



THE SEN INFORMATION REPORT

1) The kinds of special educational needs for which provision is made at school.

We are a mainstream voluntary aided Catholic Secondary School. All students are entitled to an education that enables them to:

- Achieve their best
- Become confident individuals living fulfilling lives
- Make a successful transition to adulthood whether into employment or further or higher education.

2) Information in relation to mainstream schools and maintained nursery schools, about the school's policies for the identification and assessment of students with special educational needs.

How does the school know if young people need extra help and what should I do if I think my child may have special educational needs?

We routinely use information provided for us by parents/carers, primary or previous schools and professionals from other agencies to plan interventions. All students are tested on entry to provide us with baseline data to inform intervention planning. In addition, subject teachers, subject leaders, key stage leaders and the Learning Support Department (LSD) regularly monitor attendance, progress data and other well-being indicators to ascertain the need for additional support. If you feel that your child is not receiving sufficient support, you are encouraged to contact the school in order to share your concerns which will always be thoroughly investigated.

3) Information about school's policies for making provision for students with special educational needs, whether or not students have EHC Plans including:

(a) How the school evaluates effectiveness of its provision for such students:

Staff will undertake to deliver quality first teaching, monitored by middle and senior leaders as part of the regular review and observation cycle. The specialist teacher/SENCo is involved in the planning process which ensures that setting is appropriate to ability and need and will deploy support staff and specialist resources appropriately. The specialist teacher/SENCo is also responsible for ensuring that interventions impact positively in terms of outcomes for the student and best possible practice and value for money. Student progress is tracked by key staff. The specialist teacher/SENCo is responsible for reporting directly to the governing body in relation to the monitoring and evaluation of the school's provision for students with special educational needs and disabilities (SEND). The link governor for SEND liaises regularly with the LSD and reports directly to the governing body. The school aims to be as flexible as possible in ensuring bespoke provision has an impact on the academic progress of students with SEND.



(b) The school's arrangements for assessing and reviewing the progress of students with special educational needs;

How will both you and I know how my child/young person is doing and how will you help me to support my child/young person's learning?

The school's tracking systems ensure that the academic progress of students with SEND is carefully monitored. Parents/carers are kept informed via the school's assessment calendar, reporting systems, parents' evenings and individual contact by the LSD and other key staff as needed. Parents/carers are always encouraged to contact the school at any point in the academic year should they wish to discuss their child's progress or share concerns. Curriculum evenings are held at key points during the academic year to explain to parents/carers how learning is planned and how they can best support their child outside of the school.

(c) The school's approach to teaching students with SEND:

How will school staff support my child/young person?

How will the curriculum be matched to my child/young person's needs?

The Teaching and Learning policy sets out the school's expectations in relation to lesson planning and approaches to differentiation. The annual cycle of staff INSET ensures that staff have the skills and resources needed to plan and deliver lessons which are accessible to all students. The curriculum is kept under review to ensure that it complies with statutory requirements and is accessible and relevant. Student voice is intrinsic to the ethos of the school and this includes those with SEND.

(d) How the school adapts the curriculum and learning environment for students with SEND;

Students are set according to ability in some subjects and also taught in mixed ability groupings depending on the key stage. There is appropriate academic intervention and social provision at all key stages for those students whose SEND may need significant support in order to facilitate progress. Reasonable adjustments are made to the curriculum and learning environment in relation to individual need. To maximise attainment in external examinations access arrangements are implemented for those students who are eligible.

(e) Additional support for learning that is available to students with SEND;

How is the decision made about what type and how much support my child/young person will receive? How are the school's resources allocated and matched to students with SEND?

Decisions concerning support for individual students are made according to need. This includes statutory and non-statutory provision. Resources are allocated as appropriate depending on the nature of the student's SEND and monitored via provision mapping. Parents/carers are always consulted in relation to interventions and their views and advice sought.



(f) How the school enables students with SEND to engage in the activities of the school (including physical activities) together with students who do not have SEND.

How will my child be included in activities outside the classroom including school trips?

The school aims to ensure that every student is given the opportunity to participate fully in extra-curricular activities, including trips. All activities are individually risk assessed and where necessary resourced and supported to maximise the engagement of all the young people who are participating, including those with SEND. Parents/carers of students with SEND are consulted prior to any such activity to ensure they are fully briefed and their views and advice are taken into account.

(g) Support is available for improving the emotional and social development of students with SEND.

What support will there be for my child's overall well-being?

The form tutor is generally the child's first point of contact although s/he will also be supported by class teachers, Year Leaders, the specialist teacher/SENCo and other key staff. Collectively these members of staff support students and their families on a day to day basis and can respond to most concerns or enquiries. Where needed support is also sought from a variety of external agencies.

4. In relation to mainstream schools, the name and contact details of the SENCo.

Fran Kerr: Operational SENCo/Specialist Teacher f.kerr@stwilfrids.com

Karen Hardy: Assistant Headteacher/Strategic SENCo k.hardy@stwilfrids.com

5. Information about the expertise and training of staff in relation to students with SEND and how specialist expertise will be secured.

What specialist services and expertise are available for access by this school?

What training have the staff supporting students with SEND had or are having?

The school has access to the Child and Adolescent Mental Health Service (CAMHS) via the School Nurse and regularly seeks advice and guidance from a variety of external specialist services. We are constantly reviewing our providers to ensure quality provision.

The SENCo/Specialist Teacher holds nationally recognised qualifications within a specific area of specialism. Teaching assistants have a wide range of experience and qualifications. Planning for the progress and support of SEND students is also a focus for all staff induction including the NQT (newly qualified teachers) programme. The annual cycle of staff INSET ensures that staff are confident in supporting students with SEND.



6. Information about how the equipment and facilities to support students with SEND will be secured.

How accessible is the school environment (indoors and outdoors)?

The current school building opened in May 2009. We are a fully accessible school sited over 2 floors with 2 lifts. There are disabled toilets in all areas of the school. There are also accessible changing facilities and showers within the PE department. We also deploy teaching assistants to facilitate mobility and access across the site where needed. The site is very clearly signposted and there are visual timetables for students who require them. Teachers are accustomed to utilising technology to enhance the visual and auditory environment and bespoke arrangements are implemented where appropriate for individual students. Evacuation procedures are in place to ensure the safety of SEND students should an emergency arise on site.

7. The arrangements for consulting parents of children with special educational needs about and involving them in their education.

How are parents involved in the school? How I can I be involved? Who can I contact for further information?

Parents/carers are welcome to discuss their child's/young person's progress with key staff at any point in the school year. All staff are contactable by email (see school website) or on the main school number: 01293 – 421421. The school will routinely contact parents/carers of students with SEND when planning/reviewing interventions.

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

Student voice is intrinsic to the ethos of the school. The views of students with SEND are actively sought when planning/reviewing interventions.

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

Parents/carers of students with SEND should discuss any concerns they may have with Fran Kerr or Karen Hardy in the first instance (see 4 above). Other key staff, including the Headteacher Michael Ferry can also be contacted by phone or email (see 7 above). The formal complaints policy is available on the school website should the occasion arise but it is hoped that any difficulties can be resolved before this stage.



10. How the governing body involves other bodies including health and social service bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and supporting the families of such pupils.

See 5 (above)

The governing body delegates its responsibility to the Headteacher who is responsible for deploying staff and resources to meet the needs of students with SEND.

11. The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with clause 32.

Parents/carers can access other organisations services etc which provide additional support by contacting Fran Kerr/Karen Hardy or the local authority's local offer (see 4 and 13). The Parent Partnership Service is contactable at <http://www.parentpartnership.org.uk/find-your-pps/south-east/west-sussex>

Phone 0845 075 1008 email parent.partnership@westsussex.gov.uk

12. The school's arrangements for supporting students with SEND in transferring between phases of education or in preparing for adulthood and independent living:

How will the school prepare and support my child/young person to join the school, transfer to a new setting or the next stage of education and life?

The school aims to ensure that transitions are positive experiences for students with SEND and we implement a personalised programme when individual need warrants this. We involve appropriate external agencies at all points of transition to ensure that the processes run smoothly and lead to good outcomes for students. The school is always guided by the views of parents/carers and aims to ensure that any transition is a positive experience for them as well as the young person.

13. Information on where the local authority's local offer is published.

localoffer@westsussex.gov.uk