



Leventhorpe
a business and enterprise academy

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Leventhorpe School (December 2018)

The Special Educational Needs and Disability (SEND) Information Annual Report.

Leventhorpe School is a larger than average secondary school with 1272 students on roll. We are proud of our inclusive approach and our ability to cater for all students in the local area, providing them with high quality education and effective personal development

Our aim is to ensure that all students can participate fully in the work and life of the school as well as ensuring that all students can achieve to the very best of their ability. We aim to provide the very best opportunities for all students.

High quality teaching is vital for all students and is our first form of support for students with special educational needs. However, we recognise that some students will need additional support, provision and resources in order to ensure they make at least expected progress.

Our aims

- To ensure that the safety and wellbeing of Special Educational Needs and Disabilities (SEND) students is our first priority, Our Child Protection Policy highlights the need to protect and safeguard SEND students who are, statistically, more vulnerable than their non-SEND peers.
- To ensure that all students with SEND make at least expected progress in learning.
- To ensure that all students with SEND have their needs identified in order to support academic progression and continued well being
- To ensure all students with SEND can access a balanced curriculum which is differentiated and personalised where appropriate
- To ensure that all students with SEND are able to fully access the curriculum by providing extra support or additional resources thereby removing barriers to learning
- To ensure that all students with SEND are supported in transition and are well informed for the next stage of their learning and training.

The Special Educational Needs and Disability (SEND) Information Annual Report works in conjunction with the Local Offer from Hertfordshire Local Authority. The Local Offer may be found on the Herts direct website:

<https://directory.hertfordshire.gov.uk/kb5/hertfordshire/directory/localoffer.page>

Students with SEND – Leventhorpe Statistics

The number of students designated with special educational needs at Leventhorpe School is indicated below:

Year Group	E - Education Health and Care Plan	K - SEN Support
Year 7	1	9 students (20.45%)
Year 8	3	12 students (27.3%)
Year 9	2	6 students (13.6%)
Year 10	2	8 students (18.2%)
Year 11	3	9 students (20.45%)
Total	11	44

% indicates the percentage of the Year Group.

Students with SEND - The Wave Approach

To ensure that all students – including with special educational needs - receive the appropriate provision, Leventhorpe School employs a differentiated approach to support:

Students are categorised into three different levels. A description of each stage is as follows:

- **Wave 3 (E – Education, Health and Care Plans)** - Those students who require additional support - which is continuous throughout schooling – in order to make expected progress.
- **Wave 2 (K – SEND Support)** - Those students who have – or who may need – short term, targeted support to ensure they are making expected progress.
- **Wave 1 (M – SEND Monitoring)** - Those students who are making expected progress and whose needs can be catered for in the classroom without additional support or intervention.

The numbers of students in each Year Group who feature on The Wave Approach are detailed below:

Year Group	Wave 3 (E –EHCP)	Wave 2 (K–SEND Support)	Wave 1 (M – SEND Monitoring)	Total
7	1 (0.85%)	9 (7.6%)	21 (17.7%)	31 (26.05%)
8	3 (2.5%)	12 (10.1%)	18 (15.10%)	33 (27.75%)
9	2 (1.7%)	6 (5%)	8 (6.7%)	16 (13.45%)
10	2 (1.7%)	8 (6.7%)	8 (6.7%)	18 (15.1%)
11	3 (2.5%)	9 (7.6%)	0	12 (10.1%)
12	0	0	8 (6.7%)	8 (6.7%)
13	0	0	1 (0.85%)	1 (0.85%)
Total	11 (9.25%)	44 (37%)	64 (53.75%)	119

% indicates the percentage of the Year Group.

Admission and Transition

The admission arrangements of all students – including students with SEND - are in accordance with national legislation. A copy of our admission arrangements may be found on the school website.

In order to ensure that students are well supported at Leventhorpe School, the following arrangements take place:

- All students are visited by the Head of Year and SENCo at their primary schools. This is to ensure that they feel comfortable with the rigours of secondary school life and familiarise themselves with key personnel.
- Meetings are held with the class teacher and primary school SENCo to ascertain progress and need.
- Extended transition is offered to those students who would benefit from more extensive arrangements. This is to ensure that students are less anxious when they begin in September.
- All appropriate secondary school staff are fully informed of the new intake in preparation for September.
- For those students with a Statement or Education, Health and Care Plans, the SENCo will aim to attend the final Annual Review.

- In the event of a mid-year admission, and where appropriate, the Head of Year and SENCo will seek advice and guidance as to potential barriers to learning or additional needs.
- The SENCo will ensure that full information has been gathered from the previous school, that information has been communicated to teachers and that support is put into place from the outset.

Identification and Monitoring of students with SEND

- The SENCo makes good use of baseline data to inform planning for all students including those with special educational needs. Teacher assessment and national assessment results are used to establish areas of need and intervention.
- As students' progress through the school, good use is made of the reporting system to monitor students at all levels. Progress meetings with key school personnel after each interim are used to identify areas of need that appropriate interventions are implemented.

A variety of factors are considered when identifying and assessing students with SEND. In addition to the above, the following forms of identification may be taken into account:

- Close liaison with parents on transition to Leventhorpe School.
- Effective use of primary school progress data.
- Reading and Spelling screening tests of all students at the start of Year 7.
- Provision of an Assess, Plan, Do and Review Student Profile document for all students monitored on the SEND register.
- Liaison with subject staff, group tutors and Heads of Year.
- Training given to all staff on how to access the Assess, Plan, Do and Review Student Profiles and use them to support differentiation/reasonable adjustments in class.
- Liaison with outside agencies and support services where necessary.
- Year 9 and Year 10 screening tests for Access Arrangements.

Provision for students with Special Educational Needs

As mentioned previously, the first form of support for all students – including those students with special educational needs – is high quality teaching.

Continuing Professional Development is provided to ensure that teachers are kept abreast of key strategies for support. This is linked clearly to lesson observations and Performance Management.

In addition to the above, the following provision is offered where appropriate:

- In class 'Learning Support' Assistant support for identified students
- Alternative methods of recording (access to use of laptops)
- Lunchtime support for vulnerable students (Homework and Games Clubs)
- Counselling
- Youth Support Workers
- Family Support Workers
- Educational Psychologist consultation
- Literacy Small group intervention
- High level of support provided across Key Stage 3 numeracy classes
- Paired reading support (Reading Buddies Intervention)
- Homework club (Lunchtime and after school)
- Guidance given to assist with organisation
- Examination Access Arrangements
- Student Welfare Officer Intervention for identified students
- Social Skills programmes (PENN Resilience, SEAL and Protective Behaviours).
- Guidance with Handwriting intervention (Support programmes provided on request).

The above list is not exhaustive and may not be offered to all students with special educational needs. Provision is offered as a result of identification and monitoring.

Examination Access Arrangements (for students in Key Stage Four only)

As students move into their GCSE years, there may be a need for consultation to ascertain whether additional arrangements in assessments and examinations are necessary. Referrals may come from a variety of means, including concerns from students, parents, teachers and support staff.

If appropriate, students will be put forward to be assessed by the Specialist Assessor who works alongside the SENCo and the Learning Support Team. The findings from these assessments will be used to make a formal application to the Joint Committee for Qualifications. It is assumed that all applications will be made and formalised by the beginning of Year 11. Students will then have the opportunity to work with the access arrangements for practice examinations. This is to ensure that appropriate arrangements may be made in all formal assessments and examinations, including mock examinations.

Parents and students will be informed of the process and the findings.

Working in Partnership

Leventhorpe School is committed to working in partnership with students and parents. We believe in a Pupil Centred Approach and are committed to ensuring the need of the student is at the heart of what we do.

The school welcomes feedback from parents all year round and parents can make an appointment to speak to any member of staff including the SENCo throughout the year for any reason. Parents will be informed of their child's progress through the following means:

- Annual Review meetings for identified students (Education, Health and Care Plans)
- Team around the Family style meetings with identified students
- One to one discussions with SENCo, classroom teachers and form tutors
- Telephone and email consultations
- Formal Interim Reports
- SENCo is available for personalised 1:1 meetings with parents and students on academic review days
- All students on the SEND register will meet with their Key Worker three times over the academic year (Autumn, Spring and Summer terms) to review progress and support.

Inter-relationship with other school information:

The SEN Information Report should be viewed alongside the Special Educational Needs Policy. A copy of this can be found on the school website.

Contacts and further information:

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Local Offer – Hertfordshire Local Authority.

www.hertsdirect.org