



**Leventhorpe**  
a business and enterprise academy

**Author:**  
**Committee:**  
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## **Leventhorpe School (October 2019): The Special Educational Needs and Disability (SEND) Information Annual Report.**

Leventhorpe School is a larger than average secondary school with 1325 students on roll. We are proud of our inclusive approach and our ability to cater for all students in the local area, providing them with high quality education and effective personal development

Our aim is to ensure that all students can participate fully in the work and life of the school as well as ensuring that all students can achieve to the very best of their ability. We aim to provide the very best opportunities for all students. High quality teaching is vital for all students and is our first form of support for students with special educational needs. However, we recognise that some students will need additional support, provision and resources in order to ensure progress.

### **Our aims**

- To ensure that all SEND students' safety and wellbeing is kept to the fore. Our Child Protection Policy highlights the need to protect and safeguard SEND students who are, statistically, more vulnerable than their non-SEND peers.
- To ensure that all students make at least expected progress in learning.
- To ensure that all students with Special Educational Needs and Disabilities (SEND) have their needs identified in order to support academic progression and continued well being
- To ensure all students can access a balanced curriculum, differentiated and personalised where appropriate
- To ensure that all students with SEND are able to fully access the curriculum by providing extra support or additional resources thereby removing barriers to learning
- To ensure that all students with SEND are supported in transition and are well informed for the next stage of their learning and training.
- The Special Educational Needs and Disability (SEND) Information Annual Report works in conjunction with the Local Offer from Hertfordshire Local Authority.
- The Local Offer may be found on the Herts direct website:  
<https://directory.hertfordshire.gov.uk/kb5/hertfordshire/directory/localoffer.page>

## Admission and Transition

- The admission arrangements of all students – including students with SEND - are in accordance with national legislation. A copy of our admission arrangements may be found on the school website.

In order to ensure that students are well supported at Leventhorpe School, the following arrangements take place:

- All students are visited by the Head of Year and SENCo at their primary schools. This is to ensure that they feel comfortable with the rigours of secondary school life and familiarise themselves with key personnel.
- Meetings are held with the class teacher and primary school SENCo to ascertain progress and need.
- Extended transition is offered to those students who would benefit from more extensive arrangements. This is to ensure that students are less anxious when they begin in September.
- All appropriate secondary school staff are fully informed of the new intake in preparation for September.
- For those students with a Statement or Education, Health and Care Plans, the SENCo will aim to attend the final Annual Review.
- In the event of a mid-year admission, and where appropriate, the Head of Year and SENCo will seek advice and guidance as to potential barriers to learning or additional needs.
- The SENCo will ensure that full information has been gathered from the previous school, that information has been communicated to teachers and that support is put into place from the outset.

### Students with special needs – Statistics:

The number of students designated with special educational needs at Leventhorpe School is indicated below: <b>Year Group</b>	<b>E - Education Health and Care Plan</b>	<b>K - SEN Support</b>	<b>Total per year group/Overall</b>
Year 7	4 (7.85%)	12 (23.52%)	16
Year 8	1 (1.96%)	9 (17.65%)	10
Year 9	5 (9.80%)	6 (11.77%)	11
Year 10	2 (3.92%)	4 (7.84%)	6
Year 11	2 (3.92%)	6 (11.77%)	8
<b>Total</b>	<b>14 (27.45%)</b>	<b>37 (72.55%)</b>	<b>51 (100%)</b>

% indicates the percentage of the students on the SEND register at E or K.

## The Wave Approach:

To ensure that all students – including with special educational needs - receive the appropriate provision, Leventhorpe School employs a differentiated approach to support:

Students are categorised into three different levels. A description of each stage is as follows:

- **Wave 1 (E – Education, Health and Care Plans)** - Those students who require additional support - which is continuous throughout schooling – in order to make expected progress.
- **Wave 2 (K – SEND Support)** - Those students who have – or who may need – short term, targeted support to ensure they are making expected progress.
- **Wave 3 (M – SEND Monitoring)** - Those students who are making expected progress and whose needs can be catered for in the classroom without additional support or intervention.

The numbers of students in each Year Group who feature on The Wave Approach are detailed below:

Year Group	Wave 1 (E – Education, Health and Care Plans).	Wave 2 (K-SEND Support).	Wave 3 (M – SEND Monitoring).	Total
7	4 (2.74%)	12 (8.22%)	30 (20.55%)	46
8	1 (0.68%)	9 (6.16%)	11 (7.53%)	21
9	5 (3.42%)	6 (4.11%)	21 (14.38%)	32
10	2 (1.37%)	4 (2.74%)	10 (6.85%)	16
11	2 (1.37%)	6 (4.11%)	13 (8.90%)	21
12	0	0	2 (1.37%)	2
13	0	0	8 (5.48%)	8
<b>Total</b>	14 (9.58%)	37 (25.34%)	95 (65.06%)	146 (100%)

% indicates the percentage of the Year Group.

## Identification and Monitoring of Students with Special Educational Needs

- The SENCo makes good use of baseline data to inform planning for all students including those with special educational needs. Teacher assessment and national assessment results are used to establish areas of need and intervention.
- As students' progress through the school, good use is made of the Interim reporting system to monitor students at all levels. Progress meetings with key school personnel after each interim are used to identify areas of need that appropriate interventions are implemented.

- A variety of factors are considered when identifying and assessing students with Special Educational Needs. In addition to the above, the following forms of identification may be taken into account:
- Close liaison with parents on transition to Leventhorpe School.
- Effective use of primary school progress data.
- Reading and Spelling screening tests of all students at the start of Year 7.
- Provision of an Assess, Plan, Do and Review Student Profile document for all students monitored on the SEND register.
- Liaison with subject staff, group tutors and Heads of Year.
- Training given to all staff on how to access the Assess, Plan, Do and Review Student Profiles and use them to support differentiation/reasonable adjustments in class.
- Liaison with outside agencies and support services where necessary.
- Year 9 and Year 10 screening tests for Access Arrangements.

### **Provision for students with Special Educational Needs**

- As mentioned previously, the first form of support for all students – including those students with special educational needs – is high quality teaching.
- Continuing Professional Development is provided to ensure that teachers are kept abreast of key strategies for support. This is linked clearly to lesson observations and Performance Management.

In addition to the above, the following provision is offered where appropriate:

- In class 'Learning Support' Assistant support for identified students.
- Alternative methods of recording (access to use of laptops).
- Lunchtime support for vulnerable students (Homework and Games Clubs).
- Counselling.
- Youth Support Workers.
- Family Support Workers.
- Educational Psychologist consultation.
- Literacy Small group intervention.

- High level of support provided across Key Stage 3 numeracy classes.
- Paired reading support (Reading Buddies Intervention).
- Homework club (Lunchtime and after school).
- Guidance given to assist with organisation.
- Examination Access Arrangements.
- Student Welfare Officer Intervention for identified students.
- Social Skills programmes (PENN Resilience, SEAL and Protective Behaviours).
- Guidance with Handwriting intervention (Support programmes provided on request).

The above list is not exhaustive and may not be offered to all students with special educational needs. Provision is offered as a result of identification and monitoring.

### **Working in Partnership**

Leventhorpe School is committed to working in partnership with students and parents. We believe in a Pupil Centred Approach and are committed to ensuring the need of the student is at the heart of what we do.

The school welcomes feedback from parents all year round and parents can make an appointment to speak to any member of staff including the SENCo throughout the year for any reason. Parents will be informed of their child's progress through the following means:

- Annual Review meetings for identified students (Education, Health and Care Plans).
- Team around the Family style meetings with identified students.
- One to one discussions with SENCo, classroom teachers and form tutors.
- Telephone and email consultations.
- Formal Interim Reports.
- SENCo is available for personalised 1:1 meetings with parents and students on academic review days.
- All students on the SEND register will meet with their Key Worker three times over the academic year (Autumn, Spring and Summer terms) to review progress and support.

## Inter-relationship with other school information:

- The SEN Information Report should be viewed alongside the Special Educational Needs Policy. A copy of this can be found on the school website.

## Exam Access Arrangements – Key Dates and Timelines:

1. **Year 6 to 7 Primary School Transition:** Evidence of access arrangement is collated from your son/daughter's primary school during transition meetings in the month of June of the academic year (before they start year 7 in September).
2. **During Years 7, 8, 9:** Evidence of an access arrangement need is collated from class teachers (completion of feedback form and collation of work samples), assessments/observations in class, recommendations from Local Authority specialists and our own internal assessment if a need is identified or confirmed.

If you have a concern about your child's ability to complete assessments in class – please liaise with his/her class teacher and ask them to complete an Access Arrangement Feedback Form (attach a work sample or end of topic assessment) and mark for the attention/pass onto the SENCo at any stage during **Years 7, 8 and 9**. Staff are trained in how to complete the **access arrangement feedback forms** and are proficient in this process.

3. **End of Year 9:** Students identified with an access arrangement need are assessed by our own in-house qualified level 7 assessors at the end of Year 9 (Once we have established a history/picture of need over time). We will liaise with you if a need is identified and ensure that you are fully aware of assessment processes that we will follow.

Parents are written to formally at the start of Year 10 confirming whether their child has been granted an access arrangement or not as a result of the in-house assessment process that is completed at the end of Year 9. Once this process is completed, your child is granted an access arrangement and this covers them until the end of their external Year 11 GCSE exams (As long as they continue to use the access arrangement throughout Years 10 and 11). An online application is submitted via the JCQ online portal.

If your child does not use the access arrangement granted for their assessments once it has been granted, we reserve the right to change or remove the access arrangement if it is deemed to not be necessary or no longer appropriate.

4. **Evidence of the Access Arrangement** granted is added to the schools SIMs management system (So that class teachers can access this information at any point) and also added to your child's Assess, Plan, Do and Review student profile (If they have one – not all students with an Access Arrangement have an Assess, Plan, Do and Review student profile).
5. **Pre-Year 11 and 12 Mocks:** All exam access arrangements must be in place. This includes extra-time, scribe, reader, separate room, seated at the back of the hall, rest breaks and use of a laptop. This is either through completion of

appropriate assessment (by our in-house level 7 assessors) or provision of appropriate medical or specialist evidence that details a **clear diagnosis** and recommendations around access arrangements.

In line with JCQ guidance, we have to demonstrate evidence of need over the entire duration of your child's education. If it is not in place for the Year 11 and 12 mocks, then we reserve the right to refuse the request to put an access arrangement in place for the Year 11 and 13 GCSE examination series that follows up later in the academic year (or the next academic year). Please be aware – once the exam access arrangements are set for the Year 11 and 12 mocks in each academic year, we reserve the right to not accept any further changes to the proposed examination schedule for formal Year 11 and 13 exams (unless extreme and extenuating circumstances present during the examination series).

- 6. Year 12 students:** Leventhorpe students who had access arrangements in Year 11 and who have remained on roll for 6<sup>th</sup> form – We will discuss with you next steps and determine whether or not the access arrangement still remains valid/needed at the start of your son/daughters new 6<sup>th</sup> form programme. **New Year 12 students** who have joined us from other settings/schools. You will need to provide evidence of your access arrangement from your previous education provider/school. This includes the original form 8 documentation, file notes, specialist guidance/reports and evidence of need over time. Then to reconfirm if the access arrangement is still needed, you will be reassessed by our in-house qualified Level 7 assessors to determine if the access arrangement is still relevant or not.

In line with GDPR guidance – We are not responsible for contacting your previous education provider/setting about this documentation, it is your responsibility to present the appropriate evidence and guidance from the previous setting/school.

Once this process is completed, your child is granted an access arrangement and this covers them until the end of their external Year 13 A-Level exams (As long as they continue to use the access arrangement throughout Years 12 and 13).

If your child does not use the access arrangement granted for their assessments once it has been granted, we reserved the right to change or remove the access arrangement if it is deemed to not be necessary or no longer appropriate.

- 7. Learning Support Assistants:** Learning Support Assistants will provide Access Arrangement support for Year 10 mocks, Year 11 mocks, Year 11 GCSE's, Year 13 A-Level Exams (if required) and end of year assessments. Learning Support Assistants primary responsibility for the rest of the academic year is to provide additional in-class support or small group intervention. The faculties are responsible for ensuring that appropriate access arrangements are in place for end of module/topic or in class assessments.
- 8. Year 11 Results Day in August:** If your Son/Daughter had an access arrangement throughout Key Stage 4 and the GCSE Examination Series – All

original Form 8s, file notes and supporting evidence will be placed in the same envelope as their GCSE results. Please keep this information for your Son/Daughter's next education provider in a safe place and provide on request by them. In line with GDPR regulations we are unable to pass this information onto your Son/Daughter's next education provider and it is your responsibility to ensure this information is stored safely and passed on appropriately.

**9. Year 13 Results Day in August:** If your Son/Daughter had an access arrangement throughout Key Stage 5 and the A-Level Examination Series – All original Form 8s, file notes and supporting evidence will be placed in the same envelope as their A-Level results. Please keep this information for your Son/Daughter's next education provider in a safe place and provide on request by them. In line with GDPR regulations we are unable to pass this information onto your Son/Daughter's next education provider and it is your responsibility to ensure this information is stored safely and passed on appropriately.

**10. Privately Commissioned Reports:**

We appreciate that it is a parental right to determine whether or not they commission a specialist privately to provide additional feedback and guidance to support their child. However, before commissioning such reports, please see the paragraph below from the communication we have had with Nick Lait, Head of JCQ access arrangements (Joint Council for Qualifications) who provide the regulations and guidance that we have to follow in order to be an exam centre.

*'as per **paragraph 7.3.6. page 78** of the JCQ publication Access Arrangements and Reasonable Adjustments' a privately commissioned report carried out without prior consultation with the centre cannot be used to process an application using access arrangements online'*

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**Local Offer – Hertfordshire Local Authority.**

[www.hertsdirect.org](http://www.hertsdirect.org)