

Provision for Special Educational Needs and Disabilities at Testbourne Community School

Testbourne Community School is a mainstream school catering for a range of students with Special Educational Needs and Disabilities. The Head for Learning Support and Inclusion is a full-time member of staff who also teaches within the English department. She is supported by 13 teaching assistants.

How does the school know if a child has Special Educational Needs/ Disabilities?

Many students joining Testbourne Community School have been identified as having additional educational needs at their primary school and we provide an extensive and personalised transition programme for those Year 6 students.

All year 7 students are tested in terms of reading and spelling age and writing test at the start of the year. Students identified as requiring extra support are tested at least twice yearly to check progress. A child with SEND will be supported either in class and / or out of lessons. For those students who receive specific support, we provide an Individual Education Plan so that students, staff and parents can track progress and discuss changing needs.

The Learning support department works closely with the pastoral team and curriculum leaders to identify any students who appear to be experiencing difficulties. Students can be referred by members of staff and parents. The school works closely with outside agencies such as the EP service and Communication and Language team as well as specialist teachers regarding students with visual and hearing impairment.

Provision for SEND

How is the effectiveness of interventions monitored?

All students on the SEN register are tested twice a year to check progress. This is completed using specific tests and tracking progress in subject areas. Students receiving specific interventions are assessed more regularly to check effectiveness of intervention and adjustments made if necessary.

The Head of Learning Support and Inclusion is in regular contact with SEND governor who presents relevant information and feedback to the governing body. Parents, students and teachers are involved in evaluating the impact of an intervention

How are parents informed of progress?

All parents receive a progress report each term. SEND students receiving specific interventions will also be provided with an Individual Education Plan which invites contribution from both students and parents. It also provides information learning programmes that can be accessed at home to support the work of literacy/numeracy group.

A small number of students are provided with a home-school book to enable the school to record success during the day and also to enable parents to communicate any concerns daily.

How are staff informed of SEND?

Many of the students have an Individual Education Plan which is issued to all staff and updated annually. Parents and students are invited to provide their own views and input into these plans. All staff are provided with information sheets and grab sheets which provide an overview of individual needs and strategies to support the student in the classroom environment.

As a result of this information, classroom teachers and/or teaching assistant will differentiate the work as appropriate. All staff receive regular training sessions on all aspects of Special Educational Needs/Disabilities

What timetable changes can be made to meet the needs of SEND students?

We have a transition teacher who focuses on year 7 students working at or below level 3 to provide booster sessions to close the gap before students take up the full mainstream timetable. We use flexible timetabling to support certain students and provide a small tutor group to accommodate students who require a greater level of support at the start of the school day and enables discussion between staff and parents at the start of the day.

The core subjects are set in year 7 and class size and teaching assistant support in these lessons enables a greater student to adult ratio. A small number of students may be dis-applied from a second Modern Foreign Language to provide extra literacy and/or numeracy sessions

What additional support is available to students?

Teaching assistants work mainly in the classroom under the direction of the class teacher. The views of the student will be taken into account. Special arrangements for assessments at KS3 such as a reader, scribe, and use of word processor or extra

time will reflect their normal way of working within the classroom. All students are tested in year 9 for Access Arrangements (special arrangements for GCSE examinations).

A small number of students may receive small group literacy/numeracy sessions. Some students may be provided with 1-1 sessions

What facilities and activities are available for SEND students?

We have a supervised base at break and lunchtimes that is available to a small number of students in any year to use. The small tutor group that is run by the Head of Learning Support and Inclusion also offers extra support for a small number of students at the start of each day.

All students are encouraged to become involved in extra-curricular activities and support can be available after school by arrangement. School trips are supported by teaching assistants and parents are consulted to identify appropriate strategies.

How is the general well-being of SEND students supported?

A number of SEND students are provided with a key worker who may work in class or be available during the day to discuss any issues that may arise. The key worker liaises with parents and school staff. Every student has access to the support from a pastoral support assistant within their 'House'.

We have three houses supported by a Head of House and Pastoral Assistant. We have a qualified nurse on site who can administer medicines and deals with health-related issues. The school has an OUTREACH worker who works with students with behavioural needs and a highly qualified well-being advisor who works with students on a regular 1-1 basis.

We run bi-monthly multi-agency meetings which brings together Social Services, Barnados, Outreach, NHS and Hampshire authority to discuss ways that best support the needs of specific students. There is an active school council which has representatives from all tutor groups.

How accessible is the school indoors and outdoors?

We work closely with specialist advisors to ensure that we meet the needs of students joining us with disabilities. The school has disabled parking bays and disabled toilets. The school has made adjustments to meet the needs of visually impaired students

Who is the Head of Learning Support and Inclusion (formerly SENCo) and how can she be contacted?

Mrs Barbara Watkins
b.watkins@testbourne.hants.sch.uk

Which specialist agencies are involved?

The school accesses support for the Educational Psychologist service, Communication and Language, Outreach support from Normangate School, Dove House, Ashwood Centre, Specialist teacher advisors for hearing and visually impaired, Behaviour Support Team

What training have the staff supporting SEND had or what are they having?

There is an on-going training programme for all teaching staff regarding Autism, Dyslexia, Speech, Language and Communication, Visually Impaired, etc. All of our teaching assistants are given opportunities to attend courses that help their understanding of how different students learn.

School staff receive regular training on all aspects of SEND, frequently delivered by outside agencies such as the 'Communication and Language' team and the Educational Psychology Service. A student joining us with needs that have not previously supported would initiate a training session for all staff from a specialist teacher.

How are parents and students involved?

Testbourne hosts an Open Evening for prospective parents to enable them to sample activities and discuss curriculum issues with key staff. We also hold open mornings where parents can experience the typical school day.

There is a Parents' Evening for each year group, once during each academic year which provides the opportunity to discuss a student's progress in each curriculum area. As well as this, there is an opportunity to discuss overall progress of students with the tutor once a year. There is an opportunity for parents of students with SEND to discuss their students individual needs with Head of Learning Support and Inclusion prior to starting at the school.

We have a very active student council which meets fortnightly. Each tutor group is represented in the council to ensure that all students have a voice and play a part in decision-making. Students are invited to accompany parents to tutor review meeting each year to discuss their progress. They are also encouraged to attend Parents' Evening whereby staff can comment on their progress in subject areas. Those students who receive small group or 1-1 support will be involved in the target-setting of their Individual Education Plan. Students are encouraged to contribute to IPA meetings and Annual Reviews

What steps do I take if I have a concern about the school's SEND provision?

If you have a concern, we would suggest contacting the Manager: Learning Support and Inclusion in the first instance to discuss your concerns and to agree a way forward. A further date will be arranged to review the action points agreed.

Our formal complaints policy is available from the school.

How will the school prepare my child/young person to join the school or transfer to a new school / college?

We run an extensive transition programme for students joining the school in Year 7. This can begin as early as the spring term to enable support staff to work alongside staff in their primary setting to inform of learning styles and strategies to support the student in the classroom. We arrange extra visits to Testbourne for orientation and to boost confidence and familiarity with the new surroundings.

For a student moving to a new school or making the transition to college, we will liaise with the new school, pass on relevant records and strategies and, if necessary, arrange a transition period whereby a number of accompanied visits can be arranged. In the case of colleges, we have, on occasion, accompanied students to interviews.

We provide career advice and information on specific courses run by colleges in the area.

Where can I get further information about services for my child/ young person?

Further information is available from www.hantslocaloffer.info/

This report forms part of the Hampshire Local Offer