



De La Salle School

SEND Information Report

Last Update: September 2022
Ratified by Governors: 6 October 2022
Next Review: September 2023

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.

Area of Special Educational Need	Relating to difficulties with:
Communication and Interaction	<p>Children may have a delay or disorder in one or more of the following areas:</p> <p>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.</p> <p>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.</p> <p>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.</p>
Cognition and Learning	<p>May have difficulties with the skills needed for effective learning such as use of:</p> <ul style="list-style-type: none"> • Language, memory and reasoning skills • Sequencing and organisational skills • An understanding of number • Problem-solving and concept development skills • Fine and gross motor skills • Independent learning skills • Exercising choice • Decision making • Information processing <p>Children may have a specific learning disability such as dyslexia, dyscalculia, dyspraxia or dysgraphia.</p>

Social, Mental and Emotional health	<p>May have difficulties with social and emotional development which may lead to or stem from:</p> <ul style="list-style-type: none"> • Social isolation • Behaviour difficulties • Attention difficulties (ADHD) • Anxiety and depression • Attachment disorders • Low self esteem • Issues with self-image • Dysregulation
Sensory and / or Physical	<p>These pupils may have a medical or genetic condition that could lead to difficulties with:</p> <ul style="list-style-type: none"> • Specific medical conditions • Gross / fine motor skills • Visual / hearing impairment • Accessing the curriculum without adaptation • Physically accessing the building(s) or equipment. • Over sensitivity to noise / smells / light / touch / taste. • Toileting / self-care.

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.
- The use of psychometric assessments to understand areas of difficulty.
- Suggested strategies are put in place by the Class Teacher and review after next assessment date (try better differentiation and scaffolding first before adding to SEND Profile).
- Implement One Plan for pupils that require short term target setting.

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

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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/Inclusion partner.
- Specific equipment requirements.
- Interventions tailored to a range of learning needs.

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
sstarling@dlsbasildon.org

SEN Administrator

- Mrs Julie Dumenil Tel: 01268 281234
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

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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 key worker is often the first contact for issues arising for both the pupil and the family.

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;
- The use of CATs tests;
- 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.

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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 which are tailored to the needs of the pupil, Study skills and Entry Level English and Maths qualifications.
- Transition Pathways Service (Yr9 – KS4)
- Preparing for Adulthood Team for pupils with an EHCP
- 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.
- Quality First Teaching within the classroom
- Lego therapy.
- Basic counselling skills
- ACE training (Adverse Childhood Experiences)
- 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 accredited Entry Level English and Maths qualifications.

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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 often 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.

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- Access to laptop technology
- Specialist PE equipment
- Specialist consideration for exams
- Partnership arrangements with local Special Schools
- Disabled toilets
- Ramps, moving platforms 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 Starling

BCCS Counsellor

We have a counsellor that has been provided by the Brentwood Catholic Children's Society that comes into De La Salle twice a week to work with some of our emotionally vulnerable pupils.

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 for 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.

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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.

11. Admissions for pupils with a disability

Please see our admissions policy for full details. In line with the code of practice, pupils with an EHCP are admitted through a consultation process which should start in the young person's year 6 annual review. Pupil's needs are taken into account to ensure that we are able to meet the needs of the young person.

Pupil's with a disability but without an EHCP are admitted through admissions at Essex County Council.

12. 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
Protection. Ely Way
responsible for children in local Basildon
authority care in Essex.
Essex SS14 2BQ
Tel: 08456 037630

Concerns raised by referral usually by
the Designated Person for Child
Also the body

Statutory Assessment Service
Ely House
reviews for Churchill Way
Basildon
parents and Essex SS14 2BQ
SEND matters.
Tel: 03330 108843

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

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 – Student Services Manager
and schools. De La Salle School
Ghyllgrove
Basildon
Essex SS14 2LA
Tel: 01268 281234

Supporting attendance at school.
Works with pupils, parents

Missing Education Child Employment
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Supporting attendance at school.

Services
Ely House
Churchill Avenue
Basildon
Essex SS14 2BQ
Tel: 03330 139845

Works with pupils, parents and schools.

Child Adolescent Mental Health Service
Acorn House
Ground Floor
Great Oaks
Basildon
Essex SS14 1AH
Tel: 0300 300 1600

School Nurse- Chelsea Searle
facility for students held at school.

Drop in

Immunisation programme.

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

The SNAP Centre- Family Support for pupils with Additional Needs
Pastoral Way
Warley
Brentwood
Essex CM14 5WF

For family support from SNAP please contact:

Telephone: 01277 211300

Helpline: familyteam@snapcharity.org

General Enquiries: info@snapcharity.org

12. What should I do if you have concerns?

If you have any concerns regarding your child please contact Mrs Starling the SENCO on 01268 281234 or email sstarling@dlsbasildon.org

Further information and the Essex Local Offer available on the Essex County Council Website www.essexlocaloffer.org.uk

Services and support for Special Educational Needs & Disability.

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