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## Test Valley School SEND Information Report 2018-19

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### Introduction

This SEN Information Report exists to inform parents and young people in a straightforward manner about how Test Valley School implements its policies towards SEND. It will be updated at least once annually.

The SENCO at Test Valley School is Clare Gibbs. She is supported by 5 LSAs who assist in the co-ordination of provision for pupils with SEND. The SENCO can be contacted via the main school telephone number, or by email: gibbsc@testvalley.hants.sch.uk

Test Valley School is a mixed 11-16 secondary school on the outskirts of Stockbridge serving a wide local community. We are a small school with currently under 600 pupils and able to provide a stable, caring environment in which all pupils are known and valued.

### How does the school know if pupils need extra help with learning?

All mainstream schools are expected to provide SEND (Special Educational Needs and Disability) support for a wide range of pupils, including those with:

1. Communication and interaction needs; including speech and language needs and ASD (Autism) needs
2. Cognition and learning needs; including moderate learning difficulties, severe learning difficulties, dyslexia, dyspraxia and dyscalculia
3. Social, mental and emotional health needs; including ADD, ADHD and Anxiety Disorder
4. Sensory or physical needs: including physical disability, hearing and visual impairment

If a pupil has SEND, then their needs will fit into one or more of these categories.

A school's provision for SEND is defined as support which is additional to, or different from, that which is available to all pupils.

At Test Valley School we recognise that children make progress at different rates and not always in a steady linear pattern. Therefore, pupils are identified as having SEND through a variety of ways, including the following:

- Liaison with primary school/previous school – we may assess whether a pupil's needs are still apparent at Secondary School
- The pupil performing significantly below expected levels
- Concerns raised by parent/carer
- Concerns raised by a teacher
- The Local Authority produce a guidance booklet: 'SEN Support: Guidance for Mainstream Schools'. This is used to assist in the identification of a student's SEN

Upon entry, all pupils undertake a range of assessments to try and identify any possible cognitive difficulties. For other types of SEN, the school makes use of checklists to ensure a pupil's strengths and weaknesses are analysed, and barriers to learning are accurately identified.



If a pupil is identified as having SEND (according to the criteria laid out in the SEN support document from Hampshire County Council) then their name will be added to the SEN register, but we recognise that pupils' needs may change over time and provision must reflect this. The aim of any additional provision is for the child to achieve age expectations, so once they reach this threshold they may be removed from the school's SEN register. If they fall behind again at any point, then they may be added to the register again.

There are many barriers to learning that all pupils may face at some point during their time at school. All teachers are expected to consider the individual learning needs of all pupils, and make changes to their approach to ensure they achieve. If a teacher has further concerns, they can seek the advice of the Learning Support team.

## What should I do if I think my child has special educational needs?

Your first point of contact at school should always be your child's tutor who will be able to discuss your concerns and refer these on to the appropriate member of staff. You can also contact your child's Year Coordinator, the SENCO or a member of the Senior Team.

The SENCO or a member of the Senior Team will discuss these concerns with you further – either in person or by telephone. The next stage could include classroom observations and testing using standardised tests. The SENCO may screen for dyslexia using the LASS 11-16 system. A full range of age appropriate, standardised tests can also be used to identify a full range of learning needs. The results of tests will always be discussed fully with both parents and the pupil in question. The SENCO may offer links to a range of appropriate supportive outside agencies.

## How will the school support my child?

Test Valley School aims to help all pupils realise their potential. We endeavour to identify the barriers to learning that may result in underachievement, and co-ordinate additional provision where required.

Subject teachers are responsible for the progress of pupils in their lessons. They are trained to teach children with all types of additional learning requirements and are responsible for making the curriculum accessible to all pupils.

It is expected that the needs of the majority of SEN pupils can be met through a mainstream curriculum, with teacher planning taking account of starting points and progress made.

The SENCO is responsible for ensuring teachers:

- understand a child's needs
- are trained in meeting those needs
- have support in planning to meet a child's needs
- ensure the quality of teaching for pupils with SEND, and
- that provision across the school is efficiently managed.

Sometimes some children require additional support to make progress across the curriculum, because they are significantly below the expectations for their age. Then, the SENCo is responsible for organising intervention for an individual or small group of pupils, which might include one of these provisions, for example:



- **Additional adult support in the classroom** – year groups have Learning Support Assistants (LSAs) who support the teacher in helping the learning of whole classes. The SENCo is also able to direct a limited amount of ‘hours’ of additional adult support in the classroom, in cases where there is evidence that pupils are significantly below educational expectations for their age
- **Wave 2 withdrawal sessions** – when pupils are withdrawn from some lessons in small groups for pre-arranged sessions with LSAs. Lessons include, for example: handwriting, reading, numeracy, study skills, organisation skills, social skills, etc.
- **Wave 3 1:1 intervention** – Pupils are withdrawn for frequent, but short term, 1:1 sessions with either the SENCo or a qualified LSA. Programmes are highly structured, multi-sensory and aim to ensure the learner progresses at double ratio gain (for example, makes 12 months’ progress in a 6 month period.) At Test Valley School, our most successful wave 3 interventions are Catch Up Literacy and Catch Up Numeracy, although we also teach a range of other intervention programmes.

Assessment of additional need focuses upon 4 factors: the child’s learning characteristics, the learning environment, the tasks and activities undertaken and the teaching style.

The progress of SEND learners in all subject areas is tracked and monitored continually, and progress is compared to the progress made by the non-SEND peers of these pupils. Appropriate intervention can then be put into place at the appropriate time.

- **Disapplication** – if long-term intervention is needed, a pupil can sometimes be disapplied from a subject on the national curriculum, in order to allow time for intensive support with learning.

## What is Home Learning?

The home learning tasks set by teachers is an integral part of a pupil’s learning and can contribute directly to how well a pupil makes progress. The school expects parents to engage with their child’s home learning, so that children can see the high value their parents place on working as part of a home-school partnership. This provides essential support for teachers and means no opportunity is lost for supporting every pupil’s learning.

## Who will explain provision to me?

- Information about the provision in individual subjects can be discussed with subject teachers or Heads of Department. There is an annual opportunity for this at your child’s parents’ evening, but teachers can meet with parents at any point in the school year to discuss your child’s progress.
- In the case of individual or small group interventions, the SENCO will write or telephone home explaining the aims of the intervention. Letters, phone-calls or emails will be used to keep parents/carers updated on their child’s progress and discuss support in more detail, if required.

## How are the school governors involved? What are their responsibilities?

- The SENCO reports to the governors annually, via the nominated SEND Governor, to inform them about the progress of children with SEND; this report does not refer to individual children and confidentiality is maintained at all times.



- The nominated governor for SEND meets with the SENCO termly. She observes SEN teaching and learning, discusses SEND issues within school with the Learning Support Team, and writes a detailed follow-up report for the Head teacher and Governing Body.

## **How will the curriculum be matched to my child's needs? What are the school's approaches to differentiation and how will that help my child?**

Subject teachers are responsible for planning lessons that are accessible to and differentiated for every pupil. In some curriculum areas (English, Maths and Science) pupils may be grouped by levels of attainment, whilst other curriculum areas are taught in mixed attainment groups. Pupils are entitled to participate in all areas of the curriculum and it is the subject teacher's role to differentiate resources and activities to ensure the pupil can access the learning. This can mean teachers plan:

- to use Visual, auditory or kinaesthetic activities
- to use Small group or 1-1 learning with an LSA
- to pre-teach content or vocabulary
- to use over-learning topics
- to set alternative activities for home learning
- to provide specially targeted texts and resources appropriate for an individual pupil's reading age
- to provide additional apparatus or materials
- to adapt and adjust resources and materials to make them accessible for pupils with specific learning needs
- The SENCO will observe pupils receiving SEN support in lessons, and disseminate findings to relevant staff. Training around particular learning difficulties will then be offered

All staff work to ensure pupils are offered full access to a broad, balanced and relevant education in a caring environment. Teachers work with the Learning Support department to create SEN provision profiles including specific guidance on how to support individuals in the classroom, and desired outcomes for each pupil with SEN support.

At Key Stage 4, pupils choose from a range of courses which help to prepare them for the next step in their education when they leave Test Valley School. Pupils and parents are offered advice and careers guidance at the appropriate time to help make these important decisions.

There is a whole school Home Learning Club available to all pupils on Tuesdays and Thursdays after school from 3.30-4.30pm where pupils can seek help and support with their home learning tasks from an LSA.

## **How will I know how my child is doing and how will you help me to support my child's learning? What opportunities will there be for me to discuss my child's progress?**

We offer an open door policy where parents are welcome at any time to make an appointment to meet with either a subject teacher or tutor or another member of staff if appropriate and discuss how their child is progressing. Parents can contact staff members directly by email, by writing a note in their child's planner or through the school office.



Planned arrangements for communicating between school and home include:

- Every pupil has a school planner, which travels between home and school every day so that comments from parents, teachers or tutors can be shared and responded to as needed
- Each year group has at least one parents' evening each year, when all subject teachers are available to meet with parents and discuss your child's progress and learning
- Each year group has an annual programme for reporting to parents. This includes termly progress checks (current levels of attainment and attitudes to learning) and an annual tutor and Year Co-ordinator's report. These are sent home to parents and provide a basis for discussion about progress in different subject areas
- If your child has an Education, Health and Care Plan (EHCP) or Statement of SEN, then there are legal requirements for at least one formal meeting each year (the Annual Review) organised by the SENCO and attended by parents, teachers and outside agencies involved in the pupil's education.

## How does the school know how well my child is doing?

Teachers, as part of their professional standards, monitor and review all pupils' progress throughout the year. The whole school system at our school includes:

- Data collection each term, from all teachers, showing the current level of attainment of all the pupils they teach. This means that teachers and Heads of Department in each subject area can track the progress of pupils across the school year and intervene if pupils experience difficulties or are not making the expected levels of progress.
- In the case of intervention programmes progress is reviewed every half term, which might include testing or screening. These programmes are reviewed by the SENCo and relevant LSAs, who use the information to plan and design the next half term's intervention programme.
- In-class additional support is reviewed regularly at the Learning Support Team meetings and at department meetings. LSAs and teachers work together on a day-to-day basis, planning and reviewing lessons.
- Teachers are observed by senior leaders and line managers as part of the school's Managing Performance procedures; the deployment of additional adults in the classroom and the progress of pupils with additional learning requirements are part of the Teacher Standards, against which the quality of teaching is measured.
- The Deputy Head Teacher is responsible for whole school data and tracks the school's progress against national standards. This provides guidance for teachers when planning the curriculum and additional support for pupils.
- At the start of Year 7, pupils are screened for reading, spelling and maths skills. This allows us to identify when they may need further support, intervention or additional assessment to detect any underlying difficulties.
- Year 7 pupils undertake a series of CAT (cognitive ability) tests online during their computing lessons in the Autumn Term. These tests give teachers and learning support staff another important set of baseline data to work from.
- The school's positive behaviour management system (including the rewarding of achievement points) provides parents with information about how well a pupil is engaging with the learning opportunities on offer and provides pastoral staff with evidence for how well a child is learning at school.



## **What support will there be for my child's overall well-being? What is the pastoral, medical and social support available in the school?**

The school uses a positive behaviour management system with the opportunity to be awarded achievement points. Achievement points are monitored by tutors and are linked to end of year rewards and tutor group prizes. The point system also enables the tutors and year Co-ordinators to identify pupils who are falling behind their peers and gives them the tools to investigate and to address the reasons for this.

We have a part time School Counsellor and a pastoral support worker who specialises in ELSA and 1:1 drawing and talking sessions. The School Counsellor arranges this provision and teachers and tutors can request this support for their pupils, when they consider it to be suitable. The areas of emotional difficulties that these provisions are suitable for include: specified social skills; friendships and relationships; anger management; loss and change; self-organisation.

The pastoral support worker offers a daily drop in session each morning for all year groups. She is keen to communicate closely with parents regarding pastoral issues.

Pupils who struggle with social situations are provided with a choice of quiet spaces to go to during lunchtimes, break times and before school, where they are supported by LSAs to manage unstructured social time.

Every lunchtime we have 'Chill Out Club' – a supervised, safe environment where pupils can play games and socialise in a quieter environment. This is staffed daily by an LSA.

If a pupil is unwell during the school day, then they will be sent to the medical room, which is run by Pupil Services. If the child is too ill to stay at school, a parent will be contacted and asked to make arrangements for collecting them as soon as possible. The Pupil Welfare Assistant (or a qualified first-aider in her absence) will decide if the pupil is well enough to stay at school or not. All relevant staff are trained annually on administering Epi-Pens for anaphylactic shock, and all staff throughout the school year are made aware of pupils who have severe allergies or other significant health/medical needs arising.

## **How does the school manage the administration of medicines?**

Medicines for pupils are managed by the Pupil Welfare Assistant from the medical room. If a child requires medicine during the school day, the following procedures must be followed:

- All medicines must be given in person to Pupil Services by a parent
- The pupil's name and date of birth are recorded alongside the date, time, name of medicine, and dosage
- Depending on how the medicine needs to be stored, it will be kept in either a locked cupboard or a fridge in the medical room
- To take their medicine the pupil must go Pupil Services where the dose will be administered
- Each time the medicine is administered, the time, date and dosage is recorded.

## **What support is there for behaviour, avoiding exclusion and increasing attendance?**

The school uses a positive behaviour management system.





There are consequences for poor behaviour, which are outlined in the school behaviour policy on the school website. As well as losing rewards, pupils may receive sanctions such as detention, isolation or fixed term exclusions.

However, if a pupil is falling significantly behind their peers and their behaviour is affecting their learning or the learning of others, then additional support may be provided.

- The Pupil Welfare Officer, tutor or Head of Year will support parents to manage their child's attendance at school and will liaise with outside agencies if appropriate.
- The Deputy Head teacher oversees the liaison with outside agencies who can support families in difficult situations
- Tutors, Head of Year and/or the SENCO work with pupils when their learning is affected by their behaviour: providing emotional support, sign-posting to sources of guidance and advice, liaising with external agencies, overseeing education plans and arranging workshops/lessons about emotional, social and mental health with the School Counsellor.
- The tutor, Year Co-ordinator, SENCO and/or School Counsellor work with pupils whose behaviour is affecting the learning of other pupils: helping them to develop skills for understanding and managing their emotional, social and mental health for supporting learning at school; providing education plans and arranging workshops/lessons. We also have links with outside agencies providing behaviour support.

## How will my child be able to contribute their views?

Pupils' views are highly valued at the school and their opinions are sought on many areas of school life as well as their own learning. We use a variety of methods for seeking pupil views:

- The school has an active pupil council, where pupils are elected each year to represent their peers in their teams.
- Pupil panels regularly form a part of the school's interview process for new members of staff.
- A member of staff leads on whole school pupil voice initiatives to work with and promote pupils' views, enabling them to have an impact on aspects of school life.
- The school is currently seeking recognition as a Rights Respecting Schools with pupil groups involved in activities
- Pupils leaving the school are offered the opportunity to complete an exit questionnaire, which asks for their views on their experience at school and their suggestions for changes to improve or develop pupils' experiences.
- If a pupil takes part in an intervention programme, then they will contribute their views to the half-termly review of progress through an SEN pupil voice activity.
- If your child has an EHCP or Statement of SEND, their views will be sought before any review meetings.
- The SENCO is available at both parents' evenings and tutor evenings to provide advice and guidance, or to listen to any concerns that a parent or young person may have.
- SEND pupils and their parents are regularly invited into school by the Learning Support department for provision planning meetings



## What specialist services and expertise are available at or accessed by the school?

The SENCO liaises with many specialist services and outside experts to ensure provision for our pupils is appropriate and meets all needs. The school works closely with any external agencies that are relevant to individual pupils' needs, including:

- Health – GPs, school nurse, clinical psychologists and psychiatrists (CAMHS), paediatricians, speech & language therapists, occupational therapists Children's Services – locality teams, social workers, child protection teams, family intervention programmes
- Hampshire Educational Psychology Service
- Hampshire Inspectorate and Advisory Service : Specialist Teacher Advisors – hearing and visual impairment, physical disabilities, communication and language, SEND Team

## What SEND training have the staff had or are currently having?

SEND training is an on-going rolling programme of professional development for our staff, throughout the school year.

- Our LSA Team has extensive experience and training in planning, delivering and assessing intervention programmes. The team keep up to date with training within their specialism (for example, Autism awareness.)
- All staff are trained each year on the needs of new pupils joining the school – this can include training from specialist agencies or consultants, as well as from the SENCO or other staff with relevant expertise.
- SEND training forms part of the continuing professional development of all teachers and LSAs and is organised in accordance with the needs of the students.
- The school works closely with other local schools, especially our catchment primary schools, sharing training opportunities and outside experts. Opportunities to develop this aspect of local expertise are actively sought throughout the school year.
- During this academic year all teaching staff will receive further training as part of the school's teaching and learning training programme

## How will my child be included in activities outside the classroom including school trips?

All pupils are entitled to be included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful.

A risk assessment is carried out prior to any off-site activity to ensure everyone's health and safety will not be compromised. If possible, the LSA supporting a particular SEND pupil within the classroom can attend a school trip also.

## How accessible is the school environment?

- The school site is positioned on a slope, which means there are a few steps. The teaching blocks have stairs but no lift access.





- Most areas of the school can be reached via permanent ramps, therefore the ground floors of all but one building are accessible for wheelchair users or those with impaired mobility.
- We liaise with HEMTAS (Hampshire Ethnic Minority and Traveller Advisory Service) who assist us in supporting families with English as an additional language or with a traveller background.
- For a pupil with physical difficulties or a sensory impairment, a Hampshire Teacher Adviser associated with the school can assess the site and make individual recommendations

## How will the school prepare and support my child when joining the school or transferring to a new school?

Our goal is to make sure our new pupils feel like they belong at our school before they formally start. Learning is most effective when pupils feel they belong and are comfortable in the school environment.

### Key Stages 2 and 3

- Careful transition from primary school is planned and arranged.
- All pupils in Year 6 who have accepted a place at Test Valley School for Year 7 are invited to an intake day in early July. This day provides a taste of secondary school life and involves experience of lessons, information about how the school runs and provides an opportunity for pupils to meet their new classmates.
- Parents and Year 6 pupils are invited to an 'Intake Evening' in late June, to meet key members of the school staff, their tutor group and tutor for Year 7 and to receive information about the organisation of the school.
- The SENCO and year Co-ordinator visit catchment primary schools to meet pupils, gather information from Year 6 teachers and support staff and to offer informal 'question and answer' sessions for parents
- Teachers are provided with information about all new pupils' needs, strengths and background before a new academic year starts.
- The Year 7 Co-ordinator allocates Year 6 pupils to tutor groups according to guidance and information from their primary schools.
- The first day of the new school year in September is for Year 7 pupils only to give them an opportunity to settle in before the whole school returns.
- In Year 7, pupils learn together about how to be effective learners and develop their own 'toolkit' of learning skills in timetabled 'Aspire' lessons.
- The school arranges regular transition groups and visits for vulnerable Year 6 pupils to get to know the school site, meet staff with whom they will work and learn about how the school is organised. These are designed each year to meet the pupils' needs, but typically involve: group activities; experience 'shadowing' Year 7 pupils; tours; and, informal gatherings for children and parents.
- A team of carefully selected Pupil Mentors from Year 10 are trained by the School Counsellor and the SENCO to help support Year 7 pupils throughout their first year. They visit each tutor group weekly and offer help and advice on settling in at secondary school. Pupil Mentors attend some evening events for new pupils and parents and enjoy acting as hosts and guides.

### Key Stages 3 and 4

- At the end of Year 9, all relevant pupils will be tested for examination access arrangements. These pupils will have featured on the school SEN register throughout Key Stage 3 or been brought to the



attention of the SENCO by subject teachers. Pupils must meet the strict criteria laid out by JCQ when tested, using a range of standardised diagnostic tests. Examination concessions include the use of a reader or scribe, extra time in examinations, the use of a computer or taking examinations in a separate room. All teachers are fully aware of the exam concessions in place.

- The school organises a Year 11 Futures Day for all pupils to help them plan for the next step after school. We also arrange visits for pupils to college taster and open days and further education events. Support with finding and applying for apprenticeships is also available.
- Pupils are encouraged to consider attending university in the future and the school works with higher education establishments to provide experiences for pupils to inspire the ambition to pursue this route.
- All pupils in Year 11 are provided with 1-1 careers advice from a qualified Careers Advisor to advise and help them plan possible routes for training or further education when they leave school.
- Pupils with an EHCP who are moving on to further education are supported by the county's Youth Support Services.
- The Learning Support Team liaises closely with local colleges about individual pupils with SEND. This liaison is arranged in accordance with a pupil's needs, but typically can include: extra visits or tours, meetings with college support staff; or guidance and advice for college staff on meeting the pupil's needs.
- All information relating to a pupil's exam concessions and required differentiation is passed on to college or a training provider during the summer term of Year 11 once college places have been confirmed.

## Joining mid-year

- All pupils admitted to the school after the start of the academic year are screened on entry to identify any areas of need and to provide information to staff about the pupil's learning needs
- A pupil 'buddy' is chosen to support the new pupil for the first few days of being at our school. The buddy takes the new pupil to lessons, introduces them to other pupils, answers questions and informs pastoral staff how well the new pupil is settling into school
- Contact is always made with the previous school to ensure the effective transfer of information and to receive the child's school file.

## Moving to another school

- Contact is always made with the new school to ensure the transfer of information and to forward on the child's school file.

## How are the school's resources allocated and matched to children's needs?

We ensure that all pupils with SEND have their needs met to the best of the school's ability within the funds available.

The budget is allocated on a needs basis. The pupils who have the most complex needs are given the most support.



## How is the decision made about what type and how much support my child will receive?

Our provision is arranged to meet our pupils' needs, within the resources available. This approach reflects the fact that different children require different levels of support in order to achieve age expected attainment.

The SENCO consults with subject teachers, academic and year leaders, as well as with support staff, to discuss the pupil's needs and what support would be appropriate.

There are always on-going discussions with parents for any pupil who requires additional support for their learning.

## How do we know if it has had an impact?

- We see evidence that the child is making progress academically against national/age expected levels and that the gap is narrowing – they are catching up to their peers or expected age levels
- The pupil is achieving or exceeding their expected levels of progress
- Verbal feedback from the teacher, parent and pupil
- Formal or informal observations of the child at school
- Pupils may move off the SEND register when they have 'caught up' or made sufficient progress.

## What should I do if I have a concern about the school's SEND provision?

- A parent's first point of contact should be the child's tutor to share concerns
- Parents can request a meeting with the SENCO, Deputy Head teacher (line manager for SEN provision) or Head teacher depending upon the seriousness of the concern
- Parents can also contact the nominated SEN Governor via the school

## Who can I contact for further information?

- Parent Partnership (independent, free advice for parents of children with SEND): [www3.hants.gov.uk/parentpartnership](http://www3.hants.gov.uk/parentpartnership)
- IPSEA (Independent Parental Special Education Advice): [www.ipsea.org.uk](http://www.ipsea.org.uk)

## Who should I contact if I am considering whether my child should join the school?

Contact the school's Admissions Manager to arrange an appointment with a member of the Senior Team or the SENCO to discuss your child's needs:

[office@testvalley.hants.sch.uk](mailto:office@testvalley.hants.sch.uk) or 01264 810555

## What is the Local Offer?

Since September 2014, every local authority has been required to publish information about the services they expect to be available for children and young people with SEND from 0-25 years. This is known as  
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the 'Local Offer'. This website puts all the information about education, health and care services, leisure activities and support groups in one place. This makes it easier for families to access and use a vast range of information and resources. The Local Offer for Hampshire seeks feedback from families, which can be either positive or highlighting gaps in provision. The Local Offer can be found at <http://www.hampshirelocaloffer.info>