



Chew Valley School SEND report to governors

September 2021

1. School profile for SEND

Chew Valley School is mainstream year 7-13 comprehensive school. The number of students with SEND is in line with national average at 11.3%, there are currently 19 students with EHCPs.

Communication and interaction		Cognition and learning		Social, emotional and mental health difficulties		Sensory and/or physical needs	
No. of pupils with this need	No. of pupils with an EHC plan	No. of pupils with this need	No. of pupils with an EHC plan	No. of pupils with this need	No. of pupils with an EHC plan	No. of pupils with this need	No. of pupils with an EHC plan
27	6	70	5	14	6	11	2

2. Identifying pupils with SEND

SEND is identified in a number of ways. Contact with the primary or previous school is key to early identification. The SENCo visits or communicates with all feeder schools where there is a student(s) with an identified SEND. Liaison between schools where a student joins us mid-year is also a key starting point. Students can be identified at other times and a graduated response is followed, for example staff or parents may raise a student with the SENCo or they could be identified via assessment and data analysis. There is close liaison between the family and the SENCo to establish the type of need and sometimes outside agencies and other professionals are also involved.

Once a young person is identified as having a SEND there is clear communication with parents and staff. A profile is produced in conjunction with the student, the family and a plan is formulated and a key worker is allocated. The student may receive an intervention or may have a deliberate level of differentiation within the classroom. The plan for the student is reviewed and amended as necessary.

3. Update on the school's implementation of the SEND system

Support for students is allocated to students that have EHCP funding, we have a statutory responsibility to fulfil the provision that is described in an individual's EHCP, this is closely monitored and funding discussed at least annually. Provision for SEND students closely follows need. It has been identified that there is a growing need in the areas of communication and interaction and in the area of mental health. We have identified large numbers of students in year 7 and 8 that require significant intervention to improve their reading and basic literacy skills, hence substantial resources being allocated to this area. Research shows that early intervention yields rapid progress, by identifying the weakest readers in year 7 we can resource and deliver a quality program that will produce substantial and sustained progress.

The role of the key worker is now embedded at Chew Valley School. All young people with SEND have a key worker. The key worker deliberately builds a positive relationship with the student and their family and acts as the first point of contact between home and the learning Support team. The key worker will co-produce the student profile with the student and their family and will engage them in 3 progress meetings throughout the year. These progress meetings follow an 'assess, plan, do, review' format.

The SEND Code of Practice 2014 describes a graduated response to SEND. At Chew Valley School we believe in quality first teaching being the first wave of intervention for a student. Within SEN we are ensuring that the way in which we inform staff of SEN need is of high quality and of use within the classroom, the student profiles that we write are easily accessible and are becoming extremely personalized and of a high standard. Alongside informing staff of individual need we are embedding a comprehensive professional development program that is woven into the school priority of 'meeting the needs of all learners'. Some students require additional support that is different from that delivered in the classroom, interventions for the range of needs can be delivered from Chew Valley staff and occasionally we will require a higher level of support from outside professionals like educational psychologists, occupational health experts and the ASD outreach team.

The priorities within SEN 2021-22 include:

Statutory compliance

- Work alongside primary feeder schools to identify need and intervene at the earliest of opportunities, including in requests for needs assessments

Outcomes

- SEND P8 in line with national average in comparison to non-SEND P8
- Ensure no SEND students are NEET 2022 and ready for their next steps
- To maximize the curriculum so that SEND students are able to complete Entry level qualifications (where appropriate) in a range of subjects

SEND Provision in and out of the classroom

- To strengthen work started with staff in Core subjects (2020-21) to embed effective strategies in the classroom and more effective use of TA provision.

- Meeting staff training needs with effective SEND strategies
- Working with staff that have been identified as needing support in working with SEND students
- Purchase and implement 'provision map'

Hub of Excellence

- Ensure the Learning Support area (the LSB) becomes a place where high quality learning and support happens, equipped with the best resources including furniture, IT and programs of study where staff, parents and students are proud of the space
- Induct new staff and develop staffing so it matches need
- Continue with outward facing work started within the Chew Valley Hub of Primary schools, LSP schools and BANES SEN team
- To increase knowledge and understanding of statutory assessment further by SENCO sitting on BANES LA panel

Rachel Hale remains the SEND governor

4. SEND funding

The SENCo allocates funding. Funding is mapped for students with EHCPs via the annual review process, The school (as part of the LSP) has recently purchased provision mapping software to enhance the precision of this work.

It has been recognised that additional funds needed to be allocated to assessment of students via the educational psychologist. The SEND team is relatively small for a large school, but has grown over the last 2 years in line with the increased numbers of EHCPs and associated funding.

5. Staff development

Since September 2019 training has included:

All staff AET Level 1 trained

Key staff AET Level 2 trained

VI and HI CPD from advisory group

Focused SEND CPD for new staff

ADHD Disorder training

Specific training for individuals on Down Syndrome and speech and language

The SENCo does not have a teaching load, but they do teach small group literacy.

We currently have the equivalent of 10.2 full time TAs. The TA team predominantly support students with EHCPs and offer a range of provisions including in-class support, interventions outside of the classroom and a supported, supervised provision at unstructured times. An after school homework club is also offered.

6. Work with external agencies

Chew Valley School has a working relationship with the following outside agencies and services:

Mark Adams Educational Psychology

Impact Mentoring

First Response

Mentoring Plus

ASD outreach (Fosse Way and BAT)

Virgin health Care Speech and language

The Hearing Impairment Advisory Team

The Visual Impairment advisory team

CAMHs

Connecting Families

Access Arrangements testing with Beth Stubbs

Due to the location of Chew Valley School, Students come from a mixture of counties, it is therefore impossible to offer a consistent service to our SEND students. It is frustrating that a BANES students can access quality ASD outreach support, but there is limited support if a student lives in North Somerset.