



ACTON HIGH SCHOOL

CENTRE FOR MEDIA ARTS AND APPLIED LEARNING

Special Educational Needs Information Report
2015–16

www.actonhighschool.co.uk

Approved by the Governing Body: 18 May 2016

Acton High School's SEND Information Report

Our approach to teaching children with Special Educational Needs and Disability

Acton High School's policy for students in Special Educational Needs and disability reflects the values and principles outlined within the school's cornerstones, which aim to provide an inclusive learning environment where all members of the school community strive to uphold and promote these values at all times in order to ensure that learning flourishes and the potential of all students is realised. Students will be encouraged to succeed by the positive and supportive ethos of the school as well as by strong links with the home, feeder schools and relevant agencies.

We acknowledge students' strengths as well as their complexities, aiming to provide the necessary support to empower students to take responsibility for their learning, thereby enabling them to experience success at Acton High School and beyond. We also aim to stimulate effort and maintain motivation through high expectations and by celebrating success so that students will become confident achievers who are able to participate fully at Acton High School, as well as in the life of the wider community. These aims include all the young people in our school with SEND.

1. What kind of needs can be supported at our school?

We make our best effort to ensure that every student in our school makes good progress and is well prepared for adulthood.

We provide support for students in all four of the identified areas of SEND:

- Communication and Social Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Physical and/or Sensory needs

Sometimes we will commission other professionals to help us meet an individual student's needs in school in order to support a student with SEND.

Sometimes a student who has very complex needs is happier and makes better progress in a more specialist school or resourced provision. As a school we do not have the power to make this decision, although we can give advice. It would be a decision made by parents/carers and the young person with SEND, with advice from the professionals involved, usually within an Education, Health and Care Plan meeting. This decision would be recorded in an Education, Health and Care Plan.

2. Who can I talk to about my child's needs?

- Class teacher
- Form tutor
- Head of Year
- Key worker for students with EHC Plans/Statements (or those treated as such)
- SENCO
- Head of Inclusion
- Assistant Head for Inclusion

3. How are young people's needs identified?

All young people are different, so at Acton High School we spend time identifying the needs of all young people, whether they have a special educational need or not, before they enter school and throughout their school life. This helps us support all young people to settle in well, feel happy and confident in school and make good progress in their lessons.

Parent information meetings

These are held for new parent/carers in the summer term before students start at our school. The Year Team Leader, Assistant Head in charge of Transition and/or SENCO would be present. If you believe that your child has a Special Educational Need that has not been previously identified by your child's current school then please inform us of your concerns. We will then arrange a time to follow this up with you and your child later.

Questionnaires to parents/carers and young people

Before starting at Acton High School we give parents/carers and students questionnaires to find out more information about the young people. Please let us know any information about your child's needs in these questionnaires – if it has not been recorded in other documentation (e.g. your child's EHC Plan/Statement or SEND information from their current school). We will then arrange to follow this up with you and your child later.

Work with previous schools or educational settings

School records are passed on to us and the SENCO and/or Year Team Leader look at them carefully. The primary school is contacted to obtain further information if necessary. Prior to starting Year 7 the Year Team Leader, Assistant Head in charge of Transition and/or SENCO will visit many students in their primary setting to gain further information from the primary school and to meet the students.

Induction days

In the summer term every student has an opportunity to spend time at Acton High School to meet the teachers, their form tutor, senior members of staff and experience secondary style lessons. Parents/carers also have the opportunity to meet their child's form tutor.

Student profiles

We encourage all of our new students to fill out a "student profile", as part of the induction process, in order to tell their teacher about themselves before they join the class. If a student has already had a Special Educational Need identified then his/her student profile may well have already been jointly agreed between parents/carers, young people and the professionals working with you.

Coffee mornings

Students with an EHC Plan/Statement and those identified as having a Special Educational Need with a high level of intervention in their primary setting are invited to a coffee morning; this is held at the end of the summer term in order for parents/carers and students to meet key members of the Inclusion department and become familiar with their new learning environment.

3a. How are young people's needs identified whilst at our school?

At Acton High School we want all our young people to feel happy, have friends and be supported in learning successfully. It is really important to us that any student feels that they can tell us about any worry or concern that they may have so we can help them.

Students can tell us by:

- Approaching a member of the Inclusion department
- Talking to their form tutor
- Feedback in books/Student Support Logs for staff to see
- Through mentoring/counselling sessions
- Through a Person Centred Plan

Parental feedback is gained through:

- Informally talking to or emailing teachers/pastoral staff
- Parents/carers evenings
- Coffee mornings
- Annual review meetings for students EHC Plans/Statement or students with a Statement of Special Educational Needs.
- Individual parent meetings

Through teacher assessments/referrals

All students' progress and achievement is assessed by teachers during every lesson. Academic achievement and progress information is collected for each student, usually termly, in order to monitor that all students are making good progress and will achieve their targets.

If a member of staff has concerns about a student, they consult with their line manager who will then complete a referral form for the student to be discussed at our weekly Acton Inclusion Meetings. Once a referral has been made additional interventions will be considered to be put in place to support the young person.

During a review of progress against SEND desired outcomes

If a young person has already had some Special Educational Needs identified then a plan to support them to reach certain outcomes should have already been put in place either by our school, through an EHC Plan/Statement or by your child's previous school. The success of this plan in meeting their needs and ensuring they make progress will be reviewed at least once per term. This process really helps to ensure that everyone involved in supporting the student understands their needs.

Other information that may be used to identify and support the needs of the young person

We also use other sources of information to ensure that students are happy and making good progress and do not require additional support:

- Analysis of behaviour and achievement logs
- Analysis of attendance logs
- Analysis of pastoral/medical logs
- Analysis of PASS data

4. How do we work in partnership with parents/carers of young people with SEND?

Our parents/carers are very important to us at Acton High School. Contributions from parents/carers are vital in ensuring we provide appropriately for our students. Therefore we aim to work closely with all our parents/carers to ensure that all students enjoy and achieve. Working in partnership with parents/carers of young people with SEND is vital. We do this through:

- Communicating regularly and informally through planners, phone calls, letters and emails.
- Support parents/carers to make appointments to see subject teachers, form tutors, key workers, Year Team Leaders and SENCO when they are concerned and would like a longer discussion.
- Evaluate the progress a student with SEND has made towards their targets.
- For any student with an EHC Plan/Statement and for some young people with more complex SEND the school will work with parents/carers and young people to draw up a “student profile” that describes a student’s needs and how they like to be supported so that it can be communicated quickly and easily to members of staff.
- Provide parents/carers of students with an EHC Plan/Statement a copy of the desired outcomes agreed for their child and the strategies and interventions set up in school to help them achieve them.
- Hold an Annual Review for any child with an EHC Plan or Statement of Special Educational Needs.

5. How do we enable young people with SEND to make decisions about their education?

We encourage all students, including those with SEND, to make decisions about their education. All students are expected to evaluate their own learning success and discuss their needs with their teachers and/or key worker. We do this in school through:

- Asking questions in lessons
- Asking questions in books (*please see our Teaching and Learning Policy for further details*)
- 1:1 key worker sessions
- For any student with an EHC plan or Statement of Special Educational Needs in Y9 and above, the Annual Review process will include discussion and agreement of a transition plan, supported by the careers advice service. This plan will help the student to progress onto the next stage of learning. The plan will be agreed by school, student and parents/carers and will be attached to the Annual Review document.

Students with SEND support

The progress of students identified as having SEND will be monitored regularly by the SENCO and Inclusion team. Where the data shows that learners with SEND are not making significant progress towards their targets, the SENCO will work with relevant colleagues to improve provision. Targets are decided by school staff based on current need and interim reports. The outcomes and the additional support needed to help the students achieve them are recorded as part of school intervention records, which include our school provision map. Subject teachers, form tutors, Year Team Leaders and/or other relevant staff will inform parents and children of the provision and it will be reviewed with progress shown on interim reports and can be discussed at parents’ evenings.

Students with an EH Care Plan and Statement of Special Educational Needs

In addition to parents’ evenings we also hold an Annual Review meeting for students with an EHC Plan, or Statement of Special Educational Needs. We work with the parents/carers and student to invite all the people needed in order to review the progress made against the outcomes outlined in the EHC Plan/Statement. We aim to include the views of the young person in this meeting through

the use of a Person Centred Plan where the young person has the opportunity to prepare a profile which is presented in the meeting. This will include any information that the young person wishes to share with the adults involved such as important information about their happiness and aims in life. Where appropriate, the young person can attend the whole of the Annual Review meeting – or just attend towards the start to state their views.

6. How do we help young people when they move to our school?

Before any young person transfers to our school we try to find out as much about them as possible to help them settle in quickly and have a smooth transition. All our new students have the opportunity to come and visit Acton High School on the common induction day (for year 7 students), as well as by arranging a tour prior to starting with us. On some occasions, we may feel that a student with complex learning needs would benefit from a series of days/half days with us in order to spend additional time familiarising themselves with our school, as well as the rules and routines.

Once we know that a young person has a special educational need we will liaise with the parents/carers and the previous school to decide on the desired outcomes we are all working towards and develop a plan to support each young person to achieve these aims. If needed some plans may detail a “transition plan” to help a young person settle into school easily and happily. This transition should only take a short amount of time.

If the young person has an EHC Plan/Statement, or has complex special educational needs, a profile will be drawn up to communicate to staff exactly how to support the young person and explain what we are all working on.

7. How do we help young people when they move to another school or further education provider?

Whenever any young person moves to another school we always pass on school records to the new school.

If a young person has a special educational need we also:

- Pass on SEND records to the new school including SEND support plans, or EHC Plans/Statements and “One Sheet Wonders” (information sheets).
- Liaise with the SENCO/year group leader of the new school to clarify any information necessary
- If needed, we can include ways to support a child to have a settled move to a new school through their SEND support plan or EHC Plan/Statement. For example we may organise some extra visits to the school or do some work to help prepare them for the transition
- If possible, we invite the new school to the last Annual Review of a young person with an EHC Plan/Statement so a transition plan can be set up as part of this meeting.

8. How do we help young people when they move year groups, classes and phases of education?

When moving year groups in school:

- Information will be passed on to the new Year Team Leader and class teacher in advance
- Where necessary, students may be introduced to their new Year Team Leader and class teachers in advance
- Meetings with key teaching staff are often held to share information
- If the young person would be helped by a social story, this will be created.

9. How are adaptations made to the school to help children with SEND?

- Subject teachers plan lessons according to the specific needs of all students in their class, ensuring that the needs of the young people are met
- Specific resources and strategies will be used where appropriate to support students individually and in groups. The school's curriculum takes into account a wide range of learners' needs
- Planning and teaching will be adapted on a daily basis if needed to meet the learning needs of all students
- We run the following interventions to support learning: KS4/5 literacy intervention; KS4/5 numeracy interventions; KS3 numeracy interventions; KS3 literacy interventions; organised activities at break and time; homework club; social skills groups; narrative groups; targeted dyslexia intervention; Year 7 Diploma Group; Toe by Toe literacy intervention; handwriting groups; spelling groups; pre-teaching of vocabulary; speech and language programmes; Catch Up Literacy Programme; Power of 2; reading comprehension groups; The Lit Programme; Touch Type Read and Spell; Lego therapy; Drawing and Talking therapy; Art therapy and ATTACK read/spell.
- Where there is evidence to support a student's need for Exam Access Arrangements, these are made in accordance with school protocol.¹

¹ Exam Access Arrangements – available at <http://www.actonhighschool.co.uk/School-Policy>

10. What are the skills of the Inclusion Department staff?

Staff members	Training completed
All staff	<p>Are trained in the requirements of:</p> <ul style="list-style-type: none"> • The SEND code of practice • The Equality Act • All general school policies on teaching and learning and behaviour management including information on how to include children with SEND • Quality First Teaching
Lead learning support assistant, Achievement Worker & Learning support assistants	<p>We have a variety of skills amongst the team of learning support assistants and achievement worker depending on their specific role. Different staff have had training in the following areas:</p> <ul style="list-style-type: none"> • Speech and language programmes • ELKLAN • Pre-teaching of vocabulary and content • Toe by Toe • Touch Type Read and Spell • Dyslexia • Handwriting • Social stories • ASD • ADHD • Attachment • PECS • Catch up Literacy • ARROW • First Aid • Social skills • Exam access arrangements • Counselling • Level 3 Diploma in Supporting Teaching & Learning • HLTA accreditation • Supporting student with epilepsy
SENCO and Teaching Staff	<ul style="list-style-type: none"> • Image in Action • Exam access arrangements • Dyscalculia • ASD • ADHD • Literacy • ELKLAN • Dyslexia • What makes an Outstanding Lesson • Exam access arrangements • Catch Up Literacy • Behaviour for Learning • Attachment • ASD • NASENCO accreditation (SENCO) • Educational Psychology Diploma

11. How effective is our SEND provision?

Last year we provided a range of interventions for children with SEND, some of which included: Touch Type Read and Spell, Maths and English interventions, Catch Up Literacy Programme, breakfast club, ATTACK read/spell, speech and language programmes and Diploma Group.

73% of our SEND students achieved 5 A* - G grades including English and Maths last academic year, an increase of 9% on the previous academic year.

Our 3 students with statements in year 11 went onto college to study BTEC qualifications.

12. What should a parent/carer do if they are concerned about the quality or effectiveness of support their child is receiving?

All schools check the quality of the support for each student and report the effectiveness of provision to the governors. If at any time a parent/carer is worried about their child then it is important to contact the school and discuss this so that any issues can be rectified. We take parent/carer concerns very seriously and will do everything we can to resolve them. Concerns should be addressed to personnel at the school in this order:

- Form tutor
- Key worker for students with EHC Plans/Statements
- Year/Deputy Year Team Leader/SLT Link for the year group
- SENCO
- Head of Inclusion
- Assistant Head for Inclusion
- Head Teacher
- Chair of governors

In the unlikely event that we are unable to resolve parental/carer concerns, parents/carers can refer to the Acton High School complaints policy which can be found on the school website.²

Further information and support for parents of young peoples with special educational needs can be accessed through Ealing Council's Local Offer.³

**Updated by Kimika Gardner, SENCO
March 2016**

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² Complaints policy – available at: <http://www.actonhighschool.co.uk/School-Policy>

³ Ealing Local Offer – available at:
<https://www.ealingfamiliesdirectory.org.uk/kb5/ealing/directory/home.page>