

The Stonehenge School
SEN information report



Our approach to teaching children with SEN

Strategic vision and aims of the school:

We aim:

To strive for excellence and exceed expectation.

We aim:

To create a school where people feel valued and safe and where we all make a positive contribution to one another's learning. As a school we have a collective determination and focus to raise standards and improve student progress for all.

We aim:

To create a happy, welcoming, caring environment based on mutual respect for all.

We aim:

To be a school which offers every person the opportunity to be a unique, valued individual, sharing and developing socially and emotionally through our everyday relationships and dealings with each other.

We aim:

To offer the children a broad, balanced, relevant curriculum of the highest standard, this aims to develop their moral, cognitive, spiritual and physical needs and prepares them for the responsibilities and experiences of adult life.

We aim:

To remove barriers to learning for all including pupils with SEND and disadvantaged learners.

These aims include all the children in our school with SEND.

1. What kinds of needs can be supported at our school?

Children with every type of need are supported at our school and we make our best efforts to ensure that every child in our school makes good progress and is well prepared for adulthood. We support pupils with academic, physical, behavioural and social & emotional needs. We make every attempt to ensure reasonable adjustments are made to support pupils where required.

2. Who can I talk to about my child's needs?

- SENCO
- SEN Teacher
- Progress Leader
- Form Tutor
- Teaching Assistants
- Assistant Head (Mrs. Fletcher)

3. How are children's needs identified?

All children are different so at The Stonehenge School we spend time identifying the needs of all children, whether they have a special educational need or not, before they enter school and throughout their school life.

How are children's needs identified before they start at our school?

As soon as we know that a child will definitely be attending our school we start finding out more about each child so we can plan for their needs and ensure that they settle into our school happily and make good progress in lessons. We continue to ensure needs are identified through:

- Parent information meetings.
- Questionnaires to parents and children
- Work with previous schools or educational settings
- 'Getting to know your new School' visits before children start properly
- One page profiles, All about me books, Passports to High School
- Year 6 Transition Programme

How are children's needs identified whilst children are at our school?

By pupils telling us:

- Just by talking with staff
- Worry boxes – boxes where children can place notes to the teacher with their concerns
- Feedback in books – children can write notes in their books for the teacher to see when they mark.
- Annual review meetings
- One page profile discussions
- SEN Support Plan meetings

By a parent telling us:

- By informally talking to the teacher/SENCO - Open door policy
- Parents consultation evenings

Through Teacher assessments

All pupils' progress and achievement is assessed by teachers in every lesson. Academic achievement and progress information is collected for each pupil, usually termly, in order to ensure that all pupils are making good progress and will achieve their targets. Teachers may also make observations on pupils work and how they behave in lessons and refer any concerns to the SENCO.

Other information that may be used to identify pupil needs

We also use other sources of information to ensure that pupils are happy and making good progress and do not need any other support.

- analysis of behaviour logs
- analysis of welfare logs
- Observations of Teaching Assistants in classes
- PASS Tests
- Termly data
- Learning Walks
- Student Voice
- Information from other agencies

During a review of progress against SEN desired outcomes:

Outcomes are set depending on the pupils' level of need and the amount of intervention required. Some maybe termly others are annually.

4. How do we work in partnership with parents of children with SEN?

We try and work closely with all our parents to ensure that all pupils are happy and make progress. Working in partnership with parents of children with SEN is even more important so we do the following things:

- Communicate regularly and informally through home school books and/ or phone calls, emails and letters and quick informal chats or planned meetings.
- Have an open door policy so that parents can make appointments to see the SENCO or SEN Teacher when required.
- We hold termly meetings to discuss targets and progress for children who are on our SEN register
- For any child with a statement or EHC plan and for some children with more complex SEN the school will work with parents and children to draw up a "one page profile" that describes a child's needs and how they like to be supported so that it can be communicated quickly and easily to members of staff.
- Hold an Annual Review for any child with an EHC plan.
- Hold regular review meetings for any child with a My Support Plan.
- Parents are able to use our 'insight' system to monitor the pupils daily.

5. How do we enable children with SEN to make decisions about their education?

We encourage all children, including those with SEN, to make decisions about their education. All children are expected to evaluate their own learning success and discuss their needs with their teacher. We do this in school through

- asking questions in lessons
- asking questions in books
- input into outcomes on EHCPs
- specific information at relevant points eg. work experience, post 16, options choices

Children with SEN support

In addition, children with SEN support have their level of support monitored via a provision map. Depending on the level of intervention they require outcomes will be set and monitored at appropriate points. Some children at SEN Support will have a My Support Plan and these are review frequently with parents, pupils and other professionals working with them.

Children with an EHC plan or statement

In addition to termly review meetings we also hold an Annual Review meeting. We work with the parents and pupil to invite all the people needed in order to review the progress made against the outcomes in the EHC plan. We aim to include the children's views in this meeting in as appropriate a way as possible. Staff will work with pupils and parents to develop an up to date one page profile that is presented to the meeting at the beginning of any discussion. This will include any information that the child wishes to share with the adults involved and important information about their happiness and aims in life. Children can attend the whole of the Annual Review meeting if they wish – or just state their views. The SEND Lead Worker and other professionals involved with the pupil will also attend this meeting.

6. How do we help children when they move to our school?

Before any child moves to our school we try and find out as much about them as possible to help them settle in quickly. All our new children have the opportunity to come and visit the school for a taster day. For those on the SEND register we offer an additional 5-6 week transition program and for those with the most enhanced needs we develop bespoke transition programmes that often start as early as Easter. The SENCO will also attend Year 5 and 6 annual reviews for pupils with EHCPs.

Once we know that a child has SEN we will meet with parents to decide on the desired outcomes we are all working towards and develop a plan to support each child to achieve these aims. A copy of this plan will be shared with parents as soon as possible after the meeting. If needed some plans may detail a "transition plan" to help a child settle into school easily and happily. This transition should only take a short amount of time and will be decided upon during the initial meeting.

If appropriate a one page profile can be drawn up to communicate to staff exactly how to help your child and explain what we are all working on.

7. How do we help children when they move to another school?

Whenever any child moves to another school/education provider we always pass on school records to the new school.

If a child has SEN we also:

- Pass on SEN records to the new school including SEN support plans, or EHC plans and "one page profiles" drawn up.
- Liaise with the SENCO/ year group leader of the new school to clarify any information necessary.
- If needed we can include ways to support a child to have a settled move to a new school through their SEN support plan or EHC plan. For example we may organize some extra visits to the school or do some work to help prepare

them for the transition – e.g. drawing maps of the new school and/or working on a new one page profile for the new school.

- If possible we invite the new school to the last annual review of a child with an EHC plan and a transition plan can be set up as part of this meeting.
- Organise visits and or a series of transition visits.
- Liaison with CEAS where relevant.

8. How do we help children when they move between classes and /or phases of education?

When moving classes in school:

- Information will be passed on to the new class teacher in advance and in most cases, a planning meeting will take place with the new teacher. All plans will be shared with the new teacher.
- If your child would be helped by a book to support them understand moving on then it will be made with them.
- Travel training for post 16
- Bespoke transition programmes for those pupils requiring it
- Support with college post 16 applications

9. How are adaptations made to the school to help children with SEN?

- Class Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that your child’s needs are met.
- Specific resources and strategies will be used to support your child individually and in groups.
- Planning and teaching will be adapted on a daily basis if needed to meet your child’s learning needs.
- We run a range of interventions to support learning as well as social and emotional needs
- Out skills development centre provides a safe place for vulnerable pupils at social times

10. What skills and training do our staff have?

Staff members	Training completed
All staff	Are trained in the requirements of: The SEN code of practice The Equality Act All general school policies on teaching and learning and behaviour management include information on how to include children with SEN VI Training

SEN Teaching assistants	<p>We have a variety of skills in our teaching assistants depending on their job</p> <p>Different staff have had training in the following areas:</p> <p>ASD</p> <p>SLT programmes</p> <p>OT programmes</p> <p>Reading support</p> <p>Writing support</p> <p>Maths support</p> <p>ELSA Support</p> <p>Mental Health First Aid Support</p> <p>Parenting Support</p>
SEN leadership	<p>NASENCo accreditation</p> <p>Mental Health First Aid</p> <p>Specific Learning Difficulties</p>

11. Does the school work with other agencies/services?

The school works with lots of different agencies and professionals to support children's needs. These are a few we have worked with this year:

- Speech and language therapy service
- Occupational therapy service
- Communication and Interaction Service
- EMAS
- School nursing service
- Educational psychology service
- Social services
- Talkabout Counselling
- CAMHS/THRIVE Project
- SPLITZ
- Educational Welfare Office
- Local PCSOs

12. How do we support the emotional and social development of all of our children?

The schools behaviour policy can be found on the website

We also teach children strategies to help them socially and emotionally in the following lessons

- PSHE sessions
- Curriculum days
- Assemblies

- Small group Interventions such as social skills or 'social stories'
- Learning mentor sessions
- Counselling sessions

If necessary we also support children's social and emotional development in individual support plans that teach social skills and coping strategies.

We are also one of a handful of schools who is part of the Thrive Hub Project, aimed at promoting and supporting positive mental health. As part of this a CAMHs Senior Practitioner works in school one day per week to support pupils and develop staff expertise within this area.

13. How do we know our provision is effective?

- Monitoring progress is an integral part of teaching and learning. We follow the 'assess, plan, do, review' model and ensure that parents/carers and children are involved in the process. A baseline assessment will usually be recorded, which can be used to compare the impact of the provision.
- The SENCO and SEN Teacher collate the impact data of interventions, to ensure that we are only using interventions that work.
- Progress data of all learners is collated by the whole school and monitored by teachers, Curriculum and Senior Leaders.
- Tracking data is collected and analysed by the SENCO.

14. What do I do if I am concerned about the quality or effectiveness of support my child is getting?

All schools check the quality of the support for each child and report the effectiveness of provision to the governors.

But if you are concerned at any time please contact the school in this order

1. SENCO
2. Assistant head (Mrs Fletcher)
3. Deputy head
4. Head teacher
5. Chair of governors

The schools complaints policy can be found on the website

15. Where can I find information on the local authority local offer?

www.wiltshirelocaloffer.org.uk/