



# Southend YMCA Community School

building a future

## SEND Information Report 2018

### Designated Roles

|   |                |
|---|----------------|
| <b>Headteacher</b>                                  | Annette Turner |
| <b>SENCo</b>  | Ally Gavin     |
| <b>Governor With responsibility for SEND</b>        | Mary Bright    |
| <b>Designated officer for looked after children</b> | Annette Turner |
| <b>Assistant</b>                                    | Ally Gavin     |

The SENCo can be contacted at any time at [allygavin@ymca.southend.sch.uk](mailto:allygavin@ymca.southend.sch.uk) or on 01702 212541.

### Background

As part of their statutory duties, Governing bodies must publish information about and report on, the school's policy on special educational needs. The Special Educational Needs Co-ordinator (SENCo) is Ally Gavin and the named Governor for SEND is Mary Bright. At Southend YMCA Community School we believe it is essential to provide a well-balanced, challenging curriculum for all pupils. We are committed to ensuring that all students, including those with special educational needs and disabilities (SEND), receive their right to a high quality, accessible, balanced and appropriate curriculum. Our aim is to provide all children with the best possible outcomes in preparation for life-long learning. We believe it is important that children acquire skills, knowledge and confidence that can be applied to all future learning experiences, including social, physical and spiritual development. We also look to support pupils in overcoming barriers to learning, these include social, emotional and mental health as well as developing metacognitive strategies. We endeavour to raise aspirations and expectations for all students, including those students with SEND by working in partnership with parents/carers and listening to students.

We support students in four broad areas of SEND:

- **Communication and interaction**
- **Cognition and learning**
- **Social, emotional and mental health**
- **Sensory and/or physical**

All of our pupils are considered to have SEN support (formerly school action or school action plus) and have social, emotional or mental health difficulties. There are a number of pupils who have Specific learning difficulties (SpLD) such as Dyslexia or have dyslexic traits. Most fall significantly outside the range of expected academic achievement. Academic and behavioural progress are monitored and reviewed in a variety of ways including teacher assessment, online testing, strengths and difficulties questionnaires and through a behaviour audit.



## **Policy**

The (2014) SEND Code of Practice makes it clear that teachers have responsibility and are accountable for the progress and development of the pupils in their class. High quality teaching and appropriate differentiation in response to SEND. The Teachers Standards (2011) also makes reference to high expectations, good progress and the ability to respond to the strengths and needs of all pupils. School policies are directly influenced by these legislations leading to academic and behaviour improvements having high expectations in challenging circumstances. School policies are accessible on the school website including the Anti-Bullying policy

At Southend YMCA Community School we provide high quality teaching which allows students to learn effectively. The subject teachers will take measures to differentiate learning opportunities that will aid the pupils' academic progression.

Our Teachers will use various strategies to adapt access to the curriculum, this might include using:

- Practical equipment
- Writing frames and scaffolding.
- Laptops or other alternative recording devices
- Peer mentoring systems
- Growth Mindset feedback
- One to one support

If a pupil has and EHCP the SENCo will spend additional time with them in order to meet their individual academic needs. This may include Literacy and Numeracy interventions alongside informal psychodynamic one to one mentoring. As we close the school for the summer holidays we currently have 3 pupils on role who have an Education Healthcare Plan and an additional 3 starting the academic year 2018/19.

Pupils have a one page profile with information and guidance on the most effective support. This is completed with the individual child to allow ownership of their learning and are to be considered a working document. Additionally those who have an EHCP have a more detailed information sheet regarding specific learning difficulties and strategies.

## **Parental Involvement**



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Parents are encouraged to take an active role in their child's education by regular communication. Parents will be informed fully of their academic progress and any concerns are discussed with their parents/carers via telephone, individual meetings and at parent's evenings. If a parent or carer has a complaint regarding support for children with SEND they can contact the SENCo, the headteacher or contact the local authority SEN team directly.

## **Support**

Being an alternative provision we already have the benefit of each child being in a class of no more than 12 pupils with at least one teacher and one learning support.

Alongside access to GCSE subjects our timetable enables students to access wide ranging extension activities as well as building blocks to learning and metacognition. Narrative and vocabulary intervention programmes have been utilised to help support those who struggle to get their ideas down on paper. Additionally, needs such as anger management, child sexual exploitation and emotional literacy work is undertaken in Prince's Trust lessons and in one to one sessions. After school catch up sessions in a one to one or small group setting offer an opportunity to catch up on areas of the curriculum that may have been missed through school absences. Or as a place to revise and gain new insight.

We work cooperatively with outside agencies in order to meet the pupils' needs. The local youth offending service , Strengthening Mind Programme, MyLife mentoring , Young Person's Drug and Alcohol team and psychodynamic counselling from staff at a local therapeutic residential care home have all had significant input into our young people's wellbeing throughout academic year.

The Strengthening Minds programme is delivered over 8 to 10 weeks and targets pupils who have low self-esteem. This highly successful intervention is followed up by a MyLife mentor.

## **Transition**

In order to give our students the greatest chance of success when moving to college, into work or training they will receive independent career advice from a Connexions advisor, and additionally all year 10 pupils have the opportunity to undertake work experience.

Pupils with an EHC plan will also have the support from a transfer review with a specialist case officer from the local authority.



## Useful links

The local offer provided by Southend Borough Council has two key purposes:

- To provide clear, comprehensive and accessible information about the provision available to support children with special educational needs and their families.
- To make provision more responsive to local needs and aspirations by directly involving children and young people with SEND. Parents/carers and service providers in its development and review.

<http://www.southendinfopoint.org/kb5/southendonsea/fsd/landing.page>

## Communication and Interaction

|   | Provision available  | Criteria   |
|---|--|--|
| Speech language and communication needs                               | <ul style="list-style-type: none"> <li>• Screening programmes and further assessment to establish need.</li> <li>• Access to the educational Psychologist – through the EHfSA.</li> <li>• Small teaching groups</li> <li>• High staff: pupil ratio</li> <li>• Vocabulary Enrichment programme</li> <li>• Narrative Intervention Programme</li> </ul> | <ul style="list-style-type: none"> <li>• Teacher/parental concerns</li> <li>• Pupil identified through a screener test.</li> <li>• Pupils with an EHCP.</li> </ul> |
| Autistic Spectrum Disorder (Including Asperger's Syndrome and Autism) | <ul style="list-style-type: none"> <li>• Access to support and advice from the St Christopher Special School who are ASD specialists.</li> <li>• SENCo has experience of working with students with ASD.</li> <li>• Use of time out</li> <li>• Access to the Educational Psychologist through completion of an EHfSA.</li> </ul>                     | <ul style="list-style-type: none"> <li>• Students who have been diagnosed with ASD.</li> <li>• Teacher/parental concerns</li> </ul>                                |



|  | Provision available  | Criteria  |
|--|--|---|
| Specific learning needs or disability (SPLD) (e.g. dyslexia and dyspraxia) | <ul style="list-style-type: none"> <li>• Specialised programme that develops co-ordination, gross and fine motor skills</li> <li>• Handwriting programmes</li> <li>• Vocabulary Enrichment programme</li> <li>• Narrative Intervention Programme.</li> <li>• Access to the educational psychologist through an EHFA</li> <li>• One to One interventions Small teaching groups</li> <li>• High staff: pupil ratio</li> <li>• After school catch up classes</li> <li>• Teaching about the benefits of dyslexia.</li> <li>• De Bono's 6 thinking hats and other metacognitive development programmes.</li> <li>• Alternative recording strategies</li> <li>• Scribes and readers</li> </ul> | <ul style="list-style-type: none"> <li>• Students who have been diagnosed with SPLD or on the SEND register.</li> <li>• Teacher/parental concerns.</li> </ul> |
| Working Memory   | <ul style="list-style-type: none"> <li>• Digit memory test.</li> <li>• Individualised programme to support working memory</li> <li>• Scaffolded or chunked work</li> <li>• Writing Frames</li> </ul>   | <ul style="list-style-type: none"> <li>• Pupils who fall in the low percentile for working memory</li> </ul>  |

Social, Emotional and Mental Health needs

|   | Provision available   | Criteria  |
|---|---|---|
| All areas of SEMH including ADHD, ODD etc.. | <ul style="list-style-type: none"> <li>• One to One informal mentoring</li> <li>• Growth Mindset feedback</li> <li>• Coaching</li> <li>• Drop in support</li> </ul> | <ul style="list-style-type: none"> <li>• Students who have a diagnosis of a social, emotional or mental health need or on the SEND register.</li> <li>• Teacher/parental</li> </ul> |



|  |   |  |
|--|---|--|
|  | <ul style="list-style-type: none"> <li>• Joined up working with Social Care and other outside agencies</li> <li>• Counselling</li> <li>• Access to Emotional Wellbeing Mental Health Service (EWHMS) through an EHFSAs</li> <li>• Strengthening Minds Programme</li> <li>• MyLife Programme</li> <li>• Anger Management Programme</li> <li>• Wellbeing measurement</li> <li>• Home visits</li> <li>• Therapeutic approach</li> <li>• Small teaching groups</li> <li>• High staff: pupil ratio</li> <li>• 1:1 in class support</li> <li>• Emotional literacy interventions</li> <li>• Substance awareness</li> </ul> | <p>concerns.</p> <ul style="list-style-type: none"> <li>• Self-referral</li> <li>• Self-harming</li> <li>• Low scores on wellbeing measurement.</li> </ul> |
|--|---|--|

Sensory and Physical Needs

|                    | Provision available   | Criteria   |
|--------------------|---|--|
| Hearing Impairment | <ul style="list-style-type: none"> <li>• Access to hearing specialist teacher based at Kingsdown School</li> <li>• Use of alternative technology</li> <li>• Sign language and Makaton lessons.</li> </ul>                                 | <ul style="list-style-type: none"> <li>• Diagnosis of hearing impairment.</li> </ul> |
| Visual Impairment  | <ul style="list-style-type: none"> <li>• Access to visually impaired specialist teacher based at Kingsdown School</li> <li>• Use of alternative technology including laptop, specialist software, large button calculator etc.</li> </ul> | <ul style="list-style-type: none"> <li>• Diagnosis of visual impairment.</li> </ul>  |



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| Physical Impairment         | <ul style="list-style-type: none"><li>• Accessible toilet</li><li>• Lift to first floor</li><li>• Reasonable physical adjustments</li></ul> | <ul style="list-style-type: none"><li>• Any Physical impairment including both permanent and temporary.</li></ul>               |
| Sensory Processing Disorder | <ul style="list-style-type: none"><li>• Staff training</li><li>• Sensory toys and gadgets</li><li>• Chewies</li><li>• Time out</li></ul>    | <ul style="list-style-type: none"><li>• Diagnosis of Sensory Processing Disorder</li><li>• Teacher/ parental concerns</li></ul> |