



De La Salle School

SEND Information Report

Contents

Contents	1
1. What types of SEN does the school provide for?.....	2
2. Which staff will support my child, and what training have they had?	3
3. What should I do if I think my child has SEN?	4
4. How will the school know if my child needs SEN support?	5
5. How will the school measure my child’s progress?.....	5
6. How will I be involved in decisions made about my child’s education?	6
7. How will my child be involved in decisions made about their education?	7
9. How will the school evaluate whether the support in place is helping my child?	9
10. How will the school resources be secured for my child?	9
11. How will the school make sure my child is included in activities alongside pupils who don’t have SEND?.....	10
12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?	10
13. How will the school support my child’s mental health and emotional and social development?	11
14. What support will be available for my child as they transition between classes or settings or in preparing for adulthood?	12
15. What support is in place for looked-after and previously looked-after children with SEN?.....	13
16. What should I do if I have a complaint about my child’s SEN support?	13
17. What support is available for me and my family?.....	14
19. Glossary	15

Dear Parents and Carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our school. We have included many links in this document which will also help you to explore more information and support regarding your child and their SEN or disability.

If you want to know more about our arrangements for SEND, read our SEND policy.

You can find it on our website [De La Salle School - Policies & Documents](#)

Note: If there are any terms we’ve used in this information report that you’re unsure of, you can look them up in the Glossary at the end of the report.

1. What types of SEN does the school provide for?

Our school provides for pupils with the following needs (please note that this is not an exhaustive list):

AREA OF NEED	RELATING TO DIFFICULTIES WITH
Communication and interaction	Autism spectrum disorder
	Speech and language difficulties
	Understanding/ Receptive language
	Speech/ Expressive language
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate or Severe learning difficulties
	Language, memory and reasoning skills
	Sequencing and organisational skills
	Independent learning skills
	Information processing skills
Social, emotional and mental health	Attention deficit hyperactivity disorder (ADHD)
	Attention deficit disorder (ADD)
	Social isolation
	Anxiety and depression
	Low self esteem
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

2. Which staff will support my child, and what training have they had?

Our SENCO

Our SENCO is Mrs Starling.

She has 8 years experience in this role and has worked as a classroom teacher and Head of Year prior to this role. Mrs Starling is a qualified teacher.

She achieved the National Award in Special Educational Needs Co-ordination in 2017. Mrs Starling then went on to achieve a Level 7 Certificate in Psychometric testing, Assessment and Access arrangements qualification.

She is allocated 5 days a week to manage SEN provision.

Specialist Literacy Teacher

Our specialist Literacy Teacher is Mrs Brierley. She has many years of experience working as a primary school teacher with pupils with a range of needs to develop their literacy skills. Mrs Brierley works within the department, working closely with pupils in literacy lessons, in small groups and on an individual basis focusing on individualised programmes to ensure progress.

Learning Mentor & Interventions coordinator

Our learning mentor and Interventions coordinator is Mrs Silman. She has 2 years of experience in this role and has also worked in various other roles within the school.

Mrs Silman has undertaken training in understanding Autism, Mental Health first aid and developing neurodivergent children within the school.

Subject teachers

All of our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN.

All staff within the school are currently undertaking TPP (Trauma Perceptive Practice) training to enable them to develop their confidence and understanding of children with underlying trauma within the school.

Learning Support Assistants (LSA's)

We have a team of 9 LSA's, including a higher-level teaching assistant (HLTA) who is trained to deliver SEN provision and has a level 4 HLTA qualification.

We have LSA's who are trained to deliver interventions such as social skills, Read Write Inc and Fine motor skills.

In the last academic year, LSA's have been trained in Talk Boost, phonics, meta cognitive strategies and Trauma Perceptive Practice.

External agencies and experts

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- Speech and Language Therapists
- Educational Psychologists
- Occupational Therapists
- GPs or Paediatricians
- School Nurses
- Child and Adolescent Mental Health Services (CAMHS)
- NHS MHST (Mental Health Support Team)
- Social services and Family Solutions
- BCCS Counselling Service
- Bar 'n' Bus

3. What should I do if I think my child has SEN?

Tell us about your concerns

We will invite you to a meeting to discuss them

We will decide whether your child needs SEN support

If you think your child might have SEN, the first person you should tell is the SENCO or HLTA.

We will then be in touch to discuss your concerns.

You can also contact the SENCO directly- sstarling@dlsbasildon.org

We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.

Together we will decide what outcomes to seek for your child and agree on next steps.

We will make a note of what's been discussed and add this to your child's record. You will also be given a copy of this.

If we decide that your child needs SEN support, we will formally notify you in writing and your child will be added to the school's SEND register. Pupils that have a diagnosis may have their needs met through QFT, however they will remain on our monitoring list to ensure that they are consistently making progress.

4. How will the school know if my child needs SEN support?

All our class teachers are aware of SEN and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially. This might include in their literacy, numeracy or communication.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil extra support to try to fill it. Pupils who do not have SEN usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENCO, and will contact you to discuss the possibility that your child has SEN.

The SENCO will observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's teachers, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

Based on all of this information, the SENCO will decide whether your child needs SEN support. You will be told the outcome of the decision in writing.

If your child does need SEN support, their name will be added to the school's SEN register, and the SENCO will work with you to create a pupil profile for them and develop a One Plan where appropriate.

5. How will the school measure my child's progress?

All pupils across the school have half termly data drops. We use this information to gain an understanding of pupil progress across the curriculum.

Whilst we are aware that academic progress is important, there are also other areas in which we will be measuring progress. This could be their mental health, social skills or communication or interaction. The school has a range of specialist tools in which we are able to measure progress outside of the curriculum. This will also help form the basis of interventions to enable us to make informed decisions about next steps for each pupil as part of the assess, plan, do, review cycle.

We will follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.

As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

Pupils that are making progress will be removed from the SEN register but continued to be monitored throughout their time at De La Salle. Again, this is a decision that will be made alongside parents.

6. How will I be involved in decisions made about my child's education?

We will provide half termly reports on your child's progress.

A member of staff will meet with you to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENCO may also attend these meetings to provide extra support.

We know that you're the expert when it comes to your child's needs and aspirations. So we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact your child's subject teacher, they can be contacted through the main office email address- info@dlsbasildon.org.

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), Mrs Perfect (HLTA) or the Key Worker allocated to the student.

7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age, and level of competence. We recognise that no two children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes.
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting if they do not feel comfortable being there.
- Complete pupil surveys.

8. How will the school adapt its teaching for my child?

At De La Salle we understand that no two pupils learn the same way, and each child has individual strengths and difficulties. Our aim is to ensure that our curriculum is accessible to all. Pupils are set in different ability groups which are consistently reviewed. The aim of this is to ensure that all pupils are in groups which best fit their needs. Lower sets have a much smaller number of pupils in the class, meaning that there is more access to adult support and individualised instruction.

Adaptive teaching is a focus for our school. Every student that is on the SEN register has a personalised one page profile which informs staff of pupil needs and the strategies that work for each pupil. Staff use this to inform their teaching and help to inform Quality First Teaching and adaptive teaching.

Please see our accessibility plan which helps to outline this further. [Disability and Accessibility Policy](#)

Your child's teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will adapt how we teach to suit the way the pupil works best. There is no 'one size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Differentiating our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- LSAs will support in lessons to ensure there is more adult presence in the class and enable the teacher to spend more time with children.

- An alternative key stage 4 pathway which gives the opportunity to focus on study skills and English and Maths Entry level qualifications.
- We may also provide the following interventions:

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE PUPILS
Communication and interaction	Autism spectrum disorder	Visual timetables Social stories Safe spaces within the school
	Speech and language difficulties	Speech and language therapy Use of specific language strategies within the classroom Vocabulary mats
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Writing slope Reading pens Lexia Additional adult support within the classroom
	Moderate learning difficulties	Precision teaching Overlearning Retrieval Scaffolding Homework clubs
Social, emotional and mental health	ADHD, ADD	Quiet workstations Brain breaks
	Adverse childhood experiences and/or mental health issues	Nurture groups Counselling Learning mentor Mental Health first Aid TPP trained staff
Sensory and/or physical	Hearing impairment	Use of hearing aids Visual input
	Visual impairment	Limiting classroom displays Ips to enlarge Classroom placement
	Multi-sensory impairment	Tools to help sensory needs in the classroom
	Physical impairment	Accessible routes around the school. Lifts and moving platforms

The strategies above are not an exhaustive list and are also interchangeable between different types of learning need.

These interventions are part of our contribution to Essex's local offer.

9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions after 7 weeks
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)
- One Plan meetings

If additional support at this level is not helping children to make progress we would then be looking at applying for an EHCP. There is more information regarding the process of applying for an EHCP here. [SEND - Special Educational Needs, SEN Support and EHC Needs Assessments](#)

10. How will the school resources be secured for my child?

We understand that some children require additional resources in order to be able to access the curriculum. It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning. We work closely with our Inclusion Partner who is able to help facilitate many other resources that we may not otherwise be able to. The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority.

11. How will the school make sure my child is included in activities alongside pupils who don't have SEND?

De La Salle believes that all of our extra-curricular activities and school visits are available to all of our pupils, including before-and after-school clubs.

All pupils are encouraged to go on residential trips

All pupils are encouraged to take part in Sports Day, inter house activities and activities that run alongside the school curriculum.

Appropriate support is put in place where needed to ensure that all pupils have an equal opportunity to successfully take part.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.

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.

- 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.

12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?

Our school admission policy can be found on our website via this link [De La Salle School - Admission](#)

The admission of pupils with an Education, Health and Care Plan is dealt with by a completely separate procedure. Children with an Education, Health and Care Plan that names the school must be admitted.

Where this takes place before the allocation of places under these arrangements this will reduce the number of places available to other children.

To ensure that pupils that have SEN or a disability have an opportunity for a successful start at De La Salle, we ensure that an extensive transition plan is in place. This is outlined in section 14 of this document.

13. How will the school support my child's mental health and emotional and social development?

De La Salle has a very strong pastoral system, which is very effective in working in partnership with parents to promote good Social, Emotional and Mental Health.

Support in place for pupils within the school includes:

- Small Forms, enabling Tutors to build positive relationships with their Tutees.
- A Student Mentor.
- A safe space for children that are having a difficult time.
- Opportunities to regulate outside of the classroom.
- Weekly Wellbeing Sessions held during registration.
- Fortnightly vulnerable meeting held with HOY and SENCO.
- Half termly Vulnerable meeting with the pastoral team.
- SEND briefings which gather staff of a particular pupil and highlight their needs.
- NHS MHST (Mental Health Support Team).
- Referrals to relevant external agencies are made to SET CAMHS and paediatrics.
- Working with our Inclusion partner, Engagement facilitators and Education access.

We also have a team of staff in school which are there to support pupils needs. We have a tiered support system in place in order to support as many of our students as possible. The team within the school consists of:

Mr D Fogarty	Deputy Headteacher- Mental Health Lead
Mrs S Starling	SENCO- Mental Health Lead
Mrs S D'Lima	BCCS Counsellor
Mrs A Smith	Counsellor
Mrs S Silman	Learning mentor, MHFA (Specialising in ASD)
Mrs D Bourke	Mental Health First Aider
Mrs C Donovan	Mental Health First Aider
Mrs K O'Connell	Mental Health First Aider

14. What support will be available for my child as they transition between classes or settings or in preparing for adulthood?

Between schools

When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting.

Moving from Primary School

The SENCO or HLTA will meet with the SENCO or/and classroom teacher from the primary school. In this meeting they will be able to establish difficulties that the child has and strategies that have been successful in primary school. There may also be an opportunity to meet the child in the environment that they feel comfortable with and observe them in their current classroom.

Students that have been identified as benefiting from it will also be welcomed to come in for additional transition visits. These days are spent with the SEND department and focus on ensuring that they feel confident and comfortable as well as developing relationships with the department before they start with us.

Pupils will be prepared for the transition by:

- Practising with a secondary school timetable
- Learning how to get organised independently
- Plugging any gaps in knowledge
- Learning key people and places within the school

Onto adulthood

We provide all our pupils with appropriate advice on paths into work or further education. Pupils are given opportunities to explore their options for post 16 learning. This includes speaking to older peers that are on apprenticeship programmes, interview practices and visits to local colleges and universities. We ensure that all pupils with SEND are aspirational and know that their needs or disabilities are not a barrier for them to achieve.

All pupils have an opportunity to meet with the careers advisor. Pupils with special educational needs or a disability have additional input from them and are often supported by an LSA or parent in these meetings. The Preparing for adulthood advisor also meets with all year 11 pupils that have an EHCP to ensure that they have additional support and that a successful transition occurs with the Local authorities SEND operations teams involvement.

15. What support is in place for looked-after and previously looked-after children with SEN?

Mrs Starling is our Designated Teacher for Looked After and previously Looked After Children. She works with all staff to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning. Mrs Starling also works with staff to ensure that Looked After and previously Looked After children have the same opportunities as other pupils. We have trained TPP staff, this closely links to the strategies that these young people need as a result of trauma experienced in their past.

Children who are Looked After or previously Looked After will be supported much in the same way as any other child who has SEND. However, Looked After pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

16. What should I do if I have a complaint about my child's SEN support?

Our school complaints policy can be accessed through this link [De La Salle School - Policies & Documents](#).

Complaints about SEN provision in our school should be made to the SENCO in the first instance. They will then be referred to the school's complaints policy.

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: [Complain about a school: Disability discrimination - GOV.UK](#)

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

The link below will take you to Essex SEND IASS website where you can find information on their recommended disagreement resolution and mediation services.

[Resolving Disagreements - Essex SEND IASS](#)

17. What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at the Essex local offer. Essex publishes information about the local offer on their website, the link is below.

[Essex Local Offer](#)

Our local Special Educational Needs and Disabilities Information Advice and Support Services (SENDIASS) organisations are:

[Essex SENDIASS](#)

In Essex, we are very fortunate to have a range of charities and support services which families can contact for support. Please see the link below for a list of local charities and ways to get in contact with them.

[Support Groups, Respite & Organisations](#)

National charities that offer information and support to families of children with SEND are:

- [IPSEA](#)
- [SEND family support](#)
- [NSPCC](#)
- [Family Action](#)
- [Special Needs Jungle](#)

18. Contacting the SEND department

Please contact the SEND department through:

Special Educational Needs Coordinator (SENCO)

Mrs Sarah Starling

Tel: 01268 281234

Email: sstarling@dlsbasildon.org

Higher Level Teaching Assistant (HLTA)

Mrs Helen Perfect

Tel: 01268 281234

Email: hperfect@dlsbasildon.org

SEN Administrator

Mrs Julie Dumenil

Tel: 01268 281234

Email: jdumenil@dlsbasildon.org

19. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- **SET CAMHS** – Southend, Essex & Thurrock Child and adolescent mental health services
- **Differentiation** – when teachers adapt how they teach in response to a pupil's needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
- **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND

- **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil’s needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area
- **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child’s disability
- **SENCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SENDIASS** – Special Educational Needs and Disabilities Information Advice and Support Service
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- **SEN support** – special educational provision which meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages