



# Special educational needs (SEND) information report

Eggar's School





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## I. Our School

At Eggar's we are lucky to have a beautiful site which feels open and spacious. We are currently in the middle of a project to redesign our Learning Support space, which we call The Hive, to provide our students with a facility that is inspired by them. These plans include the provision of a new sensory room and a restructuring of existing space. We believe that both our outside and inside environment is important in meeting the sensory and learning needs of our students.

We are a fully inclusive mainstream school, with additional funding from the Local Authority for ten Resourced Provision students with Dyslexia. As such, we pride ourselves on being a dyslexia friendly school.

Our philosophy is that every teacher should be providing outstanding provision for our students with SEN. We firmly believe that the progress of our students with SEN is a whole school responsibility, guided and supported by the Learning Support Team.

Our aim is to know each individual child and to give them the best possible experience of Eggar's. We see our role as being beyond the learning and progress of our classroom, to all aspects of school life and preparation for the future.

## 2. Which staff will support my child, and what training have they had?

### Our SENDCo is Miss Catherine Vickers

Catherine has 8 years' experience in this role and has previously been a Head of Department and Progress Leader. She is a qualified teacher with 29 years of teaching experience in London, Surrey and Hampshire.

Catherine achieved the National Award in Special Educational Needs in 2018. She is a member of the Senior Leadership Team and is therefore well placed to ensure the inclusion of SEN matters in decision making, policies and day-day school life.

### Specialist Teacher

Our specialist teacher is Mrs Ginny Ornek who manages our Resourced Provision.

Ginny has over 15 years of experience as a dyslexia specialist teacher. Her role is to work alongside our students in and out of class but also to train, support and monitor all our staff in meeting the needs of our students with Dyslexia.

### Subject teachers

All of our teachers receive regular in-house SEN training and are supported by the SENCO and Individual Needs team to meet the needs of pupils who have SEN on a daily basis.

### Learning Mentors (LMs)

We have a growing team of MSs, including two higher-level learning mentors who are trained to deliver SEN provision. Our LMs support both in and out the classroom, providing bespoke group and one-one interventions. These may include:

- Reading Plus
- ELKLAN approved Communication and Interaction programmes
- Drawing and Talking Intervention
- Mentoring for academic, social or emotional needs
- Key Stage Three Nurture Group



## Intervention Teachers

Miss Emily Thomas is our Intervention and Transition Lead who works with our students to identify and remove any barriers to learning where possible. Miss Thomas is a member of the Senior Leadership Team, playing an important role in raising the profile of, and planning to meet the needs of students, with SEN during transition and beyond.

Mrs Jo Campbell is a previous SENCO who delivers our 1:1 literacy intervention using a variety of programs depending on the needs of the child.

Mrs Cattie Ross is a previous local primary school teacher and Forest School Teacher who delivers 1:1 Science and Maths Interventions to our students with EHCP's or high needs.

Mrs Rebecca Prior is our Forest School Teacher who works with our students in small groups on a Wednesday.

## Emotional Literacy Support Assistants (ELSA)

Mrs Tanya Cornia is our experienced ELSA having worked in both primary and secondary settings. She is based in our Learning Support area and students can be referred to her via our pastoral or SEN team. Mrs Fran Patey is our Student Support Manager and is also a qualified ELSA.

## External agencies and experts

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- Teacher Advisory Service specialist teachers
- Educational psychologists
- School Nurse
- Child and adolescent mental health services (CAMHS)
- Family Support Worker

## 3. What should I do if I think my child has SEN?

- Tell us about your concerns
- We will invite you to a meeting to discuss them
- We will decide whether your child needs SEN Support

You are able to contact us by telephoning, emailing, or writing a letter to tell us any concerns you may have. This can be addressed to your child's tutor, Progress Leader or SENCO.

We will discuss and investigate your concerns. This may take the form of observing your child in lessons, completing assessments, speaking to your child's subject teachers and other information gathering activities.

Together, we will decide how best to support your child, as a team, both at school and at home.



#### **4. How will the school know if my child needs SEN support?**

We work closely with our primary school teachers and SENDCos to be fully informed of the learning needs of our new students. Primary schools will highlight students who are on the SEND register and share strategies and interventions already in place.

We will use Key Stage 2 scores as a starting point for identifying students with SEND.

During Year 7, we use baseline assessments to see if early intervention is necessary.

We work in partnership with our families and encourage the sharing of information from family members.

Subject teachers, Tutors and Learning Mentors will refer students to the SENDCo if they have concerns.

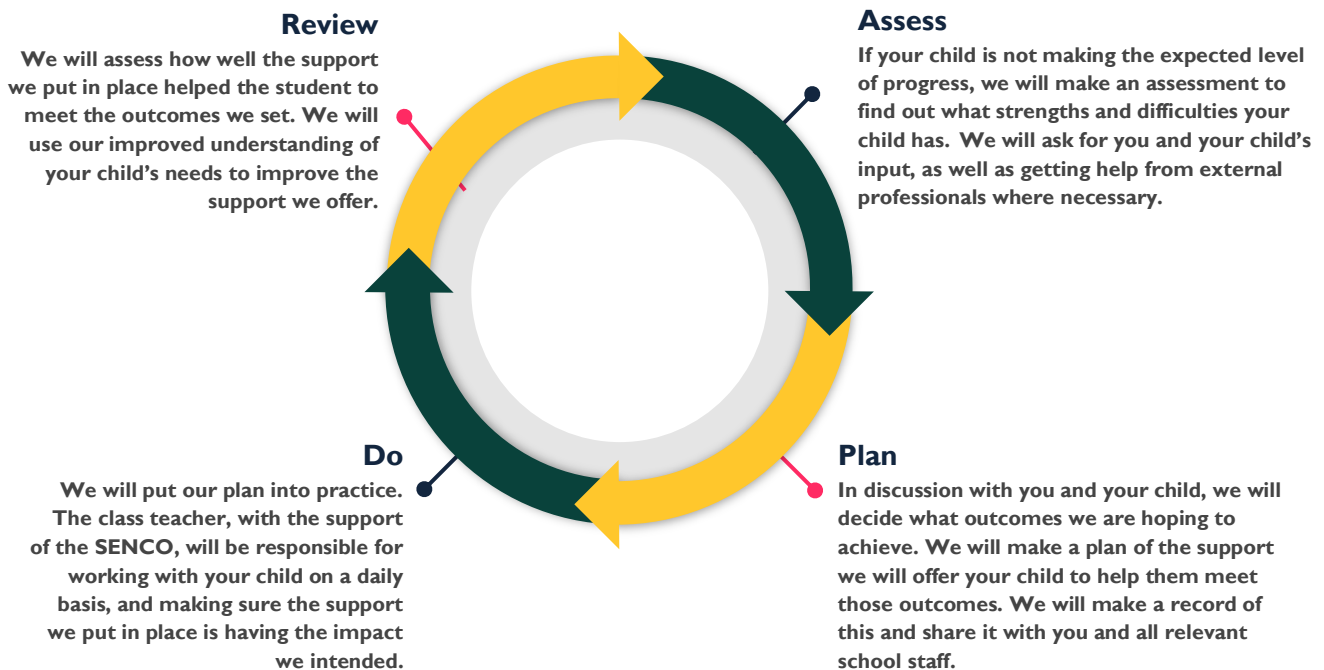
If we feel a student may have SEND we can refer for outside agency support or assessment where appropriate.

We know SEND can present at different times for children so we ask our teachers to be actively aware of the way in which needs may be shown.

## 5. How will the school measure my child's progress?

We follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



The graduated approach may be used by subject teachers or for a specific intervention, delivered by a member of the Individual Needs team.

Your child will also receive two academic progress reports a year which show current levels, target levels and effort grades. Subject teachers and Curriculum Leaders will monitor your child's progress and may put in place subject specific interventions.

We welcome and encourage your involvement and will keep you up to date with their progress through parent's evenings, telephone calls, email, tutor correspondence and Annual Reviews for students with an Education Health Care Plan.

## 6. How will we support your child?

All teachers are responsible for providing high quality teaching which is adapted to meet the needs of our learners needs.

These adaptations may include:

- Differentiating our curriculum to make sure all pupils can access it, for example, by groupings, 1-to-1 work, adapting the teaching style or content of the lesson, producing user-friendly resources or offering different ways for students to produce and record their work
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, depending on the specific needs of our students.
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, or assistive technology for example.



There may be times when it is appropriate for your child to have Learning Mentor support in lessons.

When your child is approaching Key Stage 4, and where there is a history of need, they may be assessed for exam access arrangements, which may include a reader, scribe, extra time or rest breaks.

We may also provide the following interventions:

Reading programmes

ELSA

Forest School

Dyslexia intervention

ELKLAN Communication and Interaction interventions

Small group or one- one literacy, numeracy and Science interventions

Subject specific catch-up support

Key Stage 4 tutoring in Maths and English

Hone Learning Support

At Eggar's we see all members of our community as playing a role in supporting our students with SEN, which can lead to creative interventions, such as working with our ICT systems manager or meeting one of our staff dogs for a walk around our playing fields.

## **7. How will my child be involved in decisions made about their education?**

Your child's views are essential in providing the right support. We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and support
- Discuss their views with a member of staff they know well who can then share them on their behalf
- Share their views with parents or carers prior to a meeting
- Be actively involved in the production of student profiles, containing key information shared with their teachers

## **8. How will the school adapt its teaching for my child?**

Your child's teachers are responsible and accountable for the progress and development of all the students in their class.

High-quality, adaptive teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will adapt how we teach to suit the way the student works best. There is no 'one size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations may include:



- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, visual planners and checklists, providing printouts and adapting our resources.
- Strategic timetabling of specialist staff to meet needs of our students.
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, hearing loops and making use of assistive technology.
- Learning Mentors may be used to support your child to be independent in the classroom, and work with them to develop their self-esteem as a learner.

## **9. How will the school evaluate whether the support in place is helping my child?**

We will evaluate the effectiveness of provision for your child by:

- Regularly reviewing their progress towards their goals via subject enquiries, assess, plan, do, review cycles and the monitoring of progress reviews
- Monitoring of specific interventions such as Reading Plus
- Regular communication with parents
- Use of student voice activities
- Monitoring by the SENCO and the Learning Support Team
- Holding an annual review, if they have an Education, Health and Care Plan (EHCP)

## **10. How will the school resources be secured for my child?**

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- Further training for our staff
- Referral to Specialist Teacher Service

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

## **11. How will the school make sure my child is included in activities alongside students who don't have SEND?**

All of our Eggar's Experience activities and school visits are available to all our students.

All students are encouraged to go on our school trips.

No student is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.

## **12. How does the school support students with disabilities?**

Link to Eggar's School accessibility plan: [click here](#)

## **13. How will the school support my child's wellbeing?**



We provide support for students to progress in their emotional and social development in the following ways:

- Pastoral support from Student Services
- External counselling agencies
- ELSA Support
- Supervised breaktimes and lunchtimes in The Hive
- Strong relationships encouraged with tutors through daily contact and extended tutor periods
- Peer mentoring programme

## **14. What support will be available for my child as they transition between classes or settings, or in preparing for adulthood?**

### **Between schools**

When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting.

### **Between phases**

The SENCO of the primary school meets with our SENCO to discuss the needs of the incoming students near the end of the summer term.

We arrange meetings with the parents/carers of incoming students to discuss how we can best welcome their child into our community.

We also arrange enhanced transition for those students that require additional support in this area.

### **Onto adulthood**

We provide all our students with appropriate advice on paths into work or further education.

We work with the student to help them achieve their ambitions, which can include goals in higher education, employment, independent living and participation in society.

Careers interviews take place in Key Stage 4 and students will have the opportunity to complete work experience in Year 10.



## 15. What support is in place for looked-after and previously looked-after children with SEN?

Mrs Robin Shadbolt is our Designated Teacher for looked-after children and previously looked-after children

Mrs Shadbolt will work with Miss Vickers, our SENCO, to make sure that all teachers understand how a looked-after or previously looked-after student's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after students will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

## 16. What should I do if I have a complaint about my child's SEN support?

In the first instance please contact the SENCO or your child's Progress Leader or Tutor.

Link to: [Eggar's School Complaint's Policy](#)

## 17. What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at Hampshire County Council's local offer. Hampshire County Council publishes information about the [local offer](#) on their website.

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations are:

<https://www.hampshiresendiass.co.uk/>

## 18. Glossary

- **Access arrangements** – special arrangements to allow students with SEND to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a student's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a student with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- **CAMHS** – child and adolescent mental health services
- **Differentiation** – when teachers adapt how they teach in response to a student's needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
- **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND



- **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the student’s needs, planning the provision, implementing the plan, and reviewing the impact of the action on the student
- **Intervention** – a short-term, targeted approach to teaching a student with a specific outcome in mind
- **Local offer** – information provided by the local authority which explains what services and support are on offer for students with SEN in the local area
- **Outcome** – target for improvement for students with SEND. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child’s disability
- **SENCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEN information report** – a report that schools must publish on their website, that explains how the school supports students with SEN
- **SEN support** – special educational provision which meets the needs of students with SEN
- **Transition** – when a student moves between years, phases, schools or institutions or life stages