



SEND Information Evening 2025



My story

- 16 years teaching experience
- 8 years of experience as a SENDCO
- SENDCO experience across Mainstream, Resource Base and Specialist settings
- Lived experience as a disabled person



My story

"The new SENCo has arranged for pupils to be within classes with their fellow pupils. Teachers receive training on how to adapt the learning of pupils with special educational needs and/or disabilities (SEND). Consequently, pupils with SEND are learning more effectively, as well as being part of the school community."

OfSTED 2020

"Leaders have strengthened the provision for pupils with special educational needs and/or disabilities (SEND). Staff have received training so they can better meet the needs of pupils with SEND. The SEND team has worked closely with pupils and parents to identify useful strategies to support pupils' learning."

OfSTED 2021



My story

"(SEND pupils) are well supported and are becoming more confident learners."

"Systems for the identification of pupils' needs are clear and work effectively."

OfSTED 2024

"Pupils with SEND have their needs met well."

OfSTED 2024

My story as a SEND parent



Co-production

- One of our main aims going forwards is to improve upon communication and co-production with parents / carers.
- Parent liaison role was created last academic year and is continuing.
- Doing 'with' not doing 'to' is what we are working towards.

Triage

We have introduced a new Triage system in which the following staff / teams meet weekly to discuss support for identified students:

- Mrs Bailey (Deputy Head)
- Miss Hind (Assistant Head for KS4)
- Mr Hunt (SENDSCO)
- Head of Year
- Mrs Ford (Safeguarding)
- Ms Emms (Attendance)

SEND leadership model



Area of development

Ensuring shared responsibility for the effective and efficient identification of SEND needs in our students.

Leadership

SENDSCO delivered training to Year teams on the Triage system and new SEND referral forms.

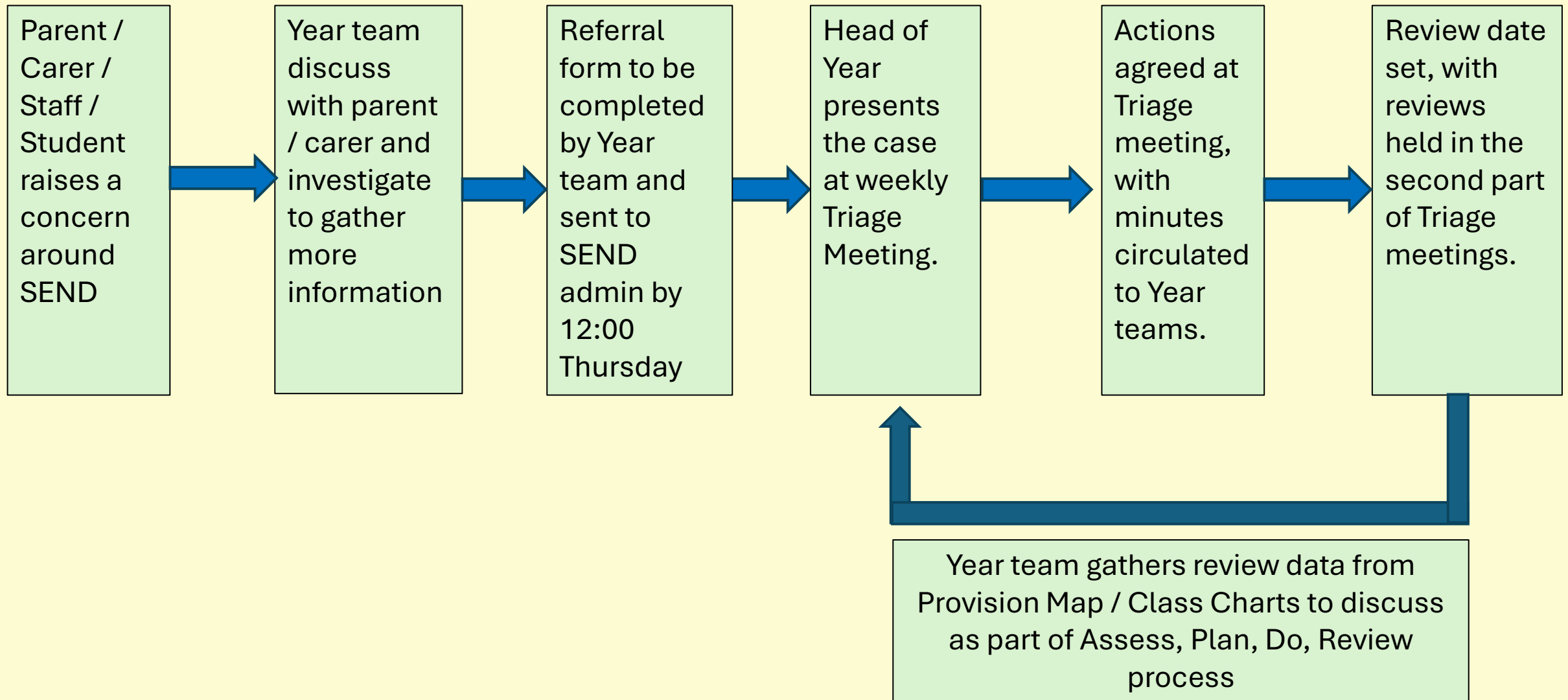
Delivery

Year teams complete SEND referral forms and cases are then discussed at Triage prior and after formal SEND assessment has taken place.

Impact

Year teams are more aware of the needs of the students within their cohort. SEND is not just the responsibility of the SENDSCO. Families have a range of staff within the school who know their child's needs.

SEND referral process





Assess

As part of our assessment process, we may use a range of different assessment tools / screeners to try and identify any underlying SEND needs.

We are not able to formally diagnose SEND, but we are able to identify if students have indicators of particular areas of SEND, or those which we may regularly see in students / young people with a formal diagnosis.

We are needs-led, not diagnosis-led. The purpose of our assessment work is to ensure that we have as clear a picture of the needs of our students as possible, in order to be able to effectively plan how to best meet their needs.



Plan

Once we have completed any assessment work, we will then have a follow up discussion to make a plan for what support we as a team feel will be needed to meet the identified needs.

At this point, either a member of the SEND team or a member of the year team will contact home to discuss the results of the assessment work, and to talk through the proposed plan to ensure that parents / carers are happy with the support being put in place.



Do – In-class support

In most cases, the majority of needs can be met through adaptive teaching within the classroom environment.

Staff will adapt their teaching using specific guidance and training. This may relate to physical resources, as well as the ways staff interact with students through discussion, questioning and setting instructions.

In some cases, students might benefit from additional adult support, as stated in Section F of their EHCP.

Do - Interventions

In addition to in class support, we will also be offering blocks of intervention in a range of areas. For example:

- Social Skills
- ELSA
- Zones of Regulation
- Life Skills
- Extra English
- Extra Maths



Review

Plans will be held by our Year teams, who will discuss upcoming reviews in our Triage meetings as part of the preparation for those review meetings.

Where appropriate, a member of the SEND team may also join the review meeting to be able to offer advice and support.

For EHCP students, Annual Reviews are held by the SEND team.

Mr Hunt will be running Annual Reviews for Years 7, 10 and 11, and Mr Wadsworth will be running Annual Reviews for Years 8 and 9.

CPD for staff

SEND is such a widespread term that it is important that we regularly devote time to developing staff knowledge and skills with regards to supporting students and meeting their needs in the classroom.



Safe Space



What is it?

Safe Space is a place where students can come for some support when they are feeling dysregulated.

Where is it?

Safe Space is located in the Library temporarily.



Safe Space



How does it work?

- Students on the Safe Space list have been issued with a Safe Space pass.
- If a student with a Safe Space pass wishes to leave the lesson, they need to show the Safe Space pass to the teacher before they leave.
- Students cannot access Safe Space during the first 15 minutes of a lesson.
- Students will then have 20 minutes in Safe Space with a member of staff who will help them to regulate appropriately, in preparation for re-engaging with learning.
- Students will then return to their lesson.

How frequently can students go to Safe Space?

Students in KS3 can access Safe Space twice a day for 20 minutes each time.

Students in KS4 can access Safe Space once a day for 20 minutes each time.



Exam Access Arrangements

ACCESS ARRANGEMENTS

25% Extra Time

Prompter

Sign Language Interpreter

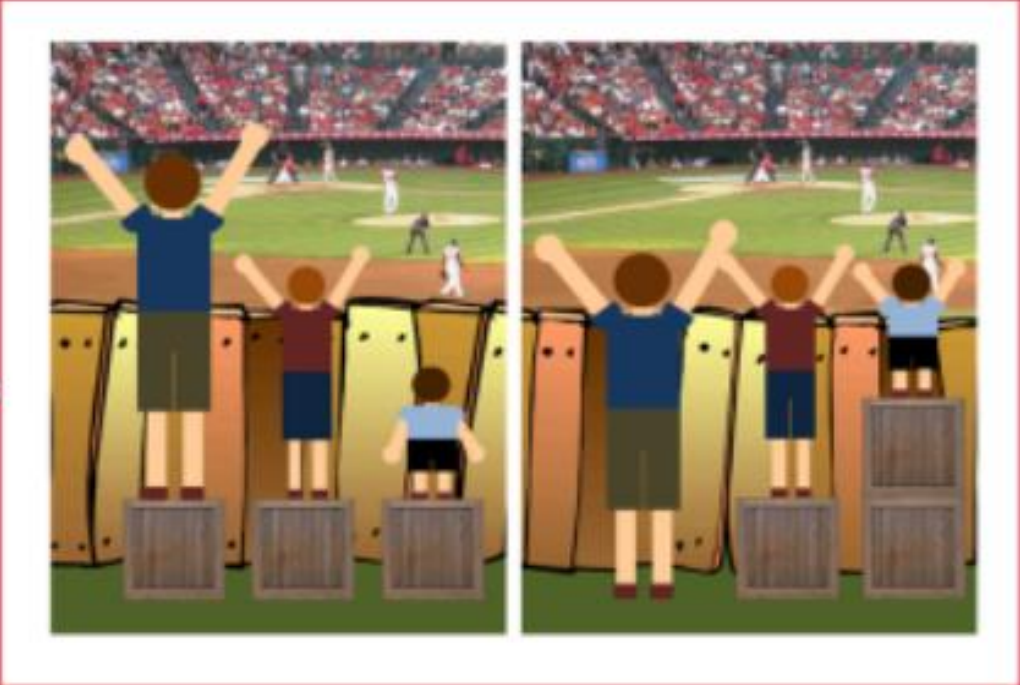
Scribe

Extra Large Print

Reading Ruler

Coloured Overlays

Bi-Lingual Dictionary





Exam Access Arrangements

We are governed by JCQ with regards to Exam Access Arrangements.

The rules around Exam Access Arrangements are strict and we have no leeway within them.

Students can qualify for Exam Access Arrangements via three distinct routes:

- There is an EHCP in place for the student
- Medical diagnosis
- Formal assessment via an external assessor



Exam Access Arrangements: Medical diagnosis



Some of our students will have a medical diagnosis which will need to be taken into account when we are looking at Exam Access Arrangements.

As a setting, we still have to demonstrate that there is a need for the student to have Exam Access Arrangements in place, and we have to be able to provide evidence that this is a candidate's normal way of working as well.



Exam Access Arrangements:

Formal assessment



Where appropriate, we will conduct formal Exam Access Arrangements assessments with an external assessor. These assessments will then inform what Exam Access Arrangements we are able to put in place.

From here, we then have to be able to demonstrate that this is a candidate's normal way of working within the setting, and we can (and will) do this in a variety of ways.

We will aim to ensure that all students who require formal Exam Access Arrangements have been assessed before the Year 10 mock examinations, to ensure the relevant support is put in place.



Contact details



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THANK YOU!