

## Severn Vale School SEN Information report 2025-2026

Special Education Needs and Disabilities (SEND) and Specific Learning Needs (SLN) are supported by the SEND Department at Severn Vale School. Students are categorised as SEND if they have a learning need or disability that makes it more difficult for them to learn than most children their age. For some students, additional support is also delivered by external agencies including the Local Authority's Education and Inclusion Team, Advisory Teaching Service (ATS), Speech and Language (SALT) and Children and Adolescent Mental Health service (CAMHS). In school, the SEND team comprises of the SENDCo, Deputy SENDCo, Higher Level Teaching Assistants (HLTAs) and Learning Partners (LPs).

All students have an entitlement to a broad, balanced and relevant curriculum. We recognise that a minority of students may require some personalisation of their learning to take place within the classroom in the form of 'reasonable adjustments' and/or outside of the main classroom as 'intervention'. At Severn Vale, students with special educational and specific learning needs are taught, where 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where access to the curriculum and lack of appropriate progression is impaired by barriers to learning, students may be withdrawn from some lessons or receive additional support before or after school for one-to-one or small group interventions. The additional teaching and learning of these students takes place within the supported learning suite of rooms.

At Severn Vale, we provide for pupils with the following needs:

Area of Need	Condition
Communication and interaction	Autism spectrum disorder Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
Social, emotional and mental health	Attention deficit hyperactive disorder (ADHD) Attention deficit disorder (ADD)
Sensory and/or physical	Hearing impairments Visual impairment Multi-sensory impairment Physical impairment

### Responsibilities: Our approach to working with pupils with SEND

Teachers are responsible and accountable for the progress and development of all students in their classes; including those with special educational needs. Teaching staff have a responsibility to plan and deliver appropriately challenging lessons that encourage independence, self-advocacy and positive self-esteem. Teachers ensure that any reasonable adjustments are made to the behaviour, homework and teaching & learning policies within their classroom. It is the responsibility of all staff to refer any learning concerns, with supporting evidence, to the SENDCo.

All students have an entitlement to a broad, balanced, and relevant curriculum and some students may require a more tailored and personalised approach to access and make progress in their learning. This would be in the form of 'reasonable adjustments' that teachers make as part of their planning and delivery of lessons. Staff follow the principles of adaptive teaching, however, for some students their needs may require them to have additional interventions and they may not study the full breath of the curriculum.

Where appropriate, students identified in the transition process as entering Severn Vale working significantly below age related expectations, will be placed in a specific teaching set from point of entry. These students will still access the same range of subjects as their peers. The depth of the curriculum in certain subjects will be modified. This will allow for a range of interventions in literacy, numeracy and social and study skills to be delivered within the curriculum time for these subjects.

This curriculum model will run throughout KS3. The progress of students will be closely monitored and where possible, students will be able to move out of this group.

Severn Vale's SEND offer this year includes:

- Support in our Learning Space for overlearning
- GCSE support for those studying one less option subject
- Preparation for Adulthood
- RWI Fresh Start Phonics
- Outdoor Learning / Gardening
- Emotional Literacy
- Therabuild®
- Outdoor Education
- Positive Behaviour Mentoring including Zones of Regulation
- Numicon
- Handwriting and Touch Typing – EAA

We also work with external agencies to deliver targeted interventions for specific pupils.

### **Supported Learning**

Our HLTAs and Learning Partners are responsible for the delivery (in consultation with the class teacher and/or SENDCo/Deputy SENDCo and monitoring of one-to-one or small group interventions. In the case of a few students with specific high levels of need, they are also responsible for supporting students in the classroom (under the direction of the classroom teacher) to foster independence and therefore maximise student progress.

### **Identifying, assessing and reviewing pupil progress**

If you think your child might have SEN, the first person you should tell is your child's teacher or Head of Year. They will pass the message on to our SENDCo, Mrs Williamson. You can also contact the SENDCo directly. If further discussion is required, we will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are. Together we will decide what outcomes to seek for your child and agree on next steps. If we decide that your child needs SEN support, your child will be added to the school's SEND register.

We follow the Graduated Approach to meeting your child's SEN needs. This is a 4-part cycle of assess, plan, do, review:



- Assess** - clear analysis is made of needs via: views of the child/young person and their parents/ carers, teacher assessments and observations, student's current attainment, student's previous progress and attainment, tracking of progress and comparisons with national data, assessments by external agencies if appropriate.
- Plan** – an action plan is produced to include: time limited outcomes for the student, the adjustments, support and interventions to be put in place, a date for review.
- Do** - staff are made aware of the plan and implement the adjustments, support and interventions. Teachers differentiate and personalise the curriculum, deliver 'additional and different' provision for a student, plan, support and measure the impact of all group and one-to-one interventions delivered by Learning partners and specialist staff, link interventions to classroom teaching. The SENDCo and Deputy SENDCo support teachers in the effective implementation of provision.
- Review** - the quality, effectiveness and impact of provision is evaluated by the review date. This includes sharing information with student and parent/carers and seeking their views.

The cycle then starts again with the updated needs of the student being considered before planning a continuation of or change to provision. 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's SEND register. If a student is making expected or better progress then the student's SEND status may be amended or withdrawn.

As part of the graduated pathway, review meetings are held with SEND students at key points in the year or if a significant change in the student's needs arise. Parents have a vital role to play in these conversations and will be contacted by the Lead Practitioner for their child. Reviews of EHCPs, My Plans and My Plan + will be in line with statutory and Gloucestershire's guidance. The impact of our provision is seen through the progress and achievements of students with SEND in their academic attainment, confidence, social skills and general wellbeing.

### **Our staff**

Mrs Williamson (Assistant Head – SENDCo) has over 26 years' experience in education with 20 of those being at Severn Vale. Mrs Williamson has been part of the SEND team since 2017 and gained her National Award for SEN Coordination in June 2020. Mrs Watkins, Deputy SENDCo, is a Teacher of Science and has worked extensively to produce and facilitate a science curriculum that supports SEND learners.

We have a team of 14 learning partners, 3 of which are HLTAs. We also have 3 members of a SEND admin team. Staff undertake training each year as part of the school's continuing professional development programme.

### **Engagement in extra-curricular activities**

A wide range of activities (in and outside of school time) are available and attended by students with SEN. All pupils are encouraged to go on residential trips and take part in sports activities. SVS Flow club provides a small,

safe space for students to develop their sporting skills.

**Contact details for any concerns**

Any concerns in relation to a pupil's SEND needs, please contact [SENDAdmin@severnvaleschool.com](mailto:SENDAdmin@severnvaleschool.com) in the first instance.