

SEND Information Report

Vision and Values

Our Vision – 'Achievement Through Caring'

Sir John Talbot's School is a vibrant learning community, comprising a very supportive parent body, caring and forward-looking staff, energetic and thoughtful students, a proactive governing body and an ever-developing cross section of community partners. Children are placed firmly at the centre of all we do; we pride ourselves on offering a wealth of opportunities allowing all in the learning community to experience success in many different ways and at a variety of levels. Our challenge therefore is to constantly seek out new ways to innovate from within the classroom and outside it, as we believe firmly in the need to keep moving forward, so that our young people have the best possible experiences and life opportunities.

Vision and Values



Sir John Talbot's School SEND Information Report should be read alongside other school

policies including SEND, Behaviour for Learning, Tackling bullying

The Special Educational Needs Department supports students within the mainstream setting

with a variety of different and individual needs. Principally these needs can be categorised

by the Code of Practice 2014:

- Communication and Interaction – Speech, Language & Communication/ASD/Dyslexia
- Cognition and Learning – SpLD (Dyslexia) and learning significantly below their peers
- Social, Emotional and Mental Health – Social awareness, anxiety disorder, problems of mood, ADHD
- sensory and/or Physical – Visual/hearing impairment, physical difficulties

Identification and Assessment of Students with SEND

Sir John Talbot's School use the following criteria for identification and assessment:

1. Information from previous school, parents/carers, students and outside professionals
2. Literacy screening throughout the year
3. Mid-year transfer students all are tested for literacy and numeracy as part of their induction to school
4. Ongoing mentoring and assessment through subject teachers and assessments across the year
5. Assessment through the SEND team
6. External agency reports or assessments
7. Internal examinations across the year with data analysis from staff

Arrangements for working with parents or carers

All SEND students are scheduled a person centred (plan, do, review) meeting three times per year in line with the SEND Code of Practice (2014), these meetings support the student with assessing progress towards their targets.

Meetings occur with parents/ carers in Years 5 and 6 prior to school placement, if needed. These meetings shape the level of support and strategies needed by the school for provision.

Sir John Talbot's SEND staff attend Year 6 Annual Reviews and arrange extra parental/ carer visits in Year 6, if needed.

Staff within the SEND team use emails and regular telephone contact with parents/carers to ensure continuity.

Parents / carers are invited to attend each Annual Review of Education, Health and Care Plans

Parents Evenings are staffed by SEND to enable parents/ carers to discuss points regarding their child.

Parents/ carers are involved in all discussions when there is a request for external agency support.

Parents and Carers are provided with a link to the Local Authority Local Offer is published on the website.

Arrangements for working with students

- Students are allowed access to the SEND area before school and after school alongside break and lunchtimes
- SEND area of school is open for all SEND students from 8am until 4pm, this offering opportunities for support with areas of need or difficulties
- Students are offered various intervention programmes including
- Academic mentor reviews and mentoring meetings
- Student views are an essential part of EHCP processes including One Page Profiles, Plan, Do, Reviews and interventions including referrals to external agencies

Arrangements for assessing and reviewing children's progress towards outcomes

The following arrangements are applied when assessing and reviewing children's progress towards individual outcomes. Arrangements depend on the specific broad areas of Special Educational Need as identified in the Code of Practice 2014

Communication and Interaction

a) Speech, Language & Communication needs

How we identify needs:

- Pupil information for Year 6 students from primary schools and parents/ carers
- Questions raised by parents/carers
- Questions raised by staff
- Involvement of specialist outside agencies such as Speech & Language Team, Sensory Inclusion Service

How we assess and review progress

- Progress reviewed through Whole School Monitoring
- Use of termly Person Centred Review/EHCP Review process to review progress
- Reports from external agencies

b) Autistic Spectrum Disorder/Condition

How we identify needs:

- Information from Year 5/6 meetings with primary schools and parents/ carers
- Questions raised by parents/carers
- Questions raised by staff
- Involvement of specialist outside agencies
- Fair Access Panel data
- Specialist Placement Panel reports
- Discussion with Local Authority SEND Team
- Discussion with <https://www.shropshire.gov.uk/early-help/practitioners/news/0-25-emotional-health-and-wellbeing-service-formerly-camhs/>

How we assess

- Involvement of external agencies including 0-25 emotional health and wellbeing service
- Involvement of Autism West Midlands
- Completion of Webstar/Strengthening Families process
- Support from Educational Psychologist

How we review progress

- Progress reviewed through Whole School Monitoring
- Use of termly Person Centred Review/EHCP Review process to review progress
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Cognition and Learning

a) Learning Difficulties

How we identify needs:

- Information from Year 5/6 meetings with primary schools, parents/ carers
- Questions raised by parents/carers
- Questions raised by staff
- Involvement of specialist outside agencies
- Educational screeners

How we assess and review progress

- Progress reviewed through Whole School Monitoring
- Use of termly Person Centred Review/EHCP Review process to review progress
- Reports from other agencies

b) Specific Learning Difficulties

How we identify needs:

- Information from Year5 6 meetings with primary schools, parents/ carers
- Questions asked by parents/carers
- Concerns expressed by staff
- Reports from external agencies

How we measure areas of need

- Through screeners
- Through reports from external agencies
- Through the SEND Department staff assessment

How we review progress

- Progress reviewed through Whole School Monitoring
- Use of termly Person Centred Review/EHCP Review process to review progress
- Through updated standardised tests.

Social, Emotional and Mental Health

How we identify needs

- Information from Year 5/6 meetings with primary schools and parents/ carers
- Concerns expressed by parents/carers
- Concerns expressed by staff
- Students identified by School Counsellor
- Students identified by Pastoral Team
- Through Webstar/ strengthening families process
- Through contact by 0-25 Emotional Health and Well Being service
- Concerns expressed by external agencies including COMPASS, FPOC, Strengthening Families

How we assess

- Involvement of Emotional Health and Well Being service
- Through School Nurse support
- Through School Counselling service including Equine Therapy
- Through Pastoral Team
- Completion of Webstar/ strengthening families process

How we review progress

- Updated reports from 0-25 Emotional Health and Well Being service
- Agency Meetings
- Progress Leader review meetings

Sensory and/or Physical Difficulties

a) Hearing Impairment

How we identify needs

- Information from Year 6 meetings with primary schools and parents/ carers
- Liaison with the Sensory Inclusion Services
- Information from GPs
- Information from parents/carers
- Information from medical teams
- Staff concerns

How we assess

- Through Sensory Inclusion Service
- Through medical services

How we review progress

- Updated reports from Sensory Inclusion Service
- Updated reports from hospital/GP Progress reviewed through Whole
- School Monitoring
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b) Visually Impaired

How we identify needs

- Information from Year5/ 6 meetings with primary schools and parents/ carers
- Liaison with the Sensory Inclusion Service
- Information from medical agencies
- Information from parents/carers
- Staff concerns

How we assess

- Through Sensory Inclusion Service
- Through medical teams

How we review progress

- Updated reports from Sensory Inclusion Services
- Updated reports from hospital/GP

c) Physical Difficulties

How we identify needs

Information from Year5/ 6 meetings with primary schools and parents/ carers

Liaison with the Sensory Inclusion Service

Information from medical teams including Occupational Therapy, Physiotherapists

- Information from parents/carers
- Information from medical services

How we assess

- Through medical teams
- Through reports of strategies and targets

How we review progress

- Updated reports from hospital/GP
- Engagement in appropriate activities
- Meetings to update health and care plans

Expertise and training of staff to support children and young people with SEND

Sir John Talbot's School recognises the importance of ongoing, up to date and relevant training for both teaching and support staff. Training is provided both in-house, utilising and sharing our own areas of expertise and good practice within the classroom and through accessing external experts or specialist advice, support and training as necessary. Training for all staff is ongoing and is delivered by external agencies or via in school twilight sessions.

Access Leaders have expertise in specific areas of the SEND Code of Practice, which enable specific training needs to be met and developed into practice for support with students.

Evaluating the effectiveness of SEND provision

All students' progress and attainment is monitored through the whole school monitoring system. Where students are identified as having SEND or requiring SEND Support the SEND Department also reviews academic progress as well as having discussions during Pupil Centred Plan reviews with students and parents / carers- focusing on the successes and areas for development.

Intervention withdrawal groups delivered by the SEND Department are evaluated every half term to ensure the students are making progress on the programme to improve individual baseline scores.

How children with and without SEND engage in activities together

All children with and without SEN have a wide range of opportunities they can engage in via the curriculum, through after school activities and residential visits – these activities are available to all students and if necessary reasonable adjustments to itineraries or activities can be made (in discussion with either the student directly and/or the parent / carer) as required.

We encourage all students to work together, recognising the individual strengths of each other and understanding that they need to work collaboratively to help and support each other.

Support for improving emotional and social development

The SEND Department works closely with the pastoral team in order to meet the emotional and social needs of all students, including those with SEND. The students have access to a school counsellor, Access Leaders with specialist expertise in mental health, school nurse and various intervention programmes directly targeted to a need. There are staff onsite trained to assess students emotional wellbeing and make adjustments or actions based on assessment.

The SEAL area of school is open and staffed before school, during break and lunch time – some of our more vulnerable students with SEND choose to have their lunch in this area– interaction between staff and students at these times is an important aspect of the support. All students are made aware of key people to whom they can report any concerns to.

Involvement of external agencies to support SEND students and their families

We access a wide variety of services to support all aspects of development for SEND students. These Services include:

- Educational Psychologist
- ENHANCE
- Sensory Inclusion Service – visually and hearing impaired students
- Occupational Therapy Service
- Speech, Language & Communication Service
- 0-25 Emotional Health and Well Being service
- Autism West Midlands
- Family Information Service
- Shropshire Youth
- Early Help Team/COMPASS
- Diabetic & Epilepsy Nurses
- Young Carers
- Education Welfare Officer

- Family Support Worker
- Looked After Children Teams
- School Nursing Service

Please do not hesitate to contact Sir John Talbot's School and the SEND department should you wish to discuss your child's individual circumstances.

Please contact Rachel Unwin Assistant SENCO

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