



School SEN Information Report 2024

SCHOOL NAME	St Edward's School		
TYPE OF SCHOOL	Mainstream	Phase: Secondary / 6 th Form	
ACCESSIBILITY	Fully Wheelchair Accessible		YES
	Auditory/Visual enhancements		Some areas of the school have high contrast paint on key access routes to highlight trip hazards.
	Other Adaptions:		6 lifts 5 disabled toilets Shower / wet room Medical / personal hygiene room Sensory/quiet room Powered door to reception
CORE OFFER	Are you currently able to deliver the 'core offer' as set out in BCP's Local Offer?		YES
POLICIES	Are the school's policies available on its website for:	SEND	YES, updated June 2024
		SAFEGUARDING	YES
		BEHAVIOUR	YES
		EQUALITY & DIVERSITY	YES, updated June 2024
DISABILITY LEGISLATION	Are you aware/familiar with the requirements of the Disability Discrimination Act 1995 and the Equality Act 2010.		YES
RANGE OF PROVISION	<p>Where possible, we provide support for the following Special Educational Needs:</p> <ul style="list-style-type: none"> • Specific learning difficulties – for example dyslexia, dyscalculia and processing difficulties. • ADHD. • Autism. • Developmental Coordination Disorder (Dyspraxia). • Speech and Language Difficulties. • Global Developmental Delay – general learning difficulties. 		



- Social Emotional Mental Health – including anxiety.
- Visual Impairments.
- Hearing impairments.
- Physical Disabilities.

Support that we offer (our contribution to BCP's local offer):

The school has:

- A Qualified SENCo to lead the SEND department
- Assistant SENCo
- LAC Manager
- Attendance and Alternative Provision Manager
- SpLD teacher (L7 qualified)
- 11 Full Time Equivalent Teaching Assistants (TAs)
- 3 HLTAs
- Within the TA Team, there are:
 - 2 Emotional Literacy Support Assistants (ELSA)
 - 1 qualified Nurture Group teacher for KS3 students
 - 1 HLTA assigned to support and monitor students who have autism.
 - 2 TAs able to offer Rainbows bereavement and loss intervention
- A resourced EDEN Centre which supports vulnerable learners during break, lunchtimes and after school.
- Sensory room and garden to provide safe space for sensory breaks
- Counselling by a qualified Counsellor
- A range of lunchtime, after school clubs and interventions to assist students with social interaction skills, fine motor skills and in the understanding of homework tasks.
- A dedicated PE club 'Highflyers' for vulnerable learners.
- Alternative KS4 pathway for those unable to access the GCSE curriculum which includes ASDAN COPE Level 1, Level 1 Technology, Functional Skills English, Maths and Science, ASDAN Short Courses for RE and BTEC PGW.
- Reading Age assessments upon transition to St Edward's where needed.
- Dyslexia screening and assessment by SpLD Specialist teacher and HLTA.
- Assistive technology
- Small group interventions including literacy and numeracy
- Comprehensive literacy interventions – which include Lexonik LEAP, Lexonik Advance, Read Write Inc Fresh Start, 1:1 Rapid Reading and Lexia.
- Our Librarian is also trained to provide Lexonik LEAP intervention.
- Young Carers support group
- Nurture group and nurture tutor
- Comprehensive access arrangements at KS4
- An information system for staff which highlights individual students needs and how to support them appropriately.
- Advice and guidance on teaching strategies for staff to support students with additional needs.



Specialist Facilities/Equipment to support SEND

- 4 lifts
- 2 stair lifts
- 5 disabled toilets
- Shower / wet room
- Medical / personal hygiene room
- Laptops
- EDEN Centre Support, which includes ELSA and Nurture Group support spaces
- Sensory room

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 SEN and supporting their families:

The school liaises with the following outside agencies:

- Educational Psychology Service
- Special School Outreach Services (Winchelsea, Longspee, The Quay School etc.)
- Community and Consultant Paediatricians
- CAMHS
- Social Care
- Adoption Team
- Speech and Language Therapy
- Hearing Impaired Advisory Service
- Visually Impaired Advisory Service
- School nurse
- BCP Early Help service
- Safer Schools Community Team (SSCT)
- EADAS
- Targeted Youth Services
- SENDIASS
- Assessment Coordinator for SEN
- Mosaic Counselling Service

Referrals are made on an as needed basis and with the agreement of the SEND or Pastoral team.

School uses any information it receives to support students by:

- Using it to form part of the assess/plan/do/review process.
- Providing key information to school staff.
- Providing reasonable adjustments.

Breakfast, Lunch, Break and After School Club support

The school provides break and lunchtime clubs for vulnerable students which include:

- Social Skills Club
- Highflyers PE Club (After School on Monday)



	<ul style="list-style-type: none"> • Film Club • Homework Club (After School Mon-Thurs)
<p>INCLUSION</p>	<p>How do you promote inclusion within the school? Including day and residential trips?</p> <p>All students access our mainstream curriculum, including those with additional needs and we provide support for students as needed to do so.</p> <p>All students, including those who have additional needs, are supported to fully participate in all aspects of school life.</p> <p>Where appropriate, all our students have access to school trips. However, exceptions might be necessary if a risk assessment indicates a risk is too great, and it cannot be mitigated by reasonable adjustments.</p> <p>We support this by:</p> <ul style="list-style-type: none"> • SEND CPD for all staff every year on targeted areas • Ongoing SEND training for staff identified in Yearly Whole School and Department Development Plans • SENCo training re: SEND provision and whole school teacher responsibilities to all NQTs, SCITTS, GTPs or new staff. • Compilation of SEND Register, Student Passports, Provision Maps, Assess, Plan, Do, Review documentation, Health Care Plans. • Detailed information is disseminated to all staff re: guidance on differentiation / strategies to ensure full access to the curriculum for students with learning / emotional difficulties. • Access Arrangement testing at KS4 • Risk assessments are routinely carried out for all school trips/alternative activities. • Specialised Sports Club ‘Highflyers’ with alternative sports events on Sports Day and external competitive events throughout the year. • Nurture Group field trips • HLTAs provide support for students/staff/wider school • The school supports Autism Awareness Week – tutor programme activities and awareness raising • All students with additional needs access the mainstream environment and are fully involved in the whole school provision. <p>What proportion of children currently at the school have SEND?</p> <ul style="list-style-type: none"> • St Edward’s currently has 41 students who have an Education and Health Care Plan with a further 175 students on the SEN register as SEN support. • Approximately 20.2% of students are on the school SEN register.
<p>PARENT SUPPORT INVOLVEMENT/LIAISON</p>	<p>How do you involve/support the parents of children/YP with SEND regarding identifying and meeting their needs. How do you communicate their progress and areas of difficulty?</p>



	<p><u>On Entry:</u></p> <ul style="list-style-type: none">• After Cross Phase Transfer meeting with local feeder schools, individual meetings with parents are arranged with the SENCo, upon request/where needed.• Student Passports are compiled with parental / student input where appropriate and are then circulated to all staff via SharePoint.• Baseline testing is carried out in the first half term to identify any students needing intervention programmes. Parents are notified of any significant school concerns and offered appointments to discuss future provision.• Website, Facebook, letters and text messages to promote events pertinent to parents of children on the Register of Need. <p><u>Termly:</u></p> <ul style="list-style-type: none">• Parents' consultation evenings – year group specific• Communication books/emails• Meet/greet for identified students.• School monitoring and tracking occurs termly and again parents are notified of any concerns and underachievement.• Parents are invited to attend and asked for their written contribution for all statement and EHCP reviews.• Assess/plan/Do/Review meetings as needed.• Parents are invited to all TAC meetings.• Phone calls and meetings with appropriate members of the SEND Team as needed.
<p>INVOLVEMENT OF CHILDREN AND YOUNG PEOPLE</p>	<p>How do you consult with pupils with SEN and involve them in their education, including planning for SEN intervention.</p> <p>To do this we:</p> <ul style="list-style-type: none">• Where appropriate, arrange pre-transfer meetings with parents and students• Attend SEND transition events for KS2 to KS3.• Involve student and parent voice in compiling Student Passport where appropriate• Involve them in the assess/plan/do/review meetings• Complete Annual Reviews for students with an EHCP – with the opportunity for students to attend and to record their views.• Discuss their progress with them at parent evenings• Daily TA interaction with targeted students• Year 11 post 16 meetings• School staff follow a student-centred approach to interactions with all students.• The school has a restorative approach towards supporting any incidents that happen in school.



<p>EVALUATING SEN PROVISION</p>	<p>How do you evaluate the effectiveness of provision made for children and young people with SEN?</p> <ul style="list-style-type: none">• All students receive 2 assessment reports per year. Students' progress is monitored and tracked using 4 matrix data and SIMS. After each report appropriate action is taken where students are underachieving.• Interventions are routinely monitored, and progress data (quantitative and qualitative) is recorded. Literacy and numeracy support is closely linked to the English and Maths Department.• Nurture Group impact is assessed via Boxall Profile/SDQs.• ELSA Support is monitored with a before and after rating system.• SENCo regularly monitors classroom practice by observation, student pursuit and TA feedback.• The SEND team are performance managed, and meetings focus on strengths and areas for improvement. Internal and external training is arranged where necessary.• All Year 11 data is compared to Raise Online national data. Any underachievement is the focus for the next academic year and forms part of the following year's Department Development Plan.
<p>Teaching and Curriculum</p>	<p>How do we approach teaching children and young people with SEN?</p> <p>We believe that all teachers are teachers of SEND, we have a quality first teaching approach, and we expect teachers to make reasonable adjustments to support students to access learning and make progress in lessons.</p> <p>How are adaptations made to the curriculum and the learning environment for children and young people with SEN?</p> <p>Subjects will plan additional support into their curriculum and subject teachers will differentiate or adapt appropriately. Possible adaptations can include:</p> <ul style="list-style-type: none">• The use of coloured paper or overlays to support dyslexia.• Worksheets that are adapted to support learning needs.• The use of handouts instead of asking students to copy from the board.• The use of additional processing time.• Access arrangements.• Tasks broken down into manageable chunks.• The use of visual resources.• Adapted materials for visual impairments. <p>As subjects are specialist areas, subject leaders are responsible for leading on differentiating and adapting lessons/curriculum in their areas. They are supported by the SEND team to do this through training and advice.</p> <p>In our environment, possible adaptations can include:</p> <ul style="list-style-type: none">• The use of the lifts around school.• High contrast paint used to highlight kerbs and stairs.• Seating plans.



	<ul style="list-style-type: none"> • Decluttered displays. • No bells between lessons. <p>Please refer to the SEND policy for additional detail on the above points.</p> <p>The SEND policy also includes information on how we identify young people with SEN and how we assess their needs.</p>
LAC students and SEN	<p>Arrangements for supporting children and young people who are looked after by the local authority and have SEN.</p> <p>The LAC Manager coordinates and monitors the education and support of children who are looked after, those who are post LAC and those who have a special guardianship order.</p> <p>The SENCo and the LAC Manager collaborate to coordinate support and make any reasonable adjustments. LAC students with SEN have full access to SEN support in school.</p> <p>Where appropriate, the LAC Manager will attend SEN Meetings and the SENCo will attend PEP meetings.</p>
SENCO contact details	<p>Name of SENCo Mr David Dawson</p> <p>Contact details: enquiries@st-edwards.poole.sch.uk 01202 740950</p>
CONCERNS AND COMPLAINTS	<p>How can parents raise concerns or make a complaint about SEN provision?</p> <ol style="list-style-type: none"> 1. Informal concerns/complaints – this should be raised with the SENCo, who will try to resolve the issue. 2. If the complainant feels dissatisfied with the outcome of discussions with the SENCo, they should ask for an appointment to meet with the Assistant Headteacher. 3. If the complainant feels that a satisfactory outcome has not been achieved with the support of the Assistant Headteacher, then they should ask for an appointment with the Deputy Headteacher. 4. Formal complaint letter to the Headteacher - If the complainant feels that the concern/complaint raised has not been resolved through the informal process and they wish to pursue it further the complainant may raise it through the formal procedure. To do this the complainant must put their complaint in writing. Formal complaints must be in writing, either in a letter, email or on the form at the bottom of this document. Support is available for this if needed. It should be made clear that it is a formal complaint.



	<p>5. Formal complaints to the Chair of Governors - If you are dissatisfied with the outcome of the Headteacher's investigation (Step 3) and feel strongly that you wish to take the matter further, you may make a formal complaint to the Chair of Governors.</p> <p>Parents may also obtain support for their concerns about their children from SEND Independent Advisory Support Service (SENDIASS) an independent service offering advice and support for parents in BCP. Tel: 01202 128181</p>
OTHER INFORMATION	<p>How will the school prepare children with SEND to join their next setting/school/college/stage of education or life?</p> <ul style="list-style-type: none">• All students on the SEND register have appointments with the School's Careers Adviser from Year 9 through to Year 11. Students with statements or EHCPs are prioritised as are students transitioning from school to college.• Students targeted for World of Work programme• Shadowing Days are arranged for Year 11s wanting to go to college.• BTEC Personal Growth and Wellbeing, ASDAN Certificate of Personal Effectiveness Level 1 and 2, BTEC Level 1 Cookery, Functional Skills English, Maths and Science.• Students in Year 11 are guided to write credible and accurate CVs and Personal Statements to prepare them for the world of work.• SENCo will pass on transition information to the next setting as requested. <p>Support for improving emotional and social development:</p> <p>In addition to the school's ethos and PSHE programme, for those students who need additional support in this area, we have:</p> <ul style="list-style-type: none">• Key staff who are trained in Mental Health First Aid.• An HLTA who is a trained Emotional Literacy Support Assistant.• The Chaplaincy Team.• A school counsellor.• Teachers who are trauma informed.• Engagement Support Workers.• Mental Health Champion• Designated Senior Leader for Mental Health• Engagement and Attendance Manager <p>For details on measures to prevent bullying, please see our Anti-Bullying Policy.</p> <p>BCP's Local Offer can be found here:</p> <p>https://www.fid.bcpCouncil.gov.uk/send-local-offer</p> <p>What else do you think parents would like to know about your school?</p> <p>In the Ofsted inspection of May 2013 St Edward's was rated as good.</p>



	<p>“Skilled, often specialist teaching assistants provide regular, effective support to individuals. In consequence the achievement of students who are disabled and those with special educational needs is similar and sometimes better than that of their peers”.</p> <p>In the Ofsted inspection of May 2017 St Edward’s was rated as good.</p> <p>“Students with special educational needs and or disabilities are very well catered for”.</p> <p>In the Ofsted inspection of November 2022, St Edward’s continued to be rated as good.</p> <p>“Leaders have worked with the local authority to develop provision for pupils with special educational needs and/or disabilities (SEND). Staff now have an increased expertise in his area. Teachers have the information and training that they need to make sure that the curriculum is adapted to support such pupils. Leaders assure themselves that this is of the high quality they expect.”</p>
	<p>Completed by: David Dawson</p> <p>Position: SENCo</p>
	<p>Date Completed: June 2024</p>
	<p>To be updated: June 2025</p>