

Ernest Bevin College

Special Educational Needs (SEN) Information Report

As a maintained school, Ernest Bevin works within the Wandsworth Local Authority guidance on Provision for children with SEN in mainstream schools which explains the ways pupils and students with different additional needs are provided for within the school.

For more information about the Wandsworth Local Offer access link below and search for Ernest Bevin College www.wandsworth.gov.uk/localoffer

At Ernest Bevin College all pupils, regardless of their particular needs, are offered inclusive teaching which will enable them to make the best possible progress in school and feel that they are a valued member of the wider school community. We are able to provide support for children with communication and interaction, cognition and learning difficulties, social, mental and health problems or sensory or physical needs.

At Ernest Bevin College, our Special Education Needs Co-ordinator (and Head of Inclusion) is Ms M. Casey. She can be contacted on 020 8672 8582 and her email address is: mcasey@ernestbevin.london.

How accessible is the school environment?

Ernest Bevin College is a 3 storey school building which is wheelchair accessible on the ground floor only. We have a "Stannah" chair lift to the first floor of the main building only. There are additional teaching blocks including the Science & Art departments, temporary classrooms and a separate Sports building and Sixth Form block. The Sports department has disabled changing, toilet facilities and a lift. We would ask parents to consider accessibility when applying for a place at Ernest Bevin and we can involve the Occupational Therapist from the Local Authority in these discussions if required. When your son first joins the school, we will ask you to let us know of any mobility or access issues.

What should I do if I am concerned about my child's progress or special educational needs?

As for all concerns in the first instance contact your son's tutor either by telephone, write a note in his planner or email.

The tutor will raise your concerns with his Head of Year and where necessary with the Head of Faculty. Specific concerns would be discussed at Year Level and at Subject Department level. Teachers in conversation with Parents/Carers would discuss and agree actions which would be reviewed within a specified timescale.

Where the concerns are about statutory provision the SENCo will discuss the individual case with the Principal.

How does the school decide whether a child has special education needs (SEN) and what extra help they need?

Our school works closely with the Primary school SENCo's and we plan for, monitor and manage SEN pupils transitioning from primary school to secondary school and across the other key phases to ensure we are prepared for pupils with additional needs as they arrive. In some cases the SENCo will visit the Primary School in advance of the pupil arriving to Ernest Bevin. Where SEN needs are known to the school the pupil and parents are interviewed on transition by the SENCo.

Ernest Bevin follows a clear process when initial concerns are raised about pupil progress or unidentified SEN needs (see SEN Identification Process).

The SENCo will establish a clear analysis of the pupil's needs drawing on the subject teacher's assessment and knowledge of the pupil, and the tutor's knowledge of him, his rate of progress, achievement and behaviour and his development in comparison to his peers. The views of the parents and the pupil's own views will be vital and where relevant the views of external agencies will be sought. All parents will be informed in advance if their son is identified as requiring additional support.

Pupils with SEN are regularly reviewed. This may involve intervention programmes to support the pupils and to meet individual needs. For most pupils a Learner Profile with a description of the pupil's individual strengths and need, clear targets and suggested classroom support strategies will be deemed appropriate. These targets are monitored and reviewed regularly by the key worker and the pupil.

How will I know how my child is doing & how will you help me to support my child's learning?

Your son's progress is assessed every 6 weeks by their Subject teachers. All Parents receive a termly written report outlining pupil progress. At Key Stage 3 the school uses an assessment tool called Doodle. At Key Stage 4 and 5 progress is assessed against examination grades. Parents/Carers can access Doodle to see how their son is progressing. There is one Parents Evening for Years 7, 8, 9, 12 & 13 and two Parents Evenings for Years 10 & 11. There are two Options Evening in Year 9 to support & guide you and your son through the KS4 curriculum. There is also a Sixth Form advice evening for students in Year 11. At these Parents Evenings you will have an opportunity to talk with all of your son's teachers and the SEND Team are available for individual parent consultation.

If your son requires targeted support you will be invited to attend a **termly structured conversation meeting** to review his targets and to discuss future support plans. We value these three way meetings and see the involvement of parents and pupils at the meeting as vital to support progress.

Additional meetings are available by request (email or telephone the school) and for students with a high level of need, regular contact with the key worker is encouraged. We welcome parental involvement in school life and constructive feedback enables us all to support learning. Occasionally feedback is sought formally through questionnaires

Parents/Carers will be informed when any intervention is put in place. This will briefly outline the intervention support and show how the agreed outcomes are to be achieved.

Research shows that parental involvement has a significant impact on the progress that pupils make in school. We encourage regular communication with parents and carers. Pupils are given regular homework which is marked and feedback is given.

When students join in Year 7, parents are invited to an Induction Evening and staff will suggest ways of supporting their child's learning. At parents evenings staff will give suggestions to parents of ways to support their child as an individual. Other events are held during the year to provide specific support to parents such as E-Safety talks and Prevent. The college also holds termly Parent coffee mornings when parents can meet with senior members of staff and raise concerns. These events also involve an element of training and in the past have included topics such as 'An Introduction to Doodle', the online homework system.

All pupils are provided with suggested reading lists each year, pupils are aware of their reading level and the associated colour coded books (Accelerated Reader -AR) to this level. Parents are encouraged to register on AR where they can monitor their son's progress around reading comprehension.

How will my child be involved and consulted?

Assessment for learning lies at the heart of teaching and learning. All teachers provide quality verbal and written feedback to support pupils to make progress.

Targeted pupils will be supported to understand verbal and written feedback by their key worker. These pupils will also be monitored and assessed against their individual targets within every lesson in which they are supported.

Pupils play a very important part in and are fully involved in the setting of and the reviewing of their targets. The key worker supports the pupil to set specific, measurable, achievable and realistic targets (SMART) and gives regular feedback on how he is doing in lessons and what more he may need to do to fully achieve these targets.

How do you assess and review my child's progress?

- All pupils undertake NFER assessments at the beginning and end of Year 7 and end of Year 8. These assessments are used to help organise pupils into teaching groups. The SENCo has access to these results.
- All pupils –ks3- have their progress regularly monitored through an assessment programme called Doodle. Parents receive this progress update once a term. Parents can also monitor their son's progress online using unique usernames and passwords.
- All pupils (Year 7 to 11) will use Star Reading assessments throughout the year to monitor progress in reading.
- Pupils receiving targeted support are assessed in every lesson in which they are supported against agreed targets set by their keyworker. Progress towards these targets is discussed during the termly structured conversations.
- Parents and pupils with Statements or Education, Health and Care Plans meet on a termly basis where progress is monitored against the short term targets as set out in the Learner Profile
- Targeted SEN pupil progress in the Star Reading assessments will be monitored by the SENCo and keyworker.
- Some targeted SEN pupils will have Diagnostic Reading assessments to monitor progress.
- All SEN targeted interventions have agreed objectives with clear entry and exit criteria and these are reviewed on the completion of the intervention.
- Pupil progress meetings with the Senior Leadership Team take place on a regular basis for all pupils.
- The SENCo reports within the college to the college's Senior Leadership Team on a regular basis.
- Pupils who have Statements of SEN, or Education, Health and Care plans also have their progress formally reviewed in Annual Review Meetings with parents and where appropriate any or all professionals supporting the young person.

How is teaching and the curriculum adapted to my child's needs?

The subject teachers deliver high quality teaching, differentiated for individual pupils and this is our first step of the SEND graduated approach in responding to pupils with SEN. The lessons are designed to provide both challenge and support. All pupils are entitled to equivalent learning opportunities, a broad,

balanced, relevant and differentiated curriculum, and where a pupil's needs are additional to and different from the majority of his peers targeted support from a Learning Support Assistant. Learning Support Assistants work closely with subject teachers to ensure that pupils with additional needs can fully access all learning activities. Subject teachers provide an ICT rich environment for all pupils and targeted pupils can use and access additional resources when necessary and if appropriate. Where a pupil is receiving targeted support the parent will be informed of the support.

How we support children with their literacy and numeracy development:

- All pupils are supported to develop their literacy and numeracy skills through high quality teaching. The curriculum is designed to support all pupils to make the expected level of progress. Teaching groups are organised according to ability and the foundation groups across key stage 3 are taught within small classes.
- All pupils have 20 minutes of reading everyday with their tutor and co-tutor. Literacy progress is monitored using Star Reading assessments. Pupils take a quiz at the end of each completed book. Progress against these tests is monitored by your son's tutor.
- Targeted pupils who struggle with reading will have timetabled small group interventions using either Read Write Inc or Rapid Read schemes.
- All pupils have access to a large number of resources including on line resources, mymaths and mathswatch. Both of these websites provide resources and are levelled to target particular mathematical concepts and built on acquisition of key skills. Pupils also have access to Fronter (the school's VLE) and within the mathematics area all pupils have entry to on-going work. A homework book has been uploaded to allow additional practice at home, with parental assistance.
- All pupils have access to Study Plus from 3.30-4.30pm, three afternoons a week, which is a fully staffed space to provide support with homework tasks, revision and provide additional literacy and numeracy support.
- All students have a log in onto the Doodle site where they can complete homework tasks and find additional curriculum exercises. Parents can also check in on their son's progress.

What specialist services from outside does the school use to help meet children's needs and how do you work together?

The College has access to the full range of Local Authority specialist services in education, health and social care [see the LA local offer].

These include: Educational Psychology Service, Wandsworth Speech and Language Secondary Service, Garratt Park Advisory Service, Catch22 – Young Persons' Health, Connexions Personal Advisors and Youth Support Team, National Health Service School Nurse, Family Recovery Project, Wandsworth approved Alternative Provision providers, including Road to Success(R2S), Wandsworth Early Intervention Team, Educational Welfare Service, Child Adolescent Mental Health Service.

Referrals are made through the SENCO. Professionals are invited to meetings and reviews as and when appropriate. There is a weekly Inclusion Panel and there is a weekly multi professional Welfare Panel to discuss complex cases.

How are children supported when changing schools or transferring to other education, employment or training?

Your son will have a one-to-one meeting with a Personal Careers Advisor in year 11, who will advise on suitable post-16 courses for your son. At Key Stage 5, all students have a timetabled Careers lesson

and a one-to one meeting with a Personal Careers Advisor. Pupils with SEN are provided with additional support as required.

What support is there for my child's emotional well-being?

- Your son's tutor plays a key role in developing his emotional wellbeing. The tutors see their tutees twice daily and the tutor should always be the first point of contact if you or your son has any concerns.
- Bevin Values assemblies are delivered weekly to all pupils across the school.
- All pupils are taught Citizenship in Key Stage 3, Key Stage 4, it is delivered through HPQ (Higher Project Qualification) and in Key Stage 5 it is delivered through EPQ (Extended Project Qualification) .
- The college has a Designated Lead for Mental Health who is also the Deputy Head of Inclusion (Mr McCarthy) and a range of services to support young people's emotional wellbeing, these include Pupil Wellbeing Co-ordinator, Young Persons Health Worker, Targeted Youth Support Team Worker and in College there is access to the Student Support Service. Referrals to these services are through the SENCo and the Deputy Head of Inclusion.
- The college runs a daily lunchtime Social Skills Pupil Lunch Club. The club is primarily for any pupil who may need additional support in developing friendships, settling in to secondary school and any pupil who is anxious for whatever reason. All referrals to the Social Skills provision is made through the SENCo.
- All pupils are encouraged to participate in the range of extra-curricular activities and clubs available at the college. The SENCo understands the importance sports can play in developing a pupil's wellbeing and encourages pupils to join both lunch time and after school clubs.
- All pupils receive a yearly assembly and regular guidance around bullying and cyber-bullying. Pupils can share concerns anonymously on the Sharp system via the college internet.

What support is there for my child's medical needs?

Pupils with medical needs have the same admission rights as other pupils. Most of our pupils with medical needs attend school regularly and can take part in normal activities, sometimes with support. Ernest Bevin College has developed policies on managing medicines and has put in place effective management systems to support individual pupils with medical needs.

If your son has a medical condition that requires medication, his name will be held on our school medical database. All staff have access to medical information to all students who are identified as having clear medical needs.

Where your son has a high-level medical need, a meeting will be held with parents/carers and the designated staff member for wellbeing, to explain our health and safety policy and procedures. Prescription medicines are all kept in the medical room and are managed and supervised by medical room staff. If your son is on the medical register, you will be sent a letter annually requesting you to update us on his current medical condition and prescribed medication.

What training and specialist skills do the staff supporting pupils with SEN have or are having?

All Departments, Learning Support Staff, Teaching (including Beginner Teachers and Newly Qualified Teachers) and Support Staff take part in an on-going training programme which includes the 4 aspects of the 2014 Code of Practice. This includes sessions on, Social Emotional and Mental Health, Hearing Impairment, Attention Deficit and Hyperactivity Disorder, Autistic Spectrum Disorder (ASD); Speech, Language and Communication Needs (SLCN); Dyslexia.

All staff and Governors have received PREVENT training and there was a session for parents around this issue as well. All Staff have statutory safeguarding training every two years.

The SEN Department is managed by the SENCo who has a specialist post-graduate qualification.

We have a designated SEN Governor.

How will my child be included in activities outside of the classroom?

As a specialist Sports, Maths and Computing school, Ernest Bevin College offers a range of extra-curricular activities to all pupils. All young people are actively encouraged to choose a sport from the extensive range on offer to them including swimming, judo, volleyball, football, rugby, athletics, hockey, table-tennis, cycling. The Duke of Edinburgh Scheme is active within the school and at all levels and the Combined Cadet Force has recently been offered to students in Years 10 & 11.

Sports activities take place at lunch-time, after-school and at weekends. Additional adult support and mentoring from our sports partner Greenhouse includes specialist coaches and apprentices being available to both support activities outside the classroom.

A number of non-sports related enrichment activities and clubs are offered and accessible to all students including Baking club, Bevin restaurant, Film Club, Choir and various music bands. There are also numerous curriculum-based clubs such as Science, ICT, Art and Maths Club which your son can sign up for.

We run many school trips (including some residential trips) during the school year which are open to all pupils. All external school trips are risk assessed and the College ensures there is the required pupil – adult ratio to include pupils with Statements or Education, Health and Care plans. Where we feel it is necessary for some pupils we will invite Parents or Carers to meet with school staff to plan appropriate support.

How can parents and carers get involved in the school more generally?

We fully recognise the importance of close liaison between the school and home, effectively providing support for pupils' education. Parents are able to access the school website and can communicate with school through email, by phone or via the student planner. Parents can put themselves up for election to the Governing Body. Parents are welcome to the regular coffee mornings to encourage closer links between home and school.

What should I do if I am unhappy with my child's support or progress?

In the first instance you should speak to your son's tutor. Where you continue to have concerns you can speak to his Head of Year and the SENCo.

If your concerns are unresolved you should follow the school's complaints policy which can be found on the school website:

<http://www.ernestbevin.london/governors/complaints>

Or on the Wandsworth council website

http://www.wandsworth.gov.uk/info/200288/student_welfare/263/how_to_make_a_complaint - maintained schools

Where can I go for further advice and support?

- The Wandsworth Information, Advice and Support Service for parents/carers of children with SEN/disability) provides an impartial and confidential service to all parents of children with SEND. Visit their website at <https://www.wandsworth.gov.uk/pps> or telephone 020 8871 8061
- The Wandsworth Parents' Forum "Positive Parent Action" works with the Council to improve all provision for children and young people with SEN and Disabilities aged 0 to 25. If you want to get involved in influencing services visit their website at www.positiveparentaction.org.uk or telephone 020 8947 5260.
- More information about the Local Offer of services and support for children and young people with special needs and disabilities in Wandsworth can be found on the Family Information website at www.wandsworth.gov.uk/localoffer Their helpline is open from 9am to 5pm Monday to Friday on 020 8871 7899

The information in this report is accurate now, but we regularly review and make changes to what we offer and keep this information as up to date as possible.

Feedback This offer is intended to give you clear, accurate and accessible information. If you would like to comment on the content of the offer or make suggestions to improve the information, please email: mcasey@ernestbevin.wandsworth.sch.uk