



School SEN Information Report

SCHOOL NAME	St Edward's RC CE VA School
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TYPE OF SCHOOL	Mainstream	Phase: Secondary / 6 th Form
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ACCESSIBILITY	Fully Wheelchair Accessible	YES	
	Auditory/Visual enhancements	-	
	Other Adaptions:	6 lifts 5 disabled toilets Shower / wet room Medical / personal hygiene room	
CORE OFFER	Are you currently able to deliver the 'core offer' as set out in Poole's Local Offer?	YES	
POLICIES	Are the schools policies available on its website for:	SEND	YES updated September 2017
		SAFEGUARDING	YES
		BEHAVIOUR	YES
		EQUALITY & DIVERSITY	YES

DISABILITY LEGISLATION	Are you aware/familiar with the requirements of the Disability Discrimination Act 1995 and the Equality Act 2010.	YES
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RANGE OF PROVISION	<p>Please indicate what your school has to offer (over and above your core offer) In each of the following areas:</p> <p>Areas of Strength The school has:</p> <ul style="list-style-type: none"> ✓ A dedicated, professional SEND Department led by a qualified SENCo. The SENCo works closely with the Student Engagement Team led by the Manager for Inclusion and Alternative Curriculum/Assistant SENCo (qualified). ✓ The TA team is 17; 4 of which are trained to HLTA level and 3 are trained as Emotional Literacy Support Assistants. 1 TA is a qualified Assessor for Examination Access Arrangements, 1 is a qualified Nurture Group teacher and 1 is a qualified Autism Champion. All of the team are committed to ensuring each
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	<p>student has full access to the curriculum whilst encouraging them to become independent learners.</p> <ul style="list-style-type: none"> ✓ Experienced TAs with different responsibilities ranging from ASD, Speech and Language, Hearing and Vision impairments and fine motor skills. ✓ A well-resourced Learning Centre which supports vulnerable learners before school, during break, lunchtimes and after school. ✓ Sensory corner provides safe space for sensory breaks ✓ Supportive provision for students with SEMH via the Student Engagement Team (SET): includes enhanced pastoral care in the form of 1:1 and small group interventions, counselling, LAC support and behaviour support. ✓ 3 Emotional Literacy Support Assistants who deliver programmes to assist students with difficulties in managing their emotions. Topics covered include, Anger Management, Self Esteem, Social Relationships and Bereavement. ✓ Nurture Group (KS3) led by 2 qualified Nurture group teachers and a member of the SET. ✓ A wide range of lunchtime and after school clubs to assist students with social interaction skills, fine motor skills and in the understanding of homework tasks. ✓ A dedicated PE club called 'High Flyers' for vulnerable learners. Students who are timid or who are ill at ease socialising with their peers can participate at their level in a wide range of differing sports including, trampolining, volleyball, table tennis, five-a-side football and hockey etc. There are very close links with Victoria School and competitive events are arranged throughout the school year. ✓ A personalised curriculum at KS4 for students who require additional support in personal and social development. Students study a valuable and relevant Social and Life Skills course culminating in a BTEC award. In addition, we have curriculum links to High Mead Farm, the LINK course at Bournemouth and Poole College and offer a work placement at Spire Café. ✓ A thorough baseline assessment procedure involving Computerised Reading and Spelling Tests, LASS 11-15 and Cognitive Ability Tests. Results from the above testing dictate if any individual or group intervention is needed for students. ✓ Dyslexia screening and full assessment by SpLD Specialist teacher. ✓ Daily small group literacy and numeracy intervention
	<p>Specialist Facilities/Equipment to support SEND</p> <ul style="list-style-type: none"> ✓ 4 lifts ✓ 2 stair lifts ✓ 5 disabled toilets ✓ Shower / wet room ✓ Medical / personal hygiene room

- ✓ Laptops/iPads
- ✓ Nessie/Dragon software
- ✓ Learning Support Centre
- ✓ Dedicated ELSA room
- ✓ Nurture group room
- ✓ Sensory corner

Input from Educational Psychologists/Therapists/Advisory Teachers/other specialist support services

The school liaises with the following outside agencies:

- ✓ Educational Psychology Service
- ✓ Longspee Outreach
- ✓ Montacute Outreach
- ✓ Winchelsea Outreach
- ✓ Community and Consultant Paediatricians
- ✓ CAMHS
- ✓ Social Care
- ✓ Adoption Team
- ✓ Speech and Language Therapy
- ✓ Hearing Impaired Advisory Service
- ✓ Visually Impaired Advisory Service
- ✓ The Quay School
- ✓ Tregonwell Academy
- ✓ SENISS
- ✓ School nurse
- ✓ Educational Welfare Service
- ✓ Community School's Safety Police Team
- ✓ YADAS
- ✓ Ansbury Careers Service
- ✓ Targeted Youth Services
- ✓ The Quay Advisory Centre
- ✓ PoPPs
- ✓ Assessment Coordinator for SEN
- ✓ Mosaic Counselling Service
- ✓ Equine Learning

Breakfast and After School Club support

The school provides break and lunchtime clubs for vulnerable students which include:

- ✓ Chess and Board Games
- ✓ Social Skills Club
- ✓ Social Thinking club (KS4)
- ✓ Fine Motor Skills
- ✓ High Flyers PE Club
- ✓ Gardening Club
- ✓ Film Club
- ✓ Homework Club
- ✓ Dyslexia Club

	<ul style="list-style-type: none"> ✓ Handwriting Club
INCLUSION	<p>How do you promote inclusion within the school? Including day and residential trips?</p> <ul style="list-style-type: none"> ✓ SEND CPD for all staff every year ✓ Ongoing SEND training for staff identified in Yearly Whole School and Department Development Plans ✓ SENCo training re: SEND provision and whole school teacher responsibilities to all NQTs, SCITTS, GTPs or new staff. ✓ SENCo delivers whole school assembly on difference/tolerance (annually) ✓ Compilation of SEND Register, Pen Portraits, Provision Maps, Pupil Passports, Assess, Plan, Do, Review documentation, Health Care Plans. ✓ Detailed information is disseminated to all staff re guidance on differentiation / strategies to ensure full access to the curriculum for students with learning / emotional difficulties. ✓ In-house access arrangement testing ✓ Risk assessments are routinely carried out for all school trips/alternative activities. ✓ Specialised Sports Club 'High Flyers' with alternative sports events on Sports Day and external competitive events throughout the year. ✓ Nurture Group field trips ✓ Autism Champion/ The Autism (A)Team provides support for students/staff/wider school
	<p>What proportion of children currently at the school have SEND?</p> <ul style="list-style-type: none"> • St Edward's currently has 20 students who have an Education and Health Care Plan with a further 210 students on the SEN register as SEN support. • Approximately 21.4% of students are on the school SEN register.
PARENT SUPPORT INVOLVEMENT/LIAISON	<p>How do you involve/support the parents of children/YP with SEND regarding identifying and meeting their needs. How do you communicate their progress and areas of difficulty?</p> <p><u>On Entry:</u></p> <ul style="list-style-type: none"> • After Cross Phase Transfer meeting with local feeder schools individual meetings with parents are arranged with the SENCO. These are usually after a parental request. • SEND Information Evening held in Autumn Term (all parents invited) • Student Pen Portraits / Pupil Passports are compiled with parental / student input and are then circulated to all staff via the

	<p>school's intranet.</p> <ul style="list-style-type: none"> • Some students have Communication Books to record daily success and alert parents of any difficulties that have occurred during the day. • Baseline testing is carried out in the first half term to identify any students needing intervention programmes. Parents are notified of any significant school concerns and offered appointments to discuss future provision. <p><u>Termly:</u></p> <ul style="list-style-type: none"> • Communication book • Meet/greet • School monitoring and tracking occurs termly and again parents are notified of any concerns and underachievement. • Parents are invited to attend and asked for their written contribution for all statement and EHCP reviews. • Assess/plan/Do/Review meetings • Parents are invited to all TAC meetings. • Open line to SENCo • Parent forum (planned for 2018) <p>How will the school prepare children with an SEND to join their next setting/school/college/stage of education or life?</p> <ul style="list-style-type: none"> • All students on the SEND register have appointments with Ansbury Personal Advisers from Year 10 through to Year 11. Students with statements or EHCPs are prioritised as are students transitioning from school to college. • SENCo/SLT meets with year 11 students for post 16 discussion • Shadowing Days are arranged for Year 11s wanting to go to college. • KS4 LINK course at Bournemouth and Poole College • Work placement (Spire Café/High Mead Farm) • Supported work experience • Students in Year 11 are guided to write credible and accurate CVs and Personal Statements to prepare them for the world of work. • Students are further assisted by participating in a Mock Interview Day run by the Head of PSHE and assisted by business men and women from the local community. • Some students are accompanied to interviews by key adult
<p>INVOLVEMENT OF CHILDREN AND YOUNG PEOPLE</p>	<p>How do you consult with pupils with SEN and involve them in their education, including planning for SEN intervention.</p> <ul style="list-style-type: none"> • Pre-transfer meetings with parent and students • Student and parent voice in compiling Pupil Passport • Attendance at assess/plan/do/review meetings • Annual Reviews for students with an EHCP plan

	<ul style="list-style-type: none"> • Parent evenings • Key TA 'Meet and Greet' on a daily basis • Daily TA interaction with students • Homework club run by the TA team
EVALUATING SEN PROVISION	<p>How do you evaluate the effectiveness of provision made for children and young people with SEN?</p> <ul style="list-style-type: none"> ✓ All students receive 3 assessment reports per year. Students' progress is monitored and tracked using 4 matrix data. After each report appropriate action is taken where students are underachieving. ✓ Intervention packages are constantly under review and literacy and numeracy support is closely linked to the English and Maths Department. ✓ Nurture Group impact is assessed via Boxall Profile/SDQs ✓ SENCo regularly monitors classroom practice by observation and TA feedback. ✓ SEND Learning Walk ✓ All of the SEND team receive yearly appraisals highlighting strengths and areas for improvement. Internal and external training is arranged where necessary. ✓ All Year 11 data is compared to Raise Online national data. Any underachievement is the focus for the next academic year and forms part of the following year's Department Development Plan.
SENCO contact details	<p>Name of SENCo Ms Vikki Edgeler</p> <p>Contact details: vedgeler@st-edwards.poole.sch.uk 01202740950 ext 285</p>
CONCERNS AND COMPLAINTS	<p>How can parents raise concerns or make a complaint about SEN provision?</p> <ul style="list-style-type: none"> ✓ In the first instance complaints should be raised with the SENCo. Should parents/carers feel the concerns have not progressed they should contact the relevant member of the Senior Leadership Team. If problems continue to persist then the Head teacher should be consulted. ✓ Parents may also obtain support for their concerns about their children from Poole Parent Partnership Service (SENDIASS) an independent service offering advice and support for parents in Poole. Tel: 01202 261933
OTHER INFORMATION	<p>What else do you think parents would like to know about your school?</p> <p>In the Ofsted inspection of May 2013 St Edward's was rated as</p>

	<p>good.</p> <p>“Skilled, often specialist teaching assistants provide regular, effective support to individuals. In consequence the achievement of students who are disabled and those with special educational needs is similar and sometimes better than that of their peers”.</p> <p>In the last Ofsted inspection of May 2017 St Edward’s continued to be rated as good.</p> <p>“Students with special educational needs and or disabilities are very well catered for”</p>
COMPLETED BY (Name and Position)	Vikki Edgeler SENCo
DATE COMPLETED	December 2017
UPDATE	September 2018