



St Laurence School SEND Information Report

September 2021 SENDCo (Director of Personalised Learning) Miss S Watts

- **The kinds of special educational needs that are provided for**

St Laurence is an inclusive school and caters for the needs of students with SEND in the 4 areas of SEND: cognition and learning, communication and interaction, social emotional and mental health and sensory/physical needs. This currently includes students with visual, hearing and physical needs from mild to severe, dyslexia, dyspraxia, a range of learning difficulties from mild to severe Asperger's, autism, and youngsters with social, emotional and mental health needs. For the current breakdown see the table below. The data relates to primary needs only and does not reflect any secondary needs/complex needs, and includes only students on the SEND register. The information is correct for September and any changes in numbers will be reflected when the document is updated at the start of the following academic year.

	Cognition and Learning	Communication and Interaction	Social Emotional and Mental Health	Sensory and/or physical	Total on SEND Register
Year 7	35	12	11	2	60
Year 8	21	20	3	0	44
Year 9	30	13	10	2	55
Year 10	30	11	8	2	51
Year 11	38	9	9	0	56
Year 12	12	2	3	0	17
Year 13	4	4	0	2	10
Total	170	71	44	8	293

Severity of need:

E (EHCP) – students with an Education, Health and Care Plan (previously known as a Statement of SEND) relating to a high level of need. These are known as My Plans in Wiltshire. All students have a one page My Profile with strategies for staff. Personal Budgets can be made available in exceptional circumstances, in cases where it can be demonstrated that needs are not being met through the

usual provision routes. Each request for a personal budget will be dealt with on an individual basis by the local authority.

K (SEND Support) – students with identified SEND who receive a range of support and interventions. All students have a one page My Profile with strategies for staff. Some students with complex needs, but who do not meet the threshold for a My Plan, may have a My Support Plan. My Support Plans are a non-statutory My Plan and do not automatically transfer from primary school, but can put in place on parental or school request where there is evidence of significant additional complex needs.

N (Concern) – students with a lower level of need who are **not** on the SEND register but who are monitored by staff. All students have a one page My Profile with strategies for staff.

	Stage E	Stage K	Stage N	Total
Year 7	5	55	0	60
Year 8	3	41	2	46
Year 9	5	50	2	57
Year 10	6	45	3	54
Year 11	9	47	17	73
Year 12	1	16	4	21
Year 13	2	8	23	33
Total	31	262	51	344

* when Year 6 transfer into Year 7, all students who have been on the SEND register are kept on the register at Stage E or K until further assessment gives a clearer picture of their needs. Some students may subsequently be monitored at Stage N (Concern) rather than Stage K (SEND Support).

- **policies for identifying children and young people with SEND and assessing their needs**

See also the School's SEND Policy.

Cognition and Learning

The literacy skills of all students are tested on arrival (spelling, reading comprehension, reading speed). Further testing may be carried out either internally with specialist staff or involving outside agencies where, in exceptional circumstances, there continue to be significant concerns in terms of progress/behaviour which are not remedied following internal intervention. Students can be referred for internal testing (e.g. dyslexic traits, auditory processing, speed of processing, use of coloured overlays) following staff or parental concern, or students can self-refer. There is very often a waiting list for this service and students with external examinations in KS4 and KS5 are prioritised, as testing may impact on their entitlement to access arrangements (examination dispensation).

Referrals to external agencies can only be made when the criteria set out by the agency can be met;

further information is available from the SEND team. Academic progress is reviewed after every report writing session, by the relevant Key Stage Director of Learning and Progress, Core Leaders in English, Maths and Science, the SENDCo and, where appropriate, the Pastoral Team. Students who are not making expected progress may be referred for further investigation and/or considered for a variety of intervention strategies. A range of in-house expertise and provision allows for intervention/assessment of difficulties and further referral if required. The involvement of external agencies, such as the Educational Psychologist or Sensory SEND Support Services, may be considered for students who continue to have difficulties across a number of areas and who fail to make progress despite intervention or who have complex or unidentified needs. Strict referral criteria apply.

Communication & Interaction, Social, Emotional & Mental Health Needs, Physical/Sensory Needs:

Weekly meetings of the pastoral team (Deputy Head, Heads of House, SENDCo) and fortnightly meetings of the Additional Educational Needs (AEN) team (SENDCo Team and Teaching Assistants) identify students who appear vulnerable or who may have undiagnosed needs in the above areas. Students whose attendance causes concern are flagged at these meetings, as poor attendance may be evidence of an undiagnosed need. As with cognition and learning, a range of in-house expertise and provision allows for intervention/assessment of difficulties and further referral if required. The School is now able to refer directly to the Wiltshire Assessment Service for Autism and ADHD. There is usually a long waiting list. As well as parental permission, student agreement and involvement is essential for this process to be successful. At School, provision for students with SEMH includes nurture groups, mentoring/coaching, Emotional Literacy Support, Art Discovery, Music Therapy, Dog Therapy, Lego© Therapy, Quiet Zone therapeutic activities. The involvement of external agencies, e.g. Educational Psychologist, Sensory SEND may be considered for students who continue to have difficulties across a number of areas despite intervention, or for those students whose difficulties are complex and changing and for whom internal intervention is having minimal impact.

- **arrangements for consulting parents of children with SEND and involving them in their child's education**

The pastoral system at St Laurence ensures that all parents/carers are fully involved in their child's education. Parents/carers of Year 7 students with SEND are contacted in September, as are parents/carers of students with SEND who are new to the school. They are welcome to make an appointment with the SENDCo Team. Tutors /members of the SEND team call home to check on transition within a few weeks. At the tutor review meetings, individual *My Profile* documents, which detail the SEND needs and relevant support strategies for individual students, are shared with parents/carers. Regular contact with the school (either with an Assistant Head of House, member of the SENDCo Team or for students with complex needs, a named key-worker from the AEN team) is encouraged so that concerns can be addressed in a timely manner. Parents /carers are invited to attend tutor progress meetings, parents' evenings which have moved to online, Annual Reviews and SEND Reviews throughout the year. Extensive Year6-7 transition arrangements are in place for children with SEND and parents can be part of this process (e.g. school visits, meetings with specialist staff). If there are no apparent concerns in school and concerns are raised externally, parents will be contacted upon receipt of an external specialist report to decide how best to proceed. Please note that recommendations made by private assessors cannot always be implemented at school. This can include examination access arrangements, where an assessor does

not have the stipulated qualifications or when the paper work has not been completed in accordance with JCQ regulations. If you are considering commissioning a private report, we would strongly recommend that you contact the SENDCo team beforehand.

- **arrangements for consulting young people with SEND and involving them in their education**

Students with SEND are involved in writing the *My Profile* document which is shared with all members of staff and updated as required. Tutors and students discuss and update the document at least once a year. SEND students attend tutor progress meetings and parents' evenings. Some students have additional mentoring slots with a key-worker, who might be an Assistant Head of House, Head of House, Teaching Assistant or other appropriate member of staff, and some students have peer mentors or access to an external provision, for example mentoring or solution-focused coaching. All students are well supported and given appropriate guidance when making important decisions (e.g. option choices, work experience, careers, future plans) and SEND students receive additional guidance from appropriate staff. Depending on the level of need, support meetings can be daily (or several times a day in some cases), weekly or termly. Students with an EHCP (My Plan) are invited to a Person Centred Review in addition to the above.

- **arrangements for assessing and reviewing children and young people's progress towards outcomes, including the opportunities available to work with parents and young people as part of this assessment and review**

Reviews for children and young people with SEND take place regularly, often on a flexible basis and according to need. SEND reviews are part of the wider assessment, tracking and review process for all students and also include tutor progress meetings, parents' evenings, internal SEND reviews (students and key-workers), pastoral meetings, and external SEND reviews such as Annual Reviews, other reviews with external agencies as required. All St Laurence students have challenging academic targets and this includes SEND students. Targets are reviewed in line with the whole-school tracking procedures which follow the report writing schedule (currently x 3 per year) and students who are not making expected progress may be referred for access to an external provision, following consultation with parents. A small number of children and young people with SEND may have additional personal targets (as well as academic targets) e.g. in the areas of social & communication or speech & language, where there are complex needs. These targets are sometimes set by external agencies, and are reviewed regularly, usually by the staff delivering intervention packages with the support of the relevant external agency.

- **arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society**

SEND students are well supported during transition periods. The Year 6/7 Transition Coordinator is aided by the SEND team to ensure smooth transition from primary to secondary, a process which begins in Year 5 for some students and can involve individual support packages, according to need. Students in Year 9 are well supported by CEIAG (Careers Education Information Advice and Guidance) team in making GCSE/14-16 option choices, and a range of provision, including

personalised packages when needed, is on offer. The KS4 Director of Learning and Assistant Head with responsibility for KS4 meet with the SENDCo and Pastoral Team, where appropriate, to discuss and plan for appropriate provision, based on the needs of the cohort and individuals. Post-16 SEND students are supported with making option choices, with tailored support including college visits, application and interview support. Data is used effectively during KS3, 4 and 5 and the school provides students and parents with detailed information about potential progression routes, allowing them to make informed decisions. 6th form students receive tailored advice and support with regard to planning higher/further education routes as part of the core enrichment programme.

- **the approach to teaching children and young people with SEND**

The vast majority of SEND students are taught within mainstream classes and have access to the National Curriculum, which is suitably differentiated to ensure access for all. Some students benefit from support from Teaching Assistants within the class. Where the need arises, some students have additional support, e.g. literacy and numeracy in small withdrawal groups or on a 1:1 basis. Progress is reviewed regularly and it is expected that the majority of students will continue to access learning with their peers in an inclusive classroom environment. Provision is also made for students with social/communication/emotional needs, and may take the form of on-site withdrawal, off-site programmes or mentoring/nurturing for part of the school day. Children and parents/carers are consulted prior to any additional support being put in place. A range of qualifications is on offer for all students including in KS4 GCSEs and in KS5 A Levels. Where individual need arises, other qualifications may be available such as *Asdan* certificates or the *Prince William Award*, in addition to an off-site programme at Lackham College in Key Stage 4. This provision is reviewed annually and may change according to the particular needs of the cohort.

- **how adaptations are made to the curriculum and the learning environment of children and young people with SEND**

All children with SEND have access to the National Curriculum which is differentiated to meet their needs. This is reflected in the schemes of work produced by each department. Staff are made aware of individual needs via a *My Profile* document which details strategies for supporting students, such as using differentiated materials, providing writing frames, or breaking work down into manageable sections. Some students use coloured exercise books where visual stress diagnoses are made, and are supplied with coloured overlays, where evidence is provided that this is needed to ensure access to the curriculum. A very small number of children with complex learning difficulties, and who require intensive support across a range of subjects, have access to a KS3 Learning Mentor. This provision is agreed in advance for students with an EHCP/My Plan. Where needed, timetables are personalised to meet individual need in KS3, 4 and 5, and young people with SEND will have access to other programmes (e.g. literacy and numeracy) as appropriate. This may be on a temporary or permanent basis, according to the level of need. Advice is sought from the Visual, Hearing and Physical Impairment services to ensure that the physical environment is well adapted (within our best endeavours) to ensure that students with sensory/physical needs are fully included in the school community. See the school's Access Plan for further details. See also the previous bullet point.

- **the expertise and training of staff to support children and young people with SEND, including how specialist expertise will be secured**

The Additional Educational Needs team comprises a large team of staff with considerable experience and expertise in the following areas: autism spectrum and other social/communication needs, speech and language, dyslexia, physical/sensory impairments (visual, hearing, physical), supporting learning, supporting students with SEND. Staff hold the following qualifications: Certificate of Advanced Educational Study: SpLD (dyslexia) Southampton University, Post-Graduate Diploma in assessment methodology (dyslexia), Bath Spa University; Post-Graduate Certificate in supporting students with dyslexia, Bath Spa University, Supporting Students with speech and language needs, Wiltshire Council . Teaching Assistants/SEND staff have also attended a variety of training courses run by Wiltshire SEND specialists on manual handling/physical impairment, visual impairment, sensory needs, supporting learning in the classroom. All members of the AEN team receive regular training with topics including autistic spectrum disorders, dyslexia, speech and language, hearing impairment, attachment disorder, acquired brain injury and the impact of trauma, amongst others. Specialist expertise can be secured via a referral system where evidence of complex needs must be demonstrated. There is a charge levied to the school for some services.

- **evaluating the effectiveness of the provision made for children and young people with SEND**

After each cycle of intervention, the effectiveness of the provision is evaluated using ‘hard’ and ‘soft’ data. This might include academic progress, ‘learning profile’ information (part of the school’s reporting system which tracks students’ progress in the focus areas of *prepared for learning, attitude to learning, and engaged in learning*), attendance, rewards/sanctions, feedback in Person Centred Reviews, key-worker and pastoral meetings, etc. The need for further intervention is considered in the light of the information collected and following discussion with key members of staff, and is discussed with parents/students as appropriate.

- **how children and young people with SEND are enabled to engage in activities available with children and young people in the school who do not have SEND**

Children with SEND are fully included in the school community. SEND students are encouraged to take part in activities which are open to all and discreet but ‘targeted’ invitations are made as appropriate. This includes off-site activities such as residential trips and other year-group specific activities, as well as a wide range of after-school clubs (some of which are specific to SEND students). For such activities, plans are adapted and, where necessary, additional or modified transport/accommodation and additional staff are provided to enable inclusion, for example the whole-school challenge programme. If SEND students do not take part in whole-school activities, a member of staff will contact home to explore how further support can ensure inclusion. If needed, specialist advice from a variety of sources including external agencies/specialist schools can be sought to ensure that youngsters with SEND are included to the fullest possible extent.

- **support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEND and measures to prevent bullying**

Pastoral support at St Laurence is a particular strength of the school. Students with (and without) SEND have access to *Relateen* counselling and support via the School Nursing service, as well as a range of in-house and off-site programmes designed to boost self-esteem, foster the development of social skills and encourage friendships and resilience. Students have access to a School Nurse and internal provisions such as mentoring (including peer mentoring), coaching, restorative justice, nurture groups, access to Study Support and the Quiet Zone, support from the school's three full-time ELSAs (Emotional Literacy Support Assistants), gardening provision and external provision such as Larkrise Farm. There are usually waiting lists for these services. The school offers a flexible response to individual needs and provision does currently include a focus on personal skills development (e.g. food hygiene skills, using public transport, managing money, working with others via 'work experience' in a suitable environment, team-building skills, via Lego-based Therapy etc.). Tutors, Teaching Assistants and Assistant/Heads of House play a pivotal role in identifying and supporting vulnerable children, both with and without SEND. The school's anti-bullying policy (see website) is rigorously applied. Weekly pastoral meetings and fortnightly AEN meetings ensure that vulnerable youngsters are identified and that appropriate support/provision is put in place as swiftly as possible. The school's vertical tutoring system enables the development of cross-year friendships and supportive relationships. Teaching Assistants also have a supervisory role during breaks and lunches and this allows for further interventions/observations with regard to vulnerable youngsters. There is also break/lunch provision for students who find friendships/managing unstructured time difficult.

- **how the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEND and supporting their families. The above should include arrangements for supporting children and young people who are looked after by the local authority and have SEND**

The Deputy Head responsible for Child Protection and the Assistant Headteacher who has responsibility for Student Wellbeing works closely with external agencies which support young people, including Social Care, MASH team, Youth Services, Family Key Workers, *Motiv8*, *BoAYouth* (mentoring) and Wiltshire Youth for Christ (mentoring). There are usually waiting lists for these services. Looked After Children have regular reviews of progress through PEPs. The Deputy Head works closely with the SENDCo and the wider pastoral team to ensure that needs of children and young people who have SEND are met.

SEND Progress Data Source: ASP (Analyse School Performance- Gov.uk) There is no official DfE Progress 8 information being released this year. Below is the information from December 2019.

	Attainment 8	Progress 8	English Progress Element	Maths Progress Element	Ebacc Progress Element	Open Progress Element
EHCP	46.50	0.22	0.14	0.50	0.65	-0.36
SEND	36.12	-0.31	-0.22	-0.17	-0.06	-0.71

This data does not include students who may have delayed/interrupted education, and who are studying in a year group which is not their chronological year. This data does not include students whose needs are met at 'concern' (stage N)

Completed by: Miss S Watts (SENDCo)

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Review date: September 2022

Other relevant information/policies:

- SEND website for the Wiltshire *local offer*
- SEND Policy
- Behaviour Management Policy
- 6th Form section of the Website for information on post-16 provision
- St Laurence Provision Map
- Good Schools' Guide
- Access Plan