



Chew Valley School SEND report to governors

September 2020

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%, there are 17 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
17 (2 needs assessments undertaken both Bristol)	6 3 x BANES 3 x Bristol	73	7 6 x BANES 1 x North Somerset	16 1 x Needs request made, BANES assessed and denied EHCP, encouraged parents to appeal, 2 x BANES 1 x Bristol, 1 x North Somerset	2 1 x BANES 1 x Bristol	7	2 1 x North Somerset 1 x Bristol

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 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. Progress made by pupils with SEND

Please see attached document for outcomes overview

4. 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 an area for development within the SEND team, the purpose of the key worker is to support students in a personalized way where staff can quickly identify issues in a proactive way. Key Workers will also be led through a systematic approach to Assess, Plan, Do and Review.

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 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'. We are also growing expertise within the school and the vision for SEND is that staff will have an area of specialism where they are the experts on specific needs and can inform and support teachers with high expectations and outstanding knowledge. 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.

There are currently 17 students with EHCPs at Chew Valley School. 1 student's EHCP was ceased as a result of her progress with us; this is a huge success.

10 requests for EHCPs were made over the last 12 months, all 10 requests were successful in the LA agreeing to a needs assessment:

1 student was denied an EHCP and we have encouraged the family to appeal.

2 students have EHCPs and have moved to specialist setting.

2 students have specialist settings names but remain with us until a space becomes available,

1 student has a draft EHCP and we are pursuing a specialist placement.

We await the outcome for the final 4.

It is likely more needs assessment requests will be made this year as well as requests for top up funding.

The priorities within SEN 2020-21 include:

- Transforming the Assess, Plan Do Review process
- Continuing to improve the quality of the teaching for students with SEND through deliberate work with subject leaders and teachers
- Improving outcomes for students with SEND and ensuring that interventions are appropriate, timely and impactful.
- Creating an area of excellence in the new LSB

Rachel Hale remains the SEND governor and will now also be linked to Children in Care

5. SEND funding

The SENCo allocates funding. Funding is mapped for students with EHCPs via the annual review process, 16 students bring additional funding into the school. The SENCo is currently investigating a provision mapping tool that will support the resourcing and costings process.

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.

6. Staff development



CPD from September 2019 has and will include:

AET Level 1

AET Level 2

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

SENCo cluster groups within the Chew Valley area and including secondary/primary liaison and a strong cluster with the LSP.

The SENCo has a teaching load, this includes mainstream year 9 teaching of History and small group literacy.

We currently have the equivalent of 8.2 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.

7. 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.

