

Verulam School



School Information Report

1. How does the school know if children/young people need extra help and what should I do if I think my child may have special educational needs?

- Verulam School recognises the definition of SEND as described in the SEND Code of Practice 0- 25 June 2014 (Amended 2015)
- Clear criteria are in place to identify pupils who require additional or different provision.
- A rigorous transition process is in place to enable all relevant information to be shared.
- The point of contact for all SEND matters is the SENDCo. The SENDCo – Miss Hart can be contacted via the email address SENDCo@verulam.aat.school or via the Main School telephone number.

2. How will school staff support my child?

- The School has a graduated response to pupils who require additional support. This presents in as a cycle known as Assess, Plan, Do, Review.

3. How will I know how my child is doing?

- In addition to regular assessment reports, annual full reports and annual parent consultation meetings, parents are able to make appointments to meet with the staff involved with their child.
- Parents are able to access their child's behaviour record and assessment outcomes electronically.
- The SENDCo hosts regular SENDCo surgeries and year group specific SEND Parent Consultation Evenings

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

- All faculties have specific guidance and strategic responses to enable pupils identified with SEND to access the learning within their lessons.
- The SENDCo advises teaching and support staff with regard to individual pupil's specific needs.
- The school has a tiered system within the SEND register to enable teaching and support staff to understand the significance and complexity of the pupils' SEND needs.
- EHCP pupils are given a pupil passport with specific strategies and interventions to enable them to reach their long term objectives. These are shared with parents and staff.
- The SENDCo meets with pupils and parents both formally and informally to ensure that provision and intervention are matched to children's needs both in nature and frequency.
- The SENDCo attends formal Team Around the Child Meetings for all year groups where support and intervention is determined by the wider school team including the head of year and members of pastoral and leadership teams.

- Targeted support is used across Key Stages Three and Four . The SEND Team are deployed to support individuals or groups of children identified with SEND in a range of curriculum subjects.
- The Verulam School WIN strategy is adopted in all subjects across all key stages to support children identified with SEND.

5. What support will there be for my child's overall wellbeing?

- Access to trained counsellor and other professionals to support wellbeing and resilience.
- Increased parental contact
- Liaison with identified key member of staff
- Year based 'nurture group' where appropriate.
- Access to Student Services

6. What specialist services and expertise are available at or accessed by the school?

- Speech and Language Therapy
- Educational Psychology
- Social Communication Disorders Team
- Autism Advisory Service
- Children and Adolescent Mental Health Team
- Herts Service for Young People
- ESMA
- Herts SEND Team
- NHS Health Teams where appropriate
- Social Care where appropriate
- DSPL 7

7. What training have the staff, supporting children and young people with SEND, had or are having?

- All staff have received training on their statutory duties as defined by the Code of Practice
- Each faculty has a designated member of each department has opportunities to engage with further training
- The SENDCo sends regular bulletins, and advice about a range of SEND topics to enable staff to remain informed.
- The SENDCo has a weekly slot at Whole staff briefing for matters SEND as well as holding regular Teaching and Learning briefings and delivering continued Professional Development to Early Careers Teachers.
- The SENDCo hosts weekly 'SENDCo Surgeries' for staff to discuss any concerns of a SEND nature.

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

- Parents are informed of interventions put in place to support their child's learning.
- For most interventions additional materials and guidance is available to facilitate parental support.
- The SENDCo holds a separate SEND Parents Evening for each year group.
- Separate SENDCo Surgeries are held regularly throughout the year.

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

- Parents are invited to attend yearly consultations with teachers.
- Where necessary further appointments can be initiated either by parents or staff to plan for support individual pupils.
- Parents are invited to attend regular 'SENDCo Surgery.'
- Parents will be invited to book appointments to meet the SENDCo at a separate SEND parents evening.

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

- At Verulam School all pupils are actively encouraged to participate in extracurricular activity.
- The SENDCo, Pastoral Team and Senior Leadership Team liaise to ensure opportunities are available for pupils identified with SEND.
- The SEND Team is designated to work with pupils with SEND on CE Days and events such as Verulympics.
- The SEND Team runs clubs and societies specifically designed to support children identified with SEND , though all pupils are welcome

11. How accessible is the school environment?

- The School is mostly accessible to disabled pupils apart from the upper storeys. To support individual pupils we are able to adjust rooming and timetables to ensure full accessibility. Further details of site accessibility can be found in the School Accessibility Plan

12. Who can I contact for further information?

- The School SENDCo is Miss Polly Hart. Miss Hart can be contacted via email using SENDCo@verulam.aat.school or the Main School telephone number.
- Queries regarding Exams Access Arrangements should be directed to EAA@verulam.aat.school
- Other useful points of contact are the child's form tutor and Head of Year or the named Senior Leader linked to each year group.
- Miss Gemma Perry is the School DSL and Head of Pastoral Care.

13. 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?

- The School liaises with local colleges and places of Higher and Further Education for pupils who have Education Health and Care Plans or Exams Arrangements.
- The School offers a full transition programme to support parents and pupils transferring from KS2 to 3. The SENDCo visits the primary schools of children with an EHCP and other pupils who have significant and/or complex additional needs. We organise up to three SEND specific Transition Days in addition to the days where all new pupils are welcomed to Verulam.
- A clear framework is in place for supporting pupils and parents in transferring from KS3 to 4.
- At the end of KS4 the SEND team work with parents, local colleges , DSPL7 and other agencies to ensure smooth transition. In addition the SEND Team offer a 'Preparing for Adulthood' Princes Trust course to some of our Yr 11 pupils.

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

- The School has an SEND budget that is to provide appropriate allocated support.
- Resources are allocated in response to outcomes identified by EHC plan and pupils holding additional funding .
- Learning Support Assistants are allocated to Core Faculties and some other non-core lessons where there is an identified need.

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

- For pupils who have an EHC Plan support is allocated as directed.
- For other pupils' key areas of need are identified by the SENDCo and Class teacher working with parents and pupils and where appropriate support strategies are implemented.
- Parents who are concerned about their child's provision are encouraged in the first instance to contact the SENDCo to discuss their concerns. Meetings are actively encouraged in order to ensure the most suitable provision for each child.
- Parents are welcome to bring supporters or advocates. The school will organise language interpreters if requested.
- Please refer to our complaint policy if you are unhappy with any aspect of the support allocated: <https://albanacademiustrust.org.uk/wp-content/uploads/2023/03/AAT-Complaints-Policy.pdf>

16. 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

- The Local Offer can be accessed via www.hertsdirect.org/localoffer

INTERVENTION

Social Skills programmes/support, including strategies to enhance self-esteem.

- Pastoral support via Form Tutors
- Nurture groups
- Self-monitoring daily report with Staff
- Pastoral 6th form mentors
- Implementation of Social Communication strategies as advised by SLC specialist.
- Some pupils access The Princes Trust Program to develop teamwork and leadership skills or Lego therapy to develop Social and Communication Skills.

Access to a supportive environment – ICT facilities/equipment/resources

- Visual timetables
- Pastoral 6th form mentors
- Supportive transition from KS2 including Extended Transition programme meeting with parents and pupils.
- Access to The Inclusion Hub and staff during unstructured times
- Access to ICT facilities during unstructured times.
- Dedicated use of laptops and tablets for some students according to identified need.
- Use of Reader Pens

Strategies /programmes to support speech and language

- Liaison with SALT and Social Communications Disorders Teams

- Departmental training for support staff to support needs of pupils with SLCD

Mentoring Activities

- Pastoral 6th form mentors
- 6th form Reading mentors
- Mentored support for some residential trips
- Peer mentoring within some Year Groups

Access to strategies /programmes to support Occupational Therapy and Physiotherapy

- Interventions and Specialist equipment as advised by relevant specialists.

Strategies to promote emotional well being

- Access to trained counsellor
- Increased parental contact
- Liaison with identified key member of staff
- Nurture groups including targeted support for anxiety
- Team Around the Child Meetings involving the pastoral manager, senior leaders, head of year and the SENDCo are held on a bi weekly basis to focus on individual pupils.

Strategies to support Literacy Development

- Dedicated use of laptops for some students according to identified need.
- Use of pre teaching for Key words
- 6th form Reading mentors
- Access to computer software to support spelling
- Use of structured spelling programmes
- Setting of English classes in KS4
- Additional Study classes in place for some pupils
- KS 3 use of Accelerated reader
- Access to an assistive reading apps for use on tablets
- Use of electronic reader pens
- Targeted support for reading and spelling using the Read Write Inc Fresh Start program
- Targeted small group interventions in some Year groups
- Subject based LSA support
- Targeted access to LEXIA Literacy Program

Strategies to support Numeracy Development

- Use of Numeracy Consolidation cards
- 6th form mentors
- Access to computer software to support maths
- Setting of Maths classes in KS3 and 4
- Specialist LSA support for some pupils on an individual basis
- Subject based LSA support.

Strategies to support Behaviour Modification

- Behaviour for Learning Policy and Reward system
- Students may have mentors and/or specialist teachers to support behaviour
- Pastoral support plans used where necessary
- Support from LINKS Outreach
- Nurture Groups

Provision to facilitate /support access to the curriculum

- Targeted in class support in Core subjects and other subjects as determined by need
- Teachers provide differentiated materials to support additional needs

- Use of laptops and tablets for some students
- Small group teaching in KS3 in Core subjects

Strategies to support independent learning

- Use of visual timetables
- Personalised target setting for pupils with significant or complex needs
- Outcome based mentoring for individual pupils
- Revision workshops for KS4 pupils
- Use of scaffolded worksheets

Support/supervision during unstructured time including personal care

- Range of ECCO(extracurricular clubs) during lunch times
- Midday supervisors during lunchtimes
- Teaching staff on duty during break times
- Access to trained adults in regards to personal care.

Planning and Assessment

- Regular review of targets with teaching staff
- Access arrangements organised for individual students according to need.
- Personalised learning feedback via subject teachers.

Liaison with parents and professionals

- Liaison with a wide range of professionals
- Regular meeting with parents
- Telephone contact with parents
- Parents able to access pupil assessment and behaviour records electronically
- Parent consultation evening and end of year reports

Access to medical interventions

- Access to specialist advice/equipment's as required
- Individual protocols for children with medical needs or allergies
- Individual support for children with short term medical needs
- Liaison with ESTMA
- Access to first aid trained staff