

Support for learners with SEN at Taverham High School



Aims

- National picture: guidance and funding
- Graduated response
- SEN at Taverham High School
- Allocation of support & the role of LSAs
- Exam Access Arrangements
- Support for parents



Regulations & Guidance







Children and Families
Act 2014



Equality Act 2010

Special educational needs and disability code of practice:

0 to 25 years

Statutory guidance for organisations which work with and support children and young people who have special educational needs or disabilities

January 2015



SEND Code of Practice





Special educational needs and disability code of practice: 0 to 25 years

Statutory guidance for organisations which work with and support children and young people who have special educational needs or disabilities

January 2015

SEN, D or SEND: 6.8
Curriculum: 6.12
Identification of SEN 6.15
Four broad areas of need 6.28
Special educational provision 6.36
Graduated response
Working with learners and their families



SEN Funding

- Government provides funds to Local Authorities
- Local Authorities provide funds to Schools In Norfolk:
 - Out of county (non-maintained) specialist settings
 - Complex needs & specialist (maintained) schools: budget
 - School budgets: Notional funding for SEN
 - High level SEN exceptional needs funding
 - EHCP
 - SEN Support



Graduated Response



Progress over time & level of need



Support for learners

- Communication with school staff
- Chosen according to the needs of the individual
 - Environmental factors
 - Equipment
 - Strategies
 - Intervention groups
 - Small group learning
 - In class support



Student Support Plan

| I WOULD LIKE YOU TO KNOW THAT: (Strengths & difficulties) | STUDENT SUPPORT PLAN Name | | IT WOULD HELP ME IF YOU COULD: (Reasonable adjustments) | |
|--|-------------------------------|-------------------------|---|--|
| | D.O.B: | Form: | | |
| | DATE OF PLAN: | REVIEW DATE: | | |
| | Support category(s): | | | |
| THIS MEANS THAT: (Impact on me & my learning) | | | | |
| | Area(s) of need: | | | |
| | | PICTURE | | |
| | | | ADDITIONAL SUPPORT/EXTERNAL HELP: (Intervention) | |
| | Attendance: | | | |
| | DATA & ATTAINMENT INFORMATION | | | |
| I WILL HELP MYSELF BY: | KS4 Target GCSE | Progress | | |
| | English: | English: | | |
| | Maths: | Maths: | | |
| WHEN LEAVE SCHOOL LHORE TO: (VO.) | Science: Science: | | EVANA ACCESS ADDANICEMENTS, (VO.) | |
| WHEN I LEAVE SCHOOL I HOPE TO: (Y9+) | Other Information: | | EXAM ACCESS ARRANGEMENTS: (Y9+) | |
| | | | | |
| Target | | Target | | |
| How it will be achieved | | How it will be achieved | | |
| | | | | |

To create a learning environment within which every individual can realise their full potential, develop self-respect, respect for others and to prepare themselves for life in a changing world.

-THS School Wision



The Team

SENCO: Rebecca Dixon

Assistant SENCO: Pauline Phillipson

KAVE

Lead teacher: Sarah O'Neill KAVE Teacher: Chris Abel

LEAD LSAs

Cognition & Learning:

Jo Gray

Social, Emotional & Mental Health:

Natasha Vincent-Waterson

Communication & Interaction:

Caryl Ainsworth

Physical disability & sensory impairment:
Julie Winn
Assessment Coordinator:
Nicola Sheard

LSAs

Maya Booty
Jennie Child
Sue Childs
Martin Newson
Mel Smith
Sue Stansfield
Haley Wiseman



Allocation of support

- What is the need?
- What is the barrier to learning?
- What does the learner need?
- How can we best equip learner to be independent?
- Consideration of subject demands
- Consideration of environmental factors
- Views of the learner, parents, LSAs and teachers
- Advice from external professionals



Exam Access Arrangements (EAA)

- Regulated by JCQ
- Annual assessor training certified
- Specific assessments with strict criteria / cut-off points
- Additional time, reader, scribe
- Technology



Role of LSA

Generally the LSA is...

NOT 'Velcro'

NOT task completion

NOT 'one to one' or constant carer role

Developing skills for learning

Transferring skills to class

Developing independence

Supporting well-being



Support for parents

- Form tutors
- Subject teachers
- Receptionist
- Pastoral team: Head of year, Head of key stage, ACE
- SEN team
- Norfolk SEND Partnership (01603 704070) www.norfolksendpartnershipiass.org.uk
- EHCP Co-ordinator, Kim Fitchett-Smith



Support for parents

What else would be helpful?

drop-in surgery

SEN café



SEND Information Report ** Taverham High School An 11-18 Academy

Please sign up!

| Name | Parent of | Telephone | E-mail | |
|------|-----------|-----------|--------|--|
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Thank you



Questions





Code of Practice for SEND: Highlights

- Context: 6.1 6.7
 - ▶ All children are entitled to an appropriate education
- SEN, D or SEND: 6.8 6.11
 - Equality Act 2010
 - Reasonable adjustments (anticipatory)
 - Supporting pupils at school with medical conditions 2014
- Curriculum: 6.12
 - Set high expectations
 - Set targets which are deliberately ambitious
 - Plan lessons to address potential areas of difficulty and to remove barriers to achievement



Code of Practice for SEND: Highlights

- Identification of SEN
 - What is SEN? 6.15
 - Process starts with the teachers 6.17
 - ► High quality teaching 6.19
 - Involving parents 6.20
- Four broad areas of need 6.28 6.35
 - Cognition and learning (C&L)
 - Communication and Interaction (C&I)
 - Social, emotional and mental health difficulties (SEMH)
 - Sensory and/or physical needs (PD/sensory)



Code of Practice for SEND: Highlights

- Special educational provision
 - ► Teachers and teaching 6.36 6.37
- Graduated response
 - Assess, plan, do, review
 - Forms basis of school's processes for meeting SEN
 - Quality first teaching SEN support EHCP
- Working with learners and their families
 - Recurring theme
 - Detail of duties 6.64 6.71

