

<p>What types of SEN do we provide for?</p>	<p>We currently have 13 pupils on the SEN register, 2 of whom have Education Health and Care Plans (EHCPs).</p> <ul style="list-style-type: none"> • Specific Learning Difficulties, e.g. dyspraxia, dyslexia, etc. (4 pupils) • Autism Spectrum Conditions (ASD) (3 pupils) • Sensory Impairments, e.g. Visual Impairment (VI), Hearing Impairment (HI), etc. • Physical Disabilities, e.g. Cerebral Palsy (1 pupil) • Speech, Language and Communication • Social Emotional and Mental Health Difficulties (SEMH) (5 pupils) <p>Our EHCP pupils needs involve Autism Spectrum Conditions and Physical Disabilities. The prime need for those with EHCPs is constant support in and out of lessons to promote good progress with transitional support.</p>
<p>What is our approach to teaching pupils with SEND?</p>	<p>Hershel Grammar has a whole school approach to SEND provision. As stated in the SEN Code of Practice 2015, every teacher has a responsibility to provide appropriate support and differentiation to ensure all students and all needs are catered for to make progress possible for all students. The need of children/young people for ‘SEN support’ is based on the assumption that they are already receiving ‘high quality teaching that is differentiated and personalised to meet their individual needs. Provision for our SEND pupils is underpinned by high quality teaching and is compromised by anything less.</p> <p>Teachers are responsible and accountable for helping to meet the individual’s special educational needs and for following/supporting the school’s procedures for identifying, assessing, and making provision to meet those needs. For this reason, each member of staff is provided with SEN strategies in the school’s SEN folder, containing detailed information on special educational needs and a range of strategy banks covering different SEND.</p> <p>In addition, all staff have access to a SEND register which contains the records of all SEND students and links to personalised strategies to help support them.</p> <p>These strategies are further shared via weekly briefings, on the noticeboards in the staffroom, and via Link Teacher meetings.</p> <p>Teachers are also reminded of these strategies or any updated strategies via meetings or email, should the needs of an individual pupil change.</p> <p>Both the SEND register and the SEND resources are reviewed and updated annually. We take on a graduated approach for supporting our SEND pupils through using Assess, Plan, Do and Review, which involves the ANCo, LSA’s and subject teachers.</p>

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	<p>Teachers complete SEND reviews twice over the academic year (January and June), setting out:</p> <ul style="list-style-type: none"> • Strategies they use to support each child on the SEN register • The progress of each child/YP. • Concerns they may have about the child/YP <p>These SEND reviews are shared with parents with the opportunity to discuss with the ANCo.</p> <p>In addition, for EHCP students their EHCP's are reviewed annually, which involves input from the student, ANCo, parents, support staff and subject teachers.</p> <p>Teachers and form tutors play an important role in sharing, amending and providing additional strategies for support via meetings or the termly reviews, which are collated by faculty (for the purpose of faculty meeting discussion) and by pupils (with the purpose of sharing strategies, progress and concerns across subjects).</p> <p>Further advice is provided through regular in year training from the Additional Needs Coordinator (ANCo) for new staff (including NQTs) and SEND induction</p> <p>The ANCo co-ordinates support between parents, teachers, external partners and pupils in order to ensure that we support our pupils cohesively</p>
<p>Who is our ANCo and how can he/she be contacted?</p>	<p>The school's Additional Needs Coordinator is Mrs Chloe Barton Email: cba@herschel.slough.sch.uk Phone: 01753 967532</p>
<p>How do we identify and assess pupils with SEND?</p>	<ul style="list-style-type: none"> • Upon entry in Y7: we work closely with our feeder schools to identify any new entrants with SEND. The Y7 Head of Learning and the ANCo make school visits to meet any SEND pupils who will be joining Herschel and we create transition plans with pupils, primaries and parents. The ANCo also meets with parents of potential entrants to discuss provision. • Cognitive Ability Tests (CAT) testing in Year 7 and Lucid screening in Year 9 are used to identify pupils who may have specific learning difficulties • Upon entry in Y12 Lucid screening <p>In general: Where a pupil is not making expected academic progress, teachers can complete a Cause for Concern form to refer pupils to Heads of Learning and/or the ANCo. The ANCo works closely with teachers, parents and heads of learning to investigate and build a picture of need. Parents may also refer concerns to the ANCo via email or phone call. Pupils may also be referred from a Cause for Concern in faculty meetings where initial intervention can take place. Once a picture of need is built, parents are contacted and the appropriate external agencies contacted, if needed.</p>

<p>How do we adapt our curriculum and learning environment?</p>	<p>Here are some examples of adjustments that we make:</p> <p>Specific Learning Difficulty (SpLD):</p> <p>Dyslexia/Dyspraxia</p> <ul style="list-style-type: none"> • Adjust background on the SMARTBOARD to dyslexia friendly colours. • Overlays • ICT • Shared slides and printed handouts • Stopwatches for “chunked down” learning to improve focus. • Reduced activities • Seating • Reduced verbal input • Visual and practical learning • Additional support in making subject choices • Subject based interventions –e.g. extra sessions, additional notes, etc. • Study skill support • Access Arrangements – to support young people taking exams • Peer mentoring and subject mentoring support <p>ASD</p> <ul style="list-style-type: none"> • Seating • Using the pupil’s name when questioning • Strategic groupings • Time-out cards • ICT • Stopwatches • Learning Support Assistant (LSA) support • Reduced verbal input, if appropriate. • Safe classroom environment • Clearly structured lessons • Access Arrangements

	<ul style="list-style-type: none"> • Social skills support • Peer mentoring and subject mentoring support <p>Physical</p> <ul style="list-style-type: none"> • Alternative, ground floor rooming for pupils who cannot manage the stairs. This is usually timetabled in advance in order to cause minimum disruption to learning. • Physiotherapy exercise facilitated in school • LSA support • Early Exit card to leave class at quieter times • Buddy system • ICT • Shared online resources • Access Arrangements
<p>How do we enable pupils with SEND to engage in activities with pupils who are not identified as SEND?</p>	<p>Inclusion in our school is a key priority and we are proud to say that pupils, regardless of their SEND status, are welcomed and included in our community.</p> <ul style="list-style-type: none"> • Y7 Transition programmes and trips • Buddy systems • Y12 mentoring schemes • Extra-curricular planning: e.g. we give some SEND pupils directed extra-curricular activities to try on a trial basis. • Form and year group based activities. • School trips (with LSA support if needed) • The SEN department and Heads of Learning actively intervene, along with tutors, to support pupils in building relationships and often orchestrate opportunities for pupils.
<p>How do we consult parents of SEND pupils and involve them in their child's education?</p>	<p>Annual review meetings where we agree actions and targets for home and school. Consent for testing and phone call updates Emails Letters Host meetings between parents and external agencies to co-ordinate a care plan.</p>

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<p>How do we support pupils preparing for adulthood?</p>	<p>We liaise with the Sixth Form team when pupils move from KS4-KS5 and work with them to support pupils. We facilitate transition planning for Further Education (FE), Higher Education (HE) and Apprenticeships. We host meetings with local authorities for ECHP Review Meetings, along with co-ordinating external agency support required to facilitate transition, e.g. if a pupil with a visual impairment is moving to university, we will support the co-ordination of their work with the Sensory Consortium in order to plan how they will travel and live independently at university. We provide emotional support via counselling referrals and Educational Psychologist referrals for pupil who may need support prior to moving to university. We also provide additional guidance with careers through CEIAG during years 9-11.</p>
<p>How do we support SEND pupils to improve their emotional and social development?</p>	<ul style="list-style-type: none"> • Peer Mentoring of KS3/4 pupils via the Year 12 Community Involvement Mentoring Programme. • 1:1 support for emotional difficulties with a member of the SEN Team or other appropriate staff. • Behaviour for my future programme • Create opportunities for responsibility within the school • Social skills training with an ASD specialist for pupils who have a diagnosis. • Educational Psychologist assessment • Behaviour support from Social Emotional and Behaviour Outreach Service (SEBDOS) • Work closely with Heads of Learning (HoLs) and tutors • Communicate pupils' needs and strategies to support with staff
<p>What expertise and training do our staff have to support SEND pupils?</p>	<ul style="list-style-type: none"> • Inset training on dyslexia, dyspraxia, ASD and SEMH in Jan 2016. • Inset on Access Arrangements in 2018 • Recent ASD training for ANCo in 2018 • SEN Inset for all staff in 2018 • Training for invigilators (including scribes) through the exams officer • Updates via Link Meetings • SEN strategies folder • Emails with suggested strategies • Effective strategies from termly reviews and external agency reports are collated and shared with staff. • Strategies are shared on the noticeboard in the staffroom.
<p>How will we secure specialist expertise?</p>	<p>Slough Borough Council: SEND assessment, Ed Psych, Access Arrangements Testing, ASD Specialist support from Beechwood SENCO Social Emotional and Behavioural Outreach Service, (SEBDOS) SEN Team at SBC for EHCP pupils External agencies assigned to work with pupils on the SEND list: VI/HI/Physio, etc.</p>

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	Specialist reports from agencies as provided by parents.
How will we secure facilities to support pupils with SEN?	<p>Currently: We have a disabled toilet in the sports centre ICT – new laptops purchased for SEND pupils Overlays Behaviour programme carried out in the SEN room Physio carried out in SEN office or any rooms/offices with space Stair lift Medical room</p>
How do we involve other organisations in meeting the needs of SEND pupils and supporting their families?	<p>Specialist support from the Trust SENCO SEBDOS SEN Team at SBC for EHCP pupils External agencies assigned to work with pupils on the SEND list: VI/HI/Physio, etc. Special voices- for parents of SEND pupils. Specialist reports from agencies as provided Safeguarding issues raised with Designated Safeguarding Lead and referred to Social Services</p>
How do we evaluate the effectiveness of our SEN provision?	<p>Regularly monitoring pupil progress and the effectiveness of intervention strategies Via reviews, 4 Matrix, reports and pupil feedback.</p> <p>The data from 4 Matrix has shown that 2 SEN pupils from Y13 showed good overall progress with both pupils achieving ½ to 1 full grade higher than estimated. 4 Matrix shows that 2 out 3 Y11 pupils achieved a positive progress 8 school.</p>
How do we handles complaints from parents of children with SEN about provision made at the school?	<p>Complaints regarding classroom provision: ANCo (who will forward to Heads of Dept/Faculty) Complaints regarding ANCo’s direction and co-ordination of provision: Alison Oxley and/or Jo Rockall Complaints are usually resolved through meeting with parents or arranging a phone conversation before and after they have been investigated.</p>
Who can young people and parents contact if they have concerns?	<p>Mrs Chloe Barton – Additional Needs Coordinator Mrs Alison Oxley – Designated Safeguarding Lead Ms Jo Rockall - Headteacher</p>
Where can the LA’s local offer be found? How have we contributed to it?	<p>On the school website (Link) http://servicesguide.slough.gov.uk/kb5/slough/services/organisation.page?id=uZsGvUML8rA</p>