

Connaught School For Girls

SEN Information Report

Our vision and how we hope to achieve it

At Connaught School for Girls we are committed to educate every child regardless of disability, race, religion, belief or orientation. All teachers are teachers of students with special educational needs or disabilities (SEND), therefore teaching those children is a whole school responsibility.

At Connaught we aim to ensure that our students with SEND:

- Thrive in a nurturing learning environment.
- Achieve their full potential academically, socially, physically and personally.
- Make a positive contribution to school and the community as well mannered citizens.
- Learn to make informed choices as mature citizens in a global society.

In order to achieve this we aim to:

- provide a high standard of teaching with regular assessment of progress;
- provide an appropriate learning experience within a broad, balanced and relevant curriculum;
- expect all students to behave, dress and work according to the school Code of Conduct;
- provide an education that will contribute to the spiritual, moral, cultural, mental and physical development of our students.
- monitor, review and evaluate policy and provision on a regular and systematic basis;
- liaise with the local authority and all other agencies, including social services, parent support groups, educational psychologists and medical services, in identifying, assessing and meeting SEND and;

- offer intervention for individuals and groups where needed tailored to the needs of your child.

Our Ofsted rating

Our last Ofsted inspection judged the school as a “Good” school.

How we give pupils/young people a voice

-student council

-partnerships with parents, the wider community.

How we know if a child has special educational needs

Our Head of year 7 and the SEN department carry out visits to local feeder primary schools. They gather detailed information of SEND so that we can provide continuity of support between primary and secondary school.

Further to these we speak to the SENCOs of our feeder primary schools to establish what support to put in place for our new students.

If a pupil has special educational needs we try to ensure that the right support is in place so they are receiving the appropriate help from the moment they join the school.

Besides working with the primary schools, group reading tests are used to assess the literacy of all students. KS2 data is analysed to identify students who might need support in literacy and numeracy. A package of support will be put in place if a student requires extra support.

What we do to help children/young people with special educational needs

The school supports children and young people with special educational needs following a three stage process of support where support is determined by assessment following a referral from Heads of Year/ Assistant Head.

Stage 1

- Quality First teaching, including a differentiated curriculum and good inclusive practice in class.

Stage 2

- Students not making adequate progress at Stage 1 are provided with increasingly intensive intervention. This takes the form of small, learning groups focused on achieving individual targets.

Stage 3

- This is intensive and targeted support delivered on a 1:1 basis for individuals.

The support might take the form of:

- Small literacy groups to support students who have difficulties with their literacy skills.
- 1:1 support from SEN teacher/Learning support assistant for students who need support in different aspects of SEN.
- In-class support in English lessons with an SEN/English Teacher.
- In-class support from a teaching assistant so that a student knows what to do in class.
- 1:1 or small group support from a Learning Mentor
- Alternative Personal Development Programme, ASDAN at KS4.
- Homework club support for those students who need extra help and those who need a safe environment where to develop their social skills.
- Making sure that all staff get regular training by specialists in areas such as literacy, autism, hearing impairment, visual impairment, dyslexia, speech and language.

The SEN department consists of the Special Educational Needs Coordinator and six teaching assistants. Students are educated in their classroom setting where possible; however some are withdrawn for more specialist support.

How we adapt out teaching for children/young people with special educational needs

- Students are taught alongside their peers as much as possible.
- Teachers adapt their lessons to the needs of all students ensuring that lessons can be accessed by all students.
- Tasks are adapted to cater for a range of levels within the classroom.
- Assessments used by teachers allows the teacher to plan the appropriate steps for students to reach their next levels
- Staff training on how to include students with special educational needs.

How we decide what resources we can give to a child/young person with special educational needs

- Students with special educational needs receive a budget. This amount is fixed by the Local Education authority and the Senco is responsible for using the amount as cost effectively as possible ensuring that it supports the students who need it.
- Consultation between the Senco and the leadership team to decide how the budget is allocated. Parents, teachers and the child will contribute their views in order to plan the best intervention possible to meet the needs of the child.
- Careful assessment, planning, implementation and review of interventions to check how successful the support has been.

How the money might be spent:

- Paying for teaching assistants.
- Buying specialist equipment.
- Paying for specialist teachers, speech and language therapists.
- Interventions in literacy and numeracy.

How we check that a child/young person is making progress and how we keep parents informed

- Ongoing monitoring by class teachers with detailed reviews when students reports are produced.
- Review progress of students with statements/EHCP plan termly as well as through daily tracking by LSAs.
- Parental/carer consent before a child starts an intervention, regular contact through either phone calls, certificates of achievement.
- The Senco will be available at parents' evenings to offer advice on supporting your child's learning at home.

Support we offer for children's/young people's health and general wellbeing

- Regular year group meetings led by Heads of year to discuss individual concerns.
- All dietary and medical needs are shared with relevant staff.
- Trained staff respond to a range of medical needs in school and work with the school nurse to create care plans.
- School council representatives.
- In school Learning Mentor and Counsellor
- Liaison with outside agencies such as speech and language therapy as well as occupational therapy.
- Liaison with outreach services to support children with visual impairments, hearing and autistic spectrum difficulties.

Specialist external services we use when we think extra help is needed

- Educational Psychology Service
- Hearing impaired service
- Speech and Language therapy
- Child and Adolescent Mental Health Team
- Education Welfare Service

The training our staff have had or are getting

SEN network meeting.

Staff training on New Code of Practice.

How we include children/young people in activities and school trips

- Students are encouraged to take part in school trips and activities
- All reasonable adjustments and adult support will be provided to ensure that your child can participate in school trips along with their peers.
- Risk assessments are carried out for all trips prior to the visit.

Our school environment

There are two buildings at Connaught and students travel from the main building to an annexe for Science and PE lessons. Students travel in groups along a quiet side road.

The school has 1 lift to access the three floors in the main building and ramps to access most parts of the school building. The school has one disabled toilet on the ground floor in the main building, one disabled toilet on the first floor and one disabled toilet in the Science mobile.

How we prepare for children/young people joining our school and leaving our school

- The transition between primary and secondary is managed by the Head of Year 7 with the support of the SENCo. Visits to primary schools are organised in the summer term.
- Transition day for Year 6 children and also individual visits by particular students ahead of the start in September.
- Students with special needs are supported by the SENCO and the Careers Service to prepare and advise students on college courses.

This is discussed at review meetings and a transition plan is completed together with the transition team.

- Contact between the Senco and the college to share information.

How parents are involved in school life

- Partnership between staff and parents, parents are encouraged to discuss any concerns at the earliest opportunity.
- Regular dialogue is encouraged through the school diary.
- Parent governor.
- Parents' evenings.
- School Reports.

Who to contact for more information or to discuss a concern

- Form tutor through the Diary or a phone call.
- Head of Year if the parent of a child is worried about their child's progress.
- Senco to seek support and advice regarding a child's needs (A Ricon).

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