

# Sherborne Learning Centre

## SEN Information Report



Sherborne Learning Centre is a Local Authority Pupil Referral Unit which makes educational provision for children who, for a variety of reasons, are not able to attend mainstream school.

**Approved by:** Victoria Rashleigh

**Date:** 5<sup>th</sup> October 2018

**Last reviewed on:** September 2017

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## **Sherborne Learning Centre**

### **SEN Information Report**

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## **1. The kinds of SEN that are provided for**

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

- 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

## **2. Identifying pupils with SEN and assessing their needs**

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. In many cases, behaviour and lack of engagement can mask a student's learning difficulties. It is therefore necessary to use a triangulated approach and gather as much information as possible to assess a young person's barriers to learning and identify an special educational need.

Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

## **3. Consulting and involving pupils and parents**

On entry to the Learning Centre we conduct an induction meeting with parents and the young person. Where we feel a young person may have special educational needs we will have an early discussion with the pupil and their parents to discuss their individual need for special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEN support. We will have regular discussions throughout the year with parents and pupil about progress and future support.

#### **4. Assessing and reviewing pupils' progress towards outcomes**

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents/carers
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

#### **5. Supporting pupils moving on to next phase and preparing for adulthood**

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

All Key Stage 4 pupils are supported by an Ansbury Support Worker in the form of regular meetings with the pupils, home visits and supported college visits. Where appropriate, further support is given by sign posting pupils to a 16+ advisor at Ansbury.

The Learning Centre delivers week lessons in Citizenship – preparing for Working Life and 'Life After' lessons. These give tuition in tasks such as writing CVs and completing forms etc.

#### **6. Our approach to teaching pupils with SEN**

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

We will also provide the following interventions:

- 1:1 literacy support
- ELSA
- Mentoring
- Core-subject additional support
- TA support in most core lessons
- Off-site intervention programmes that focus on social communication skills

#### **7. Adaptations to the curriculum and learning environment**

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Providing systems to support social and emotional difficulties and anxiety such as ELSA, counselling and mentoring as well as other forms of off-site provision.

## **8. Additional support for learning**

We have 4 teaching assistants who support in core lessons. They are trained to support students with social and emotional difficulties.

Teaching assistants will support pupils on a 1:1 basis when this is directed by the EHCP or as an in-house intervention.

We work with the following agencies to provide support for pupils with SEN:

- SEN Specialist Services (SENS)
- Child and Adolescent Mental Health Service (CAMHS)
- Educational Psychology Service
- Social Care

## **9. Expertise and training of staff**

Our SENCo has six years of experience in this role and has also worked as a SENCo and Inclusion Manager at mainstream secondary schools.

They are allocated six hours a week to manage SEN provision.

We have a team of 4 teaching assistants and are given support and training as appropriate.

In the last academic year, staff have been trained in Mental Health First Aid and Team Teach

We have plans for further training in becoming an attachment aware school, supporting students with dyslexia, Attachment Disorder and ASD and Anxiety.

## **10. Securing equipment and facilities**

The Learning Centre provides specialist equipment where required and facilities to support learning such as:

- IT Equipment
- Specialist Computer Software
- Interactive whiteboards

## **11. Evaluating the effectiveness of SEN provision**

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after six weeks
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans

## **12. Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN**

All of our extra-curricular activities and school visits are available to all our pupils, subject to risk assessments.

All pupils are encouraged to take part in special workshops, etc.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

There is a link to the school's accessibility plan on the Learning Centre website

### **13. Support for improving emotional and social development**

We provide support for pupils to improve their emotional and social development in the following ways:

Pupils with SEN are encouraged to be part of the school student voice group

We have a zero tolerance approach to bullying.

### **14. Working with other agencies**

The Learning Centre works with a range of other agencies in supporting the progress of pupils with SEN. The majority of our pupils have some sort of involvement with other agencies and we maintain close communication to measure impact and plan next steps.

### **15. Complaints about SEN provision**

Complaints about SEN provision in our Learning Centre should be made to the Victoria Rashleigh, Head Teacher in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

### **16. Contact details of support services for parents of pupils with SEN**

*Dorset Special Educational Needs Information, Advice and Support Service (SENDIASS)* offer free, impartial and confidential service that provides information, advice and support to:

- children and young people aged from 0 to 25 with special educational needs and/or disability (SEND)
- parents and carers of children and young people with SEND

Contact details for SENDIASS officer for North Dorset are as follows:

Name: Jane Schmidt

Email: [j.e.schmidt@dorsetcc.gov.uk](mailto:j.e.schmidt@dorsetcc.gov.uk)

Mob: [07748 624609](tel:07748624609)

### **17. The local authority local offer**

Dorset authority's local offer is published here: <https://www.dorsetforyou.gov.uk/children-families/sen-and-disability-local-offer/dorsets-local-offer.aspx>

### **18. Monitoring arrangements**

The SEN policy and information report will be reviewed by the SENCo and Headteacher **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the Interim Executive Board/Management Committee.

## **19. Links with other policies and documents**

This policy links to our policies on:

- Special Educational Needs
- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions