

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



### Desborough College

Name of Headteacher:	Miss Maggie Callaghan
Name of SEN Co-ordinator (SENCo):	Mrs Zoe Percival
Name of SEN Governor:	Mr John Sparks
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School website:	<a href="http://www.desborough.org.uk">www.desborough.org.uk</a>
Type of school:	Sponsored Academy Mainstream comprehensive secondary school for boys with a mixed sixth form.

### 1. Identifying special educational needs and disabilities (SEND)

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

As a mainstream comprehensive school we cater for a range of special educational needs. This includes the following areas of need: communication and interaction, cognition and learning, social emotional and mental health, sensory and/or physical.

The school has an inclusive ethos so all SEND pupils experience and take part in all aspects of school life.

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

The school collects information from the primary school about every Year 6 pupil who is moving to our school; this includes those pupils with SEND needs. The head of Year 7 and/or the SENCo will visit the Y6 pupils in their primary school and speak to their class teachers to gather information. For pupils with an Education Health and Care plan (EHCP), the SENCo will usually visit the pupils in their primary school and attend the Y6 transfer/annual review meeting to ensure that there is a smooth transition to secondary school.

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

If you have any concerns contact the SENCo at the school to arrange a meeting to discuss the situation.

## **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?**

At the school pupils in KS3 are taught in mixed ability sets with work differentiated to meet their needs. KS4 pupils are set into ability groups for Maths, English and Science; they can be in different sets for different subjects. A few pupils who need additional lessons with Maths and English do not study a modern foreign language; instead they have additional literacy lessons. The planning of the lessons ensures that the work set is suitable for each pupil.

The school runs a number of intervention groups for pupils who need additional support in these core subjects and also use a range of resources to help support the pupils learning. Pupils with EHCPs are supported in class by a Learning Support Assistant, the hours of which are determined by each individual pupil's level of need.

### **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?**

The school has a team of Learning Support Assistants (LSAs) that work with the teaching staff to support the SEND pupils in class. Some of the LSA's have specialist training to enable them to support pupils with specific learning needs, either in the classroom and/or with small group or 1:1 sessions.

The school uses a number of resources to support learning such as the accelerated reader scheme, LEXIA, My maths etc. Some pupils attend Speech and Language therapy, or social skills groups while others receive emotional literacy support. The school has access to the Borough Educational psychologist who assesses pupils and provides help and guidance to the staff on how best to support the pupils with SEND.

Each pupil is supported in an individual way that meets their individual needs, this will include input from the pupil and their parents.

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

The SENCo will assess each SEND pupil from the evidence available, from conversations with the parents and pupils. If a pupil has an EHCP this will be used to decide how much support the pupil needs. The level of support will be closely monitored. The school assesses the pupils regularly and this information is sent home so that parents are kept up to date with progress.

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

The parents are invited to communicate with the SENCo about their child's needs. Pupils who have an EHCP will attend a formal review meeting every year. In Y7 these are two parents' evenings and all other years have one parents evening a year. However, parents are encouraged to contact the school at any time they have a concern. Appointments can be made to discuss any SEND issue with the SENCo.

### **e. How will my child be involved in his/her own learning and decisions made about his/her learning?**

All pupils at the school contribute to target setting and setting their own personal goals. Reflection week takes place six times a year after the publication of the reports. All pupils record this information in their own "journey planners".

Pupils with EHCPs contribute their opinion and view as to what support they feel helps their learning. All pupils have a form tutor and head of year with whom they can express their views. This is part of the caring and respectful ethos of the school.

3. Children and young people's progress
<b>a. How do you check and review my child/young person's progress?</b>
All pupils, including SEND pupils have a regular report sent home so that parents can monitor their progress. Staff have regular meeting to monitor the progress of each child. There are regular parent/teacher meetings throughout the year. Class charts enables parents to track behaviour and achievement points on the class charts application as well as monitor the homework that is set. Pupils with an EHCP have a formal review meeting once a year, but other meetings are arranged throughout the year as is agreed with the parent via the SENCo and/or head of year.
<b>b. How do you involve my child/young person and parents in those reviews?</b>
At the annual EHCP review meeting the pupil, the parents and all other professionals involved with the child are invited to attend. Parents may bring a friend/translator if that is required. Minutes are taken at the meeting and a copy of all the paperwork is circulated to all professions and the parents/guardians following the meeting. Other SEN pupils and their parents communicate with the SENCo and head of year on a regular basis.
<b>c. How do you know if the provision for children and young people with SEND at your school is working?</b>
All the intervention programmes that we offer have been proven to enhance the learning and improve the progress of pupils with SEND. Individual pupil progress is tracked and the school data shows that the SEND pupils achieve above the average for other male SEND pupils in the country.

4. Support for overall well-being
<b>a. What support is available to promote my child/young person's emotional and social development?</b>
The school has a caring ethos and these values are delivered through assemblies, tutor time activities, such as The Penn Programme, and within every lesson. Sometimes pupils have aspects of their lives that they find difficult to deal with and may affect their learning, so the school does have two trained ELSA to work 1:1 with pupils should the need arise. The school also uses the educational psychologist service to support pupils and their families. The school also access the counsellor and Well being service available via RBWM.

5. Preparation for new and next steps
<b>a. How will you help and prepare my child to join your school?</b>
The school works hard to deliver a smooth transition from primary school. The Head of Year 7 visits most Y6 pupils at their school and the SENCo visits the Y6 pupils with SEND needs. This gives the Y6 pupils an opportunity to meet some staff and ask questions. Some SEND pupils are invited to the school for additional transition visits depending on their need. All Y6 pupils visit the school for the usual Y6 induction day. On this day LSA staff support the SEND pupils.

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

As part of the EHCP review meetings, from Y9, there is section relating to preparing for the future. The SEND pupils meet with our careers advisor who supports them with any applications for the future. There are general careers input sessions throughout Y10 and Y11 for all pupils. The new college/school/employer will be sent all the information about the pupil and references will be done by the head of year/SENCo as requested.

**6. Accessibility and specialist equipment**

**a. How accessible is the school environment?**

*(A link to the School's Accessibility Plan can be found in section 8b)*

**• Is your school wheelchair accessible?**

It is partially wheelchair accessible with one lift that gives access to some of the upstairs classrooms.

**• Have adaptations been made to the auditory and visual environment?**

Auditory enhancements: Some classrooms have been upgraded to improve soften the sounds

Visual enhancements: Steps have yellow painted ages, some PE equipment is adapted, computer screen magnifying software is available.

**• What changing & toilet facilities does the school have for children and young people with SEND?**

Toilets are available on the ground floor.

**• Do you have disabled car parking for parents?**

Yes.

**• Do you have any other specialist facilities/equipment do you have to support SEND?**

Laptop computers provided by the Borough through an individual application for funding.

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

Each child's needs would need to be assessed individually. Liaison with the Borough about funding would occur to ensure the best provision for the child.

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

All pupils, including SEND, at the school have the same access to extra-curricular activities, school clubs and trips. Reasonable adjustments are made to enable all SEND pupils to attend school trips. All school activities follow the Borough Health and Safety guidelines.

**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 team of learning support staff have a range of specialist training enabling the school to support a range of special educational needs. The team is led by a qualified SENCo.

Support staff attend training days in school and also attend specialist training programmes run by the school and the Borough.

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

The school works with a range of outside agencies to help support the pupils with special educational needs. This includes speech and language therapy, Berkshire Sensory Consortium Service, Educational Psychologists, SHINE (Outreach Autism service) and others depending on the child's individual needs.

**c. Who should I contact to find out about other support for parents/carers and families of students with SEN?**

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.

For further information of services and support please visit:

[http://rbwm.afcinfo.org.uk/local\\_offer](http://rbwm.afcinfo.org.uk/local_offer)

## 8. Policies

**a. Are you aware/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?**

All the policies relating to SEND can be found on the school website at the following <http://www.desborough.org.uk/Policies-and-Procedures>

These include:

- SEND Policy
- Accessibility Plan
- Child Protection and Safeguarding Policy
- Behaviour Policy
- Equality & Diversity Policy
- Supporting Medical Conditions Policy

## 9. Additional Information

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

The school runs a breakfast club every morning and a homework club every day after school. These are both run by school staff.

## 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/young person?**

If you have any concern, the first point of contact is the child's tutor, head of year or SENCo. This can be by letter, phone, email or in person by making an appointment. Parents can also make an appointment to see the Principal if they wish by contacting his PA at the school. It is anticipated that all concerns can be rectified, however, the school's complaints policy can be found on the school website at the following link <http://www.desborough.org.uk/Policies-and-Procedures>

## 11. Glossary

Term used	Description/explanation of term
SENCo	Special Educational Needs Coordinator
LSA	Learning Support Assistant
EHCP	Education, Health and Care Plan
LEXIA	Intervention to support with literacy

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