



## School SEN Information Report

SCHOOL NAME	St Edward's School		
TYPE OF SCHOOL	Mainstream	Phase: Secondary / 6 <sup>th</sup> Form	
ACCESSIBILITY	Fully Wheelchair Accessible		YES
	Auditory/Visual enhancements		-
	Other Adaptions:		6 lifts 5 disabled toilets Shower / wet room Medical / personal hygiene room Sensory room
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 2021
		SAFEGUARDING	YES
		BEHAVIOUR	YES
		EQUALITY & DIVERSITY	YES
DISABILITY LEGISLATION	Are you aware/familiar with the requirements of the Disability Discrimination Act 1995 and the Equality Act 2010.		YES
RANGE OF PROVISION	Please indicate what your school has to offer (over and above your core offer)		
	<p>In each of the following areas:</p> <p><b>Areas of Strength</b></p> <p>The school has:</p> <ul style="list-style-type: none"> <li>✓ A Qualified SENDCo to lead the SEND department</li> <li>✓ LAC Manager</li> <li>✓ Attendance and Alternative Provision Manager</li> <li>✓ SpLD teacher (L7 OCR)</li> <li>✓ 15 Teaching Assistants (TAs)</li> <li>✓ 3 HLTAs</li> </ul> <p>Within the TA Team, there are:</p> <ul style="list-style-type: none"> <li>✓ 2 Emotional Literacy Support Assistants (ELSA)</li> </ul>		



- ✓ 1 qualified Nurture Group teacher for KS3 students
- ✓ 1 qualified Autism Champion
- ✓ A resourced EDEN Centre which supports vulnerable learners during break, lunchtimes and after school.
- ✓ Sensory room and garden provides safe space for sensory breaks
- ✓ Counselling by a qualified Counsellor
- ✓ A range of lunchtime and after school clubs to assist students with social interaction skills, fine motor skills and in the understanding of homework tasks.
- ✓ A dedicated PE club 'High Flyers' for vulnerable learners.
- ✓ Alternative KS4 pathway for those unable to access the GCSE curriculum which includes ASDAN COPE Level 1, Level 1 Technology, Level 1 Science, Functional Skills English and Maths, ASDAN Short Course beliefs and values and BTEC PSD.
- ✓ Links to High Mead Farm and the LINK course at Bournemouth and Poole College.
- ✓ BCP Mainstream plus pilot project up to August 2022 (subject to change)
- ✓ Reading Age assessments upon transition to St Edward's via CATs
- ✓ Dyslexia screening and assessment by SpLD Specialist teacher and SENDCo.
- ✓ Handwriting support
- ✓ Small group interventions including literacy and numeracy

#### **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

#### **Input from Educational Psychologists/Therapists/Advisory Teachers/other specialist support services**

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



	<ul style="list-style-type: none"> <li>✓ The Quay Advisory Centre</li> <li>✓ SENDIASS</li> <li>✓ Assessment Coordinator for SEN</li> <li>✓ Mosaic Counselling Service</li> </ul> <p><b>Breakfast and After School Club support</b></p> <p>The school provides break and lunchtime clubs for vulnerable students which include:</p> <ul style="list-style-type: none"> <li>✓ Social Skills Club</li> <li>✓ High Flyers PE Club</li> <li>✓ Film Club</li> <li>✓ Homework Club (After School Mon-Thurs)</li> </ul>
<p><b>INCLUSION</b></p>	<p><b>How do you promote inclusion within the school? Including day and residential trips?</b></p> <ul style="list-style-type: none"> <li>✓ SEND CPD for all staff every year</li> <li>✓ Ongoing SEND training for staff identified in Yearly Whole School and Department Development Plans</li> <li>✓ SENDCo training re: SEND provision and whole school teacher responsibilities to all NQTs, SCITTS, GTPs or new staff.</li> <li>✓ SENDCo delivers whole school assembly</li> <li>✓ Compilation of SEND Register, Student Passports, Provision Maps, Assess, Plan, Do, Review documentation, Health Care Plans.</li> <li>✓ 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.</li> <li>✓ Access Arrangement testing at KS4</li> <li>✓ Risk assessments are routinely carried out for all school trips/alternative activities.</li> <li>✓ Specialised Sports Club 'High Flyers' with alternative sports events on Sports Day and external competitive events throughout the year.</li> <li>✓ Nurture Group field trips</li> <li>✓ Autism Champion provides support for students/staff/wider school</li> <li>✓ Parent forum meetings for parents of students with ASC</li> <li>✓ The school supports Autism Awareness Week – tutor programme activities and awareness raising</li> </ul> <p><b>What proportion of children currently at the school have SEND?</b></p> <ul style="list-style-type: none"> <li>• St Edward's currently has 27 students who have an Education and Health Care Plan with a further 178 students on the SEN register as SEN support.</li> <li>• Approximately 19.5% of students are on the school SEN register.</li> </ul>
<p><b>PARENT SUPPORT INVOLVEMENT/LIAISON</b></p>	<p><b>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?</b></p> <p><u>On Entry:</u></p> <ul style="list-style-type: none"> <li>• After Cross Phase Transfer meeting with local feeder schools individual meetings with parents are arranged with the SENDCo, upon request.</li> </ul>



	<ul style="list-style-type: none"> <li>• SEND Information Evening for parents of students in year 6 held in Summer Term</li> <li>• Student Passports are compiled with parental / student input and are then circulated to all staff via SIMS and Teams.</li> <li>• 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.</li> <li>• Parent forum for those with ASC children</li> <li>• Website, Facebook, letters and text messages to promote events pertinent to parents of children on the Register of Need.</li> </ul> <p><u>Termly:</u></p> <ul style="list-style-type: none"> <li>• Parents' consultation evenings – year group specific</li> <li>• Communication books/emails</li> <li>• Meet/greet</li> <li>• School monitoring and tracking occurs termly and again parents are notified of any concerns and underachievement.</li> <li>• Parents are invited to attend and asked for their written contribution for all statement and EHCP reviews.</li> <li>• Assess/plan/Do/Review meetings</li> <li>• Parents are invited to all TAC meetings.</li> <li>• Phone calls and meetings with SENDCo and TAs as appropriate</li> </ul> <p><b>How will the school prepare children with an SEND to join their next setting/school/college/stage of education or life?</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Students targeted for World of Work programme</li> <li>• Shadowing Days are arranged for Year 11s wanting to go to college.</li> <li>• KS4 LINK course at Bournemouth and Poole College for those with EHCPs</li> <li>• BTEC Personal and Social Development, ASDAN Certificate of Personal Effectiveness Level 1 and 2, BTEC Level 1 Cookery, Functional Skills Level 1 English and Maths.</li> <li>• Students in Year 11 are guided to write credible and accurate CVs and Personal Statements to prepare them for the world of work.</li> <li>• Some students are accompanied to interviews by key adult</li> <li>• SENDCo will pass on transition information to the next setting as requested</li> </ul>
<p><b>INVOLVEMENT OF CHILDREN AND YOUNG PEOPLE</b></p>	<p><b>How do you consult with pupils with SEN and involve them in their education, including planning for SEN intervention.</b></p> <ul style="list-style-type: none"> <li>• Pre-transfer meetings with parent and students</li> <li>• SEND transition events KS2-3</li> <li>• Student and parent voice in compiling Student Passport</li> <li>• Attendance at assess/plan/do/review meetings</li> </ul>



	<ul style="list-style-type: none"> <li>• Annual Reviews for students with an EHCP</li> <li>• Parent evenings</li> <li>• Daily TA interaction with students</li> <li>• Year 11 post 16 meetings</li> </ul>
EVALUATING SEN PROVISION	<p><b>How do you evaluate the effectiveness of provision made for children and young people with SEN?</b></p> <ul style="list-style-type: none"> <li>✓ All students receive 3 assessment reports per year. Students' progress is monitored and tracked using 4 matrix data. After each report appropriate action is taken where students are underachieving.</li> <li>✓ 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.</li> <li>✓ Nurture Group impact is assessed via Boxall Profile/SDQs</li> <li>✓ SENDCo regularly monitors classroom practice by observation, student pursuit and TA feedback.</li> <li>✓ All of the SEND team are performance managed and meetings focus on strengths and areas for improvement. Internal and external training is arranged where necessary.</li> <li>✓ 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.</li> </ul>
SENCO contact details	<p><b>Name of SENCo (from 09/2021)</b> Mr David Dawson <b>Contact details:</b> <a href="mailto:DDawson@st-edwards.poole.sch.uk">DDawson@st-edwards.poole.sch.uk</a> 01202 740950 ext 236</p> <p><b>PA to the SENCo</b> Mrs Carly Hawkins <b>Contact details:</b> <a href="mailto:chawkins@st-edwards.poole.sch.uk">chawkins@st-edwards.poole.sch.uk</a> 01202 740950 ext 281</p>
CONCERNS AND COMPLAINTS	<p><b>How can parents raise concerns or make a complaint about SEN provision?</b></p> <ul style="list-style-type: none"> <li>✓ In the first instance complaints should be raised with the SENDCo. Should parents/carers feel the concerns have not progressed they should contact the relevant member of the Senior Leadership Team (Vikki Edgeler – Assistant Headteacher). If problems continue to persist then the Head teacher should be consulted.</li> <li>✓ 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</li> </ul>
OTHER INFORMATION	<p><b>What else do you think parents would like to know about your school?</b></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 last Ofsted inspection of May 2017 St Edward’s continued to be rated as good.</p> <p>“Students with special educational needs and or disabilities are very well catered for”</p>
	<p>Completed by: Nicola Cannings</p> <p>Position: SENDCo</p>
	<p>Date Completed: June 2021</p>
	<p>To be updated : June 2022</p>

