

## **Lytchett Minster School – SEND Information Report**

### **1. The kinds of special educational needs for which provision is made at the school.**

Lytchett Minster School provides for a wide variety of student need.

Current interventions include:

- Key-worker – for daily meet and greet and home/school liaison
- AM Intervention sessions
- Form time Literacy support
- Literacy and Numeracy Support Programme across Years 7-11
- 1-1 Specialist teaching in Literacy and Numeracy
- Small group sessions around behaviour
- Talkabout Social Skills programme
- Homework Hub – lunch time support
- TA support in the classroom
- ELSA support for emotional needs
- Speech and Language Therapy support
- School Counsellor
- Reading Plus online
- Partnership working with local special schools
- Small group support for EAL students
- Enhanced Transition programme
- Reduced timetables and supervised/supported study sessions
- Support for internal and external exams
- Visual Stress Assessments and provision of coloured overlays
- Lunch Club

### **2. Information, in relation to mainstream schools and maintained nursery schools, about the school's policies for the identification and assessment of pupils with special educational needs.**

Lytchett Minster School liaises with all feeder schools to gain information on their transitioning students. These students can then be supported from their arrival at the school. Additionally those students whose needs are identified through Lucid literacy testing, teacher and parental referrals can be added to the school's SEND register. Provision will then be made on an individualised basis.

### **3. Information about the school's policies for making provision for pupils with special educational needs whether or not pupils have EHC Plans, including; —**

**(a) how the school evaluates the effectiveness of its provision for such pupils;**

Lytchett Minster School monitors the progress of students throughout the year at the individual assessment points including internal analysis of public and in-house examinations and in consultation with parents. Frequent reviews are held into the effectiveness of individual student programmes and these are adjusted with regard to pupil progress indicators. Each intervention has its own progress measure and these are used in conjunction with subject levels to determine the progress made by students and therefore the effectiveness of the individual interventions for each student.

Overall SEND progress is overviewed by the school's Senior Leadership team following analysis of the SEND Department Evaluation report.

### **(b) the school's arrangements for assessing and reviewing the progress of pupils with special educational needs;**

The tracking of progress for students with SEND at Lytchett Minster School allows for all staff to inform and be informed by the process. This information is then shared with teaching colleagues to allow for accurate target setting, with House colleagues to enable monitoring of pastoral interventions and with parents and the students themselves.

### **(c) the school's approach to teaching pupils with special educational needs;**

Lytchett Minster School is an all-inclusive setting with SEND located in new, purpose built premises. This puts SEND at the forefront of educational thinking in the school. The SEND department provides training and support for all staff and has close links with both House and subject areas. There are policies for SEND, Anti-Bullying, Accessibility and Supporting pupils with medical conditions which can be accessed through the school's website.

### **(d) How the school adapts the curriculum and learning environment for pupils with special educational needs;**

Lytchett Minster School works from within each student's ability to provide personalised learning opportunities. The results from tests such as CATS and Lucid allow staff to be informed as to specific student need and support is offered to help share effective teaching strategies. The implementation of the Literacy and Numeracy Support Programme allow for targeted interventions and different learning styles to be catered for. The use of the Student Support Centre to provide additional study opportunities has provided consistency for those students who have a reduced timetable and enables them to maintain progress in their other subject areas.

### **(e) Additional support for learning that is available to pupils with special educational needs;**

See above.

**(f) Activities that are available for pupils with special educational needs in addition to those available in accordance with the curriculum;**

Students with SEND have an equal right and accessibility to all aspects of the school's extra-curricular activity programme. Where possible TA support will be provided for school trips and clubs.

**(g) support that is available for improving the emotional and social development of pupils with special educational needs.**

Currently Lytchett Minster School provides access to a counsellor and ELSA qualified staff with the school's PSHCE programme supporting many aspects of emotional and social well-being. Teaching assistants also run small group social skills programmes for students nominated by House teams. The Keyworker for students with an EHCP allows students to access daily support with areas such as organisation and friendship issues with the highly regarded pastoral system in school supporting all student irrespective of ability or need.

**4. In relation to mainstream schools and maintained nursery schools, the name and contact details of the SEN co-ordinator.**

The school's SENDCo is Mrs Clare Barrett who can be contacted at [barrettc@lytchett.org.uk](mailto:barrettc@lytchett.org.uk)

**5. Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.**

The SENDCo at Lytchett Minster School holds the National Award for Special Needs Co-ordination through Oxford Brookes University and is currently completing Certificate of Competence in Educational Testing (CCET). The lead literacy specialist holds NVQ Level 5 Diploma in teaching pupils with Dyslexia and specific learning difficulties. A further specialist teacher holds the Post Graduate Diploma in Literacy and Dyslexia alongside a Certificate of Competence in Educational Testing (CCET). Lytchett Minster teaching assistants have a wide range of experience and qualifications and frequently take part in school and community based training, most recently in hearing and visual impairment and the support of students with Cystic Fibrosis. Additional training is planned for supporting students on the Autistic spectrum.

**6. Information about how equipment and facilities to support children and young people with special educational needs will be secured.**

Lytchett Minster School is fortunate to have a good quantity of computer equipment to support interventions and a number of small laptops that students can borrow to use in class. The programme Reading Plus is an integral part of the Literacy programme.

### **7. The arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child.**

The SEND department at Lytchett Minster School welcomes communication with parents and invites parents to regular parent's evenings in school to review student progress. There are also opportunities to meet with the SENDCo throughout the Transition process, most notably at the New Parent's Evening. Annual reviews are held within statutory guidance and regular opportunities are taken to meet with the parents of students on SEND support.

### **8. The arrangements for consulting young people with special educational needs about, and involving them in, their education.**

Lytchett Minster School takes pride in the way in which student voice is promoted across all aspects of school life. In line with the review procedures under the new Code of Practice the voice of the student will be at the heart of the interventions decided upon. SEND students are consulted every year on their views about the support they receive. This information supports the overall SEND Evaluation report analysing the effectiveness of the SEND department.

### **9. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.**

The department works closely with all its families to ensure their children are supported to make progress in school and will attempt to find resolutions to any concerns raised. On the very rare occasions where this may not be possible any complaints, be they parental or student, can be addressed through the school's official complaints procedure.

### **10. How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupil.**

Lytchett Minster School has a history of close liaison with local agencies. These relationships are enhanced by the cross sector working practices outlined in the 2014 Children and Families Act.

## **11. The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with clause 32.**

Due to the cross border cohort that attend Lytchett Minster School the independent support organisations – **SENDIASS** - are as follows:

For Dorset Families:

SENDIASS

Catherine Breakwell,

Telephone: 07771 978404

Email: [sendiass@dorsetcc.gov.uk](mailto:sendiass@dorsetcc.gov.uk)

For Poole families:

SENDIASS,

Number 18,

18 Hill Street,

Poole, BH15 1NR,

Telephone:01202 261933,

Email: [sendiass@poole.gov.uk](mailto:sendiass@poole.gov.uk)

Our families can also be supported by the Dorset Parent-Carer Council who can be contacted by telephone: 07827793244 or by email: [dpcc@parentcarercouncil.co.uk](mailto:dpcc@parentcarercouncil.co.uk)

## **12. The school's arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living.**

We run an Enhanced Transition programme for SEND students joining Lytchett Minster School with liaison for families of a student with an EHCP starting as early as Year 5. We run additional Transition days in school where students have the opportunity to meet their House teams and a New Parent's evening where there is an opportunity to meet with the SENDCo.

Careers advice is delivered by Ansbury through Joanne Bowman who visits the school two to three times a week. Students are welcome to make appointments for careers guidance and joint interviews with parents are also possible. The school has a history of supporting students in transitioning to Bournemouth and Poole College and Kingston Maurward College and this relationship continues to grow under the new Code of Practice.

## **13. Information on where the local authority's local offer is published.**

For Dorset families the Local Offer can be accessed at: [www.dorsetforyou.com](http://www.dorsetforyou.com).

For Poole families the Local Offer can be accessed at: [www.boroughofpoole.com](http://www.boroughofpoole.com)