

Special Educational Needs Annual Report 2021

How does Aylesbury High School 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.
- 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 co- 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 using the Assess Plan Do Review process into three levels of response.

Level 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.

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

Level 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 SEN are provided for at AHS?

We support our students in the four areas of need as defined by the SEND Code of Practice 2015	
Social and communication issues	Speech and language difficulties (SpLD) Autistic Spectrum Disorder (ASD) or Asperger's Syndrome
Social, emotional and mental health	Attention deficit hyperactivity disorder (ADHD) Anxiety and related disorders Depression and severe low self-esteem Obsessive compulsive disorder (OCD), ASD and Asperger's

Cognition and learning	Dyslexia, Dyslexic type difficulty Dyspraxia, Developmental coordination disorder (DCD) Organisational difficulties Specific Processing Speed Difficulties
Sensory and/or physical needs	Visual impairment Hearing impairment Physical Difficulties Medical issues requiring physical adaptations at school

How experienced are your staff in SEND?

Miranda Crafts, our SENDCo, has five years' experience in this role and has gained her NASENCo award. She is also an assistant DSL allowing her to collaborate with the safeguarding of SEND students. She has been an English teacher for over 20 years.

Donna Fox, our teaching practitioner and dyslexia assessor, has five years' experience as learning assistant and gained her specialist teacher and assessor qualifications last year.

Yudy Lucero, our support assistant and PP co-ordinator, is a qualified Spanish teacher and has two years' experience in the role as a Support Assistant

We have just appointed Vivek Varia, a recent graduate of psychology, as a support assistant. He will be overseeing our SEND classroom and carrying out interventions with students.

Dr. Nicholas Burgess took over the role of SEND Governor in 2021

In the last academic year subject and support staff have had whole school training in the school's SEN provision, access arrangements and ADHD.

What kinds of additional support for learning does Aylesbury High School currently offer?

- Additional one to one support by Subject Ambassadors in specific subjects.
- The Learning Support classroom (L2) 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.
- Experience with girls and ASD/ADHD.
- Using recommended aids such as laptops, coloured overlays, visual time-tables, larger font.
- Differentiating teaching, for example, giving longer processing times, pre-teaching of vocabulary, writing instructions down, breaking down longer tasks

- 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.
- Some students may have a bespoke or flexible time-table according to their needs. We review the curriculum for some KS4 students and offer them supported study sessions instead of a GCSE subject.
- Where a student needs more specialised support, external agencies and other professionals may become involved (see school's partnerships).

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

The SEND team continue to support their students as far as they 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 Bounce Forward Resilience Programme is part of the curriculum for Year 7 students and small groups of older students. Our Year 8 students all study a 6 week Mental Health programme as part of PSHE. 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 our internal 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 are reviewed regularly. They 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. Attendance and behaviour data is now monitored weekly by SEND students in order to identify any concerns.
- Some students are placed on a SEND support plan. This is reviewed termly (more often if needed) with the student and parents.
- Student focus groups and surveys via Google Forms allow SEND students to discuss and evaluate the provision that is in place for them.

What is the school's approach to co-curricular activities and school visits for students with SEN

All of our co-curricular activities and school visits are available to all our pupils. Trip leaders will be briefed on provision, and if appropriate a risk assessment put into place, by the SENDCo or learning assistant.

A member of the SEND team will attend co-curricular activities or school visits activities if required.

One Page profiles are shared with external sports coaches to ensure they are aware of the needs of students with SEN.

How are Aylesbury High School'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 chrome book 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 subject staff to help them support young people with SEND?

- INSET on SEND and differentiation are regularly included in our staff training schedule.
- Regular Learning lunches on different aspects of SEND
- 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 Aylesbury High School 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 students' 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.

Autism Teaching Company

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 visit 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.

Progress 8 SEN Data

	Summer 2017	Summer 2018	Summer 2019
SEN K P8	1.09	0.65	0.78
SEN EHCP P8		0	0
Non-SE N P8	0.8	0.98	0.82
Overall P8	0.83	0.98	0.62

Aylesbury High School Contact Information

Miranda Crafts, SENDCo

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Nicholas Burgess, SEND Governor

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

For further information, compliments, concerns about SEND please contact Miranda Crafts in the first instance.

Please see our [complaints](#) procedure.