

SEN Team

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Saint Aidan's Church of England
High School

Special Needs Department



A Guide for Parents/Carers

This guide is to help parents/carers understand what special educational needs are and how we can work together to overcome the barriers to learning faced by students.

Contents

Page	
3.	What does Special Educational Needs mean?
4.	Saint Aidan's SEN Policy
5.	Aims of the Department
6.	Liaison with Primary Schools Special Needs Register
7.	New 2014 SEN structure
8.	Reviews PLPs
9.	Extra curricular activities
10.	Extra Support— Mentors Learning Plus Reading packs Literacy Intervention
11.	Organisation & Homework
12.	How you can help your child
13.	Glossary of abbreviations
14.	Useful websites
15.	SEN team and useful contacts



Useful websites

www.addiss.co.uk — ADDISS provides people-friendly information and resources about Attention Deficit Hyperactive Disorder to anyone who needs assistance; parents, sufferers, teachers or health professionals

www.bdadyslexia.org.uk—The BDA is the voice of dyslexic people. Their vision is that of a dyslexia-friendly society that enables dyslexic people to reach their potential.

www.Lancashire.gov.uk— Searching for SENDIASS will return results for the Information and Advice Service.

www.dyslexiaaction.org.uk —This organisation promotes awareness and understanding of dyslexia and raises funds to support children and adults who have dyslexia or have literacy difficulties.

www.dyspraxiafoundation.org.uk —This UK charity exists to help people understand and cope with dyspraxia

www.nas.org.uk — The National Autistic Society includes information about autism and Asperger syndrome and the support and services available in the UK.

www.nasen.org.uk —The National Association of Special Educational Needs (NASEN) is the leading organisation in the UK which aims to promote the education and development of those with special educational needs.

www.nessy.com/uk — The Nessy Learning Programmes available are specifically designed to aid the progression and support of pupils with Dyslexia and Dyslexic tendencies. Your child when enrolled will have access to interventions in Reading, Spelling, Numeracy and typing practice.

Glossary of useful terms

- **ASD** Autistic Spectrum Disorder
- **BESD** Behavioural, Emotional and Social Difficulties (more commonly SEMH)
- **CAMHS** Child & Adolescent Mental Health Service
- **DfE** Department for Education
- **DDA** Disability Discrimination Act
- **EHCP** Education, Health and Care Plan
- **EP/EPS** Education Psychologist/
Education Psychology Service
- **HI** Hearing Impairment
- **ACERS** Alternative and Complementary Education and Residential Service
- **MLD** Moderate Learning Difficulties
- **OfSTED** Office for Standards in Education (UK)
- **PMLD** Profound and Multiple Learning Difficulties
- **PRU** Pupil Referral Unit
- **PSHE** Personal, Social and Health Education
- **PSP** Pastoral Support Programme
- **PLP** Personal Learning Passport
- **SEMH** Social, Emotional, Mental Health
- **SEND** Special Educational Needs and Disabilities
- **(A)SENCO** (Assistant) Special Educational Needs Coordinator
- **SENDO** Special Educational Needs and Disability Officer
- **SENDIASS** Special Educational Needs and Disability Information and Advice Service
- **SpLD** Specific Learning Difficulties
- **SLD** Severe Learning Difficulties
- **TA** Teaching Assistant
- **VI** Visual Impairment

What does "Special Educational Needs" mean?

The term 'special educational needs' has a legal definition. Children with **special educational needs** have learning difficulties or disabilities or both that make it harder for them to learn than most children of the same age. These children may need extra or different help from that given to other children of the same age.

"A student has special educational needs if he or she has learning needs that require additional educational provision to be made."

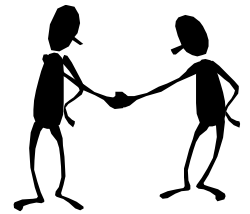
A student has learning difficulties if he or she:

- has a significantly greater difficulty in learning than the majority of students of the same age.
- has a disability which prevents or hinders the student from making use of educational facilities of a kind provided for students of the same age in other schools within the Local Education Authority (LEA).



Saint Aidan's SEN Policy

Parent Partnership at Saint Aidan's



We believe that all our students have a right to learn regardless of needs and have the same entitlement as their peers.

The school's SEN policy is designed to support the provisions of the National Curriculum to all our students and offers positive approaches to meet their different needs.

It is the responsibility of all the teaching staff to help identify any student who may have learning difficulties. They will also take every step to ensure all students can fully access the curriculum at a level suitable to ability.

We actively encourage all our students to enjoy and participate fully in school life. We aim to prepare them to independently enter the adult world secure in their own worth and with respect for and understanding of others.

The full school SEN policy is on the school website. Copies can be requested by contacting the SENCo, Kate Bray.

Saint Aidan's is committed to developing solid partnerships with parents/carers and strongly believes that this will enable children and young people with SEN to achieve their learning potential. We recognise that parents/carers have a unique overview of the child's needs and how best to support them, and that this gives them a key role in the partnership.

Working Together

We firmly believe education is a three way partnership of the student, parent/carer and school and we ALL have to work together to offer the best opportunities possible for our students to achieve success.

We welcome any comments or suggestions regarding your child's provision.

Please e-mail Mr Boughton, Assistant SENCO if you have any ideas you wish to share.





How can I help my child?

YOU have a vital role in supporting your child's education.



Below are some suggestions to help you support your son/daughter with their learning:

- Talk about what he/she has done each day at school. If your child seems reluctant to talk, do persevere! It really is so important you know what happens at school so you can support them in their learning.
- Look at his/her planner daily; ask to see completed home work; talk about what they have done.
- Look at their exercise books on a regular basis.
- Listen to them read! Yes, even when they are at high school spending time together reading and talking about what they have read is so important.
- Provide a quiet place to do homework; **not** in front of the television or DVD player!!
- Spend time together; watch television then talk about what you have watched.
- Share your own day with your son/daughter.
- Ensure your son/daughter goes to bed at a sensible time.
- At bedtime, read together or simply chat about the day.
- Do not let them watch television in bed; it really does not help them to get to sleep quicker; research proves it acts as a stimulant rather than encouraging sleep! In contrast reading works!
- Contact school immediately with any worries - do not let them grow into major concerns.
- Give lots of praise and encouragement; it is hard work at secondary school with a learning difficulty!

Be a part of your child's learning!

Aims of the SEN Department

- To ensure the identification of the individual needs of each student and establish the most suitable SEN provision.
- To ensure that all students have access to a broad and balanced curriculum that is lead by experienced staff.
- To provide a differentiated curriculum appropriate to the students individual's needs and ability.
- To ensure that SEN students have the opportunity to participate in all school activities with reasonable adjustment.
- To ensure that parents/carers of SEN students are kept fully informed of their child's progress and attainment.
- To ensure that any decisions affecting a students future are made with a student centred approach involving all professionals as appropriate.
- To encourage independence in learning and prepare students for their next stage.

Liaison with Primary Schools

During the summer term before your child's transition to Saint Aidan's, the SENCo will visit each primary school to meet all of the new students to talk student through what to expect at high school. The SENCo also talks to the Year 6 teachers to discuss the needs of all students particularly those with EHCPs and those on the Special Needs Register. This information will be given to staff at Saint Aidan's so they are fully informed of the needs of every new student before they start.

Liaison with Primary schools is important as it allows us to find out the various strategies that pupils have previously used and continue the development of these to best support the students.

The Special Needs Register

Saint Aidan's has a register of all students who have additional learning needs. This is a list of students who have been identified as having greater difficulties in learning than the majority of peers.

Staff are informed of the register so they are aware of students who need additional support in lessons. Any specific strategies are flagged on teachers' electronic registers so they are easily identified and acted upon.

This Special Needs Register is continuously reviewed by the SEN team. Following discussion with the student and their parent/carer, students who no longer require the additional support are removed from the register. It has been our experience that whilst this may seem daunting for students, the pride and sense of achievement has had a positive effect in boosting the students confidence.

Students may also be added to the Special Needs Register. The need for this is carefully considered using a range of methods including teacher comments, assessments and observations from staff, along with information from outside agencies, parents or the pupil themselves.

Organisation



Tips to help your child

1. Take to school every day:
 - Planner
 - Reading book
 - Pen, pencil, ruler, eraser, calculator, pencil sharpener, coloured pencils, protractor, compasses
2. At home have a large copy of your child's timetable
 - Displayed in a prominent place e.g in the kitchen
 - Illustrated with pictures of things needed for each day
3. Encourage your child to pack his or her bag the night before with everything they need for the next day, Encourage independence but help where necessary.
4. At home, keep all school books and equipment in the same place.

Homework



- ✓ Your child should attempt each piece of homework, this is best done on the evening of the day it is given.
- ✓ You may like to read through the homework tasks with your child in order to help them with planning an order of work.
- ✓ Sign your child's planner every week.
- ✓ Help with homework is available in the Achievement Room every lunchtime and after school in Learning Plus.

Extra Support

Mentors and Key Workers

A Mentor is an older student who has a track record of being responsible, they may listen to your child read or maybe help them with homework or spellings.

A Key worker is a member of the SEND team who is available for your child in school, particularly during registration for any identified reasons.

"Learning Plus" Homework Club

Learning Plus is open to everyone and is held in T3;

Monday to Thursday from 3pm to 4.30pm

Friday from 3pm-4pm.

Prizes and Rewards are available for regular attendance.

Reading packs

Some students require additional support above their peers and registration reading, these students will be given a reading pack by their Key Worker. A reading pack will include a log to record the book your child is currently reading, a book and log in details for Accelerated Reader. As a parent/carer you are asked to listen to your child read each night and sign the reading log. The Accelerated Reader Programme provides a quiz which should be taken to look at how well your child has understood what they have read. Parent/Carer engagement is key to the impact of this intervention and is ultimately what makes the difference.

Lesson Withdrawal

Students may be identified as requiring an intervention for various reasons, in the past students have been withdrawn from MFL lessons limiting their potential and denying them an opportunity which is available to their peers. At St Aidan's we have moved away from this model of intervention and so far have had as much success through shorter and more targeted interventions delivered in termly blocks. Interventions of this type can be tailored individually based on the needs of pupils but common examples are Reading, Spelling, Numeracy or social skills.

Adjustments and Strategies

Any adjustments that your child may need will be added to our School Synergy system. Teachers will have access to this information when completing their register so they can implement the strategies relevant to their subject and so that all students can be well supported in making progress. Using the Synergy system in this way ensures that any staff working with your child can easily access the recommended strategies.

We use a variety of methods to both develop and inform all of the strategies deployed in school. These methods include, information and advice from primary schools gathered during transition meetings, teacher and TA observations and information received from outside agencies or parent/carers.

Adjustments in the form of exam Access Arrangements will be applied for at the end of Year 9 following formal assessment but may be in place, informally, prior to that time.

The New SEN structure (2014)

There is a clearer focus on the participation and involvement of the children and young people and parents in decision-making at individual and strategic levels

There is a stronger focus on high aspirations and on improving the overall outcomes for children and young people

It includes guidance on the joint planning and commissioning of services to ensure close co-operation between education, health and social care

There is a greater focus on the support that enables those with SEN to succeed in their education and make a successful transition to adulthood.

For children and young people with more complex needs a co-ordinated assessment process and the new 0-25 Education, Health and Care plan (EHC plan) replace statements and Learning Difficulty Assessments (LDAs)

Reviews for Students with EHCP

Students with an Education, Health and Care Plan will have their needs formally reviewed once a year.

This annual review means that the parents, the student, the school, the local authority and other professionals involved meet to consider the progress made over the previous twelve months.

This meeting is a great way for children and young people to have their voice heard in front of their family and professionals involved in their care. Discussions are held regarding any strengths or weaknesses. It is also discussed whether there are any amendments required to the students EHC plan and the changes are made accordingly.

Reviews for Students on SEND register

If your child is on the SEND register, their progress can be monitored via the school's reporting system. The schools SEND department will use this information to decide if additional support or resources are required to help your child make reach their potential and maximise their progress.

We may contact you to discuss this support and will continue to review as necessary.

Teachers and Teaching Assistants who may work with your child daily, will regularly provide feedback to the Assistant SENCo Mr Boughton regarding progress or concerns.

If you would like to discuss your child's progress please contact the Assistant SENCo (Mr Boughton) in the first instance.

Extra curricular activities

Registration Reading



This is primarily a reading intervention for students on the SEND register or those specifically identified by staff as having difficulties with elements of reading. Pupils come to the school library during registration time to complete a reading activity, whether that is reading out loud to a member of the SEND team, completing a reading comprehension card or taking part in one of the Nesy learning programmes.

Homework/ Quiet room – 12:20-12:40

During the first half of lunch time, the achievement room is available for students who may want to complete homework. The room is staffed by Teaching Assistants who are often in lessons with the students, so have a good knowledge of what the homework is about. Some students just like to sit in a quiet environment to get away from the noises involved with school life, this gives them that space for 20 minutes.

Games Club – 12:40 – 13:00



Games club takes place daily during the second half of lunch. It is open for anybody who struggles to make or maintain friendships. Students have a range of board games to help them interact socially with each other and often bring in their favourite games from home to show their peers once they feel comfortable in doing so. There are no iPads/electronic devices allowed out during this time. On a Wednesday afternoon Mrs Tinsley runs a special Games club with activities and prizes.

Lego Club – Wednesday 15:00 – 16:00

Lego club runs weekly and is led by the Assistant SENCo Mr Boughton. It is an environment that allows the students to be creative amongst their peers. Students can choose to build individually or as a team to complete the weekly challenge. Three Students who attend regularly are invited each week to build the larger scale model as either a Builder, engineer or supplier, each role focussing on specific key skills (communication, following instructions, patience, team work etc).

