

Notley High School and Braintree Sixth Form

SEND information report 2022-2023

1. Introduction

Notley High School and Braintree Sixth Forms Ethos for SEND

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, 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

2. Partnership Ethos

2.1 The arrangements for consulting parents of pupils with special educational needs.

From making an application for a place and throughout their child's time at the school, parents are given regular opportunities to discuss their child's needs, progress and concerns. These opportunities can occur, for example, through:

- Transition meetings
- EHCP review meetings
- One Planning / Progress meetings
- Parents evenings
- Attendance at professionals or multidisciplinary meetings
- Regular contact
- via email or phone call.

2.2 The arrangements for consulting young people with special educational needs about, and involving them in, their education.

The young person is central to the planning for, and the review and evaluation of the support they have been given to support their progress. The school is committed to hearing their voice and to ensuring their needs are met. The school seeks to ensure that the young person is empowered to bring to the attention of staff their needs and the best ways in which they can be supported. This could be through:

- Use Pupil Passports or One Plans
- Age appropriate conversations about targets and progress

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- Participation in statutory meetings or annual reviews
- Discussions about changes to the physical environment which would support the young person
- All meetings use a Person Centred Planning approach.

2.3 The name and contact details of the SEN Co-ordinator.

Senco: Mr P Haddon - Peter.Haddon@Notleyhigh.com

Assistant Senco: Mrs M Potgieter Marle.Potgieter@notleyhigh.com

2.4 Any arrangements made by the governing committee or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.

Parents are encouraged to discuss any problems or grievances with the school. Problems should be referred to the SENCO (as above) in the first instance. Followed by Assistant Headteacher Mrs Gee who has responsibility for Line Manging the SEND department. Parents are referred to the school's website for full details of the complaints procedure. A copy will be available on request.

3. Information and Policies for Identification, Assessment and Provision

3.1 Information on where the Local Authority's local offer is published:

Essex Local Offer <http://www.essexlocaloffer.org.uk>

Essex SEND Information, Advice and Support Service
<http://www.essexlocaloffer.org.uk/listing/send-information-advice-and-support-service/>

3.2 Information about the school's policies for the identification, assessment and provision for pupils with special educational needs, whether or not pupils have EHC Plans, including how the school evaluates the effectiveness of its provision for such pupils.

There are 3 stages to the SEN register at Notley High school.

- E – Students that have a current Education, Health and Care plan
- K – SEN support – Students who have an additional need and require intervention from Learning Support
- M – Monitoring – Students that have an additional need but their needs can be met within the classroom with quality first teaching. This need will be clearly shared with teaching staff.

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The SEN register is reviewed and updated each term. Many students who have SEND are identified by the primary schools. Liaison with primary schools enables the school to plan for meeting these needs. Information from primary schools is used to provide starting points. Other students are identified through

- Cognitive Ability Tests
- Access Reading Tests
- Additional individual testing as required
- The school's data analysis for observing and assessing individual progress
- Expressions of concern by parents
- Expressions of concern by staff

The school uses the SEND Code of Practice (2014) to provide a graduated intervention approach to meeting individual needs. At all stages, parents are kept informed of any findings and are consulted before any special provision is made. Parents will know that special educational needs and provision can be considered as falling under four broad areas:

- Communication and interaction (C&I)
- Cognition and learning (C&L)
- Social, mental and emotional health (SEMH)
- Sensory and/or physical (SPI)

The school will work closely with the young person and their parents to identify what support is needed, what the specific barriers to learning are and to understand why a student may not be making progress. We will then seek to put in place appropriate interventions such as:

- SEN Team
- Suggested strategies are put in place by class teacher and review after next assessment date
- 1-2-1 small group work
- Software use e.g. Lexia designed to support Comprehension Reading or spelling
- Paired reading (older/younger students)
- Specific Equipment requirement

All interventions are monitored and evaluated for the effectiveness of their impact. Curriculum Leaders also track pupils after every report cycle and have their own interventions at their disposal

3.3 Information on the kinds of special education provision made in the school.

In order to fulfil its commitment to fully support every child into success, the school already has in place a range of specialist interventions and continues always to seek new ways of providing support. We have 17 (full time equivalent) learning mentors who have ELKLAN training (Speech

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and language support for 11-16s) and are trained to deliver interventions such as: Toe by toe, Phonics, Power of 2, Alpha to Omega, Think good feel good, Colourful semantics

- Learning Mentors will support pupils on a 1:1 basis when they need an intensive, specific intervention
- Teaching assistants will support pupils in small groups when they need support in the classroom or group-based work
- We use specialist staff for interventions and support in the enhanced provision for speech, language and communication

3.3 Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.

SEND issues are an important aspect of staff development and training. General educational issues, which are explored on training days within the school, encompass the needs of all students, including those with SEND.

Training days frequently focus specifically on SEND issues and have developed staff awareness of issues such as dyslexia, ADHD, Autism, Hearing difficulties and Speech and language issues.

Subject specialists are encouraged to explore SEND issues within their faculty meetings and are encouraged to make this a regular meeting agenda item. Student Support staff participate in a wide range of external relating to learning support. Learning Mentors working in classrooms in a support role are able to pass on their experience to subject teachers. The SENCO and assistant SENCO have both completed the national Award for SEN Coordination (NASENCO).

4 Quality First Teaching and Personalisation

4.1 Information about the schools policies for making provision for pupils with SEN including, evaluation of effectiveness, assessment and reviewing progress, adaptations to curriculum, additional support and wider support

The school is committed to ensuring that all teaching is at least good and that much is outstanding. High quality teaching is that which is differentiated and personalised to meet the needs of the majority of children and young people. We aim to ensure that:

- All staff provide high quality teaching which allows students to learn effectively. A range of teaching and learning strategies may be required to ensure that all students can access the curriculum.
- Members of staff understand that they are all teachers of students with special educational needs.
- All students, regardless of ability, have full access to a wide range of suitably challenging educational opportunities which are appropriate to their needs.
- Every student at the school is provided with opportunities to make progress in every aspect of their development, enabling them to be the best they can be.

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SENCO tracks all pupils on the SEN register after every report cycle and initially raises concerns with Curriculum Leaders. Progress regularly discussed at parent's evenings. If concerns are raised by a member of staff then in class strategies are reviewed either with the member of staff or in the pupil passport. These suggested strategies are put into place and there is a review after the next assessment date. If there is no improvement then SENCO contacts parents for a meeting to discuss concerns and possible next steps. If further action is required then the student will be added to the SEN register initially as Monitor and later K (SEN Support) if further interventions are required.

Some pupils may jump these stages depending on what has happened/the nature of their difficulties.

4.2 Information about how equipment and facilities to support children and young people with special educational needs will be secured.

The school works hard to ensure that no student is disadvantaged in terms of facilities and equipment dependent upon need. To ensure that we achieve this goal we work with outside professionals such as specialist teachers, occupational therapy, Speech and Language Therapist and specialist nursing team. Our broad approach here is captured in our equality and disability policies which are available on our website or open request

5 Early Intervention and the Education Health and Care Plan

5.1 How the governing committee involves health and social care bodies, local authority support services and other bodies in meeting the needs of pupils with SEN.

- Educational Psychology Service
- SEND Operations Services
- Missing Education and Child Employment Service
- Social Services
- Child and Adolescent Mental Health Service
- Essex Virtual School
- Specialist Teaching Team – staff specialising in supporting students with:
 - Hearing impairment
 - Visual impairment
 - Physical impairment
 - Autism/ASC
 - Speech and language

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5.2 The contact details of support services for the parents of pupils with special educational needs,

- The Department for Education - www.education.gov.uk/dfes
- SEND Code of Practice <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
- Essex Local Offer <http://www.essexlocaloffer.org.uk>
- The National Association of Special Educational Needs – www.nasen.org.uk
- Special Needs and Parents (parental support) – www.snapcharity.org
- Achievement for All – www.afa3as.org.uk
- Families Acting for Change (parental support by parents) – www.face-essex.org
- Essex SEND Information, Advice and Support Service
<http://www.essexlocaloffer.org.uk/listing/send-information-advice-and-support-service/>

5.3 School arrangements for supporting pupils transferring between stages of education and preparing for independent living.

We advise all young people with SEND come and see the school before their application is submitted. If invited, we attend year 6 transition reviews of all young people whose places have been confirmed to Notley High School to ensure that we can help them with their transition to KS3. A bespoke package of additional visits is designed on an individual basis. We will accommodate as many parental and school based requests for school tours for young people with SEND as we can and these visits may be with parents, carers or teachers and LSAs from their Primary Schools. Through our inclusive approach the school seeks to support students at all stages of transition and in preparation for life as an adult. This could include:

- Close liaison with Primary/ Junior School Feeders to ensure successful transition into secondary school
- Working with the Transition Pathways Service (Yr9-KS4/KS5)
- Facilitating transfer onto appropriate Post 16 Courses (Sixth Form, College or Apprenticeships)