



**De La Salle School**

# SEND Information Report

Approved by: .....

Signed: .....

Date: .....

Review Date: .....

## **SEND Information Report**

### **INTRODUCTION**

De La Salle School is an 11-16 Catholic comprehensive secondary school which admits students to the school in line with the school's admission procedure.

The school places great emphasis on:

- developing spiritual, social and moral core values for all members of the community
- identifying, nurturing and monitoring individual talents and skills so that all pupils and staff can achieve their full potential
- providing a secure, happy and purposeful learning environment in which the highest academic standards can be achieved and maintained
- fostering a spirit of respect and service within our local and wider community
- providing excellent facilities with extensive Information and Computer Technology resources
- providing opportunities and challenges to encourage confidence, self-esteem and a true sense of self belief in personal achievement.

Our greatest resource is our team of well-qualified, dedicated staff whose creative professionalism enables each pupil to flourish and realise individual potential, starting with quality first teaching within the classroom.

De La Salle School takes a whole school inclusive approach to students with special educational needs, recognising that the aims of the school are the same for all students, whatever their abilities.

#### **1. The kinds of special educational needs that are provided for.**

<b>Area of Special Educational Need</b>	<b>Relating to difficulties with:</b>
<b>Communication and Interaction</b>	Children may have a delay or disorder in one or more of the following areas:  Attention / Interaction skills: May have difficulties ignoring distractions. Need reminders to keep attention. May need regular prompts to stay on task. May need individualised motivation in order to complete tasks. Difficulty attending in whole class. Interaction will not always be appropriate. May have peer relationship difficulties. May not be able to initiate or maintain a conversation.  Understanding / Receptive Language: May need visual support to understand or process spoken language. May need augmented communication systems Frequent misunderstandings. Repetition of language and some basic language needs to be used to aid their understanding.  Speech / Expressive Language: May use simplified language and limited vocabulary. Ideas / conversations may be difficult to follow, with the need

	to request frequent clarification. Some immaturities in the speech sound system. Grammar /phonological awareness still fairly poor and therefore their literacy can be affected.
<b>Cognition and Learning</b>	<p>May have difficulties with the skills needed for effective learning such as use of:</p> <ul style="list-style-type: none"> <li>• Language, memory and reasoning skills</li> <li>• Sequencing and organisational skills</li> <li>• An understanding of number</li> <li>• Problem-solving and concept development skills</li> <li>• Fine and gross motor skills</li> <li>• Independent learning skills</li> <li>• Exercising choice</li> <li>• Decision making</li> <li>• Information processing</li> </ul> <p>Children may have a specific learning disability such as dyslexia, dyscalculia, dyspraxia or dysgraphia.</p>
<b>Social, Mental and Emotional health</b>	<p>May have difficulties with social and emotional development which may lead to or stem from:</p> <ul style="list-style-type: none"> <li>• Social isolation</li> <li>• Behaviour difficulties</li> <li>• Attention difficulties (ADHD)</li> <li>• Anxiety and depression</li> <li>• Attachment disorders</li> <li>• Low self esteem</li> <li>• Issues with self-image</li> </ul>

<b>Sensory and / or Physical</b>	<p>These pupils may have a medical or genetic condition that could lead to difficulties with:</p> <ul style="list-style-type: none"> <li>• Specific medical conditions</li> <li>• Gross / fine motor skills</li> <li>• Visual / hearing impairment</li> <li>• Accessing the curriculum without adaptation</li> <li>• Physically accessing the building(s) or equipment.</li> <li>• Over sensitivity to noise / smells / light / touch / taste.</li> <li>• Toileting / self-care.</li> </ul>
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## **2. Policies for identifying children and young people with SEND and assessing their needs.**

Current process:

- Liaison with Primary Feeder to discuss current level of support upon transition.
- Mid-year transfers uses information from previous school if available plus school battery of tests.
- Teacher raises query with SENCO/Extended Learning Faculty).
- SENCO observes pupil in subject area.
- Suggested strategies are put in place by the Class Teacher and review after next assessment date (try better differentiation first before adding to SEND Profile).

Subject Leaders also track pupils after every report cycle and have their own interventions at their disposal.

Parents will know that special educational needs and provision can be considered as falling under four broad areas:

1. Communication and interaction.
2. Cognition and learning.
3. Social, mental and emotional health.
4. Sensory and/or physical.

The school will work closely with the young person and their parents to identify what support is needed, what the specific barriers to learning are and to understand why a student may not be making progress. We will then seek to put in place appropriate interventions including:

- 1-1 or small group speech and language work.
- Paired reading (older/younger students).
- Input from Specialist Teacher.
- Specific equipment requirements.
- Social Skills Group.
- Social Communication activities.

All interventions are monitored and evaluated for the effectiveness of their impact.

Sarah Starling is the member of staff responsible for the development of Extended Learning in the school. She and her team are available to parents/carers through individual appointments and at parental consultative evenings.

Special Educational Needs Coordinator (SENCO)

- Mrs Sarah Starling  
Tel: 01268 281234  
[crichardson@dlsbasildon.org](mailto:crichardson@dlsbasildon.org)

SEN Administrator

- Mrs Shirley Silman  
Tel: 01268 281234  
[jdumenil@dlsbasildon.org](mailto:jdumenil@dlsbasildon.org)

### **3. Arrangements for consulting parents of children with SEND.**

Including parents/carers is a key aspect of the School's Policy. Parents of children with SEND are given many opportunities to discuss their child's needs, progress and concerns. These include:

- Consultation evenings
- Transition meetings
- Statutory meetings and reviews
- Telephone conversations
- Email communications

Appointments can be made by parents to meet with Mrs Starling, SENCO, or the Key Worker allocated to the student.

#### Arrangements for consulting children and young people with SEND

Each student is involved in the review and evaluation of their special needs and will attend their review meetings. Those who have a Student Passport are actively involved in the writing of this document. All of our students who have a statement of SEND/Education, Health and Care (EHC) Plan have an allocated Key Worker with whom they meet regularly and are able to share their views and raise any concerns.

The views of SEND students are sought when aspects of SEND provision are being reviewed. This may take the form of a group discussion or the completion of a questionnaire.

### **4. Arrangements for assessing and reviewing children and young people's progress towards outcomes, including the opportunities available to work with parents and young people as part of this assessment and review.**

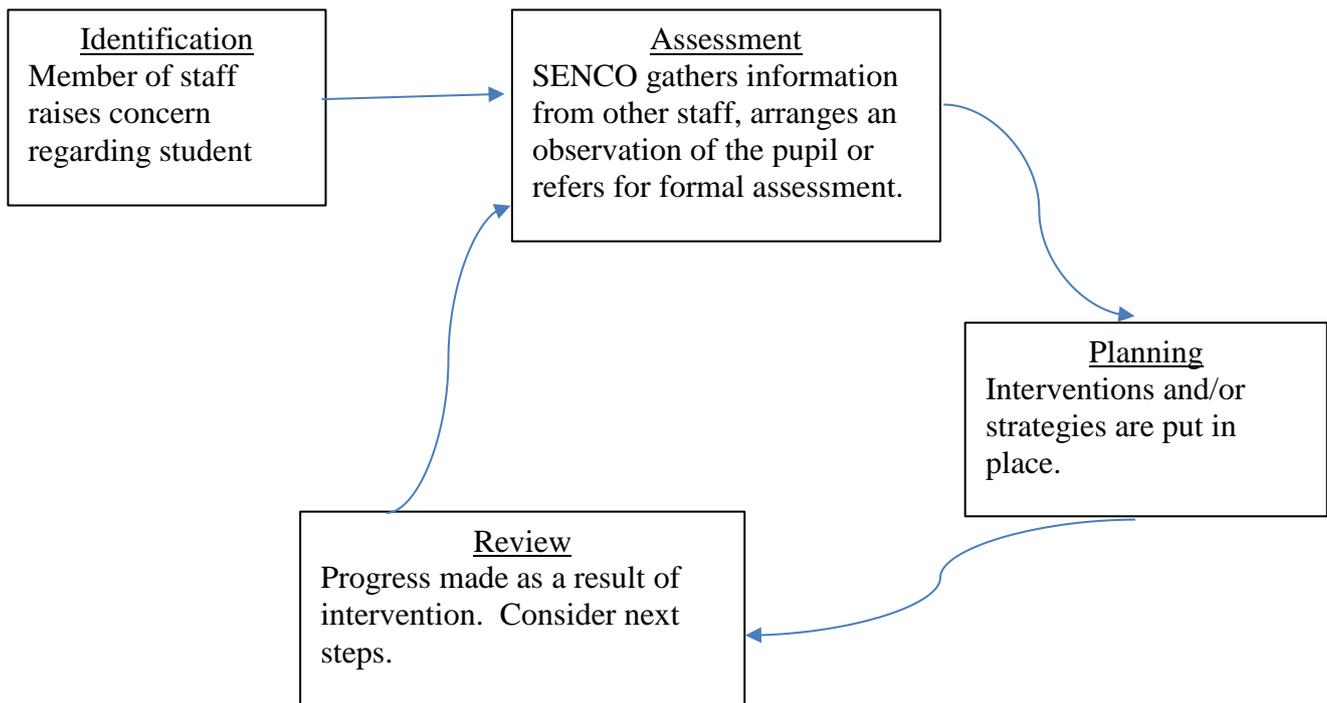
#### **Identification, Assessment and Review:**

The graduated approach to identifying and meeting the needs of our students with SEND is the responsibility of all teachers and support staff.

The process of identification and assessment of students' requirements involves:

- Liaison with Primary school in Year 6.
- Primary school records, National Curriculum records and verbal information gathered during the transition process;
- Use of the Essex criteria to establish the level of need;
- Advice from outside agencies;
- Meetings with parents;
- In house testing, including reading and spelling assessments;
- Information from school staff;

- Implementing the model for identification, assessment and provision of special educational needs as outlined in the Code of Practice.



### **Progress**

The SENCO tracks progress of students with SEND as part of the individual review process. KS3 and KS4 Progress review documentation along with information gathered from Teachers and Teaching Practitioners working with individual students is gathered and informs the student's review. Concerns are raised with individual teachers and changes in strategies and support would be considered.

### **5. Arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood.**

- School's PHSE Programme and Careers Guidance/Education
- Alternative KS4 Curriculum Provision with focus on confidence, team and life skills
- Personalised KS4 Programmes
- Transition Pathways Service (Yr9 – KS4)
- Travel Training
- Professionals Meetings

### **6. The approach to teaching children and young people with SEND.**

De La Salle takes a whole school inclusive approach to students with SEND and all students follow a broad range of curriculum subjects. Special educational provision that is additional or different from this is provided mainly through in-class interventions and support. Individual and small group activities are provided by Teaching Practitioners during Tutorial times in line with their needs as described in their current EHCP or One Plan.

School based training in a range of SEND issues is provided for all staff. Additional provision and support is available for individual students and small groups. Examples of the kind of training we offer include:

- Providing information for all teaching staff on SEND issues including specific requirements of individual students.

- How to write a Pupil passport.
- Lego therapy.
- Emotional literacy.
- Dyslexia and Specific Learning Difficulty provision.
- Handwriting skills.
- Homework support.
- Organisational skills.
- Access arrangements for exams.
- Autism Awareness.
- Differentiation.
- Managing Behaviour.

In Key Stage 4 a small number of students have a small reduction in the number of subjects studied. In place we offer 'Additional Studies' which provides the opportunity to reinforce learning in their GCSE or Btec subjects and improve skills for life. These students will have the opportunity to follow an accredited ASDAN programme in life skills.

**7. The expertise and training of staff to support children and young people with SEND, including how specialist expertise will be secured.**

**Special Educational Needs Coordinator**

Mrs Sarah Starling. Vast experience of working with children with additional needs both inside and out of the classroom. BA degree with PGCE in Secondary education. National Award for SEND Coordination.

**Learning Mentor**

Shirley Silman - Mental Health First Aid.

As a team we offer knowledge and expertise across the range of Special Educational Needs. We have one LSA who is trained to a Degree level. Eight LSAs hold Level 2 or Level 3 NVQ qualifications in Supporting Learning in Schools and one LSA has completed her HLTA qualification. New staff are encouraged to take up relevant studies.

The whole school runs a full programme of CPD for all Teaching staff which sometimes includes a Special Educational Needs focus.

There are a skilled team of 9 Teaching Practitioners (LSA's) who are developing SEND and subject specialisms and receive regular training according to student and school needs.

**8. Evaluating the effectiveness of the provision made for children and young people with SEND.**

Evaluation is an ongoing process where information is gathered from many sources. These may include:

- Assessments at start and end of targeted interventions.
- Termly whole school data and reports.
- Reading and spelling tests at key points for groups of students.
- Classroom observations.
- Feedback from Teachers, Teaching Practitioners and students.
- Statutory SEND reviews.
- Pupil passport review.

## **9. How children and young people with SEND are enabled to engage in activities available with children and young people in the school who do not have SEND.**

The school works hard to ensure that no student is disadvantaged in terms of facilities and equipment depending upon need. To ensure that we achieve this goal we work with outside professionals such as Specialist Teachers, Occupational Therapists and specialist nursing team. Our broad approach here is captured in our equality and disability policies which are available on our website or open request.

- Access to laptop technology
- Specialist PE equipment
- Specialist consideration for exams
- Partnership arrangements with local Special Schools
- Disabled toilets
- Ramps and lifts
- Modified furniture
- Travel training
- Radio aids for hearing impaired
- Access to specialist input e.g. HI, VI and PNI.
- Students with SEND are supported during school trips and visits as required.
- Extra Curricular activities at lunchtime.

## **10. Support for improving emotional and social development.**

### School Counsellor

We currently have a counsellor who works in school with individual students experiencing emotional needs. Referral for this provision is through Mrs C Richardson.

### CSS – Early Intervention Outreach Worker

Mrs Main works with individual students and small groups, providing valuable support for social and emotional needs. Behaviour management intervention work is also provided.

### Social Skills, Social Communication and Interaction skills

Small group work is available following a range of published programmes, including Circle Time, Socially Speaking and Talkabout.

### Learning Mentor

Our Learning Mentor works with pupils to overcome some of the barriers which prevent them from reaching their full potential.

### Key Workers

Children and young people with an EHC plan have an allocated Key Worker with whom they meet at a set time each week. Students are also able to see their Key Workers at other times if there are issues causing concern or successes to be celebrated. Parents are able to contact the Key Worker to discuss any matters of concern.

### School Pastoral Structure

All students at De La Salle are supported in order to improve emotional and social development as required. This is provided by Form Tutors in the first instance and Year Group Progress Leaders as appropriate.

The PSHE programme followed includes opportunities for students to discuss and learn about issues concerning emotional and social needs in a supportive environment.

Extra curricular activities are offered at lunchtimes and after school for all students to attend and provide opportunities for students to get involved in sports, crafts, scalextric and music amongst others. The Extended Learning Faculty provides a quiet well supported space for students at lunch time and a range of activities are offered.

De La Salle students have the opportunity to work with younger pupils at Pioneer School. They assist with PE lessons in the nursery group, working on a 1-1 basis with the children. This is a valuable experience for our young people.

#### **11. How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEND and supporting their families.**

##### Agency

Essex Social Services  
Ely House  
Ely Way  
Basildon  
Essex SS14 2BQ  
Tel: 08456 037630

Concerns raised by referral usually by the Designated Person for Child Protection. Also the body responsible for children in local authority care in Essex.

Statutory Assessment Service  
Ely House  
Churchill Way  
Basildon  
Essex SS14 2BQ  
Tel: 03330 108843

Carries out statutory assessments and oversees the documentation for SEND reviews for Statements / EHC Plans. Offers advice and support to parents and schools on all SEND matters.

Specialist Teacher Team  
SENCAN  
Ely House  
Churchill Way  
Basildon  
Essex SS14 2BQ  
Tel: 03330 108843

Hearing Impairment  
ASD  
Speech and Language  
Work with pupils. Advises parents and Teachers.

Educational Psychologist  
Roland Ackford  
Statutory Assessment Service  
Ely House  
Churchill Way  
Basildon  
Essex SS14 2BQ  
Tel: 03330 108843

Advises Teachers and parents.  
Assessments of students.

Attendance  
Mrs Carlane-Smith – Student Services Manager  
De La Salle School  
Ghyllgrove  
Basildon  
Essex SS14 2LA  
Tel: 01268 281234

Supporting attendance at school.  
Works with pupils, parents and schools.

Missing Education Child Employment  
Services  
Ely House  
Churchill Avenue  
Basildon  
Essex SS14 2BQ  
Tel: 03330 139845

Supporting attendance at school.  
Works with pupils, parents and schools.

Emotional Wellbeing and Mental  
Health Services (EWMHS)  
Acorn House  
Ground Floor  
Great Oaks  
Basildon  
Essex SS14 1AH  
Tel: 0300 300 1600

School Nurse  
Katie Walford  
Studio School  
Church Walk House  
Church Walk  
Basildon  
Essex SS14 1GJ  
Tel: 01268 240307

Drop in facility for students held at school.  
Immunisation programme.

Further information and the Essex Local Offer available on the Essex County Council Website  
[www.essexlocaloffer.org.uk](http://www.essexlocaloffer.org.uk)  
Services and support for Special Educational Needs & Disability.