



# Lakers School

## SEND Information Report 2016-2017

We are a school of almost 600 students situated in the Forest of Dean. Our intake reflects a range of SEND and some with statements of educational needs & Education & Health Care Plans (EHCPs).

Our Student & Learning Support Department is currently led by Ms Angie Weston. This is line managed by the Interim Headteacher, Mr John Reilly. There are also a number of Teaching Assistants employed by the school to work with students with SEND. The faculty works as a team and establishes close working relationships between students, staff, parents, the Interim Executive Board (IEB) and outside agencies so that all of our students are supported in a fully inclusive environment.

Question	How do we do it at Lakers School?
<p>Do students with SEND come to your school?</p> <p>What kinds of SEND do you make provision for at this school?</p>	<p>We are a mainstream school; we aspire for all of our students to achieve their potential, including those with SEND. If a child is falling behind, or not responding to inclusive teaching and the normal interventions and resources that are put in place, then they may be identified as SEND. We have specific plans and student profiles which help support their development and speed up progress.</p> <p>Typically, the students with SEND in our school have difficulties with speaking and language, literacy &amp; numeracy, social or emotional development, ASD, Dyslexia and sensory difficulties with sight and/ or hearing</p>
<p>How do you know if a student has SEND?</p> <p>How will I know if my son or daughter is receiving SEND support?</p>	<p>Identifying SEND needs early is crucial in order to enable students to make good progress. In our school we believe that inclusive teaching is the first step in responding to any special educational need and we carry out checks on teaching to make sure that teaching is inclusive.</p> <p>Our teachers closely monitor the progress made by all students and ask advice from the SENDCo as soon as they have concerns about any student. The SENDCo helps teachers to plan activities such as small group work or special programs to help the students. If these activities don't help the student to make better progress, the SENDCo will suggest other programs or temporary additional support, or ask for advice or assessment from an external specialist service. If the student still does not make sufficient progress, the SENDCo, tutor, subject teacher or head of year will meet with parents/carers and student and together agree that additional SEND support that will be put in place. As soon as your son or daughter's SEND has been identified we will contact you and invite you to come into school to discuss plans to help him or her make better progress.</p>
<p>Where can I find information about the school SEND Policy?</p>	<p>Our policies on SEND and access will give you the information you need about how we make provision for all students with SEND.</p> <p>Look for our SEND Policy on our school website <a href="http://www.lakers.gloucs.sch.uk">www.lakers.gloucs.sch.uk</a></p> <p>If you would like to discuss our SEND provision or find out more, please contact our SENDCo, Angie Weston <a href="mailto:a.weston@lakers.gloucs.sch.uk">a.weston@lakers.gloucs.sch.uk</a></p> <p>The SEND policy is reviewed every three years. The school evaluates the effectiveness of the provision that is in place to support students with SEND. Pupil Profiles will be evaluated every half-term which will include an evaluation of the impact of targeted interventions. We regularly review data for all students and the impact of interventions will be measured and evaluated. Subsequent interventions will be put in place if needed.</p>
<p>How do you make sure that the SEND support is helping students make good progress?</p> <p>How will I know that my son or daughter is making good progress?</p>	<p>Heads of Department will monitor student progress and report any concerns to the SENDCo. Heads of Year will monitor student progress and attitude to learning data and report any concerns to the SENDCo. Subject Teachers can meet with the SENDCo to discuss any concerns over individual students. Intervention meetings are an integral part of the monitoring system and function to support staff in meeting the needs of our students. Parents will receive a report on attitude and effort at the end of each half term and a total of three academic progress reports throughout the year. Each child will receive a full tutor report, which for Y7-10 is in the Summer Term.</p>

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<p>How will the curriculum and other teaching strategies be matched to my child's/young person's needs and their aspirations?</p>	<p>We support access through differentiation using the WAVE approach, profiling students on the SEND register, allocating extra support to an individual or group according to set criteria and availability of resources. We develop self-esteem through positive reinforcement, using assessment processes to identify any learning difficulties. We ensure ongoing observation and assessment and provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning.</p> <p>We seek to be an inclusive school by:</p> <ul style="list-style-type: none"> <li>• Using the SEND review procedures to identify any barriers in the way of the student and plan appropriate and reasonable action.</li> <li>• Ensuring that all students have appropriate learning targets which are challenging.</li> <li>• Valuing the diversity of our students, of which SEND are a natural part.</li> <li>• Looking for opportunities within the curriculum to raise SEND issues.</li> <li>• Seeking to make provision for SEND within routine class arrangements wherever possible.</li> <li>• Seeking opportunities for students with SEND to work with other students.</li> </ul> <p>Criteria for Evaluating the success of the SEND Policy</p> <p>The following criteria will be used:</p> <ul style="list-style-type: none"> <li>• The amount of identified teaching time available to support SEND students.</li> <li>• The number of students with special educational needs and disabilities meeting their progress flightpath.</li> <li>• Average reading improvement of students receiving support with teaching.</li> <li>• The number of planned programs of intervention and support.</li> <li>• The budget allocated to SEND by the IEB</li> <li>• The proportion of teachers' records which include information on the special educational needs and disabilities of students in their classes.</li> <li>• The proportion of schemes for learning which show planning for differentiation for students with SEND.</li> <li>• INSET time allocated to staff development with reference to special educational needs and disabilities.</li> <li>• The proportion of parents attending or contributing to reviews and consultations.</li> </ul>
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|  | <ul style="list-style-type: none"><li>• Staff fulfil the expectation of the school in carrying out procedures for special needs and disabilities and contribute to documentation for profiling, Reviews, Reports and evaluations.</li></ul> |
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<p>How will the school prepare and support my child/young person to join the school, transfer to a new school or the next stage of education and life?</p>	<p>We have an excellent and thorough transition program at Lakers School. All SEND students are visited at their primary school by either the SENDCo or the Transitions Coordinator. All students attend a minimum of four induction days along with all of the other year 6 students who are joining the school. All parent/carers are also invited to a Welcome Evening at the end of the summer term. The SENDCo is alerted very early on in the process where students may require additions to their transition package. This will include attendance at the annual review (for students with a statement/EHCP) in year 6 and if necessary year 5, continued dialogue with primary colleagues and parents before moving to Lakers School and more frequent visits for the young person to ensure the School's surroundings are more familiar and questions are answered. This is not an exhaustive list of procedures and each package can be tailored to the bespoke needs of the students as well as possible.</p>
<p>How are the school's resources allocated and matched to children's/young people's special educational needs and disabilities?</p>	<p>Our finances are monitored regularly and we utilise resources to support the strategic aims of our setting as well as individual learner needs. The Interim Headteacher, IEB and School Business Manager oversee all matters of finance. Budgets are closely monitored and aligned to the school development plan. Staffing is reviewed regularly to ensure students' needs are met.</p>
<p>How are parents/carers involved in the school? How can I be involved?</p>	<p>We strongly encourage positive partnerships with all parents/carers of students at Lakers School. We work together to ensure each student is supported in their learning, specific needs, pastoral care and aspirations. Parents/Carers are kept updated with progress through 3 reporting points during the year as well as a parent consultation evening. Students who have a Teaching Assistant allocated to them have regular contact with this adult and they will also keep parents/carers updated as well. Students with statements or an EHCP have an annual review where all aspects of the young person's schooling are discussed and logged.</p>
<p>How can I support my child?</p>	<p>There are lots of ways you can help. The best way to help is to talk to the teachers and ask questions if you have them. Don't be afraid to share information that might be useful to the school, for example, share any worries your child may have. If you need to, ask your child's tutor for their advice and support, they can arm you with lots of ideas and tips. There are many opportunities to meet with either the SEND team or your child's subject teachers or tutors so please use the website, and any other information that the schools sends out, to help keep you up to date with parent's evenings and other events that can help you support your child's experience at school. It helps if your child comes to school ready to face the day, and if you have concerns be quick to bring them to the schools' attention, that way they can be dealt with more swiftly.</p>

<p>Access to extra-curricular activities for students with SEND</p>	<p>The school publishes a schedule of extra-curricular activities each year and the Learning Support staff encourage pupils with SEND to attend these, according to their interests. This would include accompanying the student to the first session if this was needed. The SEND Centre is offered to invited students before school, at break or lunchtimes and is always supervised by at least one member of the SEND team. The SEND Centre welcomes any student who prefers the quiet environment and/or needs the additional support for social integration. It is particularly popular with our students on the autistic spectrum, as their social skills can be supported through games and structured conversations.</p> <p>Homework club is offered after school 4 days per week. We recommend this to the parents of students with SEND if they are having difficulty supporting their child at home. Teaching Assistants accompany school trips, to support students with SEND, as required.</p>
<p>Who else provides services in school for students with SEND or disabilities? How can my family get support from these services?</p>	<p>The SENDCo will refer pupils to external support services for advice and guidance in meeting the needs of an individual student when deemed appropriate. These agencies may include: Advisory Teaching Service (ATS) Educational Psychology Service (EPS); Children and Young Peoples Service (CYPS); Youth Support Team (YST). Some of these services are traded services and a cost benefit analysis will be carried out before a referral is made. Parents are able to ask for the support of the Parent Partnership Service, when they feel the need for impartial advice and information regarding the special educational needs of their child. <a href="http://www.glospps.org.uk/">http://www.glospps.org.uk/</a></p> <p>LAC: Looked After Children may be included on the SEND register due to the social and emotional needs surrounding their status. Mr Dowle is our designated LAC lead and conducts the PEP meetings alongside our Inclusions Coordinator, Mrs Elizabeth Jones. Mrs Jones is our Young Carers Co-ordinator.</p>
<p>How do you check and review the progress made by students with SEND? How will I be involved in those reviews? Who else will be there?</p>	<p>The SEND team will assess and review the progress of all students with SEND at key data points in the year, this includes academic progress, attitude to learning, attendance, behaviour, readiness for learning, self-esteem etc. The outcomes of these reviews will be shared with parents at target setting/ review meetings with the SENDCo, where action and targets will be set. Education, Health and Care plan (EHCP) reviews will take place periodically throughout the year, key personnel involved in the plan will be invited to attend. Parents are central to the planning and intended outcomes of the plan. Parents are welcome to bring a person to support them, e.g family member/ friend /parent partnership representative. However, you do not need to wait for these meetings if there is a concern, a meeting can be arranged with key staff to discuss concerns.</p>

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<p>How do your teachers help students with learning difficulties or disabilities to learn, including what they learn? How can I find out more about what my son or daughter is learning at the moment?</p>	<p>As a school we have the highest possible expectations for your children and all students in his or her class. All teaching is based on building on what your son/daughter already knows, can do and can understand. The school will put in place different ways of teaching so that your son/daughter is fully involved in learning in the classroom. This may involve things like using more practical learning or providing different resources adapted for your son or daughter, including ICT. The teacher will also put in place specific strategies (which may be suggested by the SENDCo or specialists from outside agencies) to enable your son or daughter to access the learning tasks.</p> <p>All teachers have access to the Pupil Passports on ePortal which contain personal information for each child to enable more accurate planning for their needs. This information is used by individual teachers and subject areas to plan necessary interventions.</p> <p>We have also introduced the use of 'Show My Homework', an online and app based system which enables parents to monitor directly what homework has been set, and to access the resources needed to complete it. #</p> <p>Access to what children are learning can be found in the subject areas of our school website.</p> <p>Teachers will have carefully checked on his or her progress to monitor if he or she has gaps in understanding/learning and needs some extra support in order to close the gap between your son/daughter and other students of the same age. He/ She will carefully plan differentiated class work and homework to support their progress.</p> <p>There is more information about the school curriculum on our website at <a href="http://www.lakers.gloucs.sch.uk">www.lakers.gloucs.sch.uk</a></p>
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<p>How does your school support students' emotional and social development?</p>	<p>All students access a Life Learning Skills programme with PSHE (Personal, Social, Health Education) themes at the forefront. We do respond to the needs of the individual, tailoring an individual programme of support if needed. We utilise many agencies for support if we need expertise beyond our own staff. We listen to the views of students with SEND by providing a robust pastoral system which includes tutors and heads of year who liaise with the Inclusion Team, class teachers and Heads of Year / Department.</p> <p>We take bullying very seriously. We help to prevent bullying of all students including those with SEND by the application of the Behaviour Policy and the Anti-Bullying Policy.</p>
<p>How are the adults in school helped to work with students with an SEND and what training do they have?</p>	<p>The School's Arrangements for SEND In-service Training</p> <ul style="list-style-type: none"> <li>• All staff have the opportunity to receive In-Service training on SENDD Procedures in school.</li> <li>• All staff have the opportunity to receive In-Service training on specific disorders and/or disability of students within their care.</li> <li>• All staff have the opportunity to receive training in specific techniques related to differentiation, class management and specific disorders e.g. Dyslexia, Autism etc.</li> </ul>
<p>How is my son or daughter involved in his /her own learning and decisions made about his/ her education?</p>	<p>Students with SEND are encouraged to be involved in decisions made about their own learning. Students are invited to attend annual review meetings and their views form part of the review paperwork. During the year 8 options process targeted students are invited to meet with a senior member of staff with their parents/carers in order to help them make informed decisions about their key stage 4 curriculum.</p>
<p>How will you help my son/daughter make successful move into the next year group or other move or transition?</p>	<p>All students will receive support, if needed to the next phase on their learning journey. There is an extensive primary to secondary transition process, with an enhanced programme for the more vulnerable learners. All students with a statement or EHCP will be supported through the Annual Review process from year 9 onwards for their post 16 transition. The Careers officer will meet with the student (and parent/carers if necessary) to prepare a post 16 transition plan.</p>

<p>Who should I contact if I want to find out more about how the school supports students with SEND?</p>	<p>In the first instance, parents/carers should contact Ms Weston SENDCo <a href="mailto:a.weston@lakers.gloucs.sch.uk">a.weston@lakers.gloucs.sch.uk</a></p>
<p>Arrangements for handling complaints from parents of children with SENDD about the provision made at school</p>	<p>Arrangements for Considering Complaints about the SENDD Provision within the School</p> <p>In the first instance, complaints should be taken up with school staff directly concerned, the Subject Teacher, Head of Department and then the Faculty. If the complaint is not resolved then the matter should be raised with the Principal, who may, following consultation with the SENDCo :</p> <ul style="list-style-type: none"> <li>• Arrange a joint meeting with the complainant.</li> <li>• Undertake further investigations.</li> <li>• Seek the involvement of external agencies, such as the Parent Partnership Service.</li> <li>• Take action to address the complaint.</li> <li>• Decide that the complaint does not warrant any further action, and advise complainants of next steps they can take.</li> </ul>
<p>Where can I find out about other services that might be available for our family and my son or daughter?</p>	<p>Information can be accessed through SENDCOSPOT <a href="http://www.gloucestershire.gov.uk/schoolsnet/SENDcospot">http://www.gloucestershire.gov.uk/schoolsnet/SENDcospot</a></p> <p>Gloucestershire Local Offer <a href="http://www.glosfamiliesdirectory.org.uk/kb5/gloucs/glosfamilies/localoffer.page">http://www.glosfamiliesdirectory.org.uk/kb5/gloucs/glosfamilies/localoffer.page</a></p> <p>Gloucestershire Parent Partnership Service <a href="http://www.glospps.org.uk/">http://www.glospps.org.uk/</a></p>

This SEND Information Report should be read in conjunction with the school's SEND Policy.