



Five Acres High School

SEN Information Report

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Five Acres High School SEN Information Report

This report describes Five Acres High School's provision for pupils with SEND. This report has been produced in accordance with and pursuant to the Equalities Policy of the Greenshaw Learning Trust, the SEND Policy of the Greenshaw Learning Trust, the Special Educational Needs and Disability (SEND) Code of Practice and relevant legislation, and the Funding Agreement and Articles of Association of the Greenshaw Learning Trust.

This report is the responsibility of: SENDCo, Debbie Baker

This report was reviewed and updated on: December 2023

This report was approved by the School Governing Body on: 23 January 2024 *

**This report will be kept under review throughout the academic year. Where amendment is necessary due to operational or staffing changes that do not materially affect the nature of the report, the report will be updated by the SENDCo*

SENDCO:

Debbie Baker, dbaker@5acreshighschool.co.uk

Headteacher:

Simon Phelps, sphelps@5acreshighschool.co.uk

SEN link governor:

Ann-Marie Karadia, akaradia@greenshawlearningtrust.co.uk

SEN Information Report

1. The kinds of SEN that are provided for

Our school currently provides support for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

2. Identifying pupils with SEN and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap
- Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something additional is needed.

3. Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents. We will formally notify parents when it is decided that a pupil will receive SEN support.

4. Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENDCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant

- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant
- The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5. Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

The SENDCo or Transition TA attend Year 5 and Year 6 EHCP Reviews (for those students intending to come to Five Acres High School); Five Acres High School hosts open mornings and an open evening for students in Year 5 and Year 6 in the Autumn term of each academic year; Five Acres High School meets with students in their primary schools as part of the induction programme; Five Acres High School holds transition days for all upcoming Year 7 students in July, in addition to a parent's welcome meeting.

Five Acres High School provides additional time during Year 6 summer term, when students with SEND come and spend some time in school before starting in Year 7, Five Acres High School holds a transition meeting for parents of SEND students who come to Five Acres High School with the SENDCO or keyworker from their primary school. The Year 6/ 7 Transition coordinator visits all our feeder primary schools to meet with the Year 6 teacher to discuss the needs of all students, including those with special educational needs.

The SENDCo visits primary schools to liaise with the primary SENDCo and meet students. In addition, TA key workers visit the students to meet and observe them in their primary class environment, and strategies of support are discussed with the Year 6 class teacher and primary teaching assistant.

College and Sixth Form SENDCos are invited to Year 11 EHCP review meetings so that post-16 support can be discussed within their placement. This also provides an opportunity for the parent and student to meet with the SEN lead and talk openly about support, concerns, extra transition days, tours and course entry requirements. We also work with the Travel Training Team to ensure that our students are confident and prepared to travel independently on public transport to their post-16 placement.

6. Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

At Five Acres High School we support all children, including those with SEND by using High Quality Teaching Strategies which include modeling, breaking information up into smaller 'chunks', repeating instructions, checking for understanding and allowing time to respond.

We may also provide the following interventions: (This list is not exhaustive)

- Literacy – closing the gap
- Reading Comprehension
- 1:1 Reading
- Pre/Post Teaching
- Social Skills

- Numeracy
- Hand Writing
- Touch Typing
- DI Corrective Reading Programme
- DI Corrective Maths Programme
- IDL Literacy
- Read, Write, Inc Intervention
- Emotional Literacy Support Assistant (ELSA) support
- Mind Mapping
- Positive Start
- Speech and Language – Secondary Language Link Programme and recommendations by SALT
- Travel Training and Preparing for Adulthood Years 9-11
- Mentoring – Internal & External

7. Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

Differentiating our curriculum to ensure all students are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.

Adapting our resources and staffing. Using recommended aids, such as laptops, coloured overlays, tinted coloured paged books, visual timetables, larger font, reader pens etc.

Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

Please refer to our accessibility plan for further information.

8. Additional support for learning

We employ teaching assistants who are trained to deliver interventions such as Read, Write, Inc (RWI), Direct Instruction Corrective Reading and a range of others listed above.

Teaching assistants will support pupils on a 1:1 basis when it is identified through an EHCP or the Advisory Teaching Service suggest a prescribed intervention.

Teaching assistants will support pupils in small groups when directed to by the class teacher, or when delivering an intervention

We work with the following agencies to provide support for pupils with SEN:

Gloucestershire Local Authority to provide access to professional services such as the Educational Psychologists (EP), Speech and Language Therapists (SALT), Occupational Therapy (OT) and Advisory Teachers on specific areas of special educational need. This is undertaken in full consultation with parents.

9. Expertise and training of staff

Our SENDCO has 5 years' experience in this role and has worked in mainstream secondary school education for 24 years.

The SENDCO is allocated 3.5 days a week to manage SEN provision.

We have a team of teaching assistants who are trained to deliver SEN provision.

Staff have been trained in a range of SEND strategies for Mutism, OCD, ADHD, Autism, SEMH. One TA is responsible for Speech and Language and has been working with SALT to deliver Language for Behaviour and Emotional Coaching sessions and screens and delivers Speech and Language Intervention.

Two TAs have also qualified in delivering Yoga in Schools to support students with SEMH difficulties and we have 1 qualified Emotional Literacy Support Assistant (ELSA) and 1 TA being trained. We use specialist staff for SEMH and CBT interventions.

10. Securing equipment and facilities

Equipment is secured through a range of funding avenues or the Advisory Teaching Service if a need is highlighted and supported by external agencies. Exam Reader Pens and Chrome books have been purchased for SEN students to access, if required, following advice and guidance from ATS, EP or Exams Assessor

11. Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after 6 weeks
- Monitoring by the SENDCO using termly data and intervention data to measure progress
- Learning walks and book scrutinies
- Holding annual reviews for pupils with statements of SEN or EHC plans

12. Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

All of our extra-curricular activities and school visits are available to all our students, including our before-and after-school clubs.

All students are encouraged to go on our residential trip(s) when they are planned including Year 7 Residential, theatre trips and all field work.

All students are encouraged to take part in sports day/school plays/special workshops, etc

In addition, we have our own SEN Boccia sports team who compete in local fixtures and a Multi-Skills club is offered at lunch time.

No student is ever excluded from taking part in these activities because of their SEN or disability.

13. Support for improving emotional and social development

We provide support for students to improve their emotional and social development in the following ways:

- Students with SEN are encouraged to take a full and active part in our Character Education programme
- Students with SEN are also encouraged to be part of School Sports Team to promote teamwork/building friendships etc.
- SEN students have access to our Learning Support Base at social times to develop social skills with other students in a structured and supervised setting.
- We have a zero tolerance approach to bullying.
- We have two dedicated staff who run an outstanding 'Early Help' programme for the whole school.
- Our Positive Start Intervention Programme provides further SEMH support on a daily basis and we are currently working alongside a qualified Emotional Literacy Support Assistant (ELSA).

- The Social Skills and Community Engagement Intervention provides support for social development which has been created with support from the Gloucestershire Independence and Travel Training Team.

14. Working with other agencies

Where the needs of a student require expertise that is not available in the school, Five Acres High School uses, Gloucestershire Local Authority to provide access to professional services such as the Educational Psychologists (EP), Speech and Language Therapists (SALT), Occupational Therapy (OT) and Advisory Teachers on specific areas of special educational need. This is undertaken in full consultation with parents. We also utilise other services such as The Children and Young People Services (CYPS) and the Youth Service to support students who may have emotional, social or mental health needs or require support to help them overcome other learning difficulties. Again, this is undertaken in full consultation with parents. Links have also been developed with external mentoring services to provide bespoke support to students with learning or SEMH needs

15. Complaints about SEN provision

Complaints about SEN provision in our school should be made to the SENDCO in the first instance. They may then be referred to the school's complaints procedure.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

16. The local authority local offer

Our contribution to the local offer is outlined above and can be found at:
<https://www.gloshfamiliesdirectory.org.uk>

17. Contact details of support services for parents of pupils with SEN

<https://www.gloucestershire.gov.uk/education-and-learning/special-educational-needs-and-disability-sen-including-autism/>

18. Contact details for raising concerns

If there are concerns in regards to a pupil's SEND needs, then please do contact the SENDCO in the first instance.