

# Severn Vale School SEND Information Report 2020-2021

## 1. About our school:

1.1. Severn Vale School is an 11-16 mixed comprehensive school and an academy with 1280 students on roll. Situated on the outskirts of Gloucester, we offer education for Quedgeley and the surrounding area.

1.2. We support students who have a range of special educational needs and disabilities including:

- Communication and interaction needs: this includes students who have speech language and communication difficulties and autistic spectrum conditions;
- Cognition and learning needs: this includes students who have specific learning difficulties e.g. moderate learning difficulties, dyspraxia and word/numeracy level difficulties;
- Social, emotional and mental health needs: this includes students who have emotional and social development difficulties, anxiety or ADHD;
- Sensory and/or physical needs: this includes students who have visual or hearing needs or a physical disability that affects their learning.

1.3. Our staff believe that every student can achieve their potential regardless of their identified barriers to learning. Our dedicated staff provide high quality teaching and learning experiences that are planned and sequenced to meet the needs of all students in our care. Our daily Prep guided reading (Key Stage 3) and study programmes (Key Stage 4) ensures that all students access a variety of texts that support and develop their literacy skills and underpin their access to the curriculum.

## 2. Who should you contact at the school to discuss a concern relating to special educational needs?

2.1. If you have any concerns about your child having a special educational need, please contact our Special Educational Needs and Disabilities Coordinator (SENDCO), Mrs Michell Littlegray, on 01452 720458 / [mlittlegray@severnvaeschool.com](mailto:mlittlegray@severnvaeschool.com) or our Deputy SENDCO, Mrs Julie Williamson, ([jwilliamson@severnvaeschool.com](mailto:jwilliamson@severnvaeschool.com)). If your child is still attending primary school and you are considering Severn Vale as a possible secondary school then please contact the SENDCO or the Assistant SENDCO, Mrs Ann Ponter ([aponter@severnvaeschool.com](mailto:aponter@severnvaeschool.com)). Alternatively, you can speak to our SENDCO at our Parents' Evenings or by appointment. You can also contact your child's tutor, Head of Year or Head of Key Stage.

2.2. The school's Special Educational Needs Policy can be found on our website [www.severnvaeschool.com](http://www.severnvaeschool.com) or a hard copy can be sent to you upon request.

## 3. How does our school know/identify that pupils have special educational needs?

3.1. Severn Vale School is guided by the relevant legislation, including the Equality Act 2010 and the SEN Code of Practice 2015, when identifying a learning and/or physical disability. We also follow Gloucestershire's Graduated Pathway guidance for Educational Health Care Plans (EHCPs), My Plan Plus and My Plan.

3.2. The SENDCO and the Assistant SENDCO have a well-established relationship with feeder primary schools. The SEND Transition Team liaise with current schools, parents and students with additional and special educational learning needs prior to their joining Severn Vale School. We encourage early involvement (from year 5) at review meetings and in transition planning so that everyone clearly understands a child's particular needs and how they can best be supported.

3.3. All students are assessed on entry to the school through the administration of Cognitive Ability Tests (CATs) and The New Group Reading Test (NGRT) and core tests of ability in English and Maths. Further, in-depth assessments may be carried out if required.

3.4. When a special educational need is being considered, our SENDCO or appropriate member of SEND staff will initially audit the needs of the student as part of the investigation into whether there is a potential special educational need or other barrier to the student's learning. Audit findings are used in conjunction with and the information gathered from one or more of the following:

- at the point of primary to secondary transition by liaising with Year 6 teachers and primary SENDCOs or, for mid-year entry, from the child's previous school
- as a result of reports prepared by professionals
- from assessments undertaken as part of the school's ongoing assessment process
- from observations made by teachers, pastoral team or SEND staff in the classroom or at social times
- from assessments undertaken by the SEND team

#### **4. How do we work with parents/carers and students in order to involve them in their child's education?**

- 4.1. We recognise the importance of effective communication between home and school. This is especially important in the development of provision that will meet the needs of students with special educational needs and their families.
- 4.2. We communicate with parents/carers through parents' evenings, induction and information evenings, school events, Parent Voice, Friends of Severn Vale School, parent mail and governors' meetings.
- 4.3. Parents and students receive regular reports on progress and attitude to learning as well as a written report once a year. There are several opportunities during the year when key staff including teachers, Heads of Year, Heads of Key Stage, SEND staff and members of the school's leadership team are available to discuss any issues you may have. However, parents/carers and students are welcome to talk to or e-mail staff at any point in the school year.
- 4.4. Additionally, as part of the 'access, plan, do and review' cycle of action, students, parents/carers, teachers, pastoral teams, SEND staff and, where appropriate, other agencies, meet to review the progress and assess the impact of the support they have received and to plan for the future. This may be through formal contact via an Education Health Care Plan (or Individual Health Care Plan for those with a purely medical need) review meeting or by informal discussion with the SENDCO, Deputy SENDCO, Assistant SENDCO, SEND staff or members of the pastoral team.
- 4.5 Student views are collected during individual student voice meetings with a member of the SEND, Social Inclusion or pastoral team. Reviewed throughout the year, this information is then disseminated to all staff working with the student via the student's Personal Learning Plan (PLP) who use it to plan reasonable adjustments for the identified needs.

#### **5. How will our school teach and support students with special educational needs so that they can access the curriculum?**

- 5.1. All students have an entitlement to a broad, balanced and relevant curriculum. Severn Vale believes that all students with special educational and additional learning needs should be taught, wherever possible, with their peers in mainstream classes by subject specialists who use a range of teaching methods and strategies to develop students' knowledge, skills and understanding. However, where access to the curriculum is impaired by low literacy levels or other barriers to learning, students may be withdrawn from some lessons or receive additional support before or after school, in order to provide one to one or small group tuition. These interventions will be targeted and time limited.
- 5.2. Teachers are responsible for the progress of all students in their classes including those with special educational needs. The school also employs a team of Teaching Assistants (TAs) who are trained to deliver one to one or small group interventions within our Personalised Learning Hub. In addition, part of the teaching assistant timetables may include supporting students in the classroom where they work with the classroom teacher to foster independence and therefore maximise the progress of all students.

#### **6. What is our curriculum and how is it adapted to meet the needs of pupils with special educational needs?**

- 6.1. All students, including those with special educational needs, follow the National Curriculum in Key Stage 3 (Years 7-9). For students with additional needs there are also targeted withdrawal groups, breakfast and lunch clubs and homework/study groups.

- 6.2. The curriculum is adapted for those with literacy and numeracy difficulties with the provision of smaller group literacy and numeracy lessons for years 7 and 8 and Life Skills and preparation for working life lessons for years 9-11.
- 6.3. In Key Stage 4 (Years 10-11) all pupils are enrolled in GCSE and/or equivalent qualifications. To allow all students to have a more flexible curriculum that meets their individual needs, the curriculum is organised into option pathways that provide access to different combinations of subjects. Through advice and guidance from careers advisors, subject teachers and parents/carers, students can choose an options pathway that is most appropriate for them.
- 6.4. Some Key Stage 4 students with specific learning needs may be invited to follow a learning pathway that involves a more work-based curriculum.
- 6.5. Severn Vale school has a social Inclusion department (SIU) which provides additional support for Key Stage 3 and 4 students with short term medical or mental health needs. Students may be withdrawn from some lessons in order to be given access to one to one or small group interventions delivered by the SIU. These interventions will be targeted and are usually time limited.
- 6.6. In certain circumstances, students may have a modified or reduced timetable to help support their specific learning needs.
- 6.7. Students who may benefit from assistive technology, as identified from a formal assessment, are supported in bringing their own devices to school to help maximise their learning.
- 6.8. Students who have been identified and/or assessed by the SENDCO may be eligible for Examinations Access Arrangements (EAA) for their Key Stage 4 examinations. Parents, students and staff will be notified of all approved arrangements. EAA follow examination board regulations and JCQ guidance.

**7. What expertise does our school and its staff have in relation to special education needs and disabilities, and how does the school use other services to support students with special education needs?**

- 7.1. The SENDCO has extensive teaching experience of working with students in mainstream primary and secondary schools and has a Masters in Teaching and Learning and the National SENDCo award (NASENCO). The SENDCO is a certified SpLD teacher, specialist educational assessor and is qualified to test for examination access arrangements (EAA). The Deputy SENDCO also holds the National SENDCo award. The Assistant SENDCO is an experienced SpLD Higher Level Teaching Assistant (HLTA) with extensive primary and secondary school experience. The Post-16 Transition TA is an experienced Employability teacher and holds the Careers Advisor Award (Level 5).
- 7.2. The Severn Vale SEND Team has a range of expertise and specific qualifications related to supporting students with additional needs including: sensory impairment, continence, personal care, mobility needs, literacy difficulties, mental health, Autism, precision teaching and Nurture.
- 7.3. Students with medical needs or disabilities have an Individual Health Care Plan (IHCP) produced by the Site Manager and Safety Officer, Andy Oldham, and the Assistant SENDCO in conjunction with students, parents/carers and, where necessary, medical professionals. Students with diabetes are supported in school by pastoral staff, the Diabetic Nurses Service and School Nursing Services lead. Students with epilepsy are supported by the School Epilepsy Team. Staff working with children with medical needs or disabilities are trained in specific support procedures/care as necessary.
- 7.4. All staff are aware of the different categories of special educational needs and receive advice on how to support these in the classroom through Quality First Teaching, PLPs and pastoral plans. All staff are trained on special education needs through in-service training and/or awareness sessions. All teaching and pastoral staff have received training on the Graduated Pathway.
- 7.5. Where the needs of a student require expertise that is not available in the school, Severn Vale uses, (via a traded services agreement), Gloucestershire Local Authority to provide access to professional services such as the Educational Psychologists (EP), Gloucester Young Carers, Speech and Language Therapists (SALT), Occupational Therapy (OT) and Advisory Teachers on specific areas of special educational need. This is undertaken in full

consultation with parents. We work closely with our Early Help lead who provides support and guidance for families and students whose needs are of a more pastoral nature.

7.6. We also utilise other services such as Gloucestershire Families Early Help Team, The Child and Adolescent Mental Health Service (CAMHS), Teens in Crisis (TIC), School Nurses Service, Music Therapists, Gloucester Young Carers, the Virtual School, Hospital Education and the Youth Service to support students who may have emotional, social or mental health needs or require support to help them overcome other barriers to learning. TIC counsellors are based at the school for two days a week. Again, this is normally undertaken in full consultation with parents. The school nurse runs a drop-in service once a week and she can be accessed via a school-based appointment system or students can self-refer.

## **8. How does our school measure and evaluate the outcomes and impact of the support provided to a student; as well as evaluate the effectiveness of the provision made for students with special educational needs?**

8.1. We routinely track the progress of all students. Progress in reading and comprehension, writing ability and other skills are tested and measured against age related expectations. In Key Stage 3, the school uses a personalised monitoring system to track and establish the rate of progression students make in subject specific areas and this is measured against national expectations. In addition to subject assessments, all students with SEND are assessed using standardised progress tests in English and Maths, these are used to inform their personalised interventions and to monitor their progress. In Key Stage 4 we use prior attainment data to estimate expected academic grades for all students and measure success against these.

8.2. During the annual process of 'access, plan, do and review' staff responsible for students with special educational needs consider the progress of each student in order to assess the impact of the support they have received and plan for the future. The SENDCO records and monitors this using the SEND provision map.

8.3. If a student is not making the expected progress as identified from a range of evidence, appropriate intervention will be implemented. Where appropriate, this may lead to such students being placed on the school SEND register. If a student is making expected or better progress then the student's SEND status may be amended or withdrawn.

8.4. Finally, the success of pupils with special educational needs is regularly monitored by our SENDCO, Heads of Year, Subject Leaders, Heads of Key Stage and members of the Strategic Leadership Team. There is an annual report to Governors who, along with the Link Governor for special educational needs, carefully monitor and evaluate the effectiveness of our provision for pupils with special educational needs.

## **9. How are students with special educational needs helped to access activities outside the classroom?**

9.1. Students with special educational needs are actively encouraged to engage in the full range of extra-curricular and enrichment activities offered across the school. They receive support and benefit from this participation. In addition to the statutory curriculum the school provides a wide range of additional activities including sports, arts clubs, trips and music events. Homework club is run by TAs for year 11 students and targeted SEND students who need additional support with study skills and organisation.

9.2. The school is aware of the duties required of it by the Equalities Act 2010 and follow Gloucestershire Local Authority Guidance for risk assessment protocols when planning a visit, excursion or trip. This guidance assists the school to assess risks and support any planning required to enable students with special educational needs to participate in a visit, excursion or trip.

## **10. How does the school provide support to improve the emotional and social developments of our students with special educational needs students?**

10.1. The Year Teams provide pastoral support in conjunction with the SIU team and mentors including Delroy Ennis and Dave Rose. Our Heads of Year are experienced, non-teaching professionals who get to know the needs of their year group and their families as soon as they join Severn Vale and are well-placed to provide a comprehensive range of support. Each student has a form tutor whom they see daily. Students are able to access further support from appropriate SEND or SIU/Gateway staff. They may also access support from the Head of Key Stage or any

member of teaching or support staff qualified to do so. Students are also supported by school counsellors and school nursing team.

10.2. The school's daily line-up and Prep programme reflects social, moral, spiritual and cultural aspects of learning. All students have access to Futures (Key Stage 3) and FAB (Key Stage 4) lessons which build on these themes. The school has anti-bullying and behaviour (BfL) policies. Students with identified special educational needs may require reasonable adjustments when applying the school's BfL rules. Any such adjustments will be made on a case-by-case basis, assessed and formalised by the SENDCO and made available to all staff.

10.3. Lunch and break groups provide social and emotional support for students who find mixing with peers or larger groups of students challenging.

10.4. Trained TAs deliver comic strip or social story interventions to assist students with SEND in managing the challenges that growing up and working with others can sometimes present. Social skills and life skills interventions are delivered to SEND students and those identified with specific additional learning needs.

## **11. How do we prepare our school to welcome and support pupils with special educational needs and how do we arrange and support a transfer to another school/educational establishment?**

11.1. To support the process of transition into the school:

- The SENDCO works regularly with every feeder school in Quedgeley who is part of the Quedgeley Learning Community (QLC).
- Our SENCO, Deputy SENDCO or Assistant SENDCO attends Year 5 and Year 6 Statement Reviews (for those pupils intending to come to Severn Vale School or part of QLC).
- We invite all students in Year 6 to join us for two induction days in July, and those students who may find the transition to secondary school more challenging may attend additional visits and taster days.
- We organise an extended transition programmes for specific students and their parents. Some students may have modified or reduced time tables to support their transition. The Gateway deliver intervention packages, as appropriate, to students with identified challenges prior to their joining at Severn Vale so that they arrive ready to learn and better equipped to succeed.

11.2. To support the process of post-16 transition, all students attend careers interviews. Some students with special educational needs may also have more formal transition plans that may include accompanied visits to colleges with Mrs Alison Selwyn, the specialist post-16 TA. She also organises link days with post-16 providers for year 10 and 11 students. Students in years 9-11 take part in life skills lessons to help them prepare for working life this includes work with local employers, Skillzone and the Gloucestershire Travel Team.

## **12. What are the arrangements for dealing with complaints?**

12.1 All complaints are handled in line with the school's complaints procedure. The Complaints Policy can be found on the school's website.

## **13. Local Offer**

13.1 The Local Offer can be found on our website [www.severnvaeschool.com](http://www.severnvaeschool.com)

13.2 The Local Authority's Local Offer can be found on their website [www.gloucestershire.gov.uk](http://www.gloucestershire.gov.uk)

13.3. Further information about the Graduated Pathway and how it is relevant to your child can be found at [glosfamiliesdirectory.co.uk](http://glosfamiliesdirectory.co.uk).