

THE LOCAL OFFER ON SCHOOLS WEB PAGE

Statement of Practice



LEES BROOK
COMMUNITY
SCHOOL

Document Owner	James Hatton SENDco
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Statement of Practice

The Local Offer on School's Web Page

Headings:

Identification, assessment, teaching and learning – the provision for pupils with SEND – and its effectiveness.

The school accepts the principle that students' needs should be identified and met as early as possible. The SENDCO works closely with the Data Manager and the Directors of Performance, Standards and Quality at Key Stage 3 and 4 using whole school tracking data as an early identification indicator using a range of data including:

- RAISEonline
- KS2 test results and teacher assessments
- CATs data
- Reading tests

P Levels, used in accordance with QCA guidance, monitor the progress of students working below National Curriculum Levels.

A number of additional indicators of special educational needs are used:

- Derby City SEN criteria
- Teacher concern forms
- Parental concerns
- Individual student progress tracked over time
- Liaison with partner school schools on transfer
- Information from previous schools
- Information from other schools

The SENDCO maintains a list of students identified through the procedures listed. This list is reviewed and updated each term. A detailed analysis of the list takes place each year.

For some students the school may undertake a more in depth individual assessment which may include:

- Reading assessments
- Numeracy assessments
- Reference to reports from outside agencies, such as Educational Psychologists
- Testing provision for access arrangements
- Testing and provision for materials to support students, for example coloured overlays for students with dyslexia, magnifiers for students with visual impairments.

Curriculum Access and Provision

In order to meet the Learning needs of all students, teachers differentiate work. They plan their teaching to meet individual learning needs and they mark work and plan homework effectively. Where students are identified as having special educational needs, the school provides for these additional needs in a variety of

ways with provision for students being related specifically to their needs. A provision map records a graduated response for individuals.

The range of provision includes:

- In class support for individuals and small groups with an additional teacher or Teaching Assistant (TA)
- Small group or individual withdrawal with Teaching Assistant or Learning and Behaviour Mentor (LM)
- Further differentiation of resources
- Study buddies/cross age tutors
- homework /learning support club
- MEP tutorials
- Wave 3 intervention
- Deployment of extra staff to work with the student
- Provision of additional adult time in devising interventions and monitoring their effectiveness
- Group support
- Staff development/training to undertake more effective strategies
- Access to Specialist Teaching and Educational Psychological Services STePS or other support services for advice on strategies, equipment, or staff training

Effectiveness – Monitoring Student Progress

Progress is the crucial factor in determining the need for additional support. Adequate progress is that which:

- Narrows the attainment gap between students and peers.
- Prevents the attainment gap widening.
- Is equivalent to that of peers starting from the same baseline, but less than the majority of peers
- Equals or improves upon the student's previous rate of progress
- Ensures full curricular access
- Shows an improvement in self-help and social or personal skills
- Shows improvements in the student's behaviour

The name and contact details of the SEN co-ordinator

James Hatton
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The expertise and training of the staff

In order to maintain and develop the quality of its provision, the school ensures staff are given the opportunity to undertake appropriate training:

- The SENDco is a qualified teacher, holds an MA in Special Educational Needs and Inclusion, the National Award in SEN Coordination and a Level 7 Diploma in dyslexia qualification.
- Two Teaching Assistants hold Higher Teaching Assistant qualifications.
- One Teaching Assistant has been trained by the Local Authority as an ASD Champion.
- SENDco network meetings.
- Teaching Assistant Network meetings

- LA training, for example 'Using P Scales' and 'Bereavement and Loss' training
- Staff training on supporting students with hearing and visual impairment.
- Specialist network groups, for example supporting Autistic students in school.
- In school training for all staff on 'Differentiation' and Personalised Learning'.
- Higher Level Teaching Assistant training.

Equipment and facilities

The school has Teaching Assistants who provide support in lessons for students and programmes of intervention, which provide assistance with literacy and numeracy. The Learning Centre is used as a base to provide intervention and is also used as a homework/study support club before school, during breaking, lunchtime and afterschool.

Enhanced Resource Facility

The school is an Enhanced Resource School and has the following special facilities:

- Intervention Group run by a Higher Qualified Teaching Assistant.
- Qualified School Nurse
- Qualified School Counsellor who works 1:1 with students with Emotional Literacy needs.

The Skills Academy P16 Centre

- The P16 Centre offers vocational qualifications in Catering, Construction, Hair and Beauty, and Health and Social Care. This has attracted a number of SEN students to join on roll over the years and go onto successfully complete courses and qualifications.

	Main School Buildings	Post 16 Centre
Wheel access	Full access + lift	Full access + lift
Disabled toilets	Yes (2 on each floor) + 1 wet room.	Yes
Disabled parking	Yes	Yes
Highlighted steps (outdoor) for partially sighted students	Yes	
Highlighted stairs for partially sighted students	Yes	
Textured surfaces	Yes	
Ramps	Not needed (flat) except for Music block, which has a ramp.	
Handrails	Yes, where there are steps.	Yes, where there are steps.
Showers	Yes (shower cubicles in sports hall).	Yes
Easy access for taxis/other transport	Yes	Yes

The role of the parent/carer

The school is committed to working in partnership with parents and carers by:

- Keeping parents and carers informed about SEN provision and giving support during assessment and any related decision making process
- Working effectively with all other agencies supporting students and their parents
- Giving parents and carers opportunities to play an active and valued role in their child's education
- Making parents and carers feel welcome
- Ensuring all parents and carers have appropriate communication aids and access arrangements
- Providing all information in an accessible way
- Encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs that the school will listen and act appropriately
- Instilling confidence that the school will listen and act appropriately
- Focusing on the student's strengths as well as areas of additional need
- Making parents and carers aware of the Parent Partnership Services. This information will be included in the Information for Parents Handbook sent to parents each year.

How to make complaints

If there are any complaints relating to the provision of students with SEN these are dealt with in the first instance by the SENDco and then the Head. The Chair of Governors will be involved where necessary. In the case of an unresolved complaint, the LA may be involved.