

STRATTON UPPER SCHOOL

SEN Information Report (DSEN Provision)



January 2016

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1. Identification and assessment of students with DSEN

We have adopted the Code of Practice 2014 definition of a student with a disability and/or a Special Educational Need (DSEN). A DSEN student will have one or more of the following needs:

- Learning difficulty – significantly greater than the majority of other students of the same age.
- Disability – physical or mental, which has a long term and substantial adverse effect; sensory, including visual or hearing impairment; long-term health condition; or a student requiring SEN provision.
- A student requiring educational provision additional or different to that provided for the majority of other students of the same age. This can include students with social, emotional, speech language and communication needs.

Once a student with an DSEN has been identified we place them on our DSEN list under one of the four broad categories of need following the Code of Practice 2014 advice and guidance as outlined below. This enables us to personalise provision. Our DSEN list is regularly reviewed and updated and made available to staff.

1.1 Communication and Interaction – Students with Speech Language and Communication Needs (SLCN). These are students who have difficulty communicating with others. This includes children with Autistic Spectrum Disorder (ASD) and Asperger's Syndrome.

1.2 Cognition and Learning (C&L) – Students with learning needs. Learning needs cover a wide range of needs including Moderate Learning Difficulties (MLD), Severe Learning Difficulties (SLD), Profound Multiple Learning Difficulties (PMLD) and Specific Learning Difficulties (SpLD) such as dyslexia, dyscalculia and dyspraxia.

1.3 Social, Emotional and Mental Health (SEMH) – This category of need includes students with anxiety, depression, those who are self-harming, substance misuse, eating disorders, Attention Deficit Disorder (ADD), Attention Deficit Hyperactivity Disorder (ADHD), and attachment disorder.

1.4 Sensory and/or physical (SPD) – This category of need includes students with Visual Impairments (VI), Hearing Impairments (HI), students with physical disabilities including wheelchair users and those with long-term health conditions.

The following students do not have a DSEN but we are aware that their particular needs may impact on their progress and attainment:

- Students with attendance and punctuality issues.
- Health and welfare issues.
- English as an additional language (EAL).
- Those receiving or ever having received Free School Meals (FSM).
- Looked after Child (LAC).
- Being a child of Serviceman/woman.
- Most Able and Talented (MA&T).
- Students from minority ethnic backgrounds.

To assess whether a student has a DSEN, information, reports and assessments are collected from a range of professionals including the middle feeder schools. All students undertake screening tests for comprehension, reading and spelling during the two year 8 Roll Over days. All information and screening results are analysed before a student is placed on the schools' DSEN list. If identified as having a DSEN, student information with support strategies will be distributed to relevant staff via a 'Student Profile'.

2 Provision and Funding

The Learning Support Team (LST) offers support to all students in Years 9-14, working particularly with those with DSEN. The LST has its own suite of rooms where small group and 1:1 teaching can take place. The Sixth Form Support Centre is also used to support students.

The LST, in conjunction with Senior Leadership Team (SLT), Heads of Year (HOY) and subject teachers, offers support to students in coping with and overcoming any barriers to learning.

The Local Authority (LA) allocates a budget to all schools based on a funding formula for each financial year. Funds have been allocated to us in the following way:

- Fund 1 – Money for every individual student on the schools role.
- Fund 2 – Additional ‘delegated’ money for students on the schools DSEN list.
- Fund 3 – Additional ‘top-up’ money for students with an EHC Plan.

The delegated and top-up money is used to fund DSEN provision at Stratton Upper School. This fund provides the Special Educational Needs Coordinator (SENCO), DSEN teachers, teaching Assistants (TAs), specialist classrooms, DSEN resources and materials.

We also receive Pupil Premium money to support disadvantaged students and Looked after Children (LAC) funding.

3. DSEN Student Support Process

The LST applies the **ASSESS – PLAN – DO - REVIEW** cycle as outlined in the Code of Practice 2014. We use the following structure to support students with DSEN:

- i) Carry out a full and thorough assessment and gather information from all professionals, parents, and students if we think a student has DSEN.
- ii) Hold a DSEN support meeting with parents, the student and relevant professionals. Agree desired outcomes for the student. Plan action and support strategies and arrange a date for a review of student progress against the outcomes. Record DSEN on school records, place the student on the schools DSEN list, put the agreed student support plan on their ‘Student Profile’ and distribute to relevant staff, and record DSEN support meeting on DSEN support meeting review sheet.
- iii) Formally tell parents that their child will receive DSEN provision by letter.
- iv) Hold a DSEN support review meeting to evaluate progress against agreed outcomes, identify which strategies are working/not working, agree new outcomes/strategies and record as above.
- v) Provide specialist and skilled staff from within school when little progress is made.
- vi) Provide specialist professionals from outside school if little progress is made over time.

We hold three DSEN support review meetings per year for every DSEN student, one of which can be the Annual Review of their Education Health Care (EHC) plan. Other review meetings can take place at parent evenings. All DSEN support meetings will take into consideration outcomes to prepare the student for adulthood.

4. DSEN student support

We use a variety of supportive strategies depending upon the specific needs of the student. These may include TA support in the classroom or 1:1 or small group withdrawal teaching with a DSEN teacher. A number of year 9 students receive one or two sessions per week literacy and/or numeracy support. Selected year 10 students will follow the two year

Curriculum Support option which involves three lessons per week doing literacy, numeracy and GCSE subject work.

Some year 10 will be selected for our two year Nurture class following Maths, English, Skills for Working life and other personalised programmes in a small group setting. The use of information technology, small group work on literacy, numeracy and behaviour management is also provided by the LST. Students experiencing low self-esteem and emotional difficulties can access our Reflective Practitioner, Mrs True, through the LST.

Some LST staff are available before school, at lunchtime and after-school to support students with homework and other issues. Students can use our computers to support them with the development of their literacy, numeracy and homework.

Our 'Retreat' classroom supports students experiencing both short and longer term emotional and medical needs e.g. school refusers, those suffering a bereavement or family difficulties, students unable to move around the school due to leg and foot injuries. Staff in the 'Retreat' also support students on extended work experience, helping to ensure that they are still able to acquire a range of GCSEs including Maths and English.

The LST recognises that students in the Sixth Form require more individualised support in order to cope with the demands of their courses. The Sixth Form Support Centres team of TAs offers support to those students on the DSEN List assisting them with organisational skills, essay planning, proof-reading and study skills. Students with short-term needs caused by personal difficulties and referred by the Head of Sixth Form can also access this support.

A number of DSEN students and students with medical needs are entitled to have special exam arrangements. The school has acquired the support of a specialist teacher, Mrs Rosemary Duncan, with the required qualifications to carry out assessments and apply for exam access arrangements (EAA). Once agreed by exam boards these arrangements remain in place for 26 months and apply to all public and internal exams and assessments.

5. Provision maps

DSEN provision is provided as a staged sequence of support called 'waves of intervention'. The first wave starts in the classroom with good quality teaching, the second wave involves more specialist and individual student support with the third wave involving very specialist provision including local authority provision for students with an EHC plan.

Students with DSEN can expect to receive the following provision whilst at Stratton:

Speech language and communication needs (SLCN):

Wave	Provision	Students
1	<p><u>Quality First Teaching</u>: flexible teaching arrangements, structured school and class routines, differentiated and personalised curriculum delivery, differentiated outputs, continuous assessment and feedback, increased visual aids, visual timetables, use of symbols, seating plans.</p> <p><u>Pastoral support and monitoring</u>: Head of Year, Form Tutor, academic targets, data tracking mark sheets.</p> <p><u>Careers advice, work experience, transition support, extra-curricular clubs, assessed for exam access arrangements (EAA).</u></p>	All students
2	<ul style="list-style-type: none"> Student profile. 	'School Support' students.

	<ul style="list-style-type: none"> • In class support from TA. • Speech and language support from SALT. • SALT programmes delivered by SEN teachers or TA's in school. • EP advice. • Group or 1:1 withdrawal. • Multisensory teaching from SEN teachers. • Curriculum Support Option in years 10 and 11. • Nurture group from year 9. • Buddy support. • 3 student reviews per year. 	Students with an EHC plan.
3	<ul style="list-style-type: none"> • Education, Health, Care plan. • Visual organiser. • ICT – writing with symbols. • 2 student reviews per year and 1 Annual review of EHC plan. 	Students with an EHC plan.

Cognition and Learning (C&L):

Wave	Provision	Students
1	<p><u>Quality First Teaching</u>: differentiated and personalised curriculum planning, activities, delivery and outcome, increased visual aids, modelling, visual timetables, use of writing frames, access to word processor, seating plans.</p> <p><u>Pastoral support and monitoring</u>: Head of Year, Form Tutor, academic targets, data tracking mark sheets.</p> <p><u>Careers advice, work experience, transition support, extra-curricular clubs, assessed for exam access arrangements (EAA).</u></p>	All students
2	<ul style="list-style-type: none"> • Student profile. • Specific Learning assessments, LASS, RAPID, EXACT, WRAT etc. • Advice from range of professionals from outside agencies • In class support from TA. • EP advice. • Group or 1:1 withdrawal. • Multisensory teaching from SEN teachers. • Literacy withdrawal for 1 or 2 sessions in year 9. • Curriculum Support Option in years 10 and 11. • Nurture group from year 9. • 3 student reviews per year. 	'School Support' students. Students with an' EHC plan.
3	<ul style="list-style-type: none"> • Education Health Care plan. • Intense Literacy or numeracy support, adapted catch-up programmes, additional phonics training, • Additional individual reading, paired reading, memory skills training. • 2 student reviews per year and 1 Annual review of EHC plan. 	Students with an EHC plan.

Social, mental health and emotional needs (SMHE):

Wave	Provision	Students
1	<p><u>Quality First Teaching</u>: whole school/class rules consistently applied, whole school behaviour policy, use of rewards, presentation evening, circle time as part of PSHE, Citizenship, seating plans.</p> <p><u>Pastoral support and monitoring</u>: Head of Year, Form Tutor, academic targets, data tracking mark sheets.</p> <p><u>Careers advice, work experience, transition support, extra-curricular clubs, assessed for exam access arrangements (EAA).</u></p>	All students
2	<ul style="list-style-type: none"> • Student profile. • Support for unstructured times. • Time Out Card. • EP advice & assessment. • Restorative Justice. • School student support input. • Supervised lunchtime activities. • In class support. • EWO support. • Nurture group from year 9. • Referral to CAMHS, CHUMS, EP, Family guidance. • Temporary placement in the Remove. • Temporary placement in the schools Retreat. • 3 student reviews per year. 	'School Support' students. Students with an EHC plan.
3	<ul style="list-style-type: none"> • Education Health Care plan. • Individual counselling. • Individual reward system. • 2 student reviews per year and 1 Annual review of EHC plan. 	Students with an EHC plan.

Sensory and/or physical (SPD) including medical needs:

Wave	Provision	Students
1	<p><u>Quality First Teaching</u>: flexible teaching arrangements, teacher aware of disability, availability of resources, seating plans, enlarged print, use of hearing aids, student hand-outs, lesson work sent to student prior to lesson.</p> <p><u>Pastoral support and monitoring</u>: Head of Year, Form Tutor, academic targets, data tracking mark sheets.</p> <p><u>Careers advice, work experience, transition support, extra-curricular clubs, assessed for exam access arrangements.</u></p>	All students
2	<ul style="list-style-type: none"> • Additional keyboard skills. • Additional handwriting practice. • Access to equipment (e.g. writing slopes, laptops, cameras). • Support in class from a peer. • Support in class from a TA. 	'School Support' students. Students with an EHC plan.

	<ul style="list-style-type: none"> • EP advice and assessment. • Support and advice from visual and hearing impairment support services. • Mobility assessment. • Site assessment. • Practical adjustments to buildings. • Liaison with OT, Physiotherapy Service & nurse. • Leave lessons several minutes before the end to avoid congestion in the corridors. • 3 student reviews per year. 	
3	<ul style="list-style-type: none"> • Motor skills programme. • Individual support in class during P.E. • Access to ICT. • 2 student reviews per year and 1 Annual review of EHC plan. 	Students with an EHC plan.

Other students with needs can expect the following provision.

English as an additional Language (EAL):

Wave	Provision	Students
1	<p><u>Quality First Teaching:</u> use of visual materials, hand and face gestures, variety of words to explain meanings, seating plans, and translation dictionaries.</p> <p><u>Pastoral support and monitoring:</u> Head of Year, Form Tutor, academic targets, data tracking mark sheets.</p> <p><u>Careers advice, work experience, transition support, and extra-curricular clubs.</u></p>	All students
2	<ul style="list-style-type: none"> • TA support in class. • Induction groups. • Withdrawal group. • Bi-lingual dictionary. • Transition advice. 	Early stage English language learners.

Vulnerable students:

Wave	Provision	Students
1	<p><u>Quality First Teaching:</u> differentiated and personalised teaching, seating plans.</p> <p><u>Pastoral support and monitoring:</u> Head of Year, Form Tutor, academic targets, data tracking mark sheets.</p> <p><u>Careers advice, work experience, transition support, extra-curricular clubs, assessed for exam access arrangements (EAA).</u></p>	All students
2	<ul style="list-style-type: none"> • School Student Support. • Student profile. • EP advice. • Class buddies. • Referral to CAMHS, CHUMS. • Team Around the Child meetings (TAC) • Access Social services. • SAFE referral. 	Some students

	<ul style="list-style-type: none"> • Home school services. • Hospital school. • Regular reviews. 	
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Most Able and Talented (MA&T):

Wave	Provision	Students
1	<u>Quality First Teaching:</u> differentiated and personalised learning with extension and more challenging activities, seating plans. <u>Pastoral support and monitoring:</u> Head of Year, Form Tutor, academic targets, data tracking mark sheets. <u>Careers advice, work experience, transition support, and extra-curricular clubs.</u> <u>On schools Gifted and Talented list.</u> <u>Schools More Able and Talented week activities.</u>	All MA & T students
2	Future Scholars Award trip. Experience & Discovery week. Intervention programme if underachieving.	Some students.

6. Liaison with outside agencies and specialist professionals

Close liaison occurs with outside agencies to provide specialist guidance, support and provision. Referrals are made in consultation with parents and students and using official referral forms. This will trigger single agency involvement or multiple agencies involvement. Multi-agency involvement will be coordinated by a designated person, usually someone at school, and discussions of support and provision will happen at Multi-agency meetings.

7. Education Health Care Plans

If we believe a student requires funding from the local authority (LA) to access specialist provision, over and above what is expected of the school to provide, to ensure they achieve their identified outcomes then a referral for an assessment for an EHC plan will be made to the LA. This will usually be agreed at a DSEN support meeting with the consent of the parent and student. However, parents make a request for an assessment directly to the LA Assessment and Monitoring team. The LA must consider any referral. The LA will decide whether to carry out an assessment or not, and if conducting an assessment whether to issue a EHC plan within time scales and following a process outlined in their local offer found on their website.

If an EHC plan is issued then parents are entitled to ask for the extra funding made available by the LA as a 'Personal Budget'. This can be used by parents to buy in provision, providing the service is available. If parents require more information on this they should either contact Les Rockett, Head of Learning Support or the LA directly.

8. Assessing and reviewing student progress towards outcomes

How successful students are at meeting outcomes agreed at DSEN support meetings will be reviewed at DSEN support review meetings. Information will be gathered from teaching staff, support staff, outside agencies and school student achievement and attainment data. Should a student be making little or limited progress then further support strategies will be discussed and agreed and may call on further specialist provision either from within school or outside specialist professionals.

9 Approaches to teaching, the curriculum and the environment

The school is fully committed to consistently delivering quality first teaching. This is the main focus of the School Improvement Plan. This commitment is supported through use of the schools training school where regular ongoing teacher training courses are provided, the use of paired lesson observations, sharing of best teaching practice at department meetings and a core focus on the schools' INSED days. All subject teachers are expected to consistently deliver 'quality first teaching' lessons. This involves using a personalised and differentiated teaching approach which will meet the needs of all students in their class.

The school provides all students with a broad and balanced curriculum. However, where appropriate, DSEN students have the opportunity to make their curriculum more personalised by taking the Curriculum Support Option or joining the Nurture group. Where students are able to achieve a grade in a GCSE subject they will be supported in this. The number of GCSEs students are expected to take will in most cases meet the governments expected benchmark of eight. However for some DSEN students with complex needs this will be reviewed and amended as necessary. The school makes use of its onsite farm by offering Agriculture as an option subject in Year 10. The school also makes use of local businesses to provide some students with extended work experience. There is also a wide range of level 2 courses available in the schools' sixth form.

The school environment has been modified for students with physical disabilities and sensory impairments. The school has a lift, several ramps, push button doors on the ground floor, highlighted steps and visible information signs around the school. Where necessary, arrangements are made for students to have their lessons in ground floor classrooms.

10 Other educational provision

The school has a wide range of extra-curricular clubs and activities. These include sports teams and clubs, the Duke of Edinburgh Award, school productions, Experience and Discovery week, and many curriculum enrichment trips including visits to theatres. DSEN students' participation in school activities is monitored to ensure they have access to these.

11 Preparation for adulthood

We realise the importance and value of preparing students for successful life after school. To support students gaining meaningful employment, Stratton supports students in a number of ways. At DSEN support meetings preparation for adult life will be an outcome under constant discussion and review. The school provides DSEN students with careers advice provided by members of the LA Information and Guidance (IAG) team. During years 9, 11, 12 and 13 in preparation for student transition to the next key stage, the pastoral teams provide students and their parents with advice and guidance in selecting the most appropriate subjects so students are guided towards the career pathway of their choice. Information on career choices and pathways can also be found in the school library and the school sixth form centre. Parents and students are provided with specific information on post 16 provision options, the application process, funding and transport arrangements by their personal advisor. All year 10 students participate in two weeks of work experience. Students with EHC plans are allocated a personal advisor who in year 9 begins a 'Preparation for Adulthood' plan which is reviewed annually at the students Annual Review of their EHC plan.

12 Support through transition phases

Links with feeder middle schools are good with the Stratton SENCO meeting middle school SENCOs to gather information regarding students' needs. Our DSEN teachers attend Year 8 Reviews for Statement Students and meet the Year 8 students with DSEN in their middle schools during the summer term prior to transfer. There are two 'Rollover' days in July for all Year 8 students joining Stratton. We also arrange further visits for some DSEN students if

necessary. Parents of Year 8 students on the DSEN List are invited to meet with the Stratton SENCO prior to their child's transfer to upper school. At this meeting parents are able to discuss any difficulties that their child experiences along with supportive strategies. These arrangements help to ensure a smooth transition to Stratton.

Year 9 DSEN students are supported by the LST during the Key Stage 4 option process and guided to take appropriate subjects and follow the most suitable curriculum pathway to meet their needs and support them towards the career of their choice. This may involve suggesting student take the Curriculum Support Option or join the Nurture group. The SENCO will be available to parents at the schools option evening.

Year 11 DSEN students are supported by the LST, sixth form pastoral support team and the schools SLT during the Key Stage 5 option process and guided to take appropriate subjects to meet their needs and support them towards the career of their choice. The SENCO is available to parents at the schools 6th form option evening.

DSEN students in the sixth form, or year 11 leavers moving to another education or training establishment, are prepared for transition after school at their DSEN support review meetings. This will involve providing parents and students with information of post 16 providers and their DSEN provision, making preparations for transition to adult services where appropriate, arranging for a statutory care and support plan for young people with eligible needs for adult care and support and where young people have EHC plans, consider the need to provide a full package of provision and support across education, health and care that covers five days a week, where that is appropriate to meet the young person's needs.

13 Monitoring, reviewing and evaluating the effectiveness of DSEN provision

DSEN student progress and attainment is monitored using several mechanisms. Four times per year subject staff enter student progress and attainment data. This academic data is analysed by SLT, departments and the LST to monitor and track student progress and identify students not making progress and requiring intervention. DSEN student academic progress will be measured against outcomes on their EHC plans or Student Profiles.

DSEN student personal, social, emotional progress will be measured against the outcomes identified on their EHC plan or Student Profile at DSEN support review meetings. Evaluation of DSEN provision will also formally be conducted at DSEN support review meetings by asking parents and students for their views on progress and provision. The LST also issues student and parent questionnaires once per year which will be recorded in the departments' self-evaluation folder (SEF).

Student progress data from the schools Achievement for All (AFA) Key Stage 4 student support programme, which involves many DSEN students and their parents is also analysed and reported internally and externally to the AFA advisor.

14 Accessibility

Stratton makes reasonable adjustments to admit physically disabled students and students with sensory impairments. Physically disabled students gain access to and around school through the use of ramps, push button electronic doors and the school lift.

Students with a VI are supported to access the building through coloured step strips on all school stairs and large visual information signs around the school. These students are supported to access the curriculum by being provided with peer buddies and or a TA. Work is modified by subject teachers and a trained TA with RNI qualifications. Work is either enlarged to the appropriate size or sent to the students' laptop prior to the lesson. Text books

are also sent for enlargement. Students are provided with necessary support equipment such as laptops, camera scanners, modified rulers and cooking equipment which is clearly labelled. The PE department have purchased several high visibility balls and shuttle cocks. Students with HI are supported through the use of a hearing loop which subject teachers willingly wear and use.

Students with disabilities and sensory impairments are admitted to Stratton following the schools' normal admission arrangements. Where ever possible they are treated the same as all other students and are encouraged to participate in the wider curriculum of the school such as after-school clubs, leisure and cultural activities or school visits. School and student information sent home to parents with visual impairment is also enlarged. The school is currently working with the providers of 'Show my homework', the internet accessed homework programme to modify the print size and colour of the website background for VI students and parent/cares to access.

15 Looked after Children (LAC)

The school has a designated LAC teacher. They are responsible for coordinating the provision for LAC students. This involves liaising with the SENCO should any LAC student also have a DSEN. Team around the Family (TAF) meetings are arranged and held annually. Personal Education Plan (PEP) meetings are organised and held every six months. Where practically possible these meetings are arranged at the same time to prevent too many meetings being held and to help coordinate support and provision.

16 Communication with parents/carers

Parental/carer involvement and close working relationships are crucial if student progress is to be made. Parent/carers are invited to three DSEN review meetings per year where their child's progress and provision is reviewed. Parents/carers of year 8 children are invited to meet with a member of the LST in the summer term prior to upper school transition to agree initial support strategies and provision. Parents/carers are fully consulted and involved in any discussion and/or decision on their child's provision or support.

It is vitally important that early communication takes place should the school, parent/carer or student identify an issue with provision or student progress. This will increase the chance of successfully resolving quickly any issue that might arise and prevent the issue from escalating.

The LST does respond quickly to any parental/carer communication. Parent/carers should expect someone from the LST to respond within one working day even if it is purely to acknowledge contact. Issues should be discussed and ideally solved within three working days of the LST receiving the initial contact and definitely by five working days unless a different time scale has been agreed by the parent/carer.

The LST are available to see parents/carers throughout the year if they have any concerns and should contact the school to make an appointment. Parent/carers are also able to contact their child's Form Tutor or HOY for information, support, and advice to help resolve any issues and discuss student progress.

17 Student involvement, rights and support

Students are invited to their DSEN review meetings and offered the opportunity to contribute to discussions and be involved in any decision making around their support and provision. Students' who are 16, as per CoP advice, will have primary say regarding their support and provision. Student's views and opinions will always be listened to and respected. Students

are fully supported in being fully included in all aspects of school life and have their right not to experience any form of discrimination or exclusion protected.

18 Safeguarding arrangements

The protection of all students who attend the school is of paramount importance. To this end all staff wear ID badges, all visitors report to reception on arrival to school, sign in and are given visitor badges. The fire alarm is tested once weekly and the school have a robust evacuation procedure which is practiced once termly.

The schools' three Deputy Head teachers are staff with specific responsibility for child protection and have attended specialist courses to enable them to be efficient and effect in this role. All staff receives regular CPD through the schools' training school which includes awareness of and training on cyberbullying. All new staff receive child protection training as part of their induction programme to the school. All staff are fully conversant with the procedures for reporting and dealing with any student disclosure.

19 Reviewing the SEN Information Report

This SEN Information Report will be formally reviewed every year.

Glossary of terms:

ADD = Attention Deficit Disorder
ADHD = Attention Deficit Hyperactivity Disorder
AFA = Achievement for All
ASD = Autistic Spectrum Disorder
CAF = Common Assessment Form
CAMHS = Child Adolescent Mental Health service
C&L = Cognition and Learning
CoP = Code of Practice
CPD = Continuous Professional Development
DfE = Department for Education
DSEN = Disability and/or Special Educational Needs
EAA = Exam Access Arrangements
EAL = English as an Additional Language
EHC = Education Health Care
EP = Educational Psychologist
EWO = Education Welfare Officer
FSM = Free School Meals
HI = Hearing Impairment
HOY = Head of Year
IAG = Information Advice and Guidance
INSED = In Service Educational Development
LA = Local Authority
LAC = Looked After Child
LS = Learning Support
LST = Learning Support Team
MA&T = Most Able & Talented
MLD = Moderate Learning Difficulty
PEP = Personal Education Plan
PM = Performance Management
PMLD = Profound Multiple Learning Difficulty
PSHE = Personal Social Health Education
SALT = Speech and Language Therapy
SEF = Self Evaluation Folder
SENCO = Special Education Needs Coordinator

SLCN = Speech, Language and Communication Needs
 SLD = Severe Learning Difficulty
 SLT = Senior Leadership Team
 SMHE = Social Mental Health and Emotional Needs
 SPLD = Specific Learning Difficulty
 ST = Statement
 TA = Teaching Assistant
 TAF = Team around the Family
 PSD = Physical and or Sensory Difficulty
 VI = Visual Impairment

Approval Process:

Governors committee & date when policy first agreed: January 2015
 Review date: January 2016
 Next Review: January 2017

Appendices:

1. Staff Contacts

Mr Les Rockett, SENCO & Assistant Head teacher.

Contact details: strockett@stratton.beds.sch.uk Phone: 01767 220000

DSEN Governor – Mrs Hazel Ramsay.

Designated Teacher for Safeguarding Students – Mrs Roz Hodges, Deputy Head teacher.

Designated Looked after Children (LAC) teacher – Mrs Roz Hodges, Deputy Head teacher.

Teacher responsible for managing the Medical Needs of Students - Mr Richard Scoot.

Head of Year 9 – Ms Sarah Vincent.

Head of Year 10 – Mr Matthew Bending.

Head of Year 11 – Mr Alun Evans.

Head of 6th Form – Ms Sarah Phillips.

2. Learning Support Team (LST)

NAME	ROLE	RELEVANT QUALIFICATIONS
Les Rockett	SENCO, Assistant Head teacher. English as an Additional Language Coordinator (EAL). Most Able and Talented Coordinator (MA&T).	B Ed (Hons) Degree. Certificate in teaching learners with specific learning difficulties. Third year of Masters in Education (currently studying National First Award for SEN Coordination).
Clair Kaile	Deputy SENCO, DSEN teacher	B Ed Degree.
Georgina Merrett	DSEN teacher	Sounds Write Programme. OCR Level 5 Diploma in Specific Learning Difficulties.
Laura Downing	DSEN teacher	Teaching Certificate, Bachelor of Arts degree, Masters degree in Special Education.
Sandra Birnie	DSEN teacher responsible for the Retreat and Alternative Provision	
Carol Feeney	SEND Administration Assistant	City & Guilds – Hotel Bookkeeping & Reception. First Aid at Work. Epipen training.

		SIMS training. Fire Warden Training
Jacqui Walford	Lead Teaching Assistant	Graduate of Institute of Personnel & Development. Dip HE - Diploma of Higher Education.
Julie Albone	Teaching Assistant – Yr9	'Working with children and young people with special educational needs' level 3.
Laura Anderson	Teaching Assistant – Yr9 literacy withdrawal & Yr10	Professional Certificate of Effective Practice (PCEP) in Youth Justice. Autism Training - Level 1 and 2.
Elaine Arrowsmith	Teaching Assistant – Yr11	
Deborah Ashley	Teaching Assistant – sixth form; Most Able and Talented support.	
Samantha Auburn	Teaching Assistant – Yr9	First aid at work certificate. L3 Diploma Specialist Support For Teaching and Learning In Schools (SSTLS).
Alison Burne	Teaching Assistant – Yr10	RSA Typing 1 and 2. Focus on ADHD Cambridge University.
Donna Fawcett	Teaching Assistant – Yr10	
Lisa Gilliland	Teaching Assistant – Yr10; VI student support.	VI BTEC Level 3.
Helen Higgins	Teaching Assistant – sixth form	BSc Hons Degree, Maths.
Rosie Lane	Teaching Assistant – Retreat & EAL	Sounds Write program. Substance misuse ASD awareness/behaviour/social skills/social story. EpiPen training. Dyslexia. Bullying. Questioning. Visual impairment. EAL early learners.
Anita Lewis	Teaching Assistant – sixth form	BA (Hons) Degree in Performing Arts 2:2
Julie Masdin	Teaching Assistant – sixth form	HND Business and Finance (with Travel and Tourism).
Helen Oldham	Specialist Visually Impaired Teaching Assistant – Yr10	BTEC level 3 Visual impairment. Diploma in Child Care and a City and Guild in learning support.
Denise Roscoe	Teaching Assistant – Yr9	
Lisa Smith	Teaching Assistant – Yr11	Diploma course - Counselling Children and Adolescents. Parent Puzzle Child nurturing program. NPL Cognitive Behavioural Therapy.
Bettina Sutton	Teaching Assistant – Yr9	
Nancy Thorpe	Teaching Assistant – Yr10	
Ann True	Teaching Assistant – Yr10/11; Reflective Practitioner	BA Hons Degree. Child & Adolescent Studies Additional: Level 3 BACP Counselling (Active Listening Skills).
Tina Welch	Teaching Assistant – Yr11	RSA typing.

3. Support Agencies Contacts

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Mrs Fiona Rutherford, Teacher of the deaf:
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Mrs Judith Seamarks, Visually Impaired teacher:
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Mrs Louise Savage, CAMHs: louise.savage@sept.nhs.uk 01234 310 800

Mrs Katie Lodder, CAHMs: katie.lodder@sept.nhs.uk