils in a fair and proportionate manner.

d. How will I (the parent) be involved in planning for and supporting my child's or young person's learning?

- If it is about your child's general wellbeing or day to day issues, you should first inquire to the form tutor. They are your child's key adult and, as such, are best placed to advise and support.
- If you have an inquiry related to a particular subject, you should contact the relevant subject teacher.
- If you feel that your child has a learning need not currently identified, even if you are unsure what it may be, you should discuss the matter in the first instant with the form tutor or contact thomascraddock@desborough-college.net
- In addition, we are proactive in seeking to fully involve parents and carers of pupils with SEND needs in a number of ways:
 - Parents evenings provide an opportunity for parents with SEND pupils to meet their subject teacher; they may also book an appointment with the SENDCO if there are particular concerns they may have.
 - Parents have direct access to the SENCO via thomascraddock@desborough-college.net , to be able to raise concerns or queries.
 - Parents of EHCP students will have a review of their child's EHCP annually.

e. How will my child be involved in their own learning and decisions made about their learning?

- Pupils will participate in the provision mapping (or Individual Learning Plan meetings in the case of those with EHCPs); they will be supported in advocating for themselves to get the provision that best meets their needs.
- Our EHCP Annual, Interim or Transition meetings will take a pupil-centric format.
- Pupils will take an active role in contributing to their pupil passport.
- Pupils are also encouraged to attend parents evenings alongside their parents. They will attend Learning Review Day in October alongside their parents or carers to meet with their child's form tutor.



3. Children and young people's progress

a. How do you check and review my child or young person's progress?

- All class teachers continually monitor the progress of all children. They look at learning tasks and talk to the children about their individual targets.
- Heads of Departments meet with relevant senior leaders to review the progress of children in their subject. Detailed discussions take place about individual children and the best ways to move them forwards.
- Heads of Department closely monitor the progress of all children in their subject area and discuss any concerns with the relevant teachers.
- Children who may not be progressing at the expected rate will be noted and it may be decided to refer to the SENCO for further advice and/or assessment to better understand the needs of the child.
- If a student has an EHCP, the SENCO, teachers and teaching assistants would regularly check, review and extend targets. Meetings are held with parents (and the child) to discuss progress against their targets and an annual review will be organised to update the EHC plan.

b. How do you involve my child or young person and parents in those reviews?

- All Education, Health and Care (EHC) Plan annual review meetings are attended by all agencies involved, parents and pupils.
- Pupils will be involved in the review of their provision map.
- In addition, the SENCO will regularly gain insights via pupil voice from groups of SEND pupils.
- Parents are provided with complete sets of documentation from EHCP annual review meetings.
- In a minority of cases, it might be deemed appropriate to put in place a specialist support plan – such as an attendance support plan or a behavioural support plan.

c. How do you know if the provision for children and young people with SEND at your school is working?

- All subject leads undertake Quality Assurance exercises across their department. These involve lesson observations; book looks; pupil voice; and curriculum reviews. The provision for SEND forms a key aspect of these QA activities.
- The provision mapping for pupils will be reviewed regularly to ensure it is proving effective in its intent and implementation.
- Interventions all have clear SMART targets and clear pre and post assessment systems. Interventions are monitored both in terms of process and in terms of outcomes.
- Staff undertake Quality Improvement exercises whereby they collaborate with colleagues in order to further their skills and knowledge in particular areas.
- Your child is encouraged to share any worries or concerns on a daily basis with their form tutor, who can advocate for him. Parents and carers can also contact the form tutor.
- We hold the RBWM Inclusion Quality Mark.

4. Support for overall wellbeing

a. What support is available to promote my child or young person's emotional and social development?

- Our approach places pupil wellbeing at the heart of everything we do. We adopt that principle that all pupils require some emotional and social input, but some require much more than others.
- All pupils are taught our value of social responsibility, meaning they take care of each other and look out for one another. Part of this involves the explicit celebration of difference, which we do through Black History Month; LGBTQ+ History Month; World Autism Day; and World Women's Day.
- We identify pupils with wellbeing concerns, something we review on a half-termly basis. For these pupils, we make teachers aware to enable them to support accordingly. We also ask the form tutor to complete regular check-ins. This is monitored by our wellbeing team led by the Assistant Head (who is also the SENCO).

- We offer proactive group sessions to address particular wellbeing concerns. These range from issues with social skills; anger management; self-esteem; and anxiety. We encourage pupils to work together to support one another.
- Where pupils have a more significant wellbeing need, we offer a range of deeper wellbeing interventions. This could be from our in-house wellbeing coordinator; our external school counsellor; external psychotherapist or interventions from an educational psychologist.

5. Preparation for new and next steps

a. How will you help and prepare my child to join your school?

- We work closely with the schools our children are moving from; holding meetings to discuss children on the SEND register and others.
- Children who find change challenging are supported with a transition programme, spending organised sessions coming to and meeting key staff in their new school.
- We seek to have provision maps in place for new pupils at the earliest opportunity.
- Students will have careers advice as part of their transition plans. This will

b. How will you prepare my child young people to join their next year group, school, college, stage of education or life?

- We work closely with the schools our children move to, holding meetings to discuss children on the SEND register.
- Children who find change challenging are supported with a transition period, spending organised sessions going to and meeting key staff in their new school. This is supported by the school pastoral manager.
- If a child transfers to another school we will send the relevant information and if necessary hold a meeting to ensure a smooth transition takes place.
- All relevant information will be passed onto the new school including, EHC paperwork, Annual Review paperwork, progress levels, and any other documentation, such as EP reports.

6. Accessibility and specialist equipment

a. How accessible is the school environment?

Do you have an accessibility plan?

- **Is your school wheelchair accessible?**
Desborough is not fully wheelchair accessible, children could get into all downstairs classrooms but we have no facility to get a wheelchair into upstairs classrooms. We do not have automatic doors so moving around could be challenging. We are partially wheelchair accessible e.g. with level access and some buildings/rooms accessible.
- **Have adaptations been made to the auditory and visual environment?**
Currently, we have no specific classrooms with auditory equipment or designed visual environment.
- **What changing & toilet facilities does the school have for children and young people with SEND?**
We have disabled toilet, accessible to a wheelchair.
The changing facilities are accessible, but there is not a hoist or similar equipment available for changing purposes.
- **Do you have disabled car parking for parents?**
There are two disabled parking bay in the main teacher car park.

b. What if my child needs specialist equipment or facilities?

- We currently do not have any specialist equipment or facilities in school. If specific equipment is required the school works with outside agencies such as the hearing consortium to buy in or loan appropriate equipment for the pupils to access the curriculum.

c. How will my child or young person be included in activities outside the classroom including physical activities, school clubs and school trips?

- We work with all out of school provision to enable them to support our principles with regard to equal access. We encourage all children to take part in extended school activities and work with the providers to encourage this.
- Support for children with English as a second language is provided.
- Risk assessments are carried out for every extra-curricular activity, and parental consultation is carried out with specific pupils to enable them to participate in appropriate events.

7. Training for staff, specialist services and further support

a. With regard to staff who support children with SEND, what expertise do they have and what training have they undertaken?

- The SENCO is an experienced member of SLT who has overseen SEND prior to taking on the role. The SENCO holds the NASENCO qualification.
- All teachers receive a regular CPDL focused on inclusion. These sessions are designed to respond to the specific needs of the cohort we serve.
- Form tutors are trained to lead on SEND for their tutor groups, including discussing possible SEND needs with parents and coordinating the completion of Pupil Passports.
- We are supported by a cross-trust Inclusion Lead, who is also a qualified and highly experienced school SENDCO.
- We follow the model set out by the Education Endowment Foundation in the deployment and training of Teaching Assistants in school.
- Outside agencies will work alongside teachers and teaching assistants to support them. For example, SHINE, our ASD specialists, have drop-in sessions at school as well as observing and supporting teachers in lessons.

b. What other agencies do you involve to meet the needs of my child or young person and how can I access support from these agencies?

- As a school we work closely with any external agencies that we feel are relevant to individual children's needs within our school, including health professionals, GPs, school nurse service; Educational Welfare Service; Educational Psychology Service; Social Services; CAMHS (Child and Adolescent Mental Health Service), Specialist Cognition & Learning Teacher (dyslexia /dyscalculia), Behaviour Support Service (transition support), and the Information, Advice and Support Service (formerly Parent Partnership Service).
- We also may commission Speech and Language Therapists, Occupational Therapists, Shine Team (Autistic Support Team) and the Children's and Young People's Disability Team.
- Support for these services are accessed through school, or privately by the parents/careers. If accessed through school, parents are encouraged to attend meetings with specialists and review the reports together with the SENCO to review current and best provision for their child.

c. Who should I contact to find out about other support for parents, carers and families of children and young people with SEND?

You can contact the Information, Advice and Support Service for Windsor and Maidenhead who provide impartial information and advice on matters relating to Special Educational Needs and Disabilities for children and young people aged 0-25 and their families

Tel: 01628 683182

Email: IAS@rbwm.gov.uk Website: <https://ias-rbwm.info/>

Please follow this link to the Royal Borough of Windsor and Maidenhead's Local Offer for information about other services that might be available to support your child/young person: https://rbwm.afcinfo.org.uk/local_offer

8. Policies

a. Are you aware or familiar with the requirements of the Disability Discrimination Act 1995 (Special Educational Needs & Disabilities Act 2001) and the Equality Act 2010?

Yes

b. Where can I find other school policies relating to SEND?

The following SEND policies are available on the school website at the following link:

- [SEN Policy](#)
- [Health and Safety Policy](#)
- [Safeguarding Policy](#)
- [Equality & Diversity Policy](#)
- [Policy for Supporting Pupils with Medical Conditions](#)

9. Additional Information

a. Do you provide any other resources for children and young people with SEND?

- Please contact Mr Craddock

10. Feedback and complaints

a. What do I need to do if I have a concern or complaint about the school and its provision for my child or young person?

- The Complaints Procedure can be found on school website

11. Glossary

Terms used in this document	Description/explanation of term
SENCO	Special Educational Needs Coordinator
LSAs	Learning Support Assistants
EHCP	Education, Health and Care Plan

Define any acronyms

Date of last update of this document: September 2023

Date of next review: Should be reviewed annually. September 2024