

SEND Information Report 2018

How does Townsend know if my child needs extra help?

Well before your child comes to join Townsend, we will be liaising with your child's primary school to share information to ensure a positive transition to secondary school. We hope that from early visits to Townsend (Open Evenings, Transition Evening etc) that you will feel confident that we will be working with you, your child and teachers/LSA to support any known needs but also to respond appropriately to any new needs that may arise. We want parent/carers to feel confident to share any concerns with form tutors, subject teachers, Directors of Learning and the Inclusion Department (SENCO) as needed. Early 'Drop In' sessions in Year 7 and the Summer School Transition Programme continue to be more informal ways of picking up any early concerns; Year 7 Achievement Evening and Consultation Evenings continue this process more formally. We pride ourselves on knowing our children but fully appreciate how important it is to keep reviewing our practice and updating it as your child matures. Parent/carers hopefully feel they can contact us to share any concerns.

You can be assured that Townsend's inclusive ethos puts the needs of all children at the centre of our teaching and learning.

What should I do if I think my child may have SEND?

- Initially contact form tutor to discuss any concerns
- School assess student's needs
 - Assessment Data
 - Transition information
 - Teacher observations
 - Parental Input

What kinds of special educational needs provision is there at Townsend?

Under the New Code any child having significantly greater difficulty in learning than many of the same age is now seen as 'differently able' and this may mean that they have special educational needs.

Special educational needs are now seen as within four areas:

- Communication and Interaction
- Cognition and Learning
- Social, emotional and mental health
- Sensory and physical

Most extra needs and weaker learning generally, will come under or across one or more of these areas. Once identified we will work with partners within Hertfordshire and more locally to seek advice and guidance as to how best to proceed (see Hertfordshire Local Offer).

How will the Townsend staff support my child?

- Differentiated Quality First Teaching in lessons
- Form tutor and pastoral team
- Intervention work

Provision is updated and reviewed as to the need of our children and in collaboration with our local partnership providers (DSPL)/Centre of Expertise and Governors.

The school provision maps the needs of each cohort – which will include Special Educational Needs, Closing the Gap, disadvantage and other areas of vulnerability. All extra provision will be collaborative and maintained in line with the school's data systems to assess impact – usually on a half-termly basis. Students and parent/carers' response as always, remain key to the success of any strategies used and these will continue to be shared and adjusted as appropriate to the individual needs of students/parents/carers.

How will I know how my child is doing?

You will know how your child is doing through the normal reporting arrangements i.e. grade sheets; consultation evenings; phone calls; letters; child's Record of Achievement etc. Parent/carers will hopefully be assured that First Quality Teaching and high aspirations for all children are the key to the inclusive ethos at Townsend. We are committed to ensuring that the school strives to meet the needs of all children so they leave Townsend as rounded, independent, confident young adults – resilient and prepared for further education and work in the 21st century.

A lifelong love of learning we know will ensure their future success as individuals and is a core value of Townsend School. To do this we will keep abreast of new guidance/advice nationally and locally, as well as listen to you and your children as to how best to support their learning and achievement. We will report this to our governors and Ofsted who, with you, will ensure best practice remains at our centre through differential and planning, additional support and assessment – both formal, informal, at all levels.

Annual Reviews for students with an Education Health and Care Plan.

How will the learning and development provision be matched to my child's needs?

All teachers are expected and able to support the learning of SEND students through differentiated teaching and learning to enable individuals to make progress, achieve and work towards independence. If additional support is identified, students and parent/carers will be part of the planned, evidence based intervention as necessary. The aim always is that any extra support is personalised and targeted. Any adults working with a student with SEND communicate regularly to ensure a consistent approach to teaching and learning. Students with an EHCP will have specific and more tailored provision which has been professionally advised by external agencies.

What support will there be for my child's overall well-being?

Townsend prides itself on putting all students' wellbeing at the centre of all teaching and learning for all students. The Inclusion Team work with SEND students in a range of settings to develop their social and emotional skills, working collaboratively with teachers and Directors of Learning and outside agencies. All extra-curricular activities are targeted to develop and enhance student wellbeing and the school provides specific extra interventions as needed. Our SENCO and Inclusion Managers ensures that all those working with students, including the students and their families, are aware and part of the process of providing and implementing this support. All students have opportunities to be with their peers in a variety of settings including most teaching and learning situations and mixed ability classes and groups. Emotional and mental health is also supported in partnership with our DSPL and local and national support networks for access to counselling and mentoring as appropriate. We are always available for parent/carers to help with any concerns or crisis. The school also employs a Learning and Wellbeing Mentor.

What Specialist Services and expertise are available at or accessed by the school?

We access all appropriate advice including the Advisory Support Team, Speech and Language, Educational Psychologist and Medical Professionals, as well as counselling and bereavement support and other agencies supporting emotional, social and mental health wellbeing including CAMHS and related support groups.

How will you help me to support my child's learning?

We genuinely aim to work collaboratively with parent/carers and students to support all learning of all students and especially SEND and vulnerable students. We work closely together with our students to ensure their views are fully integrated into any plans so that they are key in shaping their individual provision. All teachers are regularly updated by various school systems e.g. weekly bulletin; subject and year meetings; daily briefings; planning contact sheets with agreed support strategies for all staff etc. Our dedicated Inclusion team consists of an Deputy Head INCO; a SENCO; 2 x Inclusion Managers, 1 full time LSAs and 3 part time LSAs and other staff (one cover supervisors and our 2 part time Wellbeing and Learning Mentors) who are trained to support our students. We also have regular visits with our School Nurse and Attendance Improvement Officer and Hertfordshire Counselling Service. We can also access support from our Local Education Support Centres who regularly work with students as needed in school. We offer SEND update sessions i.e. coffee morning workshops for parent/carers and we are proud of our 'open door policy' for parent/carers and students. We aim to share all relevant information with parents/carers and how we can work together to support their child at home on a regular basis including termly grade sheets, annual reports and SEND reviews. We help/signpost local authority and independent support groups/organisations e.g. Parent Partnership.

How will I be involved in discussions about and planning for my child's education?

All students with SEND will be offered a termly consultation to ensure that 'assess, plan, do, review' is fully integrated into all school procedures and to ensure you will be fully involved in shaping your child's provision. You will be invited, as all parent/carers to Consultation Evenings and extra meetings if needed. You will always be able to contact a member of the Inclusion team if you have any concerns.

How will my child be included in activities outside the classroom including school trips?

We offer a summer school transition week prior to your child coming to Townsend. This hopefully encourages students to feel confident taking part in extracurricular activities. Year 7 students are targeted to attend a comprehensive range of clubs and sporting activities, before, during, and after school including Breakfast Club; Home Study Support and Games Club – which particularly appeals to many SEND students. All students belong to form/house groups and are actively encouraged to take part in events and challenges, which are led by form captains. We run targeted extracurricular activities as needed/requested which support a range of need from social skills development (Girls and Boys Group) to reading and spelling practice. If students need support to access extracurricular activities we will make suitable arrangements. As students move up the school many new opportunities will be offered including day, after school and residential trips and visits which provide all students with a rich and varied school experience. Duke of Edinburgh (run by LSAs) is one such opportunity which is offered to all but particularly targeted at our SEND students.

How accessible is the school environment?

Please see the Accessibility Plan for any additional information. We meet the statutory requirements of the Disability Discrimination Act (DDA), 1995. We meet the statutory requirements of the Equalities Act (2010) through the Single Equalities Scheme. As outlined resources and teaching are differentiated according to students needs and further support/interventions from outside agencies are accessed as needed. Appropriate members of staff regularly take part in training and disseminate this as required.

Who can I contact for further information?

The SENCO: Mrs. Hayley Castle

sen217@townsend.herts.sch.uk

01727 853047

How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?

As outlined we liaise with local junior/primary schools as well as offer additional meetings, visits and preparation for students who find transition more difficult. Our new students take part in interventions including social skills, Transition Evening, Transition Day, Summer School and access additional help as necessary. Through our meetings and discussions with student and parent/carers, we identify short,

medium and long term desired outcomes to support the long term aspiration of our young people. We ensure that the teaching of basic key skills necessary for a successful education and career and future adult life are incorporated into all our teaching and learning across the school.

We work closely with all support agencies, including Connexions, throughout KS3 and KS4 to ensure that students leaving Townsend Church of England School are resilient, well prepared for their next placement and life beyond our school community.

How are the school's resources allocated and matched to children's special educational needs?

SEND resources are allocated on the basis of a student's rate of progress and level of need. First Quality Teaching ensures classwork is differentiated and accessible, including small group and individual provision when required. All training targets outstanding teaching and learning for all students and schemes of work and lesson plans have this at their core. LSAs work collaboratively with class teacher to support this aim and various interventions/strategies are accessed if needed. Strong partnerships between all at Townsend, including parent/carers and students, ensure continuity of learning and updates on student progress, through verbal and written communication. Student provision, targets and outcomes are evaluated regularly and resources are deployed for the maximum impact and the best possible outcomes for all our young people.

How is the decision made about how much support my child will receive?

The level of support will depend upon the student's level of need and will be made after consultation with the young person and their parent/carers.

How can I find information about the local authority's Local Offer of services and provision for children and young people with special educational needs and disability?

Further information about the local offer can be accessed at

www.hertsdirect.org/localoffer