

The Isle of Wight Studio School SEND Information Report 2017- 2018

Contributing to the Isle of Wight Council Local Offer:
<http://www.iwight.com/localoffer>”

Introduction:

The Isle of Wight Studio School is an inclusive school where every student is valued and respected. We are committed to the inclusion, progress and independence of all of our students, including those with SEND. Accordingly, we aim to support our students to make progress in: their learning, their emotional and social development, and their independence. As a school we endeavour to work with the community and create a learning environment which is of high quality. Accordingly, our vision is to provide outstanding education for every child, raising their aspirations and igniting a passion for lifelong learning. Therefore, our ethos is to be ambitious for all children, personalising both academic progression and personal development in order to supply the tools to achieve outstanding outcomes and encourage ambitious goals.

Quality Teaching First:

The Isle of Wight Studio School staff strive to provide high quality teaching to all students. Teachers prepare Medium Term Lesson Plans (MTLPs) and plan for personalised learning, which promotes progress of all students through a variety of methods, creative and innovative teaching techniques and the use of a wide variety of resources. SEND pupils have a personalised profile which consists of student voice and specific strategies to support their learning. Individual Departments are responsible for their curriculum and it is an expectation that teaching staff will adapt their teaching and resources to suit the needs of all learners, including those with SEND, in their classrooms. Appropriate CPD and support in this area is delivered by the SENDCo through mandatory all staff CPD and voluntary sessions based on needs of the teacher.

Tracking and Monitoring Progress:

It is the responsibility of all staff to ensure that they are assessing, monitoring and tracking the progress of their students. Guidance is given from the data manager on best practice for data analysis and termly whole school analysis is carried out by the data manager, where any students below progress are flagged up to staff and impact of interventions are evaluated through regular SPAM meetings. Accordingly, each student is regularly assessed

in class in all subjects and all grades are recorded within the school Bromcom system at least once per learning cycle (7 weeks).

Through question level analysis and overall analysis of assessments, all staff are responsible for acting on this data and setting each student achievable yet challenging target grades – with high expectations of progress at the forefront of their decisions. The Senior Leadership Team (SLT), Heads of Departments, Learning Coaches and the SENDCo regularly check on the progress of students and raise concern if students are not making expected progress. Accordingly, in some cases students, who are not making expected progress, attend intervention sessions within specific subject areas. Our policy is to retain small classes so that the main class teacher is able to intervene within the class setting through guided learning rather than separating the student from their group. At times 1-1 or small group teaching of a main skill is unavoidable- in such cases students will work with a teacher at a convenient time that does not impact on their core learning.

Identifying SEN

According to the revised SEND Code of Practice (2015) the definition of a special educational need is as follows:

‘where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require such support’.

(Definition taken from the SEND Code of Practice, 2015)

Despite high quality teaching, some students inevitably fall below expected progress. This could be for a variety of reasons, one of which is a special educational need, however, it is important to define between low level attainment and SEN. Before transitioning to our school the SENDCo will liaise with feeder schools to ascertain those students with a history of SEND. Once students have been identified by feeder schools their school files are analysed and a meeting is set up with specified students and their parents. The meeting will take a holistic approach and a personal profile for individual students will be formulated. Such students may or may not be placed on the SEN register, but will all be monitored and tracked in terms of their progress and supported as appropriate.

However, some students may have spent much of their educational journey struggling to progress due to an undiagnosed special educational need. Staff subject assessment and the graduated approach encourages early identification and, through data analysis, staff raise any concerns with the SENDCo. Accordingly, the SENDCo will then investigate further through: deeper assessment as appropriate using GL portfolio software and other testing; liaising with parents; gaining the views of the students; gathering more information about the student from other staff who teach or support them; and referring to the early intervention panel if appropriate. Once this information has been gathered, if a special educational need is suspected or diagnosed, a meeting will be arranged, including parents, to discuss the student’s needs and subsequent actions.

Equally, if a parent suspects an undiagnosed special educational need in their child, they should initially contact the SENDCO to share their concerns. The SENDCO will subsequently investigate further, as above.

Any students identified with SEND will be placed on the School's SEN register, which is accessible to all staff in school and reviewed termly.

Supporting SEND Students

Where a student is diagnosed with a special education need, support will be put in place to help them make progress. Such support might involve: further differentiation in class by teachers, advice to teachers on a student's need and strategies to be implemented, one-to-one or small group targeted/guided intervention sessions, in-class support from the SENDCO or where appropriate referrals to outside agencies.

Interventions follow a monitoring cycle involving the graduated approach process: assess-plan-do-review. Interventions are based on a 7 week cycle but have an interim review after week 3 where discussion is held with teacher and line manager or SENDCO. Where an intervention with a student is not found to be effective, the school will endeavour to find out why and put in place a more effective programme. Therefore interventions are regularly reviewed to ensure effectiveness and to ensure that the school continually strives to improve their intervention programme.

Parents/Carers of students with SEND will have regular communication with school staff to discuss their child's progress, support needs and share any concerns that they may have. Therefore, parents/carers are welcome to request a meeting or discussion with school staff at any time, including the SENDCO, if they have a concern.

Education, Health and Care Plans:

Where a student with SEND is failing to make progress, despite high quality teaching and support through their SEND support, an application to the Local Authority for an Education, Health and Care Plan may be considered. Parents, the Local Authority and outside agencies will be fully involved in such decisions and meetings will be organised to consider and plan such a referral. More information on the application process and criteria for Education, Health and Care Plans is available on the Local Authority website.

[IOW Council Education, Health and Care Plans](#)

Students with current Statements of Special Educational Need will continue on these until the Local Authority reviews their provision to decide if they fulfil the criteria for an Education, Health and Care Plan. There is a transition process for reviewing all students on Statements of Special Educational Need to decide if they fulfil such criteria; the Local Authority has a programme in place for any transitions to be completed by April 2018.

Students with SEND, who have Statements of Special Educational Need or Education, Health and Care Plans will receive a higher level of support than other students. Such support is co-ordinated by the SENDCo and Head teacher. Their Statement of Special Educational Needs or Education, Health and Care Plan will be reviewed regularly, at least once per year, with the parent/carer, student and appropriate outside agencies.

Working with Outside Agencies

Where a student with SEND is not making progress and the school feel that they need advice and support from external professionals, we will discuss such a need with parents. If it is felt appropriate, we will then refer a student to an external agency and/or professionals for diagnosis, support or advice. Subsequent to such a referral, we will work with the external agency to support such students, using their support and advice.

Parent and Child Involvement

At The Isle of Studio School we place working with parents/carers and students at the centre of our work. Accordingly, students are regularly involved with reviewing their progress and encouraged to express their needs and concerns with relevant staff. Students with SEND are encouraged to express any concerns they may have to the SENDCo, Personal Coach and any staff that they feel comfortable to talk to about their concerns.

Equally, alongside students their parents and carers are equally at the centre of supporting their children. Accordingly, they are fully involved in decisions about support for their child, including decisions to: investigate a potential diagnosis; referral to external agencies; planning and evaluating support. Additionally, parents and carers are encouraged to contact any member of staff at school if they have any concerns about their child. The SENDCo is always happy to discuss any concerns involving SEND with parents and carers.

Equality (inc. accessibility)

‘All schools have duties under the Equality Act 2010 towards individual disabled children and young people. They must make reasonable adjustments to prevent them being put at a substantial disadvantage.’

‘Schools also have wider duties to prevent discrimination, to promote equality of opportunity and to foster good relations’

(Quotations taken from the Special Educational Needs and Disability Code of Practice: 0 to 25 years 2015)

The Isle of Wight Studio School is an inclusive school and actively seeks to promote the inclusion of students with SEND. We use our best endeavours to ensure that all students with SEND are able to fully participate in the life of the school, both in their learning and in the wider provision and life of the school. Adaptations and provisions are made for SEND

students to enable them to participate in a variety of work experiences, school trips and other out-of-class activities.

For more information, refer to our Equality Policy and ISS Accessibility Plan in the Policies section of our website. <http://iowstudioschool.co.uk/about-us/policies-2/>

Students with SEND are actively encouraged, supported and given opportunities to become involved with extra-curricular activities. For example, current students with SEND have been involved with the following enrichments and events: Gym, Baking, Music, UKSA, Football, squash and a range of other activities; open evenings and charity events and lunchtime chess, debate society and literature curriculum film. SEND students have also participated in student panels for new members of staff and the student council.

Transition

The Isle of Wight Studio School understands that transition between schools and other establishments is sometimes a concerning time for parents/carers and students, especially for students with SEND.

For students entering Year 10, the SENDCo will endeavour to liaise with all previous feeder schools for students with SEND. Accordingly, feeder schools will pass on all relevant information, including SEND files for information purposes.

Parents/Carers of students with SEND in feeder schools whose child has chosen to transfer to the school will be contacted by our SENDCo who will arrange a meeting with you and your child to discuss their provision. Parents should feel able to contact the SENDCo Alison Sheen at any time either by email: Alison.sheen@iowstudioschool.co.uk or via telephone: 01983 284299 if they have any questions or concerns.

All students entering Year 10 at Isle of Wight Studio School attend a number of open evenings, induction events and personalised interviews with the Headteacher and where appropriate the SENDCo.

Parents/Carers of students with SEND are also invited into attend parent forums, so that they can ask questions, meet key staff and share their opinions.

Parents/Carers of students with Statements of Special Educational Needs who are considering a placement at The Isle of Wight Studio School are welcome to contact our SENDCo at any time to discuss their child's needs or arrange a meeting or visit to the school.

In relation to any students with Statements of Special Educational Need, or EHCPs, the SENDCo will attend the Year 9 Statement Review meetings (when possible and invited) to begin to understand the needs of these students and plan accordingly for their transition.

Equally, for any students with high transition needs, the SENDCo can put in place a more personalised transition programme, in conjunction with the previous school and parents/carers.

Funding for SEND

Schools funding

Staff

Key staff working with students with SEND are as follows:

Isle of Wight Studio School Headteacher: Mr Richard White

Isle of Wight Studio School SLT: Responsible for monitoring the progress of all students and interventions for students requiring any additional support.

SENDCo: Miss Alison Sheen– Responsible for implementation of the school’s SEND policy, management of the day to day support, progress and inclusion of all students with SEND, identification of students with SEND, Liaison with parents, students and outside agencies, special exam access arrangements, providing support and training for all school staff on SEND needs and liaising with other schools.

Personal Coaches: Working closely with students regarding educational and extracurricular programmes.

SEND Governor : Mr Steven Archer