

Special education needs provision is outlined by a code of practice. The Code of Practice, January 2015, sets out the legislation and regulations concerning children and young people with special educational needs and disabilities (SEND).

SEND - The School's Offer (SEN Information Report 2019 - 2020)

What is the definition of Special Educational Needs and Disability?

The SEND Code of Practice: 0-25 years (2015) states that a child or young person has a special educational need or disability if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age/young person has a learning difficulty or disability if he or she:

- ☒ Has a significantly greater difficulty in learning than the majority of others of the same age, or
- ☒ Has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools

What kinds of special educational needs (SEND) might the pupils at Yavneh College have?

According to the Code of Practice 2015, special educational needs and provision falls under four broad areas:

- ☒ Communication and interaction
- ☒ Cognition and learning
- ☒ Social, emotional and mental health
- ☒ Sensory and/or physical

How does the school know if children/young people need extra help?

- ☒ Limited progress is being made according to expected progress
- ☒ Referrals made to the SENDCo by school staff where there is a change in the pupil's behaviour or progress
- ☒ Liaison with each pupil's primary or previous school setting
- ☒ Cognitive Ability Testing carried out initially by the school on entry
- ☒ Tracking information provided by the Fisher Family Trust
- ☒ Benchmark assessments in reading comprehension and spelling
- ☒ Screening assessments carried out by the SENDCo where appropriate
- ☒ Information from parents regarding their child's history
- ☒ Self-referral by pupil
- ☒ Working in partnership with external agencies and outside professionals

What should I do if I am concerned about my child's academic progress?

- ☒ If you have concerns about your child's academic progress, you should speak to your child's subject teacher in the first instance.
- ☒ If you continue to be concerned that your child is not making progress, you may contact the relevant Head of Department
- ☒ For general academic concerns please contact the relevant member of staff below:
 - ☒ Mrs H Chweidan Head of Year 7
 - ☒ Mr B Gordon Head of Year 8
 - ☒ Mrs K Shurkin Head of Year 9
 - ☒ Miss R Newstead Head of Year 10
 - ☒ Mr Y Fink Head of Year 11
 - ☒ Mr M Kendler Head of Sixth Form

What should I do if I think my child may have special educational needs?

- ☒ If you think that your child may have a SEND, please contact, Mrs L Tredler, SENDCo

How will school staff support my child?

Subject teacher input, through targeted classroom teaching (High Quality Teaching).

- ☑ The majority of your child's learning needs will be supported and addressed by high quality, personalised teaching in the classroom
- ☑ Subject teachers are responsible for the planning and implementation of learning tasks for all pupils, including the learning of pupils who have identified special educational needs
- ☐ Growth Mindset is woven through our curriculum and we encourage all pupils to develop Growth Mindset dispositions such as resilience, collaboration, independence and an honest reflection of themselves as learners. Developing these dispositions will ensure greater academic success and greater success in life beyond education.
- ☑ Subject teachers will employ different ways of teaching, so that your child is fully included in learning. This may involve using more practical learning, visual aids and the use of IT
- ☑ Subject teachers ensure that specific strategies and/or resources suggested by the SENDCo, are in place to support your child's learning
- ☑ Support provision may include additional general support provided by the teacher or teaching assistants in the classroom
- ☑ Learning Support Assistants provide additional in class support as directed by the subject teacher
- ☑ Specialist equipment may be given to your child e.g. writing slopes, pencil grips, laptop, wiggle cushions upon recommendation by outside agencies

Provision in addition to classroom teaching

Additional provision will be given where a pupil's needs are 'additional to or different from their peers' The duration of an intervention will vary according to need but will be monitored regularly. Interventions will be reviewed by the school to establish the effectiveness and impact of the provision and to inform future planning.

Intervention programmes may include:

- ☑ Academic mentoring
- ☑ Pastoral mentoring
- ☑ Numeracy intervention
- ☑ Literacy intervention
- ☑ Study Skills support programme, Key Stage 4
- ☑ Handwriting programme
- ☑ Enrichment programmes which support and extend learning where appropriate
- ☑ Social skills groups
- ☑ Anger Management programme
- ☑ Social, emotional and behavioural support programmes
- ☑ Exam related support
- ☑ Subject specific interventions
- ☑ Subject specific revision classes

Highly personalised and individualised interventions

- ☑ This level of support is available for a few children with specific barriers to learning that cannot be overcome through High Quality Teaching and intervention groups
- ☑ This is usually provided via an Education, Health and Care Plan (EHCP). This is a legal process which sets out the nature of support that will be provided and will also outline how the support should be used, and what strategies must be put in place
- ☑ An additional adult or Learning Support Assistant (LSA) may support your child with whole class learning, run individual programmes or hold small group sessions which include your child.
- ☑ A pupil may have a reduced or modified curriculum

How will I know how my child is doing?

- ☑ We support and involve parents in their child's learning both formally and informally
- ☑ Parent consultation evenings are held once a year, where you will have the opportunity to meet with subject teachers, Heads of Year, SENDCo and Pastoral Managers to discuss any specific needs

- ☒ Regular reporting details the progress that your child is making in school
- ☒ Either an Interim or Target Report will be sent home every term
- ☒ Parental access to Insight details the academic and behaviour record of your child
- ☒ Additional means of communication may also be put in place, such as home/school liaison reports, communication books, email correspondence and telephone conversations

- ☒ Additional appointments can be made with the Heads of Year, the SENDCo and Pastoral Managers via the school office
- ☒ Regular learning walks and lesson observations will be carried out by members of the Whole School Leadership and Senior Leadership teams to ensure that the needs of all children are met and that the quality of teaching and learning is high
- ☒ The SENDCo will monitor that your child is making good progress within any intervention group that they take part
- ☒ If your child is identified as not making progress, the school will set up a meeting to discuss this with you in more detail and plan any additional interventions or support and/or referrals to outside professionals
- ☒ The progress of children with an Education Health and Care Plan will be formally reviewed at an Annual Review held with parent/guardian, your child and professionals involved with the child's education

What support will there be for my child's overall wellbeing?

- ☒ Pupils are encouraged to forge close relationships with their form tutor who is the first point of contact for overall well being
 - ☒ Our behaviour policy provides instant rewards for positive behaviour
 - ☒ A weekly PSHCE programme (Personal, Social, Health and Citizenship education)
 - ☒ Two full time Pastoral Managers support pupils with social and emotional well being
 - ☒ The school employs a wellbeing practitioner who promotes wellbeing and positive mental health throughout the school and provides small group targeted interventions
 - ☒ Social emotional behavioural support programmes address issues such as anger management, behavioural difficulties, friendships and self esteem
 - ☒ The Base (inclusion room) offers a supportive environment at lunch and break times
 - ☒ Buddies are allocated to some pupils who are struggling socially
 - ☒ A key adult/mentor may be allocated to identified pupils
 - ☒ Close links with many external agencies who offer social and emotional support as and when required
 - ☒ Pupils who are encountering significant social, emotional and mental health difficulties receive support from outside agencies such as CAMHS and the school nursing team
- ☒ For matters relating to social and emotional well-being, please contact the Pastoral Managers
- ☒ Mrs H Chweidan Years 7, 8
 - ☒ Mrs C Spelman Years 9, 10 and 11

What specialist services and expertise are available at or accessed by the school?

A pupil may be identified by the school as needing some extra specialist support from a professional outside the school. This may be from organisations that include:

- ☒ Local Authority Advisory teachers for behaviour, Communication and Autism, Hearing and Physical impairment (Integrated Services for Learning /ISL)
- ☒ Outreach Support from The Park ESC for significant behavioural needs
- ☒ Health services such as occupational therapists, speech and language therapists, physiotherapists
- ☒ The Education Psychology Service
- ☒ Special Educational Needs and Disability Advisory Service (SENDIASS)
- ☒ Family Support workers
- ☒ Attendance Advisory team
- ☒ Education Support Team for Medical Absence ESTMA
- ☒ Child and Adolescent Mental Health Service (CAMHS)

What training have staff supporting children and young people with SEND, had or are having?

- ☒ The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEND through a programme of Continuing Professional Development (CPD)
- ☒ The SENDCo contributes to whole school training on SEND issues. This has included training on personalised learning, specific learning difficulties (Dyslexia, Dyspraxia), meeting the needs of pupils on the autistic spectrum and pupils with Speech, Language and Communication needs
- ☒ Support staff have access to training from the SENDCo and outside specialist agencies

☐ The staff appraisal process enables gaps in SEND training to be identified and targeted.

☐ The SENDCo holds the National Award for SEN Coordination, has a master's degree in Special Educational Needs and a Diploma in Psychology. She has an ELKLAN qualification in speech and language difficulties and is qualified to deliver AET (Autism Education Trust) training to school staff. She has an IQ Level 7 Organisation Post Graduate Award of Proficiency in Assessment for Access Arrangements

☑ The SENDCo attends regular training courses and Hertfordshire update meetings which inform departmental and whole school staff training

☑ As part of the local SEND cluster group, all members have access to up to date and relevant training related to SEND in order to support the needs of your children

How will you help me to support my child's learning?

☑ You may contact your child's subject teacher directly via admin@yavnehcollege.org

☑ Subject teachers and the SENDCo will meet with you at parents evening to discuss your child's needs, support and progress. They may suggest ways in which you can support your child at home

☑ Regular updates regarding effort and progress will be sent home

☑ The SENDCo is available to discuss strategies on how to support your child with their specific needs at home

☑ The school encourages liaison with external agencies and professionals. If outside agencies have been involved, suggestions and programmes to be used at home are usually provided by them

☑ The relevant Head of Year can be contacted to discuss your child's progress and any concerns/worries that you may have

☑ For matters relating to social and emotional well-being, contact the Pastoral Managers

☑ For SEND related concerns, you can contact the SENDCo

☑ The SENDIASS team is available to give impartial advice and support should you need it. Their website address is: <https://www.kids.org.uk/sendiaass>

How will I be involved in discussions about planning for my child's education?

☑ When children have been identified as having SEND needs, the thoughts and feelings of the child and the parents/carers, together with the views of school staff and relevant professionals are considered through:

☑ Informal discussion with staff

☑ Teacher and child meetings

☑ Teacher and parent meetings

☑ Meetings which include outside agencies where appropriate

☑ The school may invite parents to a meeting to discuss their child's progress and academic, social emotional and/or behavioural concerns

☑ The SENDCo will invite parents to meet to discuss the possibility of SEND at any time in the school year.

☑ KS 4 Option evenings provide pupils and parent the opportunity to discuss GCSE option preference with the subject teachers.

☑ We invite parents to be involved in forming school policy, by giving us feedback and making suggestions, through questionnaires and meetings

Sixth Form

☑ Parents and pupils may be invited to meet with the Assistant Head Teacher of Key Stage 5 to discuss sixth form options and their suitability to access the courses that we offer at Yavneh

☑ The Sixth Form Open Evening provides an opportunity for parents and pupils to discuss their A-Level or BTEC course choices with the relevant subject teachers

☑ In the Spring term, pupils who have applied to join the Sixth Form at Yavneh College will be invited to attend a consultation with the Head of Sixth Form to discuss their option choices further

☑ Parents are welcome to request an appointment to meet with the Head of Sixth Form to discuss any concerns they have regarding Sixth Form option choices

How will my child be included in activities outside the classroom including school trips?

☑ The individual needs of all our pupils are considered in the planning of outside activities and trips

- ☑ Provision and reasonable adjustments will be made where necessary and appropriate to ensure that activities are as inclusive as possible i.e. arranging for an additional adult to accompany a pupil, additional preparation for a child who is anxious, adjusting sporting activities to enable a pupil with a physical disability to participate
- ☑ Pupils with SEND are supported during school activities such as religious celebrations, house activities and competitions, learning development days etc, that take place within the school day
- ☑ Extracurricular activities and after school provision are accessible for children with SEND

How accessible is the school environment?

- ☑ The school ensures that it is fully accessible in terms of access to the curriculum, to the physical environment and to information for members of the community
- ☑ The school is fully accessible for pupils who have wheelchairs; there are lifts which travel to each floor and doorways and corridors which allow wheelchair access.
- ☑ Pupils who have difficulty moving around the school are encouraged to move freely and independently. They may be allowed to leave classes early to avoid the busy corridors and/or be allocated an early lunch pass
- ☑ There are accessible parking spaces for parents who wish to drop off their children and wheelchairs to the school
- ☑ There are toilets and changing facilities that support pupils with physical disabilities
- ☑ We endeavour to adapt the environment for individual pupils with visual, hearing and physical requirements by using assistive technology and building modification where possible and reasonable

Who can I contact for further information?

- ☑ Mrs H Fraser, Business Manager
- ☑ Mrs L Tredler, SENDCo

How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?

We recognise that transitions can be difficult for any child, and we take steps to ensure that any transition is as smooth as possible

If your child is joining us from another school:

- ☑ Yavneh has a rigorous Year 6-7 transition programme which includes, open evenings, school tours, taster days/sessions
- ☑ Pupils have the opportunity to meet with key personnel including their Form Tutors, Head of Year 7 and Pastoral Manager where possible, prior to entry
- ☑ Pupils with SEND may make additional visits arranged between the school SENDCos, once a place at Yavneh has been finalised
- ☑ The Head of Year 7, Pastoral Manager and SENDCo work together with primary schools to ensure the smooth transition of pupils
- ☑ Information is gathered from your child's primary school through primary school visits and circulated to the relevant members of staff when they start at Yavneh
- ☑ For pupils with SEND, the SENDCo will liaise with your child's previous school to discuss the specific needs of your child
- ☑ The SENDCo will undertake a planning visit with the SENCo and/or class teacher from the previous school where appropriate
- ☑ Parents of pupils with SEND are invited to meet with the SENDCo prior to the start of Year 7
- ☑ The SENCo will attend the Year 6 annual review of pupils with an Education, Health and Care Plan
- ☑ Copies of children's SEND records are received and key documentation held on a pupil's digital file.

If your child is moving to another school/setting

- ☑ We will ensure that all records about your child are passed on as soon as possible per request
- ☑ We will respond to the schools/SENDCo request for information about any special arrangements or support made for your child

When moving through the school/transition

- ☑ Information is maintained on the school's database system and is accessible to all staff.
- ☑ Teachers are informed about the SEND status of the child and the area of need via the inclusion list
- ☑ Teacher support strategies and pupil information is made available to teachers

☒ For pupils with significant SEND needs, planning/information meetings will take place with their new teachers.

☒ Pupils with a Hertfordshire Education Health and Care Plan have a transitional review meeting with the Connexions advisor to discuss issues and concerns relating to transition into Key Stages 4 and 5

How are the school's resources allocated and matched to children's special educational needs?

☒ The deployment of financial resources provides high quality teaching and learning for all our pupils

☒ The level of support will be reviewed by the school through consultation with pupils, parents, teaching and support staff, and relevant external agencies

☒ The notional SEN budget, Pupil Premium allocation and literacy and numeracy catch up premium is used to support pupils who require additional support or resources and is dependent on individual needs

☒ The school identifies pupils with additional needs on an inclusion register which is reviewed and updated regularly. This ensures that the needs of children are being met, and resources are deployed as effectively as possible

☒ Resources **may** include deployment of staff or additional equipment depending upon individual need

☒ Funding may be provided by Local Authorities top up funding arrangements

☒ Exceptional Needs Funding, where appropriate, may be applied for in order to support the needs of individual and groups of children with exceptional needs

How is the decision made about how much support my child will receive?

☒ Through consultation with subject teachers, support staff, relevant external agencies, parents and pupil

☒ Additional support, provision or intervention will be allocated according to need after discussion with the Head of Year, relevant member of the Senior Leadership Team, Head teacher and/or SENDCo

☒ The level of support is constantly reviewed and allocated according to need and available resources

How can I find information on the local authority's Local Offer of services and provision for children and young people with special educational needs and disability?

☒ The Children and Families Act (March 2014) requires Local Authorities to

"Publish a local offer, setting out in one place information about provision they expect to be available for children and young people in their area who have special educational needs."

The Hertfordshire local offer can be accessed at <https://www.hertfordshire.gov.uk/microsites/Local-Offer/The...>