

Villiers High School SEND Information Report 2017-2018

SEND department Vision:

At Villiers High School, we aim to develop the whole child and adopt a very child centred approach. We are an inclusive community and aim to overcome barriers to learning so that all children are able to maximise their potential. We strive to create a culture of high achievement through hard work, praise, building confidence and self-esteem and celebrating success wherever possible no matter how small or large an achievement. We try to ensure that students are equipped to take an active role in society, working in partnership with families and wider community.

1. The kinds of Special Educational Needs and Disabilities (SEND) that are provided for: □

All members of staff are responsible for helping to meet student's Special Educational Needs and for helping the school to identify students who may need extra support.

- The school provides support for a wide range of SEND, including Dyslexia, Autism, Attention Deficit Hyperactivity Disorder, hearing impairments, visual impairments, Dyspraxia, social & emotional difficulties, epilepsy, Speech and Language Disorder as well as more specific learning difficulties and physical impairments.
- More information about the identification and monitoring of students with SEND can be found in the school SEND Policy.

2. Policies for identifying children and young people with SEND and assessing their needs, including the name and contact details of the SENDCo

- As students' learning needs may change overtime, the SENDCo, Heads of Year and Assistant Head in charge of SEND support track progress on a termly basis.
- There are termly IEP meetings for all students on the SEND Register.
- Teachers, students and parents/ carers can refer to the school Special Education Needs Coordinator (SENDCo) for extra help. In addition, parents and carers can talk to:
 - Subject teacher
 - Form tutor
 - Deputy Head of Year
 - Head of Year
 - SENDCo
 - HLTAs
 - LSA
 - Assistant Head – line management of SEND
 - Headteacher
- Our SENDCo is Mr. Trevor Murphy and SENDCo in training is Miss Gemma Stoddart - she is completing the National SENCo Award with the IOE - London
- The school identifies SEND students in a number of ways. These may include: - liaison with feeder primary schools, teachers and SEND Coordinators (SENDCos) - analysis of assessments - analysis of Cognitive Ability Tests undertaken in Year 7 - concerns raised by parents/ carers - concerns raised by members of staff - concerns raised by students - concerns raised by professionals from other agencies - termly monitoring of all student's progress relative to age expected levels In addition, all pupils' progress and achievement is assessed by teachers in lessons. Academic

achievement and progress information is analysed termly and students who do not achieve their targets will be supported through referral to the Heads of Year, referrals to be discussed during fortnightly Pastoral meetings, Dyslexia Screener, LUCID exact screener, and referral to external agencies where necessary.

- Other information that may be used to identify students' needs is analysis of behaviour and achievement logs by the Heads of Year and analysis of attendance and Persistence Absence reports

More information about the identification and monitoring of students with SEND can be found in the school's Special Educational Needs and Disability Policy.

3. Arrangements for consulting parents and students with Special Educational Needs and involving them in education

- Each student who is identified as having SEND will have an Individual Education Plan (IEP) which contains targets and information for teachers about strategies for supporting students.
- The SENDCo hold termly IEP reviews with the parents/ carers of students with SEND. □ In addition to this, Annual Reviews are completed for students with Education, Health and Care Plans.

4. Arrangements or assessing and reviewing children and young people's progress towards outcomes

- SEND provisions are put in place, revisited, refined and revised, using an 'assess, plan, do, review' methodology as stated in the SEND Code of Practice 2015.
- SEND and pastoral interventions are reviewed in PSP or IEP meetings with targeted parents and student at least three times per year.

5. Arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood.

As young people prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society

- Students receive careers advice in Key Stage 4 and opportunities to think about their future are part of the programme which is delivered in weekly tutor time.
- Students with high need SEND (i.e. those with EHCPs) will have a clear transition plan and these are made in consultation with students and parents.
- The school supports all students during phase transfer and there is a dedicated Head of Year 7 who manages the transition between primary and secondary school.
- The school has a highly successful Sixth Form with a growing number of courses, both academic and vocational.
- Students with Education, Health and Care Plans (EHCPs) work with the Educational Psychologist on planning their futures. This is done through PATH meetings (Planning Alternative Tomorrows with Hope) where short, medium and long term targets are set with the student, parents/carers and teachers in order to meet long term goals. From Year 9, students with EHCPs also receive support for their Post 16 and Post 18 transition so long term and short term goals can be set and worked towards.

6. The approach to teaching children and young people with SEND

- High quality teaching, differentiated for individual students, is embedded to ensure all students make progress.
- Staff attend regular INSET meetings led by specialised SEND staff to suggest teaching strategies for SEND students.

7. How adaptations are made to the curriculum and the learning environment of children and young people with SEND

- Information provided to students and parents/ carers takes account of disabilities and parental preferred formats, for example, information in different languages or enlarged. □ The school recognises that students at school with medical conditions should be properly supported so that they have full access to education, including school trips and Physical Education (see Medical Policy for more information). Some students have Individual Health Care Plans (IHCPs) or Personal Emergency Evacuation Plans (PEEPs).
- Due to the school being a very old building some parts of the school site are not wheelchair accessible but there is disabled toilet access. The school site is not yet fitted with several lifts in order to cater for students with physical disabilities and medical needs. □ Where the need arises, physical and/or sensory adaptations to the learning environment are made; for example students may have enlarged exam scripts/resources, those with a hearing impairment are seated accordingly within the classroom and so on. Other interventions and support include: GCSE Study Support, KS3 numeracy interventions, KS3 Literacy Interventions, Homework Club, Speech Language and Communication Interventions, One to one support, Alternative provision

8. The expertise and training of staff to support children and young people with SEND, including how specialist expertise will be secured

- The SEND Department is comprised of the SENDCo, Learning Support Assistants, HLTA's Speech and Language Therapist and a Transition Teacher.
- A Pastoral Support Assistant and a School Counsellor are available to support vulnerable students, those at risk of underachieving or those with social, emotional and mental health difficulties. □ We work closely with Local Authority services such as CAMHS, and the Early Help Support System.

9. Looked after children with SEND

- The Designated Teacher for Looked After Children is Mr Lewis Adams. He monitors the education of all young people in care.
- Looked After students will have Personal Education Plans (PEPs) managed by Mr. Adams in coordination with the foster carers, and school staff.
- All the staff at school are informed of any relevant information regarding Looked After Children and their needs are regularly discussed at pastoral meetings.

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

- The SENDCo and SEND staff share expertise with other staff in the regular Student Support Meetings.

- In addition to this the school works closely with other agencies such as Educational Psychologists, Speech and Language Therapists, CAMHS professionals and SEBDOS.

11. Evaluating the effectiveness of the SEND provision made for children and young people with SEND

- The SENDCo has direct responsibility for ensuring that the SEND provision is effective and provides outstanding support for all students.
- All interventions and their outcomes are recorded using the school's provision mapping software.
- Lesson observations, data analysis, learning walks, reviews of student's books, progress and student interviews, IEP reviews and Student Support Plans are all used to ensure that SEND students receive the best possible education.

12. How children and young people with SEND are enabled to engage in activities available with children and young people in the school who do not have SEND

- SEND students are encouraged to join trips, visits and activities afterschool and appropriate support is in place to facilitate participation.

13. Support for improving emotional and social development

- The school runs a myriad of intervention sessions which are tailored to the needs of the students who are identified to have SEND. See our provision map for further details.
- A pastoral support Assistant and a School Counsellor are available to support vulnerable students, those at risk of underachieving or those with social, emotional and mental health difficulties.
- Several topics regarding emotional and social development are taught and discussed in PSHCE lessons to all students.

In addition, we offer enrichment clubs at lunch times, have themed assemblies in which pupils participate and lead on, small group interventions, counselling service and one to one support.

- There are several forms of pastoral support offered to students such as mentoring from a member of the BIS team, placement in the Student Support Unit, or placement in the Focus Room.

14. How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEND and supporting their families

- Regular pastoral meetings are held with Heads of Year, Heads of Department and the SEND Department. During these meetings, the student's progress and well-being is discussed and decisions are made collaboratively about whether external professionals need to become involved.
- Subsequently, referrals can be made to external professionals including the Educational Psychology Service, Speech and Language Therapy Service, Child and Adolescent Mental Health Services, Early Help, Youth Offending Team, and Social Services, SAFE team,

Connexions, School Liaison Police Officer, Literacy Consultant, Numeracy Consultant, Behaviour Inclusion Service, Drugs and Alcohol Support Charity, School Medical Staff, School Counsellor

- Representative from outside agencies are invited to attend all review meetings as appropriate.

15. Arrangements for handling complaints from parents of children with SEND about the provision made at the school

- The school is keen to receive feedback from students and parents.
- If parents feel that they would like to discuss any concerns, they can contact the Form Tutor, or Head of Year, or Deputy Senco/ SENDCo
- If the parents feel that the concern is not dealt with effectively, then the Assistant Headteacher (Learning Support & Inclusion) is the next contact: Mrs G. Nagi.
- If the parents still feel that the complaint is not dealt with satisfactorily, then the Headteacher will be available to hear any concerns. The full complaints procedure is available from the Headteacher's PA - Mrs. C. Gleeson – cgleeson@villiers.ealing.sch.uk

The school's complaints policy can be found here:

<http://www.villiers.ealing.sch.uk/upload/policies/parental%20complaints%20procedure.pdf>

or on our website under contact us.

16. Where to find the Villiers High School's Local Offer

□ Villiers High School contributes to the Ealing Education Authority's Local Offer. This can be found on their website

17. Useful contact details:

- SENDCo, Miss Gemma Stoddart – SENDCO in training – gstoddart@villiers.ealing.sch.uk
- Mr. Trevor Murphy– SENDCo – tmurphy@villiers.ealing.sch.uk
- Assistant Headteacher - Student Support (SLT), Mrs. G. Nagi – gnagi@villiers.ealing.sch.uk
- Headteacher, Ms A. Sharma – arsharma@villiers.ealing.sch.uk
- SEND Governor – Mrs. V. Sighat

The local offer is a Local Authority's publication of all provision " they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled, including those who do not have education, Health and Care (EHC) plans" (Section 4.1 SEND Code of practice, January 2015) and can be access here:

<http://www.ealingfamiliesdirectory.org.uk/kb5/ealing/directory/localoffer.page?localofferchannel=0>