

## **Special Educational Needs and Disability (SEND) INFORMATION REPORT**

At Droitwich Spa High School we are committed to offering an inclusive curriculum to ensure the best possible progress for all our students whatever their needs or abilities. Not all pupils with disabilities have special educational needs and not all pupils with SEND meet the definition of disability, but this report covers all of these pupils.

There are four broad areas of special educational needs and disabilities (SEND) which are provided for:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health difficulties
- Sensory and/or Physical

Many children and young people have difficulties that fit clearly into one of these areas; some have needs that span two or more areas, for others the precise nature of their need may not be clear at the outset. It is therefore important to carry out a detailed individual assessment of each child or young person at earliest opportunity to make an accurate assessment of their needs.

To assist this process the school will:

- Liaise with feeder Middle Schools as well as any other schools at the transition stage when students with SEND are identified.
- Consult with parents at the New Parents' Evening (normally held in June).
- Plan reasonable adjustments for disabled students.
- Conduct testing with the new intake for spelling, reading and comprehension.
- Conduct testing with the new school intake for Cognition and Learning needs.
- Monitor all new students whose results suggest a Specific Learning Difficulty.

### **INFORMATION & GUIDANCE**

If a parent/carer would like to discuss the educational needs of their child, in the first instance they should contact their child's tutor or Head of House. They may then be directed to the SENDCo:

**Mr Duncan Hall**

Email: [halldc@droitwichspahigh.worcs.sch.uk](mailto:halldc@droitwichspahigh.worcs.sch.uk)

Phone: 01905 774421

SEN Governor: Mrs Karen Moore

## THE ROLE of the SENDCo

The SENDCo, Mr Duncan Hall, has the responsibility for day-to-day operation of the school's SEND policy and for coordinating provisions for students with SEND, particularly through the graduated approach to SEND Support and Education Health and Care Plans. Primary duties include:

- Coordinating the provision for children with SEND and developing the school's SEND policy.
- Ensuring that parents are informed when a special educational need is identified.
- Ensuring that the above are notified of a decision by the school that SEND provision is being considered for their child.
- Encouraging parents of children whose names are included on the SEND register to work collaboratively with those responsible for the delivery of SEND provision at DSHS.
- Ensuring that parents and students are enabled and encouraged to participate in all decision-making processes, knowing that their views are valued and their opinions heard, including:
  - ownership of their own IEP
  - setting learning targets and contributing to personal plans
  - contributing to the assessment of their needs
  - contributing to the Annual Review of their EHCP.
  - being fully involved in transitional planning.
- Maintaining a school SEND Register listing priority concerns for students on SEND Support, Statutory Assessment and Education Health and Care Plans.
- Liaising with Middle Schools to plan successful transition to High School.
- Consulting parents about planning a successful transition to Key Stage 5 or Further Education.
- Improving the emotional and social development of learners with SEND. This may include additional pastoral support for students on the SEND register.
- Enabling students with SEND to engage in activities available to children and young people in the school who are not on the SEND register.

## A GRADUATED RESPONSE

The school will adopt the graduated approach as stipulated in the SEND code of practice: Assess, Plan, Do, Review.

- **Assess Needs:** Consider teachers' views, analyse academic data, analyse "attitude to learning" data, parent and pupil views, external agency reports and any SEND-specific assessments that the SENDCo feels are appropriate.
- **Plan:** Work in partnership with parents/carers to develop a plan to ensure that Children and Young People (CYP) with SEND receive the appropriate level of support for their future learning and development. Where pupils are falling behind or struggling to make progress given their age and starting point, they will be given extra support.
- **Do:** Interventions led and coordinated by the SENDCo working with and supporting colleagues. Parents will be consulted at each stage and intended outcomes shared and reviewed.
- **Review:** All time limited interventions will be evaluated at students' start and exit of programme.

Pupils that are not making progress are identified and a support plan is developed to enhance the provision in relation to the key areas of concern.

Where an outside agency is required to further support a pupil, such as Speech and Language Therapy, the Hearing and Visually Impaired Team or an Educational Psychologist, the pupil is added to the register under the heading "SEND Support". An individual education plan is created and the additional support that is required is documented here, along with a number of targets. Parents/carers and pupils will be invited by the SENDCo to attend a consultation to discuss the individual education plan. The individual education plan is a working document that is reviewed and amended to meet the changing needs of the pupil.

If a given student continues to have significant difficulties, further external expertise may be requested. In some instances a request for additional funding may be appropriate. Assessment is via the Local Authority process and the guidance in the Banded Funding Criteria.

### **SUPPORTING LOOKED AFTER CHILDREN (LAC)**

The member of staff responsible for overseeing the care and support of LAC is Mr Jamie Broughton. He will liaise with the SENDCo to ensure that looked after children with SEND benefit from:

- An advocate / champion for the Looked After Learner.
- Close liaison with Social Care teams.
- Coordination of support and liaison with professionals.
- Encouragement and support to attend extra-curricular / OHL opportunities.
- A coordinated response with appropriate agencies should the need arise.

-Personal Education Plans (PEP) taking into account any Special Educational Needs, additional needs through a Pastoral Support Plan (PSP) or any other relevant plan.

### **THE LOCAL OFFER**

The LA has a local offer and 'Ordinarily Available' in Worcestershire Schools which sets out all of the information about the provision available in the local authority's area for CYP who have SEN for whom they are responsible.

Link to: [www.worcestershire.gov.uk/thelocaloffer](http://www.worcestershire.gov.uk/thelocaloffer)

Working alongside Worcestershire County Council's Ordinarily available provision in mainstream schools, Droitwich Spa High School are able to offer:



- Targeted additional short-term support over and above that is provided routinely as part of universal services.
- Specialist services for CYP with SEND who require specialised, longer term support.

### **LEVELS OF SEND PROVISION AT DROITWICH SPA HIGH SCHOOL**

Wave 1: Inclusive Quality First Teaching, taking into account the learning needs of all the pupils in the classroom.

Wave 2: Specific, additional and time-limited interventions provided for some pupils 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.

Wave 3: Targeted provision for a minority of pupils where it is necessary to provide highly tailored interventions to accelerate progress or enable children to achieve their potential.

### **INTERVENTION AT WAVES 2 AND 3**

- Intervention programmes focusing on literacy, speech and language, reading, social skills support and anger management, which will be evaluated at the start and end of each programme for each student.
- Homework Club for students to attend and access support for completing homework.

### **PASTORAL SUPPORT AT WAVES 2 AND 3**

- Nurture group for students who would like additional support before school.
- SEND Break and Lunch club for students who would like support during the unstructured parts of the school day.
- Inclusion club before school, at break and lunch times.

### **ASSESSMENT OF TIME LIMITED INTERVENTIONS**

- NGRT Reading Test.
- Lass 11-15
- Vernon standardised Spelling Test.
- Subject teacher summary report.
- Teacher IEP reports.
- Teacher Individual Special Arrangement Plan (ISAP) reports.
- Strengths and Difficulties Questionnaire.

### **SPECIALIST ASSESSMENT**

- Speech and Language Therapy Service.
- CAMHS.
- Autism Service.
- Hearing Impairment.
- Visual Impairment.
- Educational Psychologist.

- Paediatric Doctor.
- Physical Disability Support Team.
- Occupational Therapist.

### **TRANSITION SUPPORT AND PREPARING FOR ADULTHOOD**

All students receive independent careers advice. From Year 9 onwards the LA must ensure that the EHC plan review includes a focus on preparing for adulthood. For pupils with an EHCP transition to KSS or to higher education is well planned and is integrated with the Annual Review.

The school has facilities and access arrangements for disabled students (pages 3 and 4 of SEN Policy).

#### **KEY STAGE 3 ACCESS CLASSES**

Key Stage 3 Access Classes are small, positively staffed and with a class Learning Support Assistant.

### **STAFF TRAINING**

The school is committed to the appropriate and timely training of its staff. Some of which will be carried by the school's own staff and some involve experts in various fields.

#### **PROCEDURE FOR COMPLAINTS**

Should pupils or parents/carers be unhappy with any aspect of provision they should discuss their concerns with the SENDCo. In the event of a formal complaint, parents are advised to contact the head teacher in the first instance. If Mr Brook is unable to resolve the complaint, the parents can take it to the SEND governor, Mrs Karen Moore.

The full Parental Complaint Procedure document can be found under the policy section on the portal.

For further information pertaining to the implementation of the Code of Practice (2014) at Droitwich Spa High School, please refer to the **Special Educational Needs and Disabilities Policy** under the policy section on the portal.

### **Number of students on the SEN Register - July 2024**

	<b>SEN Support</b>	<b>EHCP</b>
<b>Year 8</b>	46	7
<b>Year 9</b>	32	6
<b>Year 10</b>	32	4
<b>Year 11</b>	30	8
<b>Year 12</b>	2	0
<b>Year 13</b>	4	0
<b>Total</b>	<b>146</b>	<b>25</b>

**Commented [SE1]:** Is it worth mentioning preparing for adulthood?

**Commented [DH2R1]:** Agreed. "Transition support and preparing for adulthood".

**Commented [SE3]:** Is it worth also including in-house specialist expertise, such as including details of your qualifications Duncan, and any other specialist expertise that we have at School. Perhaps stating number of LSAs and the training that they have?

**Commented [DH4R3]:** Let's do this, Mandi. I'll get a list of qualifications from the team.

**Commented [SE5]:** Should we also be breaking down these numbers by type of SEN to show types of SEN we support?

**Commented [DH6R5]:** We could, but it would get quite muddy because of the issue of primary/ multiple needs. Whatever we add beyond what we have here could become convoluted and actually something of a misrepresentation.



DROITWICH SPA  
HIGH SCHOOL  
AND SIXTH FORM CENTRE