

PEOPLE WHO SUPPORT STUDENTS WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES / DIFFICULTIES WITH LEARNING IN THIS SCHOOL:

Who are the best people to talk to in this school about my child's difficulties with learning and / or Special Educational Needs (SEND)?

Staff	Summary of Responsibilities
<p>Director of Safeguarding &amp; Special Educational Needs and Disability Co-Ordinator (SENDCO): Ms Dawn Botha Head of Supportive Education: Ms Heather Casey SEN Administrator: Ms Mandy Barrett</p>	<p>They are responsible for: Co-ordinating the support for students with special and additional educational needs and developing the school's SEND policy. Ensuring that you are involved in supporting your child's learning and kept informed about the support your child is receiving. Keeping you involved in reviewing how your child is doing and planning ahead for them. Liaising with all the other people who may come into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc. Updating the school's SEND register and keeping records of your child's progress and needs. Working with teachers and support staff so that they can help your child (and others with SEND/AEN in the school) to achieve the best possible progress in school. Providing training for teachers and support staff when necessary. Producing Student Profiles and Education Plans where appropriate. Completing Annual Reviews.</p>
<p>Form Tutors/Subject Teachers/Heads of Department/Achievement Co-Ordinators</p>	<p>They are responsible for: Checking the progress of your child and identifying, planning and delivering any additional help your child may need (this could include targeted work, additional support) and informing the SENDCO as necessary. Using the information provided on your child's SEND/AEN when planning lessons. Ensuring that all staff working with your child in school are supported to deliver the planned work/programme for your child, so they can achieve the best possible outcome. This may involve the use of additional adults, outside specialist help and specially planned work and resources. Ensuring that the school's SEN Literacy and Curriculum Policies are followed in their classroom for all the students they teach with any SEND or AEN.</p>
<p>Principal: Mr Simon Hart</p>	<p>Is responsible for: The strategic direction and day-to-day management of all aspects of the school, this includes the support for students with SEND or AEN.</p>

	<p>He will give responsibility to the SENDCO and class/subject teachers but is still responsible for ensuring that your child's needs are met.</p> <p>Making sure that the Governing Body is kept up to date about any issues in the school relating to SEND or AEN.</p>
SEN Governor: Mr Adam House	<p>Is responsible for:</p> <p>Making sure that the necessary support is put in place for any student who attends the school and who has SEND or AEN.</p> <p>Making sure that the school has an up to date SEND Policy.</p>

## B HOW COULD MY CHILD GET HELP IN SCHOOL?

Students in school will get support that is specific to their individual needs. This may be all provided by the class teacher but it may involve other staff in the school. In some cases support will come from staff who visit the school from the Local Authority central services such as the Sensory Service (for students with a hearing or visual need), Behaviour & Learning Advisory Teacher or Staff who visit from outside agencies such as the Speech and Language Therapy (SALT) Service.

What are the different types of support available for students with SEND or AEN in this school?

Types of support provided	What would this mean for your child?	Who can get this kind of support?
Class teacher input via high Quality targeted classroom teaching.	<p>Each class teacher has the highest possible expectations for your child and all students in their class.</p> <p>All teaching is based on building on what your child already knows, can do and can understand.</p> <p>Teachers will use different ways of teaching so that your child is fully involved in learning in class. This may involve using more practical or visual learning or providing adapted resources.</p> <p>Teachers will use a range of strategies (which may be suggested by the SENDCO or outside experts) to support your child to learn.</p>	All students in the school should be getting this.
Specific interventions possibly involving a smaller	Your child's teachers will have carefully checked on your child's progress and will have decided that your child has gaps in their	Any student who has specific gaps in their understanding of a subject/area of learning. They have

<p>group of students. This might include catch up literacy or numeracy groups, pre-teaching / over-teaching sessions, revision classes, a reduced timetable or a mentoring session.</p>	<p>understanding/learning and needs some extra support to help them make the best possible progress.  Teachers will use specific strategies (which may be suggested by the SENDCO or outside experts) to support your child to learn.  The SENDteam / Achievement Co-Ordinators / Curriculum teams will plan interventions with targets to help your child to make more progress.  These interventions may be delivered by a teacher or a Teaching Assistant and may take place inside or outside the classroom. They are likely to be short term.</p>	<p>been identified by the class teacher as needing some extra support in school.</p>
<p>More specialised and possibly longer-term intervention, which is likely to involve advice / action from external professionals either in our out of school. This might include small group or 1:1 work, Social, Life or Independence work, Therapeutic interventions and programmes, exam access arrangements, an alternative curriculum or providing specific resources.</p>	<p>Your child will have been identified by the class teacher/SENDCO (or you will have raised your worries) as needing more specialised input instead of or in addition to excellent class room teaching and intervention groups. You will have opportunities to meet with relevant staff to discuss your child's progress and help plan the next stage. You may be asked to give your permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself understand your child's particular needs better and be able to support them more effectively in school. The specialist professional will work with your child and may ask to meet with you to understand their needs and make recommendations, which may include:  The school may suggest that your child needs some agreed individual or small group support in school. They will discuss with you what strategies will be put in place.  Your child will be placed on the SEND register and his/her progress will be monitored against specific targets.  Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better.</p>	<p>Students whose learning needs continue. The class teacher / SENDCO has identified that your child is still not making expected progress despite high quality whole class teaching and relevant intervention.</p>

	<p>Support to set better targets which will include their specific expertise.</p> <p>A group run by school staff under the guidance of the outside professional.</p> <p>A group or individual working with an outside professional.</p>	
<p>Specific individual support for your child. This is usually provided via a Statement of Special Educational Needs or an Education, Health and Care Plan (EHCP). This means your child will have been identified as needing a particularly high level of individual support. Expected progress has not been made despite appropriate interventions from the school or your child may require specialist support or therapy in school to enable them to access the curriculum. This may involve a professional from outside the school. This may be from: Local Authority central services such as the Sensory Service (for students with a hearing or visual need) or Behaviour &amp; Learning</p>	<p>The school (or you) can request that the Local Authority carry out a statutory assessment of your child's needs.</p> <p>After the school have sent in the request to the Local Authority (with a lot of information about your child, including some from you), a decision will be made about the statutory assessment. If it is agreed you, your child and all professionals involved with your child will work together to provide information which may result in your child having an Education, Health and Care Plan. If the Local Authority does not agree to a statutory assessment of your child's needs, they will ask the school to continue to support, monitor and review progress.</p> <p>The Statement or EHC Plan will outline the long and short term outcomes for your child and the provision which needs to be made for your child.</p> <p>The additional money given to the school may be used to support your child with whole class learning, to provide individual programmes, run small groups which include your child or provide specialist equipment to allow your child to access the classroom and learning.</p>	<p>Students whose learning needs are severe, complex and enduring.</p>

<p>Advisory Teachers Outside agencies such as the Speech and Language therapy (SALT) Service.</p>		
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<p>If you have concerns about your child's progress you should speak to your child's Pastoral Mentor, Form Tutor or Achievement Co-Ordinator initially. You can do this by telephone or email.          You can also make contact with SEND Staff: Ms H Casey; Ms S Ryan; Ms J Rayner-Jones; Ms K Clarke.          If you are not happy that the concerns are being managed and that your child is still not making progress you should speak to the Director of SENDCO: Ms D Botha.          If you are still not happy you can speak to the Principal: Mr Simon Hart.          If you are not happy with this response please contact the SEND Governor.</p>
<p>All your child's teachers review his/her progress once every term and this information is then shared with you setting out where your child is working at in all their different subjects. You are invited into school to meet with your child's Form Tutor and once a year with your child's subject teachers. There is also an opportunity for you to meet with SEND staff.          In school following these data collections progress meetings are held to discuss any students that are not making expected progress and to put interventions into place to address this. You may be contacted to discuss your child's progress and alert you to a specific concern.          If your child continues to be identified as not making progress across a range of subjects the school will meet with you to discuss this with you in more detail. At the meeting:          We will listen to any concerns you may have.          We will plan any additional support your child may receive.          We will discuss with you any referrals to outside professionals to support your child's learning.</p>
<p>The school budget, received from Government, includes money for supporting students with SEND or AEN.          The Principal/SENDCO discuss all the information they have about SEND / AEN in the school, including:          The students getting extra support already.          The student who have been identified as not making as much progress as would be expected.</p>

Directly funded by the school	SEND Teachers. Teaching Assistants. Speech and Language Therapist. Hounslow Learning & Behaviour Advisory Teachers. Educational Psychology Service. Counsellor. Pastoral Mentors. Connexions PA's. Mental Health Practitioners.
Paid for centrally by the Local Authority but delivered in school.	ASD Centre (The ARC), The Centre for Students with Physical Disabilities and provision linked to the students who access these Centres.
Provided and paid for by the Health Service but delivered in school.	School Nurse. Therapies delivered to the Centre for students with Physical Disabilities.
<p>The SEND staff support the teachers in planning for students with SEND / AEN.</p> <p>The school runs staff training for teachers and teaching assistants to improve the teaching and learning of students including those with SEND / AEN.</p> <p>Individual teachers, teaching assistants and support staff attend training courses run by outside agencies that are relevant to the needs of students and disseminate knowledge gained to colleagues.</p> <p>This school runs staff training on how to best use additional adults in the classroom and how to meet the needs of all learners.</p>	
<p>Teachers plan lessons according to the specific needs of all groups of students in their class, and will endeavour to ensure that your child's needs are met.</p> <p>Teaching assistants may be used enable your child's learning in the classroom.</p> <p>Specific resources and strategies will be used to support your child individually and in groups.</p>	
<p>All students joining the school are interviewed along with their parents / carers by a Senior Member of Staff prior to them starting at the school and this is an opportunity for you to tell us that your child might need extra help.</p> <p>We will also collect information on your child's progress from their previous school.</p> <p>In addition the school carries out its own screening and assessment tests for all new admissions.</p> <p>Your child's progress is then regularly monitored through our cycle of data collection.</p> <p>All this information is used to assess and review your child's progress and identify appropriate support or interventions.</p>	

Your child's progress is continually monitored by his/her teachers, form tutor, Head of Department, Achievement Co-Ordinator and Senior leader attached to their year.

His/her progress is reviewed formally every term and is tracked to ensure that they are making the progress that is expected of them projected forward from their data recorded at their entry to the school.

Students who require a high level of intervention will have a student profile and plan which will be reviewed at least twice a year and a new plan made. The progress of students with a statement / EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education.

We believe that it is important that we work in partnership with you to support your child. We would like you to talk to us so we know what you are doing at home and we can tell you about what we are doing in school. We hope this will make sure that we are doing similar things to support your child. Your child's Pastoral Mentor is not classroom based and is therefore more easily available than teachers. They will stay with your child's year group and will become a familiar figure to both you and your child. They are happy to discuss any worry that you may have and involve other staff as appropriate. If your child is supported by one of our Centres the staff working in the Centre will offer you opportunities to meet with them on a regular basis. There are opportunities to speak to your child's teachers, form tutor and Achievement Co-Ordinator across the year at parents' evenings but you are welcome to contact us at any other point if you are worried about your child's work and progress.

The SENDCO or SEND staff are also available to meet with you to discuss your child's progress or any concerns/worries you may have related to your child's needs.

All information from outside professionals will be discussed with you by the person involved directly, or where this is not possible, in a written report. The SENDCO or the Heads of Centre will also arrange to meet with you to discuss any new assessments and ideas suggested by outside agencies for your child.

We endeavour to ensure that the equipment and resources used is accessible to all students regardless of their needs.

We provide targeted support with homework (PREP).

If appropriate, specialist equipment may be given to the student to use e.g. pen/pencil grips, concentration aids.

The site is wheelchair accessible throughout.

The main external pathways have visual support.

Interpreters are invited to support Parents at meetings.

As a school we are happy to discuss individual access requirements.

We recognise that 'moving on' can be difficult for a student with SEND / AEN and take steps to ensure that any transition is as smooth as possible if your child is joining the school.

Moving from year 6 into year 7.

In most cases information on the needs of your child will be shared by primary school teachers with the SENDCO, who visits all primary schools in the summer term and Achievement Co-Ordinator for 7 before he/ she joins the school.

You and your child will be invited into school for a meeting where you can discuss any worries either of you might have.

In the summer all our new year 7 students are invited to spend a day in school to meet other students who will be coming in September.

Centre students and other students who may find the move more difficult are invited to spend additional days at the school before September.

We have a Pastoral Mentor attached to year 7 who remains with them throughout their time at the school.

There is an opportunity for some students to spend time on the school site taking part in activities during the summer holidays.

We have a support network in place to help students who struggle to make the transition to secondary school.

Joining the school at any other point.

All students joining the school are interviewed along with their parents / carers by the Principal, Director of SENDCO and Pastoral Mentor for their year prior to starting and this is an opportunity for you both to discuss any worries either of you may have.

We will also collect information on your child's needs from their previous school to help us plan the support which might be needed.

In addition, the school carries out its own screening and assessment tests for all new admissions.

When your child starts they will be monitored by the Pastoral Mentor, who will meet with them to ensure that they are settling in and also provide you with a point of contact.

If your child is moving to another school:

We share information with the new school and ensure they know about any special arrangements or support that need to be made for your child.

We will make sure that all records about your child are passed on as soon as possible.

When moving years in school:

Information about your child will be shared with their new teachers.

When moving from KS3 to KS4

You and your child will be invited in to school for an interview to discuss his/her GCSE option choices.

If your child has a statement or EHC Plan the SENDCO and Connexions SEND Personal Advisor will also meet with you and your child to discuss and advise on possible pathways.

When moving from KS4 to KS5.

Springwest Academy is a partner member of Hounslow's Education Improvement Partnership (EIP) and as such works with other partners to ensure Hounslow's young people are effectively supported to stay in education or training and progress in their learning.

We provide an on-going programme of Careers Education, Information, Advice and Guidance which helps the young person to relate their current progress to their longer term goals and aspirations.

Students have the opportunity to meet with a Careers Advisor to discuss their Post 16 options.

If your child has a statement or EHC Plan they will also meet with the Connexions SEN Advisor and agree a plan for their Post 16 education as part of the annual review process.

This will help your child access alternative provision if our programme of study is no longer deemed to be meeting his/her needs.

The Connexions SEND Personal Advisor, Careers Advisor, SENDCO, Heads of Centre, Achievement Co-Ordinator, Pastoral Mentor or CEIAG team will support your child in finding a new school/college or training provider.

On leaving KS5

There is a comprehensive programme of support within the Sixth Form to support your child in making the best possible choices for his/her future. Your child will have a number of opportunities to meet with the key staff to discuss her plans.

We believe that high self-esteem and confidence is crucial to a child's emotional well-being and academic progress. A number of people have responsibilities for the well-being of every child in the school and if you have any concerns about your child please talk to one of the following members of staff:

Your child's Pastoral Mentor

Your child's form tutor

His/her Achievement Co-Ordinator

Student Services Team

The School's Attendance Officer

The school might provide support for your child in the form of nurture, social skills and friendship groups or counselling.

If your child has specific medical needs please contact the School's Medical & Welfare Officer, Mrs M Bantick – [m.bantick@springwestacademy.org](mailto:m.bantick@springwestacademy.org)

There are a number of ways in which students are able to tell us what they think about their experiences in school.

Subject areas collect student' views on their work and progress in the classroom during Teaching & Learning Reviews.

Students and parents complete an annual questionnaire which enables us to see what you think about our school so we can identify areas to improve.

Focus groups of students give feedback on specific issues to the Senior Leadership Team.

Students with a high level of need or a statement / EHC Plan in place have an opportunity to tell us what they think as part of the review process.

Educational trips and residential visits are supported with additional staffing, alternative transport or use of our accessible minibus if required.

Differentiated activities are considered if appropriate.

We will also help prepare your child for any changes in their school day, such as school trips, awards ceremonies, whole year activities and sports day.