



Special Educational Needs Annual Report 2020

Whilst we are committed to providing, as far as possible, the following support, please be aware that we may need to respond to Government guidance and have to make some changes to ensure social distancing.

How does Aylesbury High School (AHS) ensure that it caters for students with individual needs?

- We strive to support **all** students to enable them to achieve their potential at school. Quality teaching is vital, however for some students there are occasions during their school life when additional support may be needed to help them to achieve their targets.
- We support students within all the categories of SEN need - communication and interaction, cognition and learning, social, emotional and health difficulties and sensory/physical needs. We have built up particular expertise in supporting students with dyslexia, ASD and ADHD.
- Risk assessments are carried out and procedures are put in place to enable all students to participate as far as possible.
- We promote inclusion for young people with SEND both inside the classroom and during extra-curricular activities and trips.
- Teaching staff are given training on strategies to use in the classroom with students who have specific needs.
- The SEND provision is on an individual needs basis. In line with national guidance provision is graduated into three referrals of response.

Referral 1 - Interventions are those put in place by the class teacher as part of good teaching practice. This may include the student's seating position, groupings, scaffolding to help with particular work, certain types of questioning, adjustments to homework, adjusting the task, environment or level of support to meet the student's needs.

Referral 2 - Interventions are those offered at subject department level e.g. attendance at a maths clinic, a subject buddy.

Referral 3 - Interventions include input from the Special Educational Needs and Disability Coordinator (SENDCo), Student Welfare Coordinator and/or external agencies such as CAMHS, Educational Psychology service, Specialist Teaching Service etc. At this stage, students would be placed on the SEND list. Parents/Carers are contacted and kept informed of all support.

What kinds of support does AHS currently offer?

- Additional one to one support by Subject Ambassadors in specific subjects.
- The Learning Support room (L4) is open to all SEND students before school, and at break and lunch times so that individuals can speak to the SENDCo or Learning Assistants.
- A SEND team with a specialist dyslexia practitioner and qualified Assessor for Access arrangements.

- Drop-ins are held at lunch-time so that students can access support with class work, homework or organisation.
- One to one interventions by our Learning Assistants.
- Social skills intervention is provided for students who need more targeted support, via a lunchtime club known as FACT (Fun and Collaborative Teamwork).
- Small group resilience training is offered by the Mental Health and Wellbeing Lead.
- Access Arrangements are made for exams where a specialist's report identifies a need and evidence of need has been compiled. Types of provision may include the use of a laptop, additional time or rest breaks. Where there is an identified medical need, further arrangements may have to be made.
- Where a student needs more specialised support, external agencies and other professionals may become involved (see school's partnerships).
- At KS4 we are piloting a bespoke curriculum for some SEND students which allows them to reduce their number of GCSEs and offers them supported study periods instead.

What support does AHS offer SEND students if schools have to close for a period of time?

The SEND team continues to support its students as far as it can in the following ways:

- Providing guidance to staff on differentiating work for SEND students.
- Ensuring the availability of Miranda Crafts, SENDCo, (via mobile phone and email) to school staff, students and parents to discuss and support remote learning.
- Monitoring and evaluating the support that is being put into place.
- Regularly communicating and checking in on students identified as requiring support via email, phone or Google Meet.
- Continuing to support students and parents undergoing the EHCP process.
- Working with SEND students to produce a support plan to help them to transition back to school.

How are medical needs catered for?

If a student has an additional medical need a detailed care plan will be compiled with support from the school Matron and healthcare professionals in consultation with parents/carers. Plans are discussed with all staff members who are involved with the student and appropriate support is put in place. Please refer to [Supporting Students with Medical Needs Policy](#).

How are mental health needs catered for?

- Emotional and social development is supported through various avenues including the form tutor and Head of Year (HoY), subject teachers, the SENDCo and Mental Health Lead. The school has a number of Student Ambassadors, specially trained by MIND, to support other students and a buddying system for incoming Year 7 students. We have access to a school counsellor where appropriate.
- The Penn Resilience Programme is part of the curriculum for Year 7 students and small groups of older students. Some students are invited to join support groups to manage anxiety, for example. Students who require more targeted support are invited to our social skills group, FACT.
- Students may be referred to outside agencies for further support.

How are Special Educational Needs Identified?

Students are identified as needing extra support from information such as:

- Concerns raised by parents/carers or the student.
- Information from feeder schools is passed on prior to transfer into Year 7, or other transition point.
- Reading and spelling tests carried out on entry.
- CATS baseline assessment carried out in the first term of Year 7.
- Assessment data is analysed to identify students who are not meeting their targets.
- Subject staff, form tutors and Heads of Year (HoY) identify students who are not meeting targets or whose progress is slower than expected. Subject teachers note down additional interventions on the 'Intervention Form' which informs the HOY and SENDCo.
- Students are screened using the software LUCID if there is evidence, via the intervention form and evidence accrued by a round robin, tracking data and reports, that a student may have an undiagnosed Specific Learning Difficulty (SpLD).
- Assessments are carried out by a qualified specialist teacher on identification of students with suspected dyslexia or similar difficulties. If other specific learning difficulties are suspected, then other external agencies may be involved.

How is provision monitored?

- In consultation with the student and parent/carer, a One Page Profile is written by the SENDCo or Learning Assistant which is reviewed regularly. These are accessible by all teachers and updates are notified to all staff involved with the student.
- Termly data and information from subject teachers, parents/carers and most importantly, the student, is all used to assess the effectiveness of the provision.
- Some students are placed on a SEND support plan. This is reviewed termly (more often if needed) with the student and parents

How are AHS's facilities equipped for those with disabilities?

- The school's main buildings have been modified where possible to meet DDA compliance, but not all classrooms are accessible by wheelchair.
- The main buildings are accessible on the ground floor for wheelchair users and there are lifts available in the Sports Hall and Sixth Form Block to access History and Politics classrooms on the first floors. There is also a chairlift in the main foyer which enables access to the classrooms on the first floor of the languages and tower blocks and one of the science labs. Lessons are timetabled on the ground floor/lift accessible rooms for students who are wheelchair users. Ramps are in place to allow access to areas where there would have been a raised curb or steps.
- Each building has a toilet adapted for disabled users.
- Disabled parking bays are nearest to the student reception to provide easier access for students and parents/carers.
- IT suites incorporate at least one larger screen and signage has been produced so that it can be read by students with a visual impairment.
- All students have access to a Chromebook or laptop to support their learning in the classroom.
- Personal Emergency Evacuation Plans (PEEPS) are made for every young person with a physical disability for whom this is relevant, to identify exit routes from every classroom they access, in the event of a fire.
- The school's Accessibility Policy and Plan can be found [here](#).

What training is available for staff to help them support young people with SEND?

- INSET on SEND and differentiation are regularly included in our staff training schedule.
- Individual staff have had further, or more specific training on how to support students with individual needs from specialists or through external training courses.

How does AHS communicate with parents/carers about SEND?

- Each student who has been identified as having special needs will have a One Page Profile that is written in conjunction with them and shared with parents/carers.
- If parents/carers have a concern about a specific subject, they should contact the Subject Team Leader in the first instance. If the concern is pastoral, then the Head of Year should be contacted. Specific concerns which relate to the student's special needs or disability should be raised with the SENDCo.
- Assessment data is sent out on a termly basis and will inform parents/carers of progress made.
- Parent Consultation Evenings are held once a year when parents/carers can meet with subject teachers. The SENDCo is also available to see parents/carers on these occasions.
- Students are asked to set personal targets as part of the reporting process.
- Students with EHC Plans meet with the SENDCo to set targets.

What partnerships are there to help the school meet the needs of SEND students?

The SENDCo will seek advice and coordinate the help of the following agencies when appropriate:

- Specialist Teaching Service to support students with Autism, visual impairment, hearing impairment, physical disabilities, speech and language needs.
- School Nurse Team
- Community Paediatrics
- First Response Team
- Family support team
- Occupational Therapy
- Physiotherapy
- Speech and Language Therapy
- Aspire
- County SEND Team

What are the school's arrangements for students with SEND transferring between other education providers or preparing for adulthood and independent living?

Year 6 to 7

Prior to students leaving their primary school, information is gathered from the class teacher as to the type of support they will need. AHS visits each feeder school to meet with the class teacher and the student. The SENDCo will liaise with the feeder schools if SEND provision is required. In some instances, it may be felt that the young person should also be given the opportunity to visit the school prior to the Induction Day.

Post 16

- Connexions-provide individual advice to support the student with careers advice.

- If the student is leaving to attend a new school or college they are supported during the transition on an individual basis and the SENDCo will liaise with the new setting.

AHS Contact Information

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Lisa Westcott, Mental Health and Wellbeing Lead

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The AHS **SEND Policy** can be found [here](#) and the school's link to the **Bucks. Local Offer** [here](#).

For compliments, concerns or [complaints](#) from parents of students with SEND contact **Mr Giles Scoble: Headteacher** via his PA, hosgerby@ahs.bucks.sch.