

## **SEND Information Report for parents and carers**

### **Stopsley High School**

#### **Academic year 2023 / 2024**

Welcome to our special educational needs and disabilities (SEND) information report. This SEND information report is written to comply with the Children and Families Act 2014 and the Special Educational Needs and Disability Code of Practice 2015 (0-25 SEND code of Practice). This report is additional to the school SEN policy which is a separate document and can be found [HERE](#).

This SEND information report documents Stopsley High School's provision for students who have SEND and it will be regularly updated to reflect current provision. This report contributes to Luton Borough Council's Local Offer.

At Stopsley High School we have adopted a whole-school approach to SEND policy and practice. Pupils identified as having SEN, including those placed by the Local Authority (LA) in the SCD Provision are, as far as is practicable, fully integrated into mainstream classes alongside their peers. Every effort is made to ensure that they have full access to the curriculum and are integrated into all aspects of the school community. The quality of teaching for all pupils including pupils with SEND and the progress made by pupils is a core part of the school's drive to raise standards for all teaching and support staff. Teachers strive to set high expectations for every pupil, whatever their prior attainment and use appropriate assessment to set targets which are deliberately ambitious. Lessons are planned to address potential areas of difficulty and to remove barriers to pupil achievement. The support team is able to provide advice, resources and strategies to aid differentiation of the curriculum.

#### **1. How does the school identify and organise support for children with special educational needs?**

The school is committed to early identification of special educational needs and adopts a graduated response to meeting special educational needs using the assess, plan, do review model in line with the Code of Practice 2015

The school has procedures in place for identifying students with special educational needs or disabilities which begins with a process of liaison with the feeder school and parents prior to entry (where possible). Teachers, parents, the student, support staff and Year Teams play an integral part in this process.

The SCD provision, known as the Archimedes Centre, provides special education for students who are formally assessed and have an Education and Health Care Plan (EHCP) which relates to a primary need of Autism Spectrum Difficulty. A decision for entry into the provision at Stopsley High is made by the Statutory Provision Assessment Group (SPAG). As well as support to access the mainstream curriculum, the purpose of the Archimedes Provision is to address social and communication difficulties and help students to develop their understanding of social situations as well as provide a calm environment where SCD students can learn away from the mainstream

classrooms when needed. It is important to note that the Archimedes is a Provision rather than a Unit. Students within the provision are on the mainstream roll at the school, access mainstream classrooms and participate fully in all aspects of the school.

### **Information from the previous school**

Upon transfer to Stopsley High School some students will be placed on the SEN Profile because their previous school has identified a SEND. A few students will have an Education Health Care plan. (EHCP)

### **Upon entry into school**

All students take a range of baseline assessments which might include reading, spelling and Cognitive Abilities Tests (CATs) as soon as possible after entry. Results from these assessments add to the information from the feeder school and parents, alongside results of KS2 SATs from the primary school. For the current Year 7 CAT4 scores and FFT aspire data have been used since KS2 SATs were cancelled due to the pandemic. Where difficulties are identified students will be monitored closely and may be placed on an intervention programme to support them to make progress in the area of deficit. When placed on an intervention programme progress will be monitored at least termly and updated assessments will be carried out to assess progress and decide upon next steps. Parents/carers will be notified by letter of assessment results, decisions on inclusion in interventions and progress made.

All students in Year 7 also complete an emotional assessment at the point of transition . The results of these assessments may be used to place students on a social and emotional intervention programme. Parents/carers will be notified by letter of decisions on inclusion in these interventions and progress made.

### **Concerns raised by the individual student or parents/carers**

Sometimes, a young person or family member may have a concern about the difficulties a student experiences in school. In the first instance discussions should be had with the subject teacher or Head of Department in relation to a difficulty in a specific subject area or with the Form Tutor or Pastoral Team if the concern is more general or in relation to social, emotional or well-being issues. Pastoral Teams are able to refer students to the SENCO or Inclusion Team. This is done via the weekly POD meetings. If a parent continues to have concerns that a child may not be progressing despite contact with and actions following a meeting they can contact the SENCO by telephone or email or can meet with the SENCO at one of the Parents Evenings. The SENCO attends all of the Parents' Evenings.

#### **1. Key people in the school available to discuss parental/carers concerns about their child's difficulties?**

*Pastoral team:* Students joining the School come under the care of a Head of Year who with a Pastoral Leader leads a team of form tutors. Parents should contact the Form Tutor in the first instance with any concern about the progress or welfare of their child.

*Subject teachers:* Parents should contact the subject teacher with any subject specific concern in the first instance. Normally the Form Tutor, member of the Year Team or subject teacher will pass on concerns about students who may have SEND or signpost parents/carer or students to the SEND department.

There will, however, be occasions when parents/carers or students may wish to approach the SEND department directly.

### **Key names and contacts within the SEND Department:**

Gill Laskey - Special Educational Needs Coordinator (SENCO) and Deputy Lead for Mental Health. Email at [glaskey@stopsleyhighschool.co.uk](mailto:glaskey@stopsleyhighschool.co.uk)

Gill Tongue – Manager of SCD provision (Archimedes Centre) in school. Email at [gtongue@stopsleyhighschool.co.uk](mailto:gtongue@stopsleyhighschool.co.uk)

Adam Quirke - Assistant Headteacher with responsibility for Inclusion and represents SEND at senior leadership team meetings. Email at [aquirke@stopsleyhighschool.co.uk](mailto:aquirke@stopsleyhighschool.co.uk)

Pam Whiting- Senior Deputy Headteacher. Designated safeguarding lead. Email at [pwhiting@stopsleyhighschool.co.uk](mailto:pwhiting@stopsleyhighschool.co.uk)

Parents are welcome to phone or email the school to request additional appointments to speak to a subject teacher, Form Tutor, member of the Year Team or SENCO. School staff may contact a parent to request a meeting to discuss any concerns and plan the next steps.

## **2. How will parents/carers be informed about a child/young person's progress within the school and how will his/her progress be measured?**

### **Key times/opportunities to discuss progress**

Parents/Carers are strongly encouraged to attend the Parents Evenings scheduled throughout the school year. The SENCO is available for consultation at parent evenings. An appointment is not always necessary although it can be booked by the student.

Students who have an EHC Plan have a scheduled Annual Review meeting. Parents/Carers, students, the SENCO, key school staff and professionals from outside agencies will be invited to attend these meetings, consider progress against previous targets, set new targets and consider any changes to be made to the EHC Plan.

Students who are included on the school SEND list and their parent/carer will have an opportunity to contribute to a review of their Inclusion passport, targets and provision at least twice yearly. Opportunity to further review the Inclusion Passport and progress with parents/carers is provided at Parents Evenings or at an additional requested meeting. This may be with the SENCO.

### **Tracking of attainment and progress**

The school has systems in place to ensure teachers regularly monitor and report on progress across the curriculum.

Progress is reported to parents three times per year through the parent app. Progress is recorded in key stage 3 using thresholds. Each student is placed in a threshold for each subject, with student progress monitored against thresholds, as exceeding, achieving, or below expected progress. Progress is recorded in key stage 4 using a current working grade (CWG) and a target. All Interim

Reports also give additional information on effort and, at Key Stage 4, a student focus for improvement. Our expectation is that children continue to work towards at least achieving if not exceeding their target. This embodies our whole school approach to growth mindset. Targets are reviewed continuously throughout the academic year to ensure they are aspirational.

Parents will also receive an annual School Report with a written report from each subject teacher in addition to the information in the usual Interim Report.

If data raises a concern over lack of progress this will be acted on initially within the department and additional strategies or additional resources may be tried by the subject teacher in consultation with the Head of Department. Progress is overseen by the Senior Leadership Team.

If, despite high quality teaching ,including adaptation and having been raised and discussed at meetings, the student continues to struggle to make at least expected progress; this may be referred to the SENCO. If necessary the SENCO can carry out additional assessments to identify possible causes for the lack of progress or may seek advice from one of the LA or external services.

Students who have an EHC Plan have annual targets taken from the objectives written in the plan that are set at the Annual Review meeting.

Pupils who have been identified with significant Special Educational Needs will have a Progress Review at least twice yearly where targets, strategies, interventions and support will be discussed and next steps agreed.

The SENCO has overall responsibility for overseeing educational plans for young people identified with special educational needs and/or disabilities, however, subject teachers and the Pastoral Team have responsibility for the day to day management and delivery of the plan.

### **3. What support will parents/carers receive if their child/young person has been identified as having special educational needs?**

We believe that partnership with parents/carers plays a key role in enabling students with SEND to meet their potential. The school recognises that parents/carers hold key information and have knowledge and experience that contribute towards a shared view of the child's needs and the best way to support them.

All parents/carers of students with SEND will be able to access support via the Form Tutor, Pastoral Team, Pastoral Welfare Manager or SENCO. This support can be provided via face to face meetings, telephone contact or email.

Occasionally parents and carers may struggle to understand a medical diagnosis, a technical report, the implication of a SEND or simply wish to discuss their worries and concerns about a new development. The SEND department will listen and try to provide an additional explanation or signpost the family to support networks or specialist groups such as FLAG (Families in Luton Autism Group), DADs (Dad's Autism Discuss Support) and SENDIAS (Special Educational Needs and Disabilities Independent Advisory Service). An extensive list of support groups for SEND is available via the Local Offer for Luton Local Authority ( email link at the end of this document).

SEND Information, Newsletters leaflets and posters on support groups for parents are posted on the school website [here](#).

Where referrals are made to external agencies parents will be contacted to gain consent and will generally be required to sign referral forms. Reports from external agencies are copied to parents and in some instances external agencies may meet with parents in school or at home or will communicate with parents by telephone.

#### **4. What support is offered to ensure the wellbeing of children/young people with special educational needs and disabilities?**

Stopsley is an inclusive school and strives to ensure the wellbeing of all of our students. Wellbeing is primarily supported through teachers, Pastoral Team and support staff who have a good knowledge of the students in their care.

Good attendance is encouraged and rewarded. Absences are monitored and followed up quickly. We work closely with the Educational Welfare Officer in order to provide support around attendance issues.

Pupils are encouraged to contribute their views. This may be through work with the Pastoral Team, through meetings around their Inclusion Passport and Progress Reviews or through our Student Voice forum.

Where additional support is needed above and beyond that which can be provided by the Form Tutor or House Team in the short term, referrals can be made to the Inclusion Team or SENCO to identify whether more specialist intensive work is required. A graduated approach is used.

Bullying is not tolerated at Stopsley High School. The School works hard to ensure that students feel safe and that their parents/carers have confidence that systems are in place to address any bullying that might occur. The school has an anti-bullying policy and adopts a quick response to any reported or observed incidences of bullying.

The school is able to offer 1:1 and group work including social skills groups, anger management, self-esteem and mindfulness groups. A number of groups focussed on raising self-awareness through sport and resilience are offered your in house counsellor.

Additionally the school has 2 staff members who are trained in the ELSA programme (Emotional Literacy Support Assistants) and a School Counsellor who was appointed in September 2021.

The school has allocated Mental Health Support workers linked to the Child And Mental Health Service(CAMHs) who visit the school for two mornings per month. During these mornings the school is able to discuss students presenting with possible mild to moderate mental health concerns ( with parental consent) to seek advice, intervention work or to agree referral into the main CAMHs service. The Mental Health Support Team (MHST) can offer support to young people presenting with low mood, worry, phobia, panic, anxiety and exam stress.

The Educational Psychologist may also be able to provide advice, support and strategies for well being.

#### **School Pastoral support system**

Students in the School come under the care of a Year lead who, with the support of a Pastoral Leader, leads a team of tutors.

A particular emphasis is placed on improving students' well-being through a robust tutor programme, PSHCE Lessons, assemblies, Wellbeing Ambassadors and consultation with public health.

Stopsley High School is in compliance with the DFE publication "Mental Health and Behaviour in school" Ref DFE:-00327-2018 and Promoting children and young people's mental health and well-being REF :PHE gateway number: GW-8973. These guidelines provide advice upon a number of aspects associated with mental health and behaviour difficulties including:

- how to create a whole school culture, including promoting positive mental health
- understanding the link between mental health and behaviour
- how to identify children with possible mental health problems
- where and how to put in place support, including working with external agencies where required

### **Social support**

Students including those with SEND are encouraged to participate and be fully included in school life. Sometimes additional adults, normally Teaching Assistants (TAs), will support students to access extra-curricular activities within school or when they go out on trips and visits. Risk Assessments may be carried out to identify and allocate support needed for an activity or trip.

There are a range of supervised activities during the lunch break including a homework club. Additional pre-school (8am onwards) and lunchtime supervision is available for a small number of vulnerable students supervised by the Senior Teaching Assistant and Youth Workers. A small number of vulnerable students are able to spend some break times in the Nurture Centre.

A supervised homework club is available at the end of the school day 2 - 3 days per week for a small number of students requiring additional adult support.

### **Administration of medication to young people and Health Care Plans**

Stopsley High School employs First Aiders who deal with the day- to- day medical issues which arise in school and supervise the administration of medicines. Health Care Plans are updated as needed in line with current guidelines and shared with all staff. The school has protocols and procedures in place to include students with medical needs and ensure that they enjoy the same opportunities as their peers.

### **5. How will teaching be adapted to support the child/young person with special educational needs?**

All teachers are teachers of pupils with special educational needs. Special Educational Provision is underpinned by high quality teaching that is adaptive and personalised in a responsive way to meet individual needs.

Subject teachers have responsibility for ensuring they are adaptive to the needs of students within the classroom, including the effective use of additional resources such as additional adults within the classroom. Teachers adapt teaching in a responsive way, based on students' progress in a lesson, rather than prejudging what a student can achieve before the lesson and having lower expectations. Teachers have high aspirations and set all students individual, achievable and challenging subject

targets. Teachers should design their lessons to be ambitious for all learners including those with SEND.

Teachers present new learning information in small steps, using questioning and feedback to guide the learning. Teachers are mindful of all students' cognitive load when teaching.

In order to ensure students with SEND are supported within lessons, teachers will use scaffolding and modelling and adapted resources to support the delivery of the curriculum. The SENCO provides information and advice to all staff on SENDs.

The SEND Department works alongside subject teachers and provides advice and additional resources to support teachers in delivering high quality teaching that is personalised to meet individual needs. Inclusion Passports and Pen Portraits for students with SEND provide more detailed advice and strategies.

Where external agencies are involved additional advice will be provided from the reports received to advise teachers further on how to support individual needs.

## **6. What different types of support can the child/young person receive in school?**

All teachers have appropriate qualifications and are teachers of students with special educational needs. All teachers and support staff receive appropriate training to ensure they are kept informed and up to date with new developments and research. Individual staff may receive specific training to meet the needs of a particular child or group of students.

Support for all students is provided according to their individual needs to remove barriers to learning.

SEND resources are allocated in a variety of ways to overcome barriers and enable progress; this could include:-

- Participation in intervention groups such as literacy, numeracy, social skills, self-esteem, anger management , mindfulness, exam stress and re engagement programmes.
- Timetables may be adapted to meet individual needs.
- In-class support from TAs
- 1:1 or small group work to address individual targets
- Access to specific adapted resources to enable them to access the curriculum more effectively. This may include laptops, writing slopes, coloured overlays or exercise books, specialised pencils, pens and grips. We are able to purchase individual items as advised by external agencies. We are currently investing in and developing the use of computerised reading and speech to text programmes using TEXT HELP.
- In a small number of cases a range of small off-site educational providers may be considered as a temporary base for learning. For any such placement the school uses provisions which are Quality Assured and approved by Behaviour, Intervention Support Services (BISS).

## **7. How will the school support your child/young person in unstructured times such as lunchtimes and playtimes and enable her/him to have access to after school clubs, school trips and journeys?**

School lunchtime clubs and activities are provided throughout the school week and students access these on a voluntary basis. The library is also open during the lunch break. The main areas of school for additional support are Student Support and the Nurture Centre which are

open from 8am until 4pm Monday to Thursday and 8am until 3.30 on Fridays.

Some very vulnerable students are supported by SEND staff before school and during break times. Some students can report to the Nurture Centre from 8am to seek support or raise a concern. At break time and lunchtime vulnerable students may play games, chat with others and adults in the Student Support area.

A very small number of students may have the use of an early lunch pass which allows them to go directly to the front of the lunch queue and, where necessary, be supervised in the Nurture Centre or Student Support. This support is available to a very small number of students who are likely to find the busy dining room highly stressful due to their SENDS.

Specific arrangements may be made for particular children to meet their individual needs during lesson changeover for example by leaving late / arriving early to lessons. This may include access to a Pastoral Pass which students can show to adults to allow them to leave the classroom early.

Students with SEND may have access to additional opportunities in school such as disabled sports activities. Reasonable adjustments are sometimes required to include students with a disability in social and academic extracurricular activities and TAs may be timetabled to support these on a voluntary basis. Risk assessments for individual pupils and for particular activities are completed in conjunction with the SENCO/ medical team where relevant and necessary. Additional support may be provided on school trips and visits as required. The School complies with the Disability Discrimination Act (2010) in making reasonable adjustments to support students with SEND to be involved in the full life of the school as far as they are able and wish to.

## **8. How does the School involve children/young people in decisions that affect them?**

We aim to ensure that all learners are encouraged and supported to express their views and are fully involved in decisions which affect their education as much as possible and as far as they are able. Student Voice plays a vital role in enabling students to give their views and opinions on school life and the school community and to participate actively in effecting change.

For some students with SEND the decision making process requires greater nurturing and support, in order to contribute their views in ways that allow them to feel comfortable and confident. These may include:

- Expressing their views and support needs on their Inclusion Passport.
- Contributing to academic and social target setting and reviews.
- Contributing to the decision making process about next steps in learning.
- Contributing to the Annual Review of the EHCP or Inclusion Passport.
- Participating in questionnaires about the support made available to them in lessons and giving advice on what other strategies may support them.
- Meetings with teachers, visitors or members of the school Leadership Team

Students with SENDs have equal opportunity to access positions of responsibility including Student Voice, Mentoring and Prefect roles.

## **9. How are the school's resources allocated to support children/young people with SEND?**

The School allocates its resources for SEND in accordance with the money allocated to the school



by the Local Authority.

The school receives “top up funding” for all students with an EHCP (Educational Health Care Plan). For students with an EHCP the school also provides additional support from its main budget for 12.5 hours weekly.

A proportion of the School’s delegated budget is available to those other pupils with identified Special Educational Needs and / or Disabilities. This budget is used for staffing, resources, diagnostic assessment materials, reference materials and staff training. SEND support across the School is allocated according to individual needs and where necessary with advice from external professionals.

SEN funding is also used to maintain Service Level Agreements with the Educational Psychology Service and ALPs (behavioural support and advice).

Where a student consistently requires very high levels of school funded SEN support beyond that available from the schools’ delegated budget for SEND the school may gather evidence for an application to the Local Authority for a statutory assessment which may lead to an EHCP and personalised “top up funding”.

Where students receive support through SEND funding, school uses progress data, behaviour and achievement data and individual assessment to inform the type and frequency of provision. Support is allocated on a needs basis and may be delivered individually or in a small group for a specified amount of time. Further data and assessment will be used to evaluate the effectiveness of provision alongside information from subject teachers on curricular progress. Progress is reported to parents/carers and the school Governors.

The SENCO is responsible for overseeing SEND funding and ensuring resources are used effectively to remove barriers to learning and to support student progress. The SENCO provides a written report evaluating the effectiveness of the SEN provision to the Governing Body at least annually and meets with the SEN governor termly.

## **10. What services external to the school can provide support to children with SEN?**

As a School we seek to develop effective working partnerships with students, parents and carers. We also draw upon the expertise of a wide range of external professionals to support students with SEND. Parents are consulted before referrals are made or before a visit is arranged.

External agencies may be used to carry out student observations, provide reports and advice for teachers and parents, provide staff training and to attend professionals meetings. In most cases a detailed report containing strategies and recommendations is provided for parents/carers and school following a visit. The advice contained in the report is generally used to provide advice and strategies to teachers or to add information to the student’s Inclusion Passport which is distributed to all staff. Information is handled with sensitivity and, where information is confidential, will be treated as such and shared only on a “need to know” basis in line with DPP

The external agencies we use include:

Local Authority Special Educational Needs Service (SENS) Educational Psychology Service (EPS)

Local Authority Autism Team (ASD Team) Mental Health Support Team (MHST)

Child and Adolescent Mental Health Service (CAMH), including School based CAMHs worker  
Speech and Language Therapy Service (SALT)

Occupational Therapy (OT)  
Physiotherapy  
Hearing Impaired Team (HI)  
The Edwin Lobo Child Development Centre (ELC)  
Outreach Team from Lady Zia Wernher  
Alternative Learner Progression Service (ALPS)  
School and Community Nursing Service  
Social Services  
Avenue Centre for Education (ACE)  
The Virtual School for Looked After Children (LAC)  
Luton SENDIAS (Special Educational Needs and Disability Information Advice and Support Service)  
formally Parent Partnership  
SEND Transition Workers  
Young carers  
CHUMS

Where parents feel they may benefit from independent advice on SEN the SENCO can signpost to SENDIAS

#### **11. How are staff in the school supported to work with children/young people with special educational needs and what training do they have?**

All teachers are teachers of students with special educational needs. Special Educational Provision is underpinned by high quality teaching that is adapted and personalised to meet individual needs and is compromised by anything less. Teachers will encounter a wide range of pupils with special educational needs, some of whom may have disabilities. In many cases, the action necessary to respond to an individual's needs for curriculum access will be met through adaptation of tasks and resources, consistent with school-based intervention (K) as set out in the SEN Code of Practice. -

All teachers receive regular and appropriate training in order for them to deliver high quality teaching that is adaptive and personalised to meet individual needs. This training could be a mixture of "in house" and externally sourced training as part of Continual Professional Development. All school staff complete annual training in safeguarding and PREVENT training. Advice and strategies for SEND students are also shared with Teachers through the Stopsley Shorts bulletin. Over the past 3 years the following SEN training was provided by external agencies:-

EP	Trauma and Attachment
Public Health	Recognising and responding to the early signs of mental health. Recognising and responding to ACEs

As a result of the pandemic restrictions, there has been very limited opportunity for additional training although all TAs have completed a number of online courses in a range of areas of SEND during school closures.

In the current academic year TAs are currently following a CPD training programme shared with us by Rachael Cosgrove from Scaffold-ed following a SEND Review in July 2021. The training covers:-

- How we learn and how common barriers impact progress plus overview of child development.
- Questioning and prompting and promoting independence.
- Supporting emotions
- Prerequisites for literacy and numeracy and how to support
- How to make interventions most impactful and feedback/collaboration with teachers.

The SENCO is able to observe students and to meet with teachers to provide advice and strategies to support SEND in the classroom. Inclusion Team meetings and POD meetings are held regularly and may include discussions around SEND. Occasionally meetings of a student's teachers may be held to share strategies and advice on support needs.

The TA team meets regularly for discussion around student needs and in house training on SEND. All TAs have received training on carrying out exam access arrangements. Many of our TAs have completed the Online INSET course in ASD and new TAs will be encouraged to complete this training. Where appropriate TAs and teaching staff can be provided with individual training in response to needs. New TAs take part in an induction programme which includes shadowing of experienced TAs and meetings with the Senior Teaching Assistant and SENCO.

The Manager of the SCD provision and TAs in the SCD provision benefit from regular specific training and meetings in order to meet the complex needs of the students placed within the provision.

As a School we also draw upon the expertise of a wide range of external professionals to support students with SEND. We have close links with the Local Authority SEN team. Where outside agencies deliver intervention programmes TA's are often allocated to support the delivery and thereby develop the skills to deliver further interventions in house.

The SENCO has accessed various training opportunities provided by the local authority and national agencies to maintain and develop her professional competencies. The SENCO attends the Luton Secondary SENCO and Local Authority SEND Network meetings in order to benefit from joint training and to share expertise.

## **12. How will the school support the child/young person in moving on to another school or college or to the next key stage in their education or life?**

### **Moving to Stopsley from primary school**

Transition to high school is a key phase in a child's life. Making the move to secondary school is a milestone in every child's life and, as with any change, it needs to be prepared for in advance.

For most families, preparation will start in the final year of primary school as soon as your child returns to school following the summer holidays. For some (including those with SEND) the preparation may need to start sooner.

We work very closely with the primary schools in Luton especially at times of transition. -

During Year 5 links are made via curriculum days and, in Year 6, as soon as the cohort for Stopsley has been identified the transition process will begin.

We have an effective transition programme and established links with our primary schools, which includes:

- School staff visits to the primary school to familiarise themselves with pupils
- Curriculum days including English, Maths and PE
- Meetings with key staff from Primary schools to discuss individual pupil's needs
- Additional advice and support sought from external professionals

- Transfer and exchange of information, which includes assessment data
- Transition Days and evenings ( attended by a range of staff including Inclusion and SEN key staff)
- Additional visits to the School
- Summer school activities

For students with SEND additional and extra support may be put in place. Students with EHCPs have an early planned transition. The SENCO will, where possible, attend the year six Annual Review of the EHCP (following a placement at the school being agreed). Sometimes external professionals such as the Educational Psychologist/ASC team or Learning Support Advisory teacher will work within both schools to provide advice about the provision required. Generally this will be via a Transition Meeting which the primary school SENCO will organise. The parent/carer, student, high school SENCO and sometimes outside agency staff may be invited to attend this meeting and a plan detailing extra visits or staff training that may be needed to support transition may be drawn up.

Those with an EHCP and other very vulnerable students with SEND are invited to at least one extra visit with the SEND department. SEND staff may visit students in their primary school, talk to teaching and support staff and with the student. A Transition Booklet including photographs and information about the school is produced for some students to use over the holiday period to remind them and their family of the plans for September and arrangements in school. Inclusion Prefects help during transition visits and are available to support vulnerable students during unstructured times.

For some students with EHC plans, preparation and planning occurs earlier at the end of year five. Sometimes parents/carers wish to visit a range of schools to investigate what provision the school can make before they make decisions on their High School choice. The SENCO is available for 1:1 consultation at the Open Evening during the Autumn term of Year 6 and again at the Transition Evenings during the Summer term. If parents/carers are unable to attend these evenings the SENCO welcomes contact and is happy to arrange an appointment to discuss concerns, individual needs and possible SEND provision prior to enrolment at school.

During restrictions due to the pandemic we have been able to offer remote meetings with parents, students and other professionals.

### **Moving from Key Stage three to four**

During year nine there are many opportunities for students and their parent /carer to be informed about the range of KS4 option choices and to discuss the appropriateness of certain option choices with school staff. The SEND department provides additional support and guidance for students and parents/carers to explain and support appropriate KS4 choices. Some students with SEND may ask to reduce the number of GCSE options they choose and use some of this curriculum time for extra work to support their option choice, or develop basic skills. In the main all students are expected to begin Y10 with 4 options choices on their timetable. Decisions about whether students may require a reduction in GCSE studies will generally be made after settling data has been distributed.

### **Moving from school to post 16**

Post 16, the School liaises closely with parents/carers and students to provide:

- Support with applications
- Taster visits
- Support with attendance at College and Higher Education Open Days
- Support in applying for apprenticeships

Students with an EHCP will be supported by the LA SEN Transition Team throughout this process. School will liaise with the Transition Team and seek their attendance at Annual Reviews from Y9 onwards as needed. The Transitions Advisor will work with the student, parent/carers, school and post 16 provisions to plan for transition and to provide advice on needs to college via the EHCP. The Transitions Team will continue to work with students with an EHCP as they move into Post 16 education.

Where students declare their special educational needs on their college application forms the SENCO is able to provide additional information and advice to the post 16 provider. The SENCO may be able to meet with staff from the Post 16 provider to discuss support needs. Students with SEND may need additional support for visits to local colleges. The SEND Department may be able to support this. The SEND department aims to achieve a balance of support and independence skills so that in year eleven students are self-confident, informed and able to contribute their opinions and make decisions about the next stage in their life.

In line with the Data Protection Policy the school is unable to provide advice on SENS unless students/parents have agreed to this on their college application form. The signed access arrangement form for GCSE examinations will be given to parents as students leave the school. It is the responsibility of the parent/student to share this information with their Post 16 providers in order to ensure access arrangements are continued.

### **13. How accessible is the school environment?**

The school is a relatively new school building, opened in January 2017. The school is fully accessible. The school is built over 3 floors with lift access. Students must be accompanied when using the lift.

The school has Disabled toilet access and a Therapy Room which is equipped with a disabled (seated shower) and rise and fall therapy table.

Students who have specific difficulty with the physical process of handwriting may use writing slopes, specialist cushions, adapted pens and scissors, laptops and if appropriate, dictaphones to record their work. Scribes may also be used if the student meets assessment criteria or students may be able to use our computerised reading and speech to text programme. Information can be provided in enlarged print or on coloured paper as needed for parents and students. Where a student uses any of the above adjustments the school may seek to request access arrangements for GCSE examinations. Where an alternative method of recording is used as everyday practice the school may be able to apply to the exam boards for agreement for a student to use this in the public examinations. Sometimes it is also necessary for the school to have professional advice from for example a GP or CAMHs. In this instance the school will work with the parent to secure this evidence.

Parents/carers who have English as an Additional Language may use school staff as interpreters at official school meetings. If school staff are not available to support the mother tongue translations an official translation agency may interpret important meetings.

### **Who can parents/carers contact for further information at the school?**

Parents/carers who are concerned about the progress or welfare of their child should contact the Form Tutor or Year Team in the first instance, who will liaise with the appropriate staff in school to provide additional support and intervention if needed.

Subject specific enquiries should be addressed to the child's subject teacher. If the subject teacher feels a child has a specific difficulty and requires additional support they will liaise with the SENCO. General information on the school's policies and procedures and communication with parents can be found on the school website.

If your child has additional needs and you are applying for a place at the school you may wish to contact the SENCO to request a meeting and a visit to the school. Information about additional needs will be discussed during the initial admissions meeting.

If your child has a EHCP you will need to contact the Special Needs Assessment Team at Futures House who will consult with the school for a place at the school on your behalf.  
Telephone: Rosie Newbury: 01582 548130

**The local offer for Luton Local Authority can be found at the following web address:**

<https://directory.luton.gov.uk/kb5/luton/directory/site.page?id=UE2ZKUFx310&localofferchannel=0>