

SEND Information Report 2020-2021

Aims

The Anglo European School takes a whole school approach to the inclusion of students with a range of learning and medical needs. Support is focused on supporting curriculum access and student well-being. This may be through in-class support alongside teaching staff, small intervention groups or one-to-one sessions. The support is flexible and is reviewed routinely. Parents or carers, students and school staff are involved in developing the best and most appropriate support to enable students to succeed.

Legislation and Guidance

This SEND Information Report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCos) and the SEND information report

The kinds of SEND that the school provides for

The Special Educational Needs and Disabilities Code of Practice 2015 states that a child has SEND when they have, either, a significantly greater difficulty in learning than the majority of others of the same age, or a disability that limits or prevents their access to teaching, learning and wider school life.

The SEND department provides support for students across the four areas of need as set out in the Code of Practice:

- Communication and Interaction, for example, Autism Spectrum Disorder, Speech, Language and Communication Difficulties
- Cognition and Learning, for example, Dyslexia, Dyspraxia
- Social, Emotional and Mental Health, for example, Attention Deficit Hyperactivity Disorder (ADHD), Attention Deficit Disorder (ADD)
- Sensory and/or Physical, for example, Visual Impairments, Hearing Impairments, sensory processing difficulties

Identifying students with SEND and assessing their needs

The school uses a range of methods to identify needs to ensure that the support put in place for a student is timely, appropriate and individual.

- The SENDCo liaises with teaching staff and SENDCos at the previous primary schools to gather information about students with SEND.
- KS2 results, CATs testing and reading assessments provide further information on attainment

- Termly data, classroom observations, book monitoring and teacher feedback are informative about learning needs.
- Parents are encouraged to raise any issues about learning needs for discussion with the SENDCo and YL.
- Outside agencies and medical professionals work with the school with additional information on the needs of the individual.

Most of the students who are identified with SEND are termed as SEN Support. A small percentage of students with more complex needs are identified as requiring an Education, Health and Care Plan (EHCP). There are currently 12 students who have these plans. EHCPs were introduced by the 2015 Code of Practice to ensure that all agencies associated with a child's needs are involved in the process of assessing their educational, health and care needs. An EHCP is issued by the Local Authority following a process of statutory assessment and is reviewed annually.

Consulting and involving students and parents

Students' views are at the heart of the process of how we best support their SEND needs. Staff meet with students regularly to discuss their needs and discuss what works well for them. Key staff will make contact with the parents or carers of students during the year to review progress, set targets and adapt provision. Contact may be through

- Telephone calls/email
- Review meetings
- Parents' Evenings

Assessing and reviewing students' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

Analysis of needs is based on the evidence attainment data, external assessments, or a medical diagnosis. A One Page Profile is created that reflects strategies and approaches that will support the learning and will assist teachers in effective teaching. All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required.

The targets set are reviewed termly, and attainment data, progress and behaviour for learning is taken into account to inform the next steps.

Annual reviews are undertaken to ensure that provision for students with EHCPs is current and appropriate.

Supporting pupils moving between phases and preparing for adulthood

Year 7 transition

We have positive relationships with many of our primary feeder schools and we work closely with them when a student with SEND is transferring to our school in Year 7:

- the SENDCo contacts feeder primaries and may make visits to gather information and observe key students in the classroom environment.
- the SENDCo may attend key reviews and annual reviews of students prior to their transfer
- additional transition visits may be organised for Year 6 students and those students transferring through a mid-year admission
- students attend two induction days in July

Post 16 transition:

- Supported visits for students to post 16 providers
- Preparation for Adulthood advice and support for students with EHCPs
- Independent Careers Advisors support targeted students with SEND

Approaches to teaching students with SEND

Teachers are responsible and accountable for the progress and development of all the students in their class.

High quality teaching is our first step in responding to students who have SEND. This will be differentiated for individual students.

We may also provide the following interventions:

- Extra adult support in classrooms, where appropriate
- Personalised provision through modification of timetables to provide small group or one to one support
- Individualised provision using additional resources and interventions

We may also make the following adaptations to ensure all pupils' needs are met:

- All relevant staff have access to a SEND student's One Page Profile
- Differentiating our curriculum to ensure all pupils are able to access it fully, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, reading instructions aloud, breaking down more complex instructions
- Access arrangements for tests and examinations
- Additional adult support
- Provision of specialist equipment for students

Staff training and expertise

- Staff receive individual and group training on areas such as emotional needs and regulation, ASD, numeracy, dyslexia and processing needs through Continuous Professional Development (CPD).
- Where needed, we consider appropriate referrals to other agencies. These may include educational psychologists, occupational therapists or the school nurse.
- In discussion with parents or carers, we may support a referral made via their GP to access a paediatric appointment

Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing students' individual progress across the curriculum
- Annual Reviews for students with EHCPs
- Reviewing students' attendance
- Reviewing students' One Page Profiles
- Monitoring behaviour and well being

Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

- All students are encouraged to go participate fully in our international visits programme
- All of our extra-curricular activities and school visits are available to all our students, including our before-and after-school clubs.
- No student is ever excluded from taking part in these activities because of their SEND needs.

Support for improving emotional and social development

Students are well-supported by:

- staff who are well-trained in safeguarding and supporting students' pastoral development
- the effective implementation of an anti-bullying policy
- a high-quality pastoral team that provides targeted support for individual students
- close liaison with outside agencies to provide a range of inclusive support
- a daily lunchtime provision for SEND students in a small environment
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Names of key staff

The SENDCo is Mrs Sarah Gwynn

The Assistant Head with responsibility for SEND is Mrs Ruth Wootton

Working with other agencies

We work with other professionals to enhance the support, wellbeing and development of our students. These may include

- The Local authority
- Medical professionals
- Educational Psychologists
- EWMHS/ CAMHS
- Social Care

Complaints about SEND provision

We acknowledge that despite our good intentions and commitment to Inclusion and meeting the needs of students with SEND, there will be times when a parent may wish to formally lodge a complaint or demonstrate a real concern. We hope that, in most circumstances, those concerns will be expressed initially to the person involved who will be able to take the necessary action to resolve them. However, when a parent feels that this is not satisfactory, a complaint should be dealt with in accordance with the school's established complaints procedure.

Information about the Local Authority's local offer for students with SEND

The Essex Local Offer provides a wealth of information for parents of students with SEN, covering a range of enquiries from transport to housing.

<http://www.essexlocaloffer.org.uk>

Contact details of support services for the parents or carers of students with special educational needs

- Families in Focus

www.familiesinfocusessex.org.uk

SENDIASS

www.essex.gov.uk/Education-Schools/Schools/Special-Education-Needs/Pages/Parent-Partnership-Service.aspx

SNAP (Special Needs and Parents)

<https://www.snapcharity.org/>

