

# County Upper School SEND Report 2021-22



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## **WHAT KINDS OF SEN ARE PROVIDED FOR AT COUNTY UPPER?**

A child has a Special Educational Need if they have a learning difficulty or disability which requires provision which is special or additional to that normally available for pupils of the same age. There are four broad areas of need:

- Communication and Interaction - such as Autism Spectrum Disorder or a speech and language disorder
- Cognition and Learning - this includes pupils with dyslexia or dyscalculia
- Social, Emotional and Mental Health Needs
- Sensory and Physical Needs.

The Special Needs Department at County Upper, led by our SENDCo, Mrs Thuell ([jthuell@countyupper.org](mailto:jthuell@countyupper.org)), has a wealth of experience in supporting the learning of pupils with SEN. We believe that the purpose of identification is to enable us to plan what action we need to take and not to label or place a child in a category.

## **HOW WILL COUNTY UPPER KNOW IF MY CHILD NEEDS EXTRA HELP AND WHAT CAN I DO IF I THINK MY CHILD HAS A SPECIAL EDUCATIONAL NEED?**

ALL pupils at County Upper are assessed regularly so that we can get to know them well, identify their strengths and difficulties and set targets across the curriculum. Where possible, we work closely with feeder schools before your child starts with us.

Pupils with complex special needs are provided with an extensive pre-entry transition programme which enables us to assess and plan for their needs. Students with sensory and physical needs are offered a pre-entry programme which involves parents, health professionals, such as Occupational Therapists and Outreach support all working together to ensure your child is fully included in school life.

Every parent has the opportunity to meet the Special Educational Needs Coordinator (SENDCo) at our Information Evenings, at Parents' Evenings and at additional meetings across the year, to plan and assess support for your child.

If your child has an Education, Health and Care Plan, we will meet with you additionally at your child's Annual Review.

If you have concerns about your child's progress or if you think your child may have a special educational need, please get in touch with us by contacting your child's year head in the first instance so that a meeting can be arranged and we can all work together. If any of our teachers think that your child may have an SEN because they are not making the same progress as other pupils, we will contact you to discuss what can be done to help us find out what is causing their difficulty. Slow

progress and low attainment does not necessarily mean that a child has SEN and will not automatically lead to a pupil being recorded as having SEN.

### **WHAT ARE THE ARRANGEMENTS FOR MEETING WITH ME TO DISCUSS MY CHILD'S SEN?**

We are a child and family-centred school so you can expect to be consulted at every step of the way. When we make observations regarding SEN, we will talk to you to discuss any difficulties that your child may be encountering at school and at home.

Sometimes we may decide that a child would benefit from a Pupil Passport which sets out their strengths, difficulties, strategies to support in school and next steps to work towards. We will discuss with you the content of the Pupil Passport and invite your contributions.

If you have any queries at all regarding support for your child, please contact the year head in the first instance. Throughout the year, contact will be made with you through your child's Planner, by email or by telephone.

### **HOW WILL YOU INVOLVE MY CHILD IN PLANNING FOR THEIR NEEDS?**

Pupils' work will be marked and discussed with them regularly so that this feedback can help them towards reaching their expected outcomes.

### **HOW WILL YOU MEASURE PROGRESS AND REVIEW MY CHILD?**

Children are assessed by their subject teachers constantly through teaching and learning, through written work and oral responses in the classroom. Progress is assessed and recorded each term for ALL PUPILS and tracked carefully against national expectations and individual progress.

Your child's teachers may meet with the SENDCo to discuss progress against a range of subjects and to establish any patterns in learning behaviours. Your child's progress may be discussed at Year Team Meetings or Department Meetings so that teachers can look for patterns of behaviour across the curriculum.

### **HOW WILL YOU SUPPORT MY CHILD WHEN THEY MOVE TO POST-16 EDUCATION**

We work very closely with our local colleges and apprenticeship providers. We have many years' experience of successful transition. Meetings about transition begin in year 10 and individualised support is offered throughout the process on an individual basis. When your child is preparing to leave County Upper, we ensure that all the relevant information that their new placement will need to support your child effectively is transferred early and appropriate discussions take place.

### **HOW WILL COUNTY UPPER SUPPORT MY CHILD?**

Teachers are responsible and accountable for the progress and development of ALL the pupils in their class, including:

- High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have, or may have, SEN. Additional intervention and support cannot compensate for a lack of good quality teaching.

- If your son or daughter has Special Educational Needs, a Pupil Passport may be drawn up which sets out your child's strengths, difficulties, targets and strategies to enable the most effective support and full access to the curriculum. Pupil Passports are created in consultation with parents, professionals involved with the child and the pupils themselves. They are overseen by our SEN Team.
- Additional support will be discussed with you. This support may be delivered by Qualified Teachers; Higher Level Teaching Assistants or other experienced Teaching Assistants.
- Pupils identified with SEN will be placed on our SEN Register and will have keyworkers who they can speak to and who will be an advocate for them within school.
- Support for pupils includes TA support in the classroom or small group or 1:1 interventions for literacy, numeracy, emotional literacy, motor skills and counselling. Some pupils may also receive small group support which focusses on social and emotional aspects of learning alongside a highly personalised curriculum.
- Governors at County Upper have a duty to oversee the effectiveness of provision for pupils with SEN and to ensure that parents are kept informed. Governors will consider the progress of students with SEN alongside the progress being made by other students in the school in order to monitor the equality of teaching, learning and opportunity.

#### **HOW WILL THE CURRICULUM BE MATCHED TO MY CHILD'S NEEDS?**

At County Upper we ensure that our teachers use differentiated teaching and learning strategies so that the curriculum is accessible for all children. Some children with SEND will have individually tailored timetables in order to best promote their inclusion and learning; for example when on a dual-placement. We are a dyslexia friendly school and many of our teachers have received training on supporting pupils with specific learning difficulties. Children have the opportunity to record their work in a variety of ways including laptops and i-pads.

#### **WHAT TRAINING IS PUT IN PLACE FOR STAFF SUPPORTING MY CHILD?**

The SEN Department have a wealth of experience in supporting pupils with a range of SEN

Through Performance Management Appraisals, all staff are given opportunities to discuss their training requirements so that they can provide the best possible support for all pupils.

#### **HOW DO YOU EVALUATE THE EFFECTIVENESS OF SUPPORT GIVEN TO MY CHILD?**

When reviewing your child's progress or any interventions, all those involved will contribute by commenting on progress academically and/or socially. Your child's teachers will discuss progress made within each curriculum area and this will be carefully recorded and tracked.

#### **WILL MY CHILD BE ABLE TO ENGAGE IN ACTIVITIES WITH CHILDREN AND YOUNG PEOPLE WHO DO NOT HAVE SEN?**

We have a number of lunchtime and after-school clubs that all our children are included in. All children have equal access. We have educational visits which all pupils are included in and we provide additional support so that they can always be as fully involved as possible.

#### **WHAT SUPPORT IS IN PLACE TO IMPROVE AND EMOTIONAL DEVELOPMENT?**

All children attend regular school assemblies and have weekly lessons in PHSE. In addition, some children may receive small group sessions where there is a focus on the social and emotional aspects of learning alongside academic progress. In addition, those requiring additional support may be offered support via counselling. Please contact your child's form tutor if you have any pastoral concerns and we will be happy to meet with you to discuss these and possible actions that we can take to support your child and your family.

#### **WHAT SPECIALIST SERVICES AND EXPERTISE ARE AVAILABLE AT OR ACCESSED BY THE SCHOOL?**

We work closely with a range of outside agencies and seek support when needed.

We regularly receive guidance from Occupational Therapists for pupils who have mobility difficulties or need support with seating, posture, etc.

Support Services work closely with us to support those pupils with SEN who are under the care of the Local Authority. We carry out Common Assessment Framework assessments through our Pastoral Team where it is felt that a 'Team Around the Child' approach may support children and their families who need additional help from other agencies such as Health and Social Care. For the Suffolk local offer please access the following link:

offer <https://infolink.suffolk.gov.uk/kb5/suffolk/infolink/localoffer.page;jsessionid=35384A1F76964EC190FD1183812D4500?localofferchannelnew=0>

We have a CBT trained specialist counsellor available in school one day a week; a student support co-ordinator; an inclusion coordinator and a personalised learning tutor for students requiring additional support.

#### **WHAT DO I DO IF I HAVE A COMPLAINT?**

Your first point of contact is always your child's form tutor. Please explain your concerns to them first. If you are not satisfied that your concern has been addressed, please speak to our SENDCo, Mrs Thuell. The full complaints procedure can be accessed on our website.