



# Special educational needs (SEN) information report

Patchway Community School

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Dear parents and carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our school right from Primary up to the Secondary and Post 16 provision.

**Note:** If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

## 1. What types of SEN does the school provide for?

Our school provides for learners with the following needs:

| AREA OF NEED                               | CONDITION                                                                                                                                                                                                                                                                                                                               |
|--------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Communication and interaction</b>       | <ul style="list-style-type: none"><li>• Autism spectrum disorder</li><li>• Speech, Language and communication Needs including Developmental Language Delay</li><li>• Difficulties with receptive and expressive language</li><li>• Difficulties with Speech Sounds</li><li>• Social communication difficulties</li></ul>                |
| <b>Cognition and learning</b>              | <ul style="list-style-type: none"><li>• Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia</li><li>• Moderate learning difficulties</li><li>• Literacy difficulties</li><li>• Maths difficulties</li><li>• Working Memory and Processing difficulties</li><li>• Executive functioning difficulties</li></ul> |
| <b>Social, emotional and mental health</b> | <ul style="list-style-type: none"><li>• Attention deficit hyperactive disorder (ADHD)</li><li>• Attention deficit disorder (ADD)</li><li>• Anxiety</li><li>• Social, Emotional and Mental Health Needs</li><li>• Emotionally based school avoidance (EBSA)</li></ul>                                                                    |
| <b>Sensory and/or physical</b>             | <ul style="list-style-type: none"><li>• Hearing impairments</li><li>• Visual impairment</li><li>• Multi-sensory impairment</li><li>• Physical impairment</li></ul>                                                                                                                                                                      |

## **2. Which staff will support my child, and what training have they had?**

### **Our special educational needs co-ordinator, or SENDCO**

Our SENDCO is Joseph Prevett.

Joseph is accredited with the NaSENDCo award from Bath Spa University in 2024. Joseph also has completed NQT and PGCE in Secondary Education at Bristol University in 2020. He has had training in Speech and Language, Working Memory and processing, Emotional Coaching, Autism, ADHD, behaviour management and Emotional Based School Avoidance. He is also a licensed Thrive Practitioner and a mental Health First Aider. Joseph is a deputy designated safeguarding lead.

They are allocated 4 days a week to manage SEND provision

His Email address is: [joseph.prevett@olympustrust.co.uk](mailto:joseph.prevett@olympustrust.co.uk)

### **Deputy SENDCO**

Our Deputy SENDCO is Helen Stentiford

Helen has 4 years' experience and has had training in Speech and Language, Autism, Manual Handling, Eating disorders, Access Arrangements, Sensory Audits and Behaviour. Helen is also our school's autism champion. Helen is qualified to perform exam access arrangements (EAA). She leads on EAA and transition from primary school and also Post-16.

Her Email Address is: [Helen.stentiford@olympustrust.co.uk](mailto:Helen.stentiford@olympustrust.co.uk)

### **SEND Teacher**

Our SEND teacher is Kallie Phipps (Maternity leave) and Stephanie Collins (Maternity Cover)

Kallie has over 7 years' experience working in a specialist SEND school and was leading on literacy. She is currently completing her NPQ SENDCo training. Stephanie is a qualified SENDCo who is covering Kallie whilst she is on Maternity leave. The SEND teacher delivers small group intervention in foundational skills in Key Stage 3 and Entry level and functional skills to Key Stage 4. They also deliver specific interventions that our EHCP students require.

### **HLTAs**

Amanda Slattery – Amanda delivers additional interventions for Maths/ Literacy as well as Speech Language and Communication. Amanda is a qualified teacher and a MeLSA practitioner.

Her Email address is: [Amanda.slattery@olmypustrust.co.uk](mailto:Amanda.slattery@olmypustrust.co.uk)

Weronika Bak – Weronika is employed as a HLTA whilst she is completing a national apprenticeship to become a SEND teacher. Weronika delivers small group interventions in English and Maths to Key Stage 3.

### **SEMH support**

Simone Hoffmann- Simone runs our wellbeing hub and is in charge of supporting students who struggle to attend school, she supports our SEMH students who have anxiety and require additional support during school hours. Simone is a trained Thrive practitioner

Her email address is: [Simone.hoffmann@olympustrust.co.uk](mailto:Simone.hoffmann@olympustrust.co.uk)

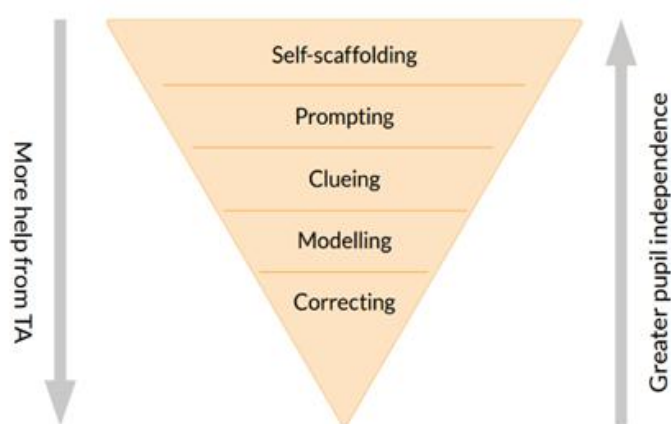
Amie Fenlon- Amie is our SEMH intervention lead. Amie delivers a range of interventions to support our SEND students with SEMH. Amie is ELSA trained and has qualifications in drawing and talking therapy and sand tray therapy. She has recently completed a degree in Psychology

Her email address is: [Amie.fenlon@olympustrust.co.uk](mailto:Amie.fenlon@olympustrust.co.uk)

## Teaching Assistants

We have 6 additional Teaching Assistants (TAs) who support students in class. They are deployed primarily with Key Stage 3 classes and with students who require support according to their EHCPs. These TAs will also support other students in those classes. Teaching assistants are trained to support students to help foster independence using the MITA triangle below. TAs review progress for students they support every term, with the idea that the students are eventually able to self scaffold and require less TA support in lessons.

Our TAs have had additional training throughout the year through the Olympus Trust TA training programme. Ongoing CPD is delivered by the SENDCo and Deputy SENDCo in department CPD sessions. In the last academic year, TAs have been trained in Behaviour Management, the role of the TA in the classroom, How to successfully run interventions, supporting students with Autism and ADHD.



## Subject and Class Teachers

Teachers have access to the SEND dashboard and Individual learning plans to ensure students are supported with specific adaptations. The SENDCo and Teaching and Learning teamwork with teachers to ensure that individual learning plans are specific adaptations are in place

Our curriculum team leaders (CTLs) are working with Educational Psychologists to ensure that the curriculum is adapted in their area. The Educational Psychologists provide additional specific training to individual departments to ensure that SEND needs are being met.

Teacher's support our SEND learning in the classroom using Adaptive teaching techniques. This information can be found on our website in our [teaching and learning booklet](#).

## External agencies and experts

We have a Speech and Language Therapist who works at the school 1 day per week. She carries out assessments, completes 1:1 and small group interventions with students with Speech, language and communication needs. Her email address is

[Amyfreeth@talkspeechtherapy.co.uk](mailto:Amyfreeth@talkspeechtherapy.co.uk)

We have 2 Educational Psychologists who work a total of 1 day per week at the school. They are supporting individual departments with adapting their curriculum to make it more inclusive as well as supporting the

wellbeing hub in delivering interventions to support students with EBSA (Emotionally based school avoidance).

Their email addresses are

[Rachel.Millett@southglos.gov.uk](mailto:Rachel.Millett@southglos.gov.uk) and [Christina.Haughey@southglos.gov.uk](mailto:Christina.Haughey@southglos.gov.uk)

We also use additional Educational Psychologists for individual reports when they are required for students. The SENDCo will discuss this with you should your child require an Individual report.

We also work with the following external support services to meet the needs of our learners with SEN and to support their families. These include:

- Occupational therapists
- GPs or paediatricians
- School nurses
- Mental Health Support Team
- Primary Mental Health Specialist
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social care and other LA-provided support services
- Voluntary sector organisations

### **3.What should I do if I think my child has SEN?**

If you have concerns regarding your child and that they may have unmet needs or SEND. Please contact the SENDCo on the following Email address

[Joseph.prevett@olmypustrust.co.uk](mailto:Joseph.prevett@olmypustrust.co.uk)

Alternatively, please fill in the SEND record of concern form on the Patchway Website and send this to the above email address.

The SENDCo will contact you to discuss your concerns and provide you with actions. These may include additional SEND testing and gathering feedback from their teachers.

Following this the SENDCo will call you to discuss the next steps which might include adding the young person to the SEN register or SEN monitoring list and/or putting in place additional intervention to support your child. This process should take no longer than 14 days.

## 4. How will the school know if my child needs SEN support?

All our class teachers are aware of SEND and are on the lookout for any learners who aren't making the expected level of progress.

If the teacher notices that a learner is falling behind, they will try to find out if the learner has any gaps in their learning. If they can find a gap, they will give them extra support to try to fill it. Learners who don't have SEND usually make progress quickly once the gap in their learning has been filled.

If the learner is still struggling to make the expected progress, the teacher will talk to the SENDCO and will contact you to discuss the possibility that your child has SEND. The teacher will fill in a record of concern and send this to the SENDCO.

The SENDCO may observe the learner in the classroom and social interactions to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENDCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

Based on all of this information, the SENDCO will decide whether your child needs SEN support. You will be told the outcome of the decision in writing. If your child does need SEN support, their name will be added to the school's SEN register, and the SENDCO will work with you to create a SEN learning plan for them. It may be the case that your child has some additional needs that teachers need to be aware of and support but might not need additional intervention- in this case the student will be added to the SEND monitoring list.

## 5. How does the school support students with SEND to make progress?

We will follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



## Types of Plans for Students with SEND

| Plan Type                                           | Information                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|-----------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Individual Learning Plan</b><br><br><b>(ILP)</b> | <p>This is an individualised document detailing the targets and strategies for a specific student, so that all staff can work collaboratively to support the student to achieve their personal priorities for each cycle. Designed to enable teachers and support staff to meet need and provide meaningful feedback to contribute to reviews 3 times a year.</p> <p>All students with an EHCP will have an ILP and targets will be taken directly from the EHCP.<br/> Some students on SEN K, where we are working towards an EHCNa, will also have an ILP.<br/> Students on SEN K where progress reviews highlight concerns will have an ILP<br/> Other students on SEN K, where they are at risk of permanent exclusion and on the SEND register, will also have an ILP.</p> |
| <b>SEND Learning Dashboard</b><br><br><b>(SLD)</b>  | <p>Our SEND learning dashboard provides researched strategies held within group learning plans by need type, with lists of students who benefit from the strategies directly, as well as links to sources of further information and support for staff. Designed to link directly into school routines and embed inclusive practice into day-to-day practice for all staff. Student specific strategies will also be included as required.</p>                                                                                                                                                                                                                                                                                                                                  |
| <b>Personal Medical Plans</b><br><br><b>(PEMP)</b>  | <p>These plans are either written by healthcare professionals or, where medical needs require it, written by the SENDCo with external advice to ensure that medical needs are managed effectively within the school.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |

## Learners with Individual learning plans (ILP)

All ILPs are written with targets that are classroom specific and are therefore directly related to supporting and improving teaching and learning. Targets will be linked to a student's EHCP, if they have one.

Where some students require additional interventions outside of the classroom (for example, as detailed within their EHCP), these will be recorded in section 2 of the ILP. Parents and students are invited to contribute to these plans. Teachers review these plans 3 times a year and targets are amended. Parents are invited to contribute to the review process and are able to meet with their child's key worker during this process.

## Learners included in the SEND Learning Dashboard (SLD)

Learners on SEN K who do not have an ILP will appear on the SLD. Students on SEN K must be receiving "additional to and different from" provision to be on the SEND register. This dashboard provides researched SEND strategies and important information to teaching staff on the type of SEN need the student has and specific strategies that will support teachers to meet their needs, in addition to quality first teaching. The behavior curriculum and TLAC provides the school with a strong foundation for routines in the classroom, which complement the SLD.

This process will be continual. If the review shows a learner has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue, and the school's targets, strategies and provisions will be revisited and refined.

The SENDCO reviews the progress of these students 3 times a year in-line with data collected by their teacher. Should the SENDCO have any concerns they will contact you to advise next steps. Parents can request a review of their child's provision at any time. They will also be invited to do so following parent's evenings and on receipt of their child's reports throughout the year.

## 6. How will I be involved in decisions made about my child's education?

### Reviewing progress and outcomes for students with an ILP and students within the SLD.

We welcome and value the opportunity to work collaboratively with our parents and carers.

#### Reviewing progress and outcomes in line with the Code of Practice

Where a student has an ILP, parents will be invited to contribute to it 3 times a year as part of review cycle. Our teaching staff are also involved in reviewing the ILP to inform each cycle.

For students where their needs are referenced within the SLD, reviews of their provision and progress are also completed 3 times a year using progress data and teacher feedback.

#### Opportunities to meet with the school to review progress, outcomes and provision

For students with an EHCP:

1. Parents will have the opportunity meet with teachers during parents evening
2. When the ILP is updated and sent home, parents may request a meeting, and this will be with an appropriate member of staff who knows the child and understands their SEND
3. The annual review provides an important opportunity to review progress and outcomes together

For students on SEN K:

1. On receipt of your child's annual progress report, parents may request a meeting, and this will be with an appropriate member of staff who knows the child and understands their SEND
2. Parents will have the opportunity to meet with teachers during parents' evenings
3. Parents can request to meet with the school at other points

We know that you're the expert when it comes to your child's needs and aspirations. So we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEND support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact us straight away using the main school number to ask for the SENCo.

## 7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age, and level of competence. We recognise that no two children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete student feedback questionnaires

## **8. How will the school adapt its teaching for my child?**

Our aim is that by committing to constantly improving and developing our classroom practice, we will be able to meet most of our students' needs through our main timetable and routines. This means ensuring that our teaching staff have the knowledge and skills that empower them to teach inclusively and carefully considering our curricula and classroom practice (including how we adapt our teaching to meet a range of needs, and how we support and intervene when needed), so that students can learn in their classrooms and alongside their peers.

For most students, this will help to develop their independence and confidence as well as enabling them to succeed in their education and beyond. High quality classroom teaching, whole school routines and adaptive teaching provide the foundation and starting point for all our students. We are then able to build on this to provide the targeted group work and specialist, sometimes individualized, provision that some may need.

Examples of strategies used by our teachers across all subjects and year groups include (but not limited to): carefully rehearsed classroom routines for a consistent approach in the learning environment; analysis of class data to identify students requiring in class intervention, adaptation to close known gaps and regular professional development based around well-established teaching pedagogy from Doug Lemov's Teach Like a Champion.

## **9. How will the school evaluate whether the support in place is helping my child?**

We will evaluate the effectiveness of provision for your child by some of these means:

- Reviewing their progress towards their goals three times a year
- Reviewing the impact of interventions delivered
- Using learner questionnaires
- Monitoring by the SENDCO, Assistant SENDCO, TA and class teacher
- Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)

## **10. How will the school resources be secured for my child?**

If your child has an EHCP, it may be that their needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

For learners with an EHCP, the school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority as the Local Authority are responsible for ensuring that the school has the funds required to deliver the provision in Section F of the EHCP.

For learners on SEND K, without an EHCP, the school will also work with external agencies to secure provision that will help them to learn, achieve and enjoy school.

## **11. How will the school make sure my child is included in activities alongside learners who don't have SEND?**

All of our extra-curricular activities and school visits are available to all our learners including before and after school clubs

All learners are encouraged to go on our school trips, including our residential trips

All learners are encouraged to take part in sports days, drama productions and music events.

No learner is ever excluded from taking part in these activities because of their SEND or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.

## **12. How does the school make sure the admissions process is fair for learners with SEN or a disability?**

- › Children with EHCPs are admitted through different arrangements set out in the SEN and the SEN and Disability Code of Practice managed by their home Local Authority (LA)

## **13. How does the school support learners with disabilities?**

Our Accessibility Policy can be found on the school website.

## **14. How will the school support my child's mental health and emotional and social development?**

We provide support for learners to progress in their emotional and social development in the following ways:

- › The wellbeing Hub provides support for student's SEMH by providing interventions around anxiety, resilience and Anger
- › The school uses the mental health support team to provide Low intensity CBT in short intervention cycles.
- › Referrals can be made to the school councillor
- › We provide extra pastoral support for listening to the views of learners with SEN by providing check ins in the Hive or with the pastoral team.
- › We run a nurture club for learners who need extra support with social or emotional development

## **15. What support will be available for my child as they transition between classes or settings or in preparing for adulthood?**

### **Between schools**

When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting.

### **Transition**

Our Deputy SENDCo will meet with the learning support teams of the Primary School. They will discuss the needs of all the children who are receiving SEND support. Within PCS, we work closely across phases to prepare our learners with SEND.

Learners will be prepared for the transition by:

- › Practising with a secondary school timetable

- Learning how to get organised independently
- Plugging any gaps in knowledge

The Learning Support Team within our secondary school meets with the SENCO and members of the primary school to discuss the needs of the incoming learners near the end of the summer term.

We will always arrange meetings with the parents of learners to discuss how we can best support them as they move into secondary school.

## **Post 16**

We provide our SEND students with 1:1 Careers advice in Year 10 and 11. They have access to additionally run trips to local colleges and providers and the school has good relationships with local Post-16 providers. Our Deputy SENDCo supports with transition to Post -16 and will ensure all relevant SEND information is passed on to them.

We work with the learner to help them achieve their ambitions, which can include goals in higher education, employment, independent living and participation in society.

## **16. What support is in place for looked-after and previously looked-after children with SEN?**

Gemma Mills is currently the designated looked after teacher and SENDCo. She will work to make sure that all teachers understand how a looked-after or previously looked-after learner's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after learners will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

## **17. What should I do if I have a complaint about my child's SEN support?**

Complaints about SEN provision in our school should be made to the SENDCo in the first instance. They will then be referred to the school's complaints policy.

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

## **18. What support is available for me and my family?**

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at South Gloucestershire's local offer who publish information about the local offer on their website: [SEND updates | South Gloucestershire \(southglos.gov.uk\)](#)

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations are:

[South Gloucestershire \(councilfordisabledchildren.org.uk\)](#)

Local charities that offer information and support to families of children with SEND are:

National charities that offer information and support to families of children with SEND are:

- › [IPSEA](#)
- › [SEND family support](#)
- › [NSPCC](#)
- › [Family Action](#)
- › [Special Needs Jungle](#)

## 19. Glossary

- › **Access arrangements** – special arrangements to allow learners with SEND to access assessments or exams
- › **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- › **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- › **CAMHS** – child and adolescent mental health services
- › **Differentiation** – When teachers adapt how they teach in response to a pupil's needs
- › **EBSA** – Emotionally Based School Avoidance
- › **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- › **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
- › **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- › **HLTA** – Higher level teaching assistant
- › **ILP** – individual learning plan
- › **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- › **Local offer** – information provided by the local authority which explains what services and support are on offer for learners with SEN in the local area
- › **Outcome** – target for improvement for learners with SEND. These targets don't necessarily have to be related to academic attainment
- › **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- › **SEMH**- Social, Emotional and Mental Health
- › **SENDCO** – the special educational needs co-ordinator
- › **SEN** – special educational needs
- › **SEND** – special educational needs and disabilities
- › **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND

- **SEN information report** – a report that schools must publish on their website, that explains how the school supports learners with SEN
- **SEN support** – special educational provision which meets the needs of learners with SEN
- **Transition** – when a learner moves between years, phases, schools or institutions or life stages