

SEN Report to Governors Summer 2016

Name of School: Park Lane Learning Trust	SENCo: Sally Rayner
Date of report: July 2016	SEN Governors: Fiona Woodhouse and David Wood

As part of their statutory duties, Governing bodies must publish information about and report on, the school's policy on special educational needs.

The Special Educational Needs Co-ordinator (SENCO) is Sally Rayner and the named Governor for SEN is Fiona Woodhouse.

At Park Lane Learning Trust School we believe it is essential to provide a well-balanced, challenging curriculum for all pupils. We are committed to ensuring that all students, including those with special educational needs and disabilities (SEND), receive their right to a high quality, accessible and balanced curriculum.

Our aim is to provide all children with the best possible outcomes in preparation for life-long learning. We believe it is important that children acquire skills, knowledge and confidence that can be applied to all future learning experiences, including social, physical and spiritual development. We endeavour to raise aspirations and expectations for all students, including those students with SEND by working in partnership with parents/carers and listening to students.

Park Lane Special Needs Department 2015-16

Sally Rayner: SENCo (SRR)	Gillian Grice: HLTA and Maths departmental Support. Deputises for SRR and has additional responsibilities (GGE)
Julie Mitchell: LSA and English departmental Support (JML)	Diana Bancroft: LSA and Science departmental Support (DBT)
Carole Campbell: LSA Reading Intervention and assessment (CCL)	Charlene Watson: LSA Nurture Lead (CWN)
Rebecca Chadburn: LSA (RCN)	Joanne Taylor: LSA (JTY)
Kirby Wade: LSA (KBE)	Dawn Berry: LSA (DBY)
Laura Steele: LSA (LSE)	Kay Comber: LSA (KCR)

The role of the SENCo

The SEN Coordinator (SENCO), in collaboration with the Headteacher and governing body, plays a key role in determining the strategic development of the SEN policy and provision in the school in order to raise the achievement of children with SEND.

The SENCO takes day-to-day responsibility for the operation of the SEN policy and co-ordination of the provision made for individual children with SEND. This entails working closely with staff, parents and carers, and other agencies.

The SENCO also provides related professional guidance to colleagues with the aim of securing quality teaching first for all children, including those with SEND.

The SENCO, with the support of the Headteacher and colleagues, seeks to develop effective ways of overcoming barriers to learning and sustaining effective teaching. This will be through the analysis and assessment of student's needs, by monitoring the quality of teaching and standards of student's achievements, as well as by setting targets for improvement.

The SENCO collaborates with curriculum coordinators so that the learning for all students is given equal priority, and available resources are used to maximum effect.

SENCO Responsibilities

- Overseeing the day-to-day operation of the school's SEND policy.
- Coordinating provision for children with SEND.
- Liaising with and advising teachers.
- Managing Teaching Assistants.
- Overseeing the records of all children with SEND.
- Liaising with parents of children with SEND.
- Leading and contributing to the in-service training of staff.
- Liaising with external agencies including the LA's support and Educational Psychology services, health and social services, and voluntary bodies.
- Carrying out annual reviews, which includes the preparation of statutory paperwork and subsequent report writing
- Assessment of students to ascertain if they have SEN
- Applying for EHC plans

How do we support students at PLLT?

At Park Lane Learning Trust we always strive to promote student independence. We believe this is pivotal in achieving academic and social success in our students' lives.

We have three teaching assistants that are attached to the core faculties. This facilitates planning, preparation, as well enhancing subject knowledge. All of these factors are crucial to promoting student progress.

The remaining teaching assistants support a range of students across the curriculum. In this way students become familiar with different members of the support team and do not become over reliant upon individual members of staff. Consequently this further promotes students' emotional and social resilience.

We deploy the majority of the support into class and only withdraw students for specific and necessary intervention. For example, students may receive two hours a week of Corrective

Reading. We also provide intervention based upon the recommendations of the objectives in the Statements and EHC plans. So for example, a student may have fine motor or touch typing as an intervention if this is highlighted as an area of need. If students are identified as vulnerable and have emotional/learning difficulties on entry in year 7, they may access the nurture provision which provides approximately 2 hours a week of structured intervention.

In addition to this we have keyworker sessions with students on a 1:1 basis, which is targeted and focused intervention.

We also provide structured, supervised support at break and lunch time (in G4) for students with SEND and vulnerabilities. Breakfast and structured games are available during these times.

Numbers and Types of SEN Need at PLLT

SEN Numbers at PLLT Summer 2016 (year 11 no longer on roll so figures reduced)

Statements	9 (8 boys;1 girl)
EHC Plans	5 (5 boys)
SEN K (support)	18 (10 girls; 13 boys)

Statements (as per old code of practice 2001)
Education Health Care Plans (as per new code of practice 2014)
SEN K (SEN support; used to be known as school action and school action plus

There has been a dramatic reduction of students placed at SEN K (support) in light of the revised Code of Practice. The figure used to be approximately 120 students and now it is 18. This is because it has highlighted that a 'special need' is significant and organic in nature and not just missed learning opportunities or a slight delay in learning. Previously if a student was receiving an intervention 'additional to/or different from' the usual curriculum offer they would have been placed on the SEN register. Whereas now they would be placed on the monitoring register.

The most prevalent area of need is moderate learning difficulty (general delay), followed by social emotional and mental health, then specific learning difficulties (e.g. dyslexia).

The transition process of statements moving to Education Health Care Plans

All statements will be transferred to EHC plans over the next 2 years. It will be decided at the annual review whether to create an EHC plan (depending on need and funding) or to create a support plan and place the student at SEN support (K). All stakeholders' views will be taken into account when making this decision, especially parents.

Arrangements for Identification and Assessment of SEND students

Start of Year

- Liaison with primary schools
- National curriculum levels
- Baseline testing in the first half term which includes a spelling test, reading test and a 10 minutes free writing exercise
- SENCo will triangulate all of information and data regarding students and make a decision whether to place students on the register
- Parents are informed if their child is placed on the SEN register

Mid- year

- Referrals from subject staff using the school referral form
- Parental concerns expressed about progress and difficulties
- SENCo will observe students in class
- SENCo will carry out any necessary additional assessment
- SENCo will refer for outside agency support where necessary
- SENCo will decide whether to place student on the SEN register
- Parents are informed if their child is placed on the SEN register

Staff Skills and Training

Support staff training is on-going. This is identified through performance management and whole school need.

Support Staff have accessed training through in school training and external courses.

- GGE has achieved HLTA qualification and is booked on SEND development reforms
- CCL qualification in dyslexia
- 2 LSAs have begun the level 3 in supporting SEN learning
- Several staff have completed the Moving and handling course
- 7/8 staff have accessed SEND development training – key-working, person centred planning,
- All support staff have had in school training on monitoring data and progress

Impact

- HLTA in a position to deputise for SENCo
- CCL able to interpret dyslexia screening
- Staff able to support physical needs of students
- Key workers able to support SEND students more effectively and widely
- Improved monitoring of data, leading to appropriate interventions and better progress – can give examples

Whole School training

- One session on differentiation re specific special needs
- New Code of Practice and key changes
- Quality Teaching First through teaching and learning INSET
- On-going departmental support with differentiation and strategies for SEND

Statutory Publications

- School has published its offer on the website and it is reviewed annually.
- SEN policy is on the website and will be reviewed for September 2016
- Report to governors due this term and needs to be uploaded to website
- A new accessibility plan will be formulated with SEN governors and parents during the summer term. This will be in place for September 2016.

Equality

- Details of school's admission arrangements for students with SEND are incorporated into the whole school policy and are on the website:

<http://www.parklanelearningtrust.org/>

Steps taken to prevent less favourable treatment

- Yearly disability discrimination staff training
- Reasonable adjustments are made in the curriculum, in day to day school life and in extra-curricular activities
- Consideration of SEND students for school trips - individual risk assessments are carried out where necessary support is allocated for individual students
- Personalised curriculum for some SEND students
- Staff training provided to enable mainstream staff to meet SEND needs
- Special exam/assessment arrangements are in place so SEND students can demonstrate their knowledge in exams and assessments
- Differentiated approach to behaviour and rewards
- School is physically barrier free

Resources

Teaching assistants: 10 members of staff (3 LSAs – 3days, 2 LSAs – 4days & 5 LSAs– 5 days)

Numbers	Intervention/Provision
1 LSA (full time)	Corrective reading Programme – includes reading, comprehension and spelling. Assessments of new students.
2 LSAs every day	Lunchtime and break time support
7 LSAs (7hrs per week)	Key working

2 LSAs	Personal care at lunchtimes and as when needed
2 LSAs (20 mins)	Physiotherapy every morning with student with cystic fibrosis
1 LSA 6 hours (a week Student 1)	1:1 sessions as per statement/EHC plan
1 LSA 2hrs (a week student 2)	Anger management/communication intervention
1 LSA 2hrs (a week student 3)	Consolidation on coursework intervention
1 LSA 2hrs (a week student 4)	Consolidation on coursework intervention
1 LSA 2hrs (a week student 5)	Fine motor skills
1 LSA 1hr (a week student 6)	Fine motor skills
2 LSAs for 1 student, 1 LSA for 1 student and 1 LSA for 1 student (x2 a week)	Physiotherapy sessions
2 LSA 1hr	Social skills sessions
9 LSA 136hrs	General In class support
3 LSAs	Departmental support for core subjects
1 LSA (1hr a week, 3Yr 9 boys)	Touch typing
1 LSA lead, (4hrs a week, plus 2 hours planning) 1 LSA support for Yr8 (2hrs a week)	Nurture for years 7 and 8
	Travel training
1 LSA 2 hours a week	Language development sessions
2 LSAs 32hrs each year (yr6)	Support with transition year 6 and year 11
4 hours non-contact time a week	HLTA second in department support: Trips – risk assessments Timetables – staff and students Support SEN reviews Exams Assist with timetabling Cover
2 and half hours in a morning (8.00-8.30am)	
1 LSA lead and 1 LSA support (1hr a week, plus 1hr planning)	SEN Yr9 Spanish lesson
10 (at different times) LSAs 67hrs a year	Special exam arrangements – scribe etc.
1 LSA 20hrs	Supporting and organising work experience placements

Additional interventions selections and impact

- Corrective reading programme – series of baseline assessments and re-assessed 6 monthly. A progress report is produced annually
- Nurture Programme – Boxall Profile used for assessment and termly re-assessed. A report is produced annually.

- Individualised interventions against objectives in SEN statements and EHC plans. Baselines always measured and re-assessed termly. These might include; touch typing, physiotherapy, social skills, language development, personal development and care, travel training.
- Small group interventions – e.g. circle time

Support provided by Local Authority

Autistic Spectrum Disorder Team (ASD) – we have termly planning meetings and this team will come into school and provide interventions/support for students if deemed necessary. Students must have a diagnosis of ASD for the team to be involved

- Child and Family Mental Health Service (CAMHS) – Referrals can be made to this team via school. This may include when school suspect other needs and issues with students that support is needed for and/or to pursue an assessment to determine need and difficulties. For example Attention Deficit Hyperactive Disorder. This service has been significantly reduced this year and so a long waiting lists exist
- Educational Psychology Services (EPS) – Referrals can be made to this service for additional advice on how to support a student in school with their learning. This service can also sign post to other services when necessary. This service has been virtually non-existent this year due to staffing and has provided a skeletal service. Recently it has been confirmed as no longer available and schools are organising themselves into clusters and paying for a private equivalent service. This would incur a cost of £430 per day.

Outcomes

Attainment and progress of SEND and how does it compare with Non SEND – provide a break down for each year group

Progress and attainment of students who have a statement or EHC plan is generally good and in line with non-SEND. At present 10/ 14 are on track to meet their end of year targets.

Year 10 statements/EHC plan students are all either on track or above.

Year 9 statements/EHC plan students are progressing less well, however, this should be re-adjusted when they start their options in year 10 – given that their curriculum will be more focused and more appropriate to them.

Year 8 statements/EHC plan students are all on track to meet their targets.

Year 7 statements/EHC plan students are all on track to meet their targets.

However, the number of SEN K students on track to meet expected targets is below that of their peers. Therefore, planning is being developed for the next academic year to include:

- Higher levels of support for students with mental health problems
- Revised setting / support / streaming across the curriculum

- Development of the Key Worker role
- An external review of SEN provision

Parental involvement

Parental attendance to annual reviews has always been good. Further parental involvement has been secured through coffee mornings and informal drop-ins. For example we have run workshops on 'helping your child to read'. We are also re-starting a parent's SEND working party, so parents have an active voice in school decisions and practice relating to SEND. This working party has 6 parents/carers involved and has already met twice, producing some quality feedback and suggestions for the future.

Impact of student voice and parent voice on provision

We carry out student voice at least termly. This informs us what is working for students and what we need to do to improve our provision. We also do this for the key interventions of The Reading Programme and Nurture.

Student and parent voice is also collected at review meetings through their paper and verbal contributions.

Recently we have set up a working parents group to assist the school with the composition of the new Accessibility Plan. This has been very constructive and has raised a number of areas for development which will be incorporated into the Accessibility plan and SEN Action plan for 2016-2017.

Exclusion of SEND students this academic year

Fixed Term Exclusions – 3 students

Permanent Exclusions – 1 student

Attendance of SEND (Present Figures July 2016)

- SEN K (18 students) – average attendance 90.42%.
- Statement and EHCP (14 students) – average attendance 94.39%

This compares to Whole School attendance of 93.75%

Intervention/Actions

The target for all children in school is 98%. The national average is 94.8%.

Attendance of students with statements and EHC plans is (94.39%), above the school's average of 93.75% and is approaching the National Average.

However, attendance for SEN K is below the school's average at 90.42%

Please note there are individual cases who are significantly below the target and who are either awaiting a managed move or are on dual role with another educational provider.

Strategies to improve attendance include:

- Home visits – school attendance officer and EWO in school, Meetings
- Closer liaison with SEND parents
- Warnings
- Penalty notices
- Action plans
- Court
- Intervention groups
- Assemblies
- Competitions
- Rewards
- Merits
- Daily texts for lates and absentees

How has the process for the early identification and assessment of SEND been refreshed in the light of the new code of practice

- New SEN referral form has been shared with mainstream staff
- All staff (via INSET) are aware of their responsibility in the process of identification
- Quality first teaching (via INSET) has been emphasised and departmental responsibility to address student need first
- Clearer definition of SEN is 'complex, long term and organic in nature' – not just a delay in learning and/or missed schooling
- The decision to place a student at SEN K is made in light of assessment data, teacher feedback, observations, Sims data on behaviour and attendance. Ultimately it is the SENCo who makes this decision and then informs parents/carers.
- Good transition links with primary school assists with early identification

Has the new graduated approach to SEND provision called SEN Support been agreed and implemented to replace school action and SA+. Have students been reviewed and moved to SEN support

- Yes. The SEN register has been rationalised and streamlined. Students with statements and EHC plans are on the SEN register, as well as those students at SEN K support. School also has a monitoring register for students with additional needs, but not significant enough to be placed on the SEN register. This way it allows us to monitor a graduated response.

What plans are there to continue to inform parents?

- Improve information on school website - SEN handbook, case studies etc.
- Create a parent's booklet about basic changes in code of practice and how we support students at PLLT

- Continue the parents working group – meet termly

How have parents been involved in on-going planning, reporting of progress and decision making

- Review meetings
- Reports home
- Parent Evenings
- Informal drop ins

How are individual children, parents/carers involved in:

Decision making and planning –

The reviews we hold are person centred and so facilitate students and parents/carers being involved in the decision making process. They are also invited to record their views on a pro forma prior to the meeting.

Parents are always contacted to discuss any potential changes and many receive weekly feedback from the key workers

Being clear about the provision linked to identified outcomes –

This is also ascertained at annual review meetings. Outcomes and provision are agreed amongst all stakeholders.

What impact support is expected to have and by when -

Action plans are put in place after the review and shared with all stakeholders so everyone is clear about their actions and timelines.

What does the SENCo and SLT understand by a whole school approach to improving provision for and progress of students with SEND. Implementation.

The SENCo used to be on SLT, but is no longer as she decided to relinquish her position in the Autumn term 2015.

After the SEN Review (carried out by SLE Rick Robinson) in the Summer term 2015, a new SEND action plan was created and shared with SLT. Aspects of this plan have been included in the School Improvement Plan. This is reviewed on a regular basis. The SENCo will present a progress report to SLT before the end of the academic year on the key aspects of the action plan. The SLT line management meetings address aspects of the action plan on a weekly basis.

SENCO and SLT acknowledge that SEND is a whole school responsibility and that it is our responsibility to communicate this. In addition to this we need to equip staff with the necessary expertise and skills to be able to identify additional needs and create strategies to be able to overcome the barriers to learning.

How is the SENCo using monitoring and evaluation effectively to evidence the impact of provision on the achievement of students with SEND

- Analyse each data point for SEN students
- Keyworker intervention.
- Baseline assessment and re-assessment of students to measure impact of interventions
- Learning walks
- SENCo advice to meet needs
- Observations of lessons/students

Following all of the above a review of the information is considered and then next steps decided. So in line with a graduated response, the outcome may require further action and intervention or not.

How is the SENCo and other staff supporting students with SEND with their transition to post 16 education and preparing for adult life

- Advice and support from SENCo at year 9 options
- Connexions (careers) involved at key reviews
- Relevant and appropriate curriculum for those with SEND – providing an alternative option
- Careful selection of work experience placements in year 10 and support where necessary
- Keyworkers also support students with their transition to post 16 education with their choices and transitional visits to post 16 providers.

Update on SEND Provision Arrangements (curriculum and interventions)

- A nurture stream for incoming year 7s is being set up for September 2016. This model will provide a mixture of normal secondary lessons alongside a more nurturing class environment whereby these students are taught a number of subjects by the same teacher in the same learning environment.
- In year 8 and 9 nurture provision will be extended to enhance provision for those students requiring additional support to access the mainstream curriculum.
- KS4 alternative option pathway to go ahead for some SEN students who are significantly below the national expectations and for whom GCSE is inappropriate

Other New initiatives - update

LSAs in core departments

The rationale for introducing departmental LSAs was to improve the following:

- Improve collaborative planning
- Improve subject specific knowledge

- Improve continuity
- Improve sharing of good practice
- Improve student results

There will be an analysis of effectiveness and impact to follow at the end of the term.

Key working

A good start has been made this year to establishing keyworkers for some of the SEND students.

Key Worker's Role:

- Meet with identified student weekly for an hour
- Share data with student. Discuss any issues/problems that may exist and that may affect progress.
- Liaise with subject staff, external agencies and parents
- Highlight if any further intervention is needed
- Set targets for the student and monitor

There are a number of successful examples of the impact of key working and the SEN department would like to extend their capacity to provide this provision for more students. Student and parent voice is very positive about their key worker sessions. This feedback will be presented to SLT on 13/7/16. A full evaluation will be produced Autumn 2016.

Positive parent and student feedback July 2016

Quotes from parents

"The school has responded positively to incidents at school and has worked hard to implement strategies in terms of enabling access to curriculum, raising self-esteem, confidence, development of life skill and social skills. Support from mentoring group, specific interventions have been put in place. I have been invited to attend several meetings with various members of staff who are working hard to support my child in school".

"DEAR, Nurture group, Corrective Reading and after school activities are all proving beneficial".

"keyworker X is invaluable for overall communication and the 'go to ' for information, clarification, and problems. She is the main provider of good verbal reports and encouragement. Also excellent at keeping an overview on the student and passing on any concerns to carers in a timely manner".

Quotes from students

"I've learned different strategies about how to keep calm, which I have been doing. I get into less trouble in the playground. It's helped my self-esteem by doing lots of good things and it

has increased. I'm good at being a listening ear, helping others – for example Reece in a morning in the taxi”.

“Yes. My behaviour and levels have improved. I've moved up in science and X has helped me a lot. I used to have 1:1 sessions every day but now I only need one on a Monday”.

“It helps because I talk to her about home and school. It helps me to behave better. It helps me do my homework on time”.

Priorities for improvement (to be included in SEND Action Plan)

- Improve progress, attainment and attendance of students on SEN k support
- Joint planning around resources (budget) with SLT and appropriate staff
- Improve curriculum (KS3 and KS4) accessibility and appropriate provision for SEN students
- Ensure adequate support staffing levels – (including unstructured time, especially lunchtime and extra- curricular time)
- Further develop key working
- Improving communication with home on general school matters such as homework
- Reporting progress of SEN interventions termly to parents
- Develop website – provide more information about SEND – a SEN handbook, case studies etc.
- Develop parental consultation around SEND provision and reviews
- Develop whole school SEN training
- Secure some external support/advice in place of Educational Psychology to support school