

## Somervale – SEND Procedures



### Staff Team

At Somervale, all teaching and support staff have a responsibility for the learning and development of all students, including those with special educational needs. In addition to this there is a well-qualified and experienced team of staff supporting special educational needs. This team comprises of SENDCo, Inclusion Support Manager and a team of Teaching Assistants. The current team comprises of:

<b>SENDCo</b>	Emily Harris
<b>Deputy SENDCo</b>	Catherine Parker
<b>Assistant to the SENDCO</b>	Lucy Latchem

**Local Offer Report** - <https://livewell.bathnes.gov.uk/special-educational-need-or-disability-SENDd/schoolsSEND-information-reports/somervale-school>

**Inclusion Support Manager**                      Kat Hams

In addition to this there is a team of teaching assistants who work with whole classes, small groups and at an individual level to provide support for students with SEND.

### **The Responsibilities of the SENDCo (Code of Practice (2015) 6.90):**

*The key responsibilities of the SENDCo may include:*

- Overseeing the day-to-day operation of the school's SEND policy
- Co-ordinating provision for children with SEND
- Liaising with the relevant Designated Teacher where a looked after pupil has SEND
- Advising on the graduated approach to providing SEND support
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Liaising with parents of pupils with SEND
- Liaising with Early Years Providers, Other Schools, Educational Psychologists, Health and Social care Professionals, and Independent or Voluntary bodies.
- Being a key point of contact with external agencies, especially the Local Authority and its support services
- Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- Working with the Head Teacher and school Governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regards to reasonable adjustments and access arrangements
- Ensuring that the school keeps the records of all pupils with SEND up-to-date

### **Identifying SEND**

- Most students are identified initially via primary school transfer information
- All students on entry to Year 7 complete Cognitive Ability Tests (CAT tests) which provide a standardised measure of cognitive reasoning ability
- A baseline assessment of Reading Age (RA) and Spelling Age (SA) is made in Year 7 or on entry to school. This identifies students with literacy or learning needs
- Students with such needs are regularly re-assessed to track progress

- Other SEND needs are identified by the school's Inclusion Support team, tutor/teacher feedback and any relevant pastoral or medical information
- Social, Emotional and Mental Health needs are mainly managed via Inclusion Support and the Pastoral Support team. If a student's placement becomes 'at risk' due to escalated behaviour, additional support strategies, alternative curriculum arrangements or the use of a **Pastoral Support Plan (PSP)** may be put in place in negotiation with parents and other professional agencies
- The SENDCo regularly updates the Additional Needs Register. All students on the Register have an 'SEND Stage' with a specific PLASCode, as outlined in the MNSP SEND Policy.

### **Range of support offered by the SEND team:**

The SEND staff team, comprising of: the SENDCo, Assistant to the SENDCo, Inclusion Support Manager and a team of Teaching Assistants, offer a cohesive and balanced range of support:

#### **In-class support**

The TA team work mostly in the classroom, supporting a range of students with their learning or social needs. Styles of support vary, helping students on a 1:1 basis, working with small groups or offering whole-class support within the lesson.

#### **Small-group withdrawal**

Support is also offered to students outside the classroom. A range of withdrawal programmes to support literacy, numeracy or social needs are offered to identified students at KS3 and KS4. This may take the form of small-group or 1:1 work and includes opportunities to develop reading or spelling skills, number work, research and study skills, social & relationship skills and independent learning skills. Pupils have access to IDL Literacy and Numeracy Programme, which can be accessed both on the school network and at home.

Small group or 1:1 support is also offered for speech & language skills, handwriting and to support curriculum catch-up if required.

#### **Mentoring and counselling support**

From time to time individual students may need 1:1 support for a specific difficulty which they are facing in or out of school. Students may be assigned a mentor to meet with on a regular basis. If necessary, the school may involve an appropriate external professional counsellor to support a specific need.

#### **Supported Time-Out**

The school has a well-developed inclusive ethos. Support is provided to ensure students are able to attain their potential academically and socially, whilst maintaining the student in the classroom - the focus for teaching & learning. However, from time to time some students may require an opportunity for 'time-out'. The Inclusion Support Room offers a 'time-out' facility, by agreement, where students can opt to complete their work in a calm, supportive environment away from other students.

#### **Homework Club**

The SEND Department run a homework club every lunch-time for key stage 3 and 4 students. This involves two members of staff who are able to assist students with their homework or revision. The TA team are very familiar with the homework tasks or the extended enquiries and research projects which student's undertake at KS3 and can offer valuable support.

#### **Inclusion Room 'social-club'**

A lunch club takes place in the Inclusion Support Room every day. Identified students who may find lunchtime a stressful experience, or who need a calm place to spend their lunch-break are welcome to attend. The club is run by two members of staff and students can eat lunch, play games, chat and make friends in a calm environment. High expectations of behaviour and mutual respect are maintained.

### **Additional support for exams**

Some students with identified educational needs are entitled to special access arrangements for all their public examinations. Support takes the form of: use of a separate room, reading help, extra time, rest-breaks, a prompt, word processor or a scribe. Students are assessed and appropriate support put in place for GCSE or equivalent exams at KS4 and KS5. The SEND team are involved in invigilating these students to enable them to reach their potential at this important time.

### **Differentiating resources**

An important aspect of the work of the SEND department is to offer advice and support across the school to differentiate or simplify resources for student use. This ensures that all students have appropriate work and resources available to support their learning in all subjects.

### **Assessment**

Assessment is an important tool to measure student attainment and ensure progress at both KS3 and KS4. The assessments carried out in the learning support department are additional and complementary to the usual range of assessments carried out across the school to monitor and ensure progress of all students in all subject areas.

### **School trips & educational visits**

The TA team often accompany students on trips or visits, either acting as an additional member of staff or to provide specific support for students with special educational needs. Encouraging all students to participate in trips and visits is an important part of the school's inclusive ethos.

### **Subject specialism**

The TAs in the SEND team are encouraged to develop an individual specialism alongside their more general role. This acts to broaden expertise and enable the department to offer a wider range of support to our students 'in-house'. The TAs have taken on a broad range of specialist areas, in line with their own interests or skills, including expertise in: literacy & phonic awareness, speech, language & communication skills, hearing impairment, co-ordination & motor awareness, handwriting skills and English as an additional language. There are TAs on the team who specialise in English, Mathematics, Science and Technology, who can offer specific support for these key faculty areas.

Such specialism enables the team to offer high quality support for students and subject faculties within the school and also acts as an important focus for professional development and targeted training opportunities.

### **Communication between school staff, parents and students**

The SEND Department recognises the importance of good communication as a key to the success of special educational needs provision.

Parents and students are encouraged to be fully involved in the process of establishing individual Provision Plans and Education Plans and in reviewing the success of targets and support strategies. The school aims to provide at least three opportunities during the school year for parents to meet with key staff to discuss the needs, provision and progress of their child. The SENDCo and Inclusion Support Manager are available to meet with parents by appointment throughout the year on the school parents' evenings and Academic Review Evening. In addition, meetings can be arranged to discuss individual concerns around student support or progress in more depth.

Parents are encouraged to contact the SENDCo or the Inclusion Manager by telephone or email if there are any concerns or queries regarding the support of their child.

Students with an EHCP plan have a mandatory EHCP review meeting. Parents and other relevant professionals are formally invited to these meetings and all paperwork related to the meeting is sent home

by post. Every effort is made by school staff to establish a mutually convenient meeting time with parents, carers and professional services.

### **Transitional Support**

The school has a well-established transition programme for students moving from KS2 to KS3. The SENDCo is fully involved in this primary liaison programme, to ensure that all relevant information is successfully transferred for students with special educational needs.

A member of the transition team visits all the main feeder primary schools, to discuss individual needs with relevant primary staff. This information contributes to the support arrangements for all new students in Yr7.

There are several opportunities for Yr. 6 transitional students to experience life at Somervale before the September start date. All students with special educational needs are fully included in this programme, which involves a taster day during the summer term, additional tours of the school and summer school.

Additional visits to the school, to meet key staff or become familiar with routines and layout, can be arranged by the SENDCo during the summer term. This is done in liaison with parents and the primary school and is tailored to suit individual needs.

Transitional arrangements for students between KS3 and KS4 are more individually based, to help students with special educational needs plan appropriate KS4 option choices and carefully consider post-16 education or employment.

Students with an EHCP have a Vocational Profile established at their Yr. 9 Annual Review. This meeting is attended by the school's Careers Adviser and includes considerations for KS4 option choices and post-16 education or employment planning.

The school's Careers Adviser prioritises students with special educational needs at KS4, to ensure that a clear plan is in place for all students to move on to an appropriate post-16 educational or employment opportunity.

### **External Professional Agencies**

The SEND Department works closely with a wide range of external professional agencies. Some of these agencies form part of the B&NES local authority Children's Service or the Primary Care Trust. As Somervale has Academy status, the school is increasingly commissioning the services of a range of independent support agencies as appropriate.

The SENDCo and Inclusion Manager have regular contact with the following agencies:

#### **B&NES Local Authority services**

Educational Psychologist Service  
Hospital Education & Re-integration Service  
Social Services  
Looked After Children Support Team & Virtual School for LAC  
Family Intervention Service  
Compass Project  
Mentoring Plus  
Connecting Families  
Integrated Working Team

**Primary Care Trust (Health Authority services)**

Child and Adolescent Mental Health Service (CAMHS)  
Sensory Impairment Team  
Speech & Language Therapy Service  
Occupational Therapy Service  
Physiotherapy Service  
Community School Nurse  
Health Promotion Service

**Other services**

Education Welfare Services (South West) Ltd  
Off The Record  
Independent counselling services  
SASS (ASD Support Service)  
Educational Psychologists  
Now, Next and Then  
Sporting Family Change  
Speakeasy  
Bath Area Play Project (BAPP)  
Play Therapists  
Forest School provision  
MNSP SEND Team

**Services for Parents**

There are a number of support services for parents, either independent or provided by the local authority. These services offer impartial advice, guidance and support to parents who may have a grievance, or require assistance to manage the special education needs of their child. These include:

- Parent Partnership Service
- Parent Support Advisers – local authority support advisers cover the Bath, Norton Radstock and Chew Valley areas.

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