

Mainstream SEND Governor's Report – Sumer 2018
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What is the Personalised Learning Centre?

The Personalised Learning Centre (PLC) is a student support centre which supports students with additional needs and barriers to learning. The PLC is the base for the SEND department which includes the SENDCO, SEND Admin Officer, Restart Coordinator and the team of Teaching Assistants (TAs). The provision of the PLC allows the different needs of students to be met by the wide ranges of facilities and enables us to secure more positive outcomes for these students.

Restart is used by students who have had to come out of mainstream lessons. This could be because they cannot access classrooms upstairs, a student might have been absent for a large amount of time or have moved schools and need to catch up before returning to lessons. A student could also be timetabled to be in Restart to work on raising their achievement in literacy or numeracy (RAIL & RAIN).

The Cloud is a therapeutic multisensory room that can be used by a student that needs some timeout. It gives them a quiet environment, away from distractions. Additionally, students who need some nurture and help with emotional intelligence receive 1:1 tuition in here.

At break and lunch times, students who need a smaller environment away from the main school body, can use the PLC to 'chill-out' in a supervised environment. Currently, there are two separate rooms for chill-out; one for the more vulnerable students and another for students who have behavioural needs.

Many agencies use the PLC to offer support to students, these include; Learning Support Service, Behaviour Support Service, Beacon counselling, Mosaic drug workers, Young Carers, and the Ethnic Diversity Service who support students who English is not their first language.

General Information

Under the SEND Code of Practice, all schools must publish their 'School Offer' with respect to SEND on their school website. The School Offer gives clear and detailed information on how the school provides support for students with additional needs at all levels. This is done through a series of 'questions and answers' covering all aspects of our provision. Our school offer can be found on our school website under Policies, local SEND offer is under SEND policy and our SEND Accessibility Plan.

At Bramhall all students are classified into 4 stages:

- 1) Education, Health and Care Plan (EHCP) [formerly called 'Statements']
- 2) SEN Support
- 3) No Present Intervention (NPI) [formerly called 'monitoring']
- 4) No SEN

Students with an EHCP have the most complex needs in the school, for example: complex autism; severe social, emotional and mental health needs; complex learning difficulties; cerebral palsy. All students with an EHCP are entitled to a certain number of hours support from TAs. The level of support varies depending on the needs of the student.

SEN Support students will usually receive support that is 'different from' and 'additional to' the support received by all other students. This will usually take the form of support for literacy and/or numeracy or on-going long-term support from outside agencies for their specific need.

Students who are classified as 'NPI' do not currently meet the criteria for any long-term input that is 'additional to' or 'different from' the support and guidance received by all students. Subject teachers are aware of any additional needs that a student may have and therefore can use a range of strategies in the classroom to support them appropriately. It is expected that 'Quality First Teaching' by subject teachers should ensure work is appropriately adapted to students' needs and that strategies are routinely used to support students who have additional needs.

All students in KS3 complete regular reading assessments. We have used this information, together with the information from Primary Schools, tracking data, progress enquiries from teachers and information from outside agencies like HYMs and LSS to update our SEN register.

With the continued emphasis of 'Quality First Teaching', staff training on INSET days, lunch times, and after school has continued to have a focus on ensuring staff feel confident in being able to meet the range of needs. To this extent, staff have had recent training from HYMs on ADHD, the Ethnic Diversity Service have led training on EAL (English as an additional language), BSS have led training sessions on behaviour strategies that can be used with students with complex needs such as ASD, SBD, anxiety and attachment.

Where are we now?

- The SEND Department is currently made up of the SENCO, 8 TAs, 3 HLTAs (one who is also the SEND Admin officer and one who has a responsibility with 'Young Carers', and the Restart Coordinator.
- One TA started with us in September 2017, one HLTA started in October 2017 and the Restart Coordinator started in 2017. All have settled in well and are effective in their roles
- The SEN register is continually being reviewed for the termly census.
- Annual and termly review meetings are taking place for all students with an EHCP and those on SEN Support. The SENDCO is responsible for EHCP review meetings, Heads of Year and Core Tutors are responsible for the majority of SEN Support review meetings.
- Structures intervention groups are run by TAs during core time. The support being delivered includes; spelling groups, reading support and development, dyslexia groups with a focus on phonics and improving memory
- The SENDCO has delivered training to new members of staff in their induction and to our NQTs on the role of the PLC and SEND Department and strategies for meeting the needs of SEND Students

What do we plan to do?

- In the Summer term we will be completing the termly reviews for all students with an EHCP or SEN Support – currently 70 students. In line with the Code of Practice, these will be person-centred reviews with increased focus on positive and challenging but achievable outcomes for the young people. During the reviews, the student's Pen portrait which details their learning and support needs, will be updated.
- In the Summer Terms we hope to continue running short-term intervention programmes for improving spelling and in addition some small group work on working with students who have had a bereavement or loss called Seasons for Growth.
- TA support is carefully allocated according to student need across the years 7-11. TA timetables are often adjusted to reflect the changing needs.
- TAs also support within a department, they attend department meetings, adapt material, help with resources and display work.
- In Year 7-11 we have bespoke timetables for some students depending on their needs. Heads of Year can refer students to Restart for a personalised approach if a student has a barrier to learning that cannot be accommodated by the pastoral team or department – the programme of study the student follows depends on their needs.
- We are currently undertaking QA (quality assurance) across the SEND department. This includes learning walks in Restart and in classrooms which have students with EHCP or SEN Support, work scrutiny of students' work and student voice. The department will also be audited in the Summer term, hopefully this will streamline processes, systems that are in place and produce better outcomes for all SEND students.