

South Bromsgrove High

SEN Report

At South Bromsgrove High School we value every student as an individual and are committed to supporting each student to achieve their potential and to prepare for adult life.

The information in this document describes our provision for students with a Special Educational Need (SEN) and reflects Worcestershire County Council's local offer, which can be found [here](#).

SEN

The [Special Educational Needs and Disability Code of Practice](#) (DfE, 2014) describes a child as having SEN if "they have a learning difficulty or disability which calls for special educational provision to be made for him or her". Students can be identified as having SEN at any point during their time at school, including:

- During transition, from information shared by our middle schools
- Analysis of Key Stage 2 SAT results
- When staff raise concerns that a student is underachieving or struggling
- Through data analysis, including reading assessments, subject key assessments and practice exams
- If input is received about a student from an external agency

Support

Support for SEN students is co-ordinated by the SENCO, but lots of staff are involved and will have an input. This includes:

- Assistant head SEN / SENCo
- Assistant SENCo
- Head of Brookside Learning Support Unit
- Pastoral Deputy
- Year heads
- Pastoral support team
- Attendance Officer
- Adult other than teacher mentors
- Academic Progress Officer (yr11)
- Teaching Assistants

Assessment, advice, guidance and strategies are also sought from external agencies when appropriate. These may include:

- Speech and Language Service
- Complex Communication Difficulties (CCD) Team / Autism Team
- Child and Adolescent Mental Health Service (CAMHS)
- Learning Support Team (LST)
- Behaviour Support Team (BST)
- Hearing Impairment Team
- Visual Impairment Team
- Physical Disability Outreach Team
- Occupational Therapy
- GPs and Community Paediatricians

- Chadsgrove Outreach
- Bereavement counselling

Levels of Intervention

Our students' needs are met using 3 levels of intervention, described as "waves of support", which support access to the curriculum. Progress is closely monitored following an 'Assess – Plan – Do – Review' cycle to ensure we secure effective support for all students. If a student makes little progress on one wave, they may be moved to the next wave which offers a higher level of support.

Wave 1 describes quality inclusive teaching, which takes into account the learning needs of all the students in the classroom. It includes providing differentiated work and creating an inclusive learning environment.

- Mainstream classes regular reviews of groupings through common assessments and effective tracking of progress
- Effective reporting & communications system in place for liaison with parents & carers, including: termly reports for all students showing common assessment data, attitude to learning and projected grades; tutor reports; parents' consultations; Year 9 Parents/Tutor Evening; Induction Evening for Year 8 students
- Students' books are regularly marked and there are opportunities for students to respond and engage in dialogue about their learning
- Whole school Quality First Teaching practice embedded across all subject areas
- Work is set at an appropriate level to develop students' potential and appropriate methods & resources are used to engage students in their learning
- Use of self- and peer-assessment and peer learning
- Challenge, support & modelling within classrooms to develop learning
- Reinforcement and opportunities for over-learning
- Differentiated approaches to content, language, pace and delivery of lessons
- Increased visual stimuli & resources to meet needs of some students
- Modification of tasks that include a high literacy content for some students
- Accessible classrooms
- Student attendance is closely monitored by the Attendance Officer
- Transition arrangements for Year 8 students includes whole town transition day, extra visits for small groups, & individual visits for vulnerable students
- The Learning Support Unit is open at break and lunchtimes for students who may need additional support at those times
- Support with transition from Key Stage 3 to Key Stage 4 and from Key Stage 4 to Key Stage 5, including options evening and support with the decision making process
- Support with transition to post-16 providers and destination choices

Wave 2 describes specific, additional and time-limited interventions provided for some students who need help to accelerate their progress to enable them to work at or above age-related expectations. They are often targeted at a group of pupils with similar needs. Students on a Wave 2 intervention are placed on "SEN Support".

- Learning & social skills development through targeted small group or 1:1 intervention
- Emotional & social support and development through small group or 1:1 mentoring

- Participation in problem solving and self-esteem building projects such as Upton Warren or Worcester Warriors in yr9
- In-class support from Teaching Assistants and subject specific Teaching Assistants
- Catch up intervention within subject areas
- Access arrangements for examinations
- Alternative methods of recording, including use of IT and scribes
- Student strategy sheets to share with staff a range of strategies to engage and support students in being successful
- College provision at yr10/11
- Movement and listening programmes
- Handwriting programme
- Support in practical lessons for students with physical and sensory needs
- Study skills support option at KS4
- Sound training for reading phonics programme

Wave 3 describes targeted provision for a minority of students where it is necessary to provide highly tailored interventions to accelerate progress or enable them to achieve their potential. Students on a Wave 3 intervention are placed on “SEN Support” and may be identified as requiring an Education, Health and Care Plan if the support needed is long term.

- Personalised curriculum, including Brookside provision
- Annual Reviews of Education, Health and Care Plans
- Input from Youth Support Worker
- Specialist advice from outside agencies on strategies to support students at school and at home
- Multi-agency support through Family Front Door

S Smith

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