



OPPORTUNITY · ACHIEVEMENT · EXCELLENCE

SEN SUPPORT AT SWA

SEN Support at Samuel Whitbread

At Samuel Whitbread we want your child to achieve the very best that they can. We believe that our students will achieve excellence through the opportunities presented to them.

All young people need a personalised approach to school, and some have learning difficulties and disabilities that require additional support, adaptations and approaches to enable them to achieve excellence.

Our aim is to develop independence and resilience in all of our young people so that they are well prepared for their adult lives.

How do we identify children with additional needs?

We work closely with our feeder schools so that we know the needs of those coming to us. We also screen students on entry so that we can see what a young person's needs might be. Classroom teachers have the biggest part to play in letting us know where students seem to be struggling to make progress. We can then do some assessments and testing to see what the reasons behind the lack of progress might be.

In the first half term of year 9 all students known to us with a learning difficulty or disability will have been assessed so that we can get a baseline of their abilities.

How do we support children with additional needs?

Your child has been highlighted as someone who has a difficulty with learning or a disability that means that teachers and other staff need to be aware so that they can teach them better and get the best outcomes possible.

We have 3 levels of support for these students, and we have written to you recently to let you know the level of support that we think your child needs. Our provision map on the next page shows what support is available at each level.

Some classes are also supported with Learning Support Assistants. They are additional adults, specialist in supporting those with SEND, to help children in lessons make good progress, and get better outcomes.

Monitor

This means that we have been made aware of a difficulty with learning or a disability that staff need to be made aware of so that they can teach them in the best and most appropriate ways for their needs. They will not have a Personal Provision Plan, or be supported directly by the Learning Support Department, but we will provide training, advice and guidance to all teachers on the best ways to teach your child.

Every time a school report is published (3 times per year) we will check your child's progress and see whether the level of support is appropriate. If they are not making progress broadly across a range of subjects we will step up the level of support to the next stage.

It may be the case that there is no evidence of any learning difficulty or disability, in which case we will remove them from the register completely.

Education, Health and Care Plan, or Statement of Educational needs

These students are supported at a high level, with additional funding from the local authority. They receive support in lessons where needed, and we work very closely with the young person to achieve the outcomes listed in their EHCP or Statement. We work very closely with these students and families, and you will be invited to the annual review, and asked to provide information for that meeting. They will get more intense one to one or group sessions as directed by their EHCP.

If your child's EHCP is maintained by Central Bedfordshire Council, they will receive support and advice from a personal advisor who will meet with them from year 9 and help to manage transition beyond year 11.

Those students with an EHCP, and a diagnosis of an Autistic Spectrum Condition may be placed in our Specialist ASD Provision which we run on behalf of the Local Authority.

SEN Support

This means that we know about a learning difficulty or disability which is having a direct impact on the progress of your child, in spite of the best efforts of their subjects teachers and the high quality teaching that they get in their lessons. This is a level of support as defined in the SEN Code of Practice.

Your child will have a Personal Provision Plan that we will write and share with you. We'd like you and your child to help contribute to this so that we get it right. The plan outlines to teachers what the child's needs are, how they can best teach them and what additional support is in place for them.

The additional support is likely to take the form of group interventions within the Learning Support department taught by one of the specialist LS teachers. This will generally focus on literacy and numeracy skills to support functional skills and GCSE English and Maths. We also offer a wide range of other learning support interventions, mentoring, social skills, revision and study support as well as more bespoke packages as required. Some students will also have some 1:1 support in Learning Support.

Students with social, emotional and mental health difficulties whose progress in school is being adversely affected will also be supported, with our team of specialist support workers.

In year 10 and 11, we invite some students who need a reduced curriculum to do one fewer GCSE option and spend that time in Learning Support to develop their core skills.

You have the opportunity to meet with the school three times per year to discuss your child's progress. This takes place at parents' evenings, at which Mr Rowell is always available for appointments.

Every time a school report is published (3 times per year) we will check your child's progress and see whether the level of support is appropriate. If they are making good progress in their subjects we will step down the level of support and move them into our Monitor category.

The team

Mr Thomas Rowell (trowell@bestacademies.org.uk) is the SENCO. He is an Assistant Principal with some other whole school responsibilities, and has a role to oversee SEN Provision across the Bedfordshire School's Trust.

Mrs Jellis is the Head of Learning Support and Assistant SENCO. She is responsible for the day to day running of the department, making sure that all students get the support that they need.

Mrs Swift is the Head of the ASD provision. She is responsible for the support for the students who have a place in our specialist provision.

Mrs Gibbs is the Specialist Assessor and teacher of SEN. She works very closely with Mr Rowell and the Exams office in order to make sure that all students have access to the special arrangements for exams to which they are entitled. We usually make our assessments throughout year 9, gathering evidence from teachers so that we can make an application to the exam boards before the start of year 10 that will last until the end of year 11. We will write to you with details of the outcome so this if it applies to your child.

Mrs Gardiner is a teacher of SEN. She runs many of our interventions, teaches groups and works one to one to support students out of lessons.

Mrs Graves is our SEN Administrator. She provides support to the whole team, deals with the diary and bookings, makes sure that students get the support in exams that they should, and generally makes everything run so smoothly.

We also have a team of highly skilled and experienced LSAs who work in year teams. Mrs Eaton also oversees our support of students in the Sixth form.

Year 9	Year 10	Year 11	ASD Provision
Mrs Fortune Mrs Summan Mrs Betts Mrs Ryan	Mrs Gough Mrs Parr Mrs Andrews Miss Burrage	Mrs Hughes Mrs Griffiths Mrs Eaton Mrs Forrester	Mrs Sale (<i>Lead LSA</i>) Mrs Waring Mrs Whiteley Mrs Duggan Mrs Andrews Miss Burrage

Provision Map – this table outlines the support that we can offer young people with SEND

	Monitor – Adjustments in class	SEN Support. Targeted group Support
Cognition and Learning	<ul style="list-style-type: none"> • High quality differentiated teaching • Possible in class LSA support • Homework Club 	<ul style="list-style-type: none"> • GCSE Maths and English support lessons • Reading booster • Functional Skills English and Maths • Homework club • Target spelling intervention • Exam access arrangements • In class LSA support
Communication and Interaction	<ul style="list-style-type: none"> • Flexible teaching arrangements • Structured school and class routines • Personalised delivery of instructions • Assembly Registration in tutor group • Lunchtime and afterschool club 	<ul style="list-style-type: none"> • Social skills groups • Girls’ club and boys’ club • Homework club • In class support • Exam access arrangements where applicable • Handwriting Intervention
Social, Emotional and Mental Health Needs	<ul style="list-style-type: none"> • High quality differentiated teaching • Whole school praise system • Assertive Discipline Levels • Daily tutor check in • Time out card (to step outside of room, in dept) • PSO weekly check in • Staff advice given • Feedback to parents • RAG timetable • Encourage extra-curricular attendance • Encourage out of school clubs and activities • HW club 	<ul style="list-style-type: none"> • Social time support (LS or SS) • Break and lunch time drop-in • Learning Log/subject report • Social skills club • Relaxation and stress Management • Access arrangements • Reduced timetable where appropriate • Self Esteem Group (6weeks) • Managing Emotions group (6 weeks) • Frustration and tolerance group (6 weeks) • Social Skills Group (6 weeks) • Study Skills group
Sensory and/or Physical Difficulties	<ul style="list-style-type: none"> • High quality differentiated teaching • Teacher awareness of Sensory and Physical Impairments • Health care plans incorporated into teaching where needed. • Specialist resources available where needed. • Use of lift • Alternative PE activities available • Access to school first coordinator 	<ul style="list-style-type: none"> • Practical assistance in PE where needed. • Practical assistance in Design and Science practical • Exam arrangements including practical assistance • Personal emergency evacuation plans • Physical adaptations to school site • FM system for Hearing Aids • Assistive Technology (Dragon, Text-help)

Not all options will be offered to all students.

Each student is considered individually and the support tailored to their needs.

1:1 Special Educational Provision			
<ul style="list-style-type: none"> • 1-1 learning support lesson for intensive literacy intervention • Phonics and SpLD specialist 1-1 intervention • Personalised timetable • ASDAN short courses • Outside agency advice: Educational Psychologist, CDC, OT. 			Cognition and Learning
<ul style="list-style-type: none"> • Locker in Learning support for daily meet and greet • Social stories and scenarios • Outside agency advice: ASC advisor/ speech and language therapist • 1:1 Personalised approach. 			Communication and Interaction
<ul style="list-style-type: none"> • Locker in Learning support for daily meet and greet • PSO daily check in • Risk assessment • Social stories and scenarios • School counsellor • Student case conference • Behaviour Management • Anger Management • Time out card to safe zone (Student services or Learning Support) • Mentor in school, small group (Learning Support, Head of House etc.) • Temporary timetable modification • Peer Mentor • Academic catch up (Inclusion) • S Ward check in • Permanent modified curriculum • Outside agency referral: <p><i>CAMHS</i> <i>Chums</i> <i>Brook</i> <i>A4S</i></p> <p><i>CanYP</i> <i>Childrens Social Care – EHA</i> <i>Counselling</i></p> <p><i>Art Therapy</i> <i>Seeds of Change</i> <i>Medical Needs Service</i></p> <ul style="list-style-type: none"> • Alternative provision – ACB • Work Experience - EBP 			Social, Emotional and Mental Health Needs
<ul style="list-style-type: none"> • 1-1 support where needed In class support • Physical assistance to lessons • Equipment transferred to lessons and set up for student • Outside agency advice and training: visual impairment advisor/ hearing impairment advisor/ occupational therapist/Physio/CDC 			Sensory and/or Physical Difficulties

Exam Arrangements

Mrs Gibbs is our Specialist Assessor for Exam Access Arrangements, she works very closely with Mr Rowell and the Exams office in order to make sure that all students have access to the special arrangements for exams to which they are entitled. We usually make our assessments throughout year 9, gathering evidence from teachers so that we can make an application to the exam boards before the start of year 10 that will last until the end of year 11. We will write to you with details of the outcome so this if it applies to your child.

Support in the Sixth Form

By the time our young people are in the Sixth Form, they will have developed the independence skills that enable them to access their courses with increasingly direct support from us.

We support every child that needs it with our full provision map, and have a very personalised approach to make sure they are able to progress beyond the school at 18.



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