



Matravers School
SEND Information Report
 January 2018

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Local Offer Contribution: www.wiltshirelocaloffer.org.uk

Whole School Approach:

- To ensure that all students with special educational needs are supported to reach their educational potential;
- To ensure that the curriculum is broad, balanced and engaging;
- To provide a first class teaching and learning experience for all students;
- To ensure students with SEND are supported as detailed in the Local Offer (www.wiltshirelocaloffer.org.uk).

SEND Needs:

Children and young people's SEN are generally thought of in the following four broad areas of need and support:

	Provision	Communication and interaction	Cognition and learning	Social, emotional and mental health	Sensory and/or physical needs
Curriculum	Inclusion Tutor Group Link/SEND KS3/4	✓	✓	✓	✓
	Nurture Group	✓	✓	✓	✓
	Nurture Group PE	✓		✓	✓
	Speech and language	✓			
	SS: Life Skills	✓		✓	
	SS: Communication and Team Work	✓		✓	
	Literacy Withdrawal		✓		
	Personalised Learning KS4/5	✓	✓	✓	✓
	Personalised Learning KS3	✓	✓	✓	✓
	Art Therapy	✓	✓	✓	✓
Curriculum adaption	✓	✓	✓	✓	
Intervention	Break/Lunch Club	✓		✓	✓
	Homework Support	✓	✓	✓	
	Haven	✓	✓	✓	✓
	Key adult	✓		✓	✓

	Access arrangements	✓	✓	✓	✓
	In Class TA Support	✓	✓	✓	✓
	Resources eg. Laptop		✓		✓
	Calm Card	✓		✓	
	Hand Writing	✓	✓		✓
	Reading Buddies		✓		
	SEND County support	✓	✓	✓	✓
Short Intervention	Upgrade: core sessions		✓		
	Anger Management	✓		✓	
	Re-tracking			✓	
	SE: Girls Group	✓		✓	
	SE: Self Esteem Group	✓		✓	
	Thrive: exam stress	✓		✓	
	Thrive: 1-1 thinking errors			✓	
	Thrive: coping strategies			✓	
	Thrive: drop in	✓	✓	✓	✓
	Thrive: Anxiety	✓		✓	

(Reference: SEN Policy 2015)

As of (January 2018), we have 143 children or young people receiving some form of SEND Support.

We have internal processes for monitoring quality of provision and assessment of need.

- Use of GRAS: Graduated Response Approach.
- Regular progress updates for students across all curriculum areas, including assessments of needs where appropriate. This is linked in with the whole school Exam Weeks, Mark Book Updates, Pupil Progress Days and reports.
- Observations and monitoring of provisions by SENCo.
- Literacy intervention - after screening in September in Year 7, students in an intervention group are assessed in February and in June using the WRAT 4 assessment. Progress is monitored and recorded by the Literacy HLTA. Concerns are discussed with the SENCo.
- Speech and Language - targets are set by the Wiltshire Speech and Language therapist. Our HLTA monitors and records progress using a traffic light system- RAG rating. Together the HLTA and Wiltshire Speech and Language Therapist organise regular assessment of the students based on their targets.
- Students in Social Skill classes are set individual targets. These are monitored by our ASD HLTA. Progress is recorded using a traffic light system. This is done each term.

Consulting with children, young people and their parents

Involving parents and learners in the dialogue is central to our approach and we do this through:

Action/Event	Who's involved	Frequency
Pupil Progress Days	Tutor and invited student/parent	Up to 3 times a year
Meet the tutor evening	Tutor/student/parent	Once a year
Parents' evening	Teachers/student/parent	Once/twice a year depending on key stage.
SENCO surgery	SENCO/parent/student	As required
Annual Reviews	SENCO/parent/student	Annually
Transition	Primary Schools/parents/pupils	SEND enhanced transition takes place in term 6. Visits can start earlier depending on the needs of the students.

We also have strong links between Tutors, Progress Leaders, Pastoral Managers, Key Adults (where appropriate) and both the student and the parent. Meetings can happen throughout the year when they are needed.

Staff development

We are committed to developing the ongoing expertise of our staff. All members of staff receive Safeguarding Training at the beginning of each academic year. We have current expertise in our school in addition to our SENCO and 3 members of teaching staff:

Initials	Area of expertise	Level*
Staff A	<ul style="list-style-type: none"> • Equality & Diversity • Higher Level Teaching Assistant • Teaching Assistant • Teaching Assistant • Stair Climber Training • Advanced Skills in Secondary PSHE Education • Specialist Training for Teaching Assistants SLCN • Understanding Challenging Behaviour in Children & Young People • Understanding and Managing Behaviour – ASD • Basic Counselling Skills • Social Skills Training • Social Skills Training • Manual Handling • Wheelchair fixing & vehicle evacuation • Understanding ASD (Passenger Asst) • Passenger Assistant Training • Smartbox Training • Helping to keep children safe • NAS – Behaviour & Sensory Needs • Behaviour Management whole class learning • Social Stones Training • British Sign Language Course • Self-Taught Makaton • SLCN Inclusion Programme • BESD Inclusion Programme • Planning & Teaching Interesting whole class lessons • Supporting pupils with specific learning difficulties/dyslexia • SLCN – Communication Friendly Teaching 	<p>Level 2</p> <p>NVQ Level 2</p> <p>NVQ Level 3</p> <p>Level 2</p>

Staff B	<ul style="list-style-type: none"> • Wiltshire T.A. • Adult Numeracy and Literacy • Team Teach • Accelerated Reader Training • Selecting, Using and Interpreting Standardised Tests • Dyslexia Awareness • Seizure Management, Epi pen and Clinical Skills • Speech and Language – Communication Friendly Teaching • Makaton – communication • Manual handling • Mobile Stair Climber Operator • Behaviour Management Whole Class Learning • Basic counselling skills 	Level 3 Level 2
Staff C	<ul style="list-style-type: none"> • Behaviour Management Whole Class Learning • Aspiring HLTA Professional Development • Communication Friendly Teaching • Operator Instruction course for Alber S36 Mobile Stair Climber 	
Staff D	<ul style="list-style-type: none"> • TA course • First Aid • Speech & Language • Emotional Intelligence • Stair Climber training • Maths 	Level 3 Level 2
Staff E	<ul style="list-style-type: none"> • Counselling • TA Course 	Level 2 Level 3
Staff G	<ul style="list-style-type: none"> • Induction to TA Training • Understanding Behaviour with ASD 	

*(as per p58 of SEN Code of Practice 2014)

School Partnerships and Transitions

Our academic assessment for children and young people with special educational needs is moderated through our cluster of schools and neighbouring partners.

This year we worked with our feeder partners to welcome 25 children and young people with special educational needs or disabilities. We supported students in Year 11, 12 and 13 in the transition to the next phase in education or employment.

Our approach for KS2-3 transition will vary depending on the needs of the individual student. This may include:

- Matravers' teachers meeting with colleagues from feeder primary schools and visiting the students in their current class.
- SENCO attending annual reviews for children with an EHCP (or statement) from Year 5 onwards.
- Enhanced transition – a bespoke programme designed with the students in mind. The programme includes activities to build children's confidence about coming to secondary school by introducing them to the surroundings and the people they will be working with. This happens during the latter half of Year 6.

Our approach for post-16 transition will also vary depending on the needs of the individual student. This may include:

- SEND lead workers from Wiltshire Council are invited to the relevant annual reviews at KS4 to assist and advise with transition.
- Support with researching possible post-16 options, visiting colleges, completing application forms and attending interviews.
- If necessary vulnerable students will be highlighted to the Youth Intervention Worker, who assists the students with applications and or information about the next phase in education and employment. In some circumstances this may be passed on to an SEND worker at Wiltshire County Council.

We closely monitor children and young people's destination data each year.

Complaints

Please see our school website for information about our complaints procedure.

Further development

We have recently undergone an extensive refurbishment of the Learning Support facilities. This includes further improving accessibility in classrooms and specifically designed literacy, social skills and classroom spaces.

Our strategic plans for developing and enhancing SEND provision in our school next year include continuing to improve the progress and attainment of students with SEND. Further developing the curriculum and supporting the delivery of high quality teaching and learning.

Relevant school policies underpinning this SEN Information Report include:

SEN Policy

Child Protection Policy

Behaviour for Learning Policy

Legislative Acts taken into account when compiling this report include:

- Children & Families Act 2014
- Equality Act 2010
- Mental Capacity Act 2005

Date presented to/approved by Board of Governors: 6 February 2018 (Full Governing Board)