

YATELEY SCHOOL

SEN INFORMATION REPORT

MEETING THE NEEDS OF STUDENTS WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND)

All Hampshire maintained schools have a similar approach to meeting the needs of students with Special Educational Needs and Disabilities and are supported by the Local Authority to ensure that all students, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as inclusive as possible, with the needs of students with a Special Educational Need(s) and/or disability being met in a mainstream setting wherever possible, where families want this to happen.

Admissions

Students with SEND are allocated places in two separate & distinct ways:

Students with Statements, or Education Health Care Plans (EHCP's), have a separate admissions procedure overseen by the relevant Local Authority's SEN team.

Those students who have SEND but do not have a statement or EHCP are admitted via the normal school admissions criteria.

Detailed information and guidance about how to apply for a place at Yateley School can be found via the following link:

[ADMISSIONS POLICY](#)

SCHOOL NAME AND ADDRESS	YATELEY SCHOOL, SCHOOL LANE. YATELEY, HANTS, GU46 6NW
TELEPHONE NUMBER	01252 879222
WEBSITE ADDRESS	http://www.yateleyschool.net/wp/
EMAIL	admin@yateley.hants.sch.uk or learningsupport@yateley.hants.sch.uk
What range of students does Yateley cater for?	Yateley School is a mainstream, mixed sex school, for students aged 11-19. We do not have a specific specialism for students with special educational needs, but are inclusive with respect to catering for individual needs of students.
Information and Guidance: Who should I contact to discuss the concerns or needs of my child?	
Form tutor/Subject teachers	<p>.....are responsible for:</p> <ul style="list-style-type: none"> • Adapting and refining the curriculum to respond to the strengths and needs of all students. • Checking on the progress of your child and identifying, planning and delivering any additional support. • Contributing to the devising of personalised learning plans which prioritise and focus on the next steps required for your child to improve their academic progress. • Supporting the development of your child's social and emotional needs on a daily basis. • Applying the school's SEN policy.

	If you have concerns about your child’s academic progress you should speak to your child’s subject teacher/form tutor first. You may then be directed to the Head of Learning Support or other relevant member of staff.
Head of Learning Support Dr van der Merweis responsible for: <ul style="list-style-type: none"> • Line Managing the SEN “team” of staff and developing the school’s SEN policy. • Working with the Headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments. • Reporting to Governors on implementation of the SEN policy. • Providing specialist advice and facilitating training to ensure that staff are skilled and confident about meeting a range of needs. • Coordinating day-to-day provision for children with SEN. • Liaising with a range of external agencies who can offer advice and support to help students overcome any difficulties. • Ensuring that parents are: <ol style="list-style-type: none"> 1. Involved in supporting their child’s learning and access to the curriculum. 2. Kept informed about the range and level of support offered to their child. 3. Included in reviewing how their child is doing. 4. Consulted about planning successful movement (transition) to a new class or school.
Headteacher Mr Jackmanis responsible for: <ul style="list-style-type: none"> • The day to day management of all aspects of the school, including the provision made for students with SEND.
SEN Governor Mrs Jonesis responsible for: <ul style="list-style-type: none"> • Supporting the school to evaluate and develop the quality and impact of provision for students with SEND across the school.
Heads of House Mr Coggan (Arnold) Mrs Head (Lister) Mrs James (Newton)are responsible for: <ul style="list-style-type: none"> • The day to day pastoral care of a student; liaising with parents and external agencies, where appropriate, to secure a student’s social, behavioural and emotional wellbeing.
School Nurse Mrs Haszczyń is responsible for: <ul style="list-style-type: none"> • Managing any medical incidents during the day and ensuring that all relevant staff are aware of students with long-term or significant medical needs and the appropriate action to take when issues arise.
Assessment, Planning and Review: How can I find out about how well my child is doing?	
<ul style="list-style-type: none"> • Yateley School initially identifies students with SEND through the Year 6/7 transition process. We liaise with all of our feeder schools to ensure that any relevant information is passed onto us. At this point we will decide whether or not your child should be placed on the school’s Inclusion Register, and you will be sent a letter in the Autumn Term to inform you of this. • All staff are notified whether a child is on the Inclusion Register, at either SEN Support or have an Education Health Care Plan/Statement, together with a brief description of their needs. • If your child has more complex needs, a Student Support Profile may be issued. This has a picture of your child on it, a more detailed description of their needs and suggested strategies for support in the classroom. • We assess students upon entry to the school using two main standardised assessments: <ul style="list-style-type: none"> ➢ Cognitive Abilities Tests ➢ Computerised Dyslexia Screener <p>The results from these assessments are then used by the Head of Learning Support to identify what additional support might be required, and whether further specialist assessment would be beneficial.</p>	

- Any students joining the school after the start of Year 7 will be tested as soon as possible after their arrival.
- All subject teachers, working to the school's assessment and monitoring schedule will set student's target grades which are reviewed termly. Parents are sent a termly grade sheet so that you can view your child's progress, and there are also formal opportunities for you to discuss this with their subject teachers. Please refer to the calendar on the VLE for the dates of our Subject Review Days and Evenings scheduled throughout the year.
- The school will refer to external agencies for assessment or diagnosis as appropriate, which is done in conjunction with the parents.
- When external agencies are involved, their advice and recommendations are included in support programmes. Actions agreed take into account each student's strengths as well as their difficulties. Support is deployed to ensure your child can engage in lessons and wider school activities, to facilitate independent learning and to support transition to adulthood.
- Subject teachers will identify students who are not making progress or who have needs which are affecting their ability to engage in learning activities, and will discuss this with their Head of Department. The Head of Learning Support will also oversee insufficient progress and be proactive in providing advice/guidance when required.
- After discussion with parents, additional targeted support can be put into place to help overcome any difficulties. The views of the student will also be given consideration.
- The impact of support offered is considered along with the progress towards targets set. Support arrangements will be updated and revised accordingly. If not involved already, this might include referral to external agencies.
- Classroom based support and intervention can take place in one to one, small group or whole class settings. The Learning Support Assistants work under the direction of the class teacher, whose aim it is to reduce barriers to learning and ensure that good progress is made. The intention is always to aim to reduce any attainment gap and ensure that each child is able to understand, develop independence and demonstrate skills for effective learning.
- More specific interventions are deployed based on need. Our aim is to ensure that students receive a broad and balanced curriculum and we will therefore keep withdrawal to a minimum. If your child is selected to be withdrawn for a specific intervention you will be notified of our reasons, and invited to discuss further.
- We do also encourage the use of technology to help with developing independence and access to the curriculum e.g. use of computers.
- For a full list of the interventions that we offer please refer to the school's Provision Map.
- Updates regarding provision for students with SEND and an individual child's needs are made available to staff through staff briefings, emails, meetings and INSET days.
- Individual teachers are responsible for making lessons accessible to all.
- The impact of any intervention will also be reviewed, against the targets set, to ensure that it is having the desired outcomes.
- All statements and EHCP's are reviewed at least annually, in line with the statutory guidance. Documentation for the review will be sent out in advance, and the meetings held at mutually agreed times. Your child will also be encouraged to participate and contribute their views towards reviewing current provision and action planning for the future.
- Internal tracking systems are used to highlight progress of individuals as well as identified groups.
- The effectiveness of our provision is measured in the progress that individuals and groups of students make over time. The school is required to measure progress using nationally agreed standards and criteria, as well as progress in individual social, emotional or behavioural targets.
- For some students additional arrangements and adjustments can be made to enable them to fully access tests. These are subject to very strict regulations set out by the JCQ. The Head of Learning Support/Exams Officer can inform you about a student's eligibility for these arrangements.
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Curriculum and Teaching Methods (including groups and interventions): How will teaching be adapted to meet the needs of my child?

- There is an emphasis on high-quality teaching and teachers are supported in becoming skilled at adapting teaching to meet the diverse range of needs in each class. Planning takes into account individual student's needs and requirements. Differentiation is approached in a range of ways to support access and ensure that all students can experience success and challenge in their learning.

Teaching Group Arrangements

As students enter the school they are placed into one of two ability bands (A – Achievement or E – Extension) based on Key Stage 2 test results, teacher assessment and recommendations from the feeder primary school. During the first half term further teacher assessment and testing will take place to ensure students have been placed in the appropriate band. Many subjects including Mathematics, Sciences and Language will be further set according to ability within the bands, others prefer to teach within mixed ability groups within the two bands.

During Year 7 both bands will follow the same curriculum (see following) albeit at a level and pace most suited to their ability and needs. Movement between sets is possible and determined by a student's progress. This is constantly monitored through continuous assessment, testing, examinations and regular reviews of progress.

Key Stage 3

In Year 7 and 8 all students will follow a common curriculum:

- English, Mathematics, Science, History, Geography, Art, Music, Drama, Dance Physical Education, PSHE (Citizenship), Religious Studies, French (Spanish/Latin introduced in Year 8), Design Technology (Resistant Materials/Food/Graphics/Textiles).
- Learning to Learn programme.
- Students in Band A (Achievement) will follow this programme in all subjects (except ICT) for three years (Key Stage 3) before moving on to the Key Stage 4 GCSE and BTEC courses in Year 10.
- Students in Band E (Extension) will follow the Key Stage 3 curriculum for two years only in English, Mathematics and Science, before embarking on the GCSE courses in these subjects at the start of Year 9. All other subjects (except ICT) will be taught over 3 years as in Band A.
- ICT will be taught at Key Stage 3 to all students for two years (7 and 8) before starting the GCSE courses in Year 9.
- Some students who have been identified as needing extra support to boost their literacy skills will be placed in our Access group within the Achievement Band. This group will follow the same curriculum as all other students in Year 7 but will benefit from small class sizes, additional staffing and a greater focus on literacy in lessons.
They are taught in a small group, approximately 16, for the Core Subjects, but still get the chance to mix with other students for the rest of the subjects. They also receive one less period of Modern Foreign languages so that they can focus on Literacy.
- Additional adults are used flexibly to help groups and individual students with a long-term goal of developing independent learning skills. Some interventions may change as progress and needs are monitored.

Key Stage 4 & 5

The options for these two key stages are addressed through various events and information published throughout the year. Further details are available upon request.

Interventions: How will my child's access to learning be supported?

Access to learning and the curriculum:

Access to learning support staff:

- In all year groups.
- Support programmes in class.
- Learning support clubs including after school study support for selected Year 7 and 8 students and the 'Chatterbox' lunchtime club.

Strategies to support/develop literacy including reading:

- Whole-school 'Literacy Across the Curriculum' policy.
- Specialist intervention programmes such as LEXIA reading.
- Access to a specialist dyslexia teacher offering advice both to staff and parents.
- Student buddies act as readers.
- Small group intervention programmes to improve skills such as reading comprehension and spelling.
- Study Plus support in years 10 & 11.

Strategies to support/develop numeracy:

- Whole-school 'Numeracy Across the Curriculum' policy
- Small group intervention programmes
- Ability setting
- Mentoring

<p>Strategies to support/develop independent learning:</p> <ul style="list-style-type: none"> • Mentoring • Planners for personal organisation • Alternative recording methods • Visual timetables • Differentiated activities • Thinking Skills • Learning 2 Learn tutor programme
<p>Access to Medical Interventions: How can the school support my child with medical needs?</p> <ul style="list-style-type: none"> • Information regarding a student's medical needs are requested upon entry to the school. • Use of Individual Health Care Plans • Liaison with school nurse and/or other medical professionals. • Lists of all trained first aiders are spread in prominent positions across the school site. • Modified toilet facilities for individual needs. • Your child will be issued with an exit card should they need to leave a classroom promptly and discreetly due to medical needs. • Pictures of students with specific medical needs, such as severe allergies, are available in the staffroom and in specific departmental areas across the school. • All medication is kept under lock and key. Medications are clearly labelled to identify the student it belongs to. • All medication is checked regularly for expiry dates, and parents contacted to replace if necessary. • Additional training for staff e.g. use of the Epipen is arranged as required.
<p>Pastoral Support: What support can be offered to help my child develop good learning behaviour and a sense of well-being?</p> <ul style="list-style-type: none"> • Every student is placed into one of three Houses on arrival, Arnold, Lister or Newton. • Houses exist to provide pastoral care, to foster a sense of belonging, to drive achievement and participation. • We place siblings in the same House and all other students in friendship groups where possible. • In each year, there are three Tutor groups in each House and the Tutor is the first point of contact for parents. • A non-teaching Assistant Head of House and a Head of House are there to further assist when necessary. <p>Please also refer to the school's Behaviour Policy.</p>
<p>Strategies to support the development of students' social skills and enhance self-esteem</p> <ul style="list-style-type: none"> • Small group programmes including social skills group • Lunch-time club (Chatterbox) • Mentoring • Praise and encouragement through assessment and feedback and the positive reward system • External counselling and mentoring service • Emotional Literacy Support Assistant
<p>Strategies to reduce anxiety/promote emotional wellbeing (including communications with parents)</p> <ul style="list-style-type: none"> • Transition support, visits and events • Reduced or modified timetable • Regular contact & liaison with parents • Social skills groups • Social stories • Parent Support Advisor
<p>Strategies to support/modify behaviour</p> <ul style="list-style-type: none"> • School sanctions and reward system as set out in school's Behaviour policy • Individual Pastoral Support Programmes • Behaviour Support Service • Mentoring • Report system to monitor behaviour • Counselling service • In class support

<p>Support/supervision at unstructured times of the day:</p> <ul style="list-style-type: none"> • Staff on duty at break and lunchtimes • Lunch clubs and other safe havens, if required • Hear 4 U service run by Year 10 students • Student buddies
<p>Your child will be kept safe by:</p> <ul style="list-style-type: none"> • All staff are DBS checked • All staff have training in child protection on a two-yearly cycle • All staff are required to wear name badges that clearly identify them. • All visitors are required to sign in at reception and are given a visitor's badge. • All school trips are thoroughly risk assessed • The school has a zero tolerance policy on bullying <p>Relevant policies: Child Protection Policy</p>
<p>Increasing accessibility: What support is there to help my child to get about and develop independence in school?</p>
<p>Access to strategies/programmes to support occupational/physiotherapy needs:</p> <ul style="list-style-type: none"> • Advice of professionals is sought and shared. • Use of any recommended equipment is purchased, when considered reasonable within the availability of whole-school resources • Access Arrangements for examinations
<p>Access to modified equipment and IT (including enlarged text; magnifiers):</p> <ul style="list-style-type: none"> • Specialist equipment as required on an individual basis to access the curriculum • Software to support learning • Laptop and tablets as appropriate to age and need
<p>General accessibility to the school site:</p> <ul style="list-style-type: none"> • Yateley School consists of a large campus. The buildings are spread across several blocks; and in parts are spread over three floors, and there are no lifts available to aid access to upper floors. • In places, some of the corridors are narrow. Without careful planning there is potential for congestion at lesson changeover in some areas, although one-way systems have been introduced. • There are 3 designated disabled parking spaces in the car park at the front of the building. • There is one toilet with disabled access, located near the main reception area which can be reached by a slope. • There is a bed, toilet and washing facilities in the medical room. • When reasonable, adjustments will be made to the site in order to maximise accessibility. • Policies can be requested in paper format and enlarged if necessary.
<p>Partnerships with External Agencies: What support from outside does the school use to support my child?</p>
<p>The school works with a number of external agencies to seek advice and support to ensure that the needs of all children are fully understood and met. These include:</p> <ul style="list-style-type: none"> • Educational Psychology Service (attached Educational Psychologist is: Ms Julia Powell) • Specialist Teacher Advisory Services • CAMHS • Parent Partnership Service • Connexions • Local Authority SEN Team
<p>Transition: How will the school help my child move to a new class/year group or to a different school?</p>
<p>Children and young people with SEN can become particularly anxious about "moving on" so we seek to support successful transition by:</p>
<p>In Primary/Junior to Secondary transition:</p> <ul style="list-style-type: none"> • The school holds an Open Evening each July which prospective parents are encouraged to attend. • Some students also attend Year 5 activity days so that they can get a taste of what Yateley School can offer. • The school works with feeder primary schools from Year 5 onwards.

- All Year 6 students are visited in their Primary School and discussions are held with the class teacher.
- The Head of Learning Support discusses the specific needs of your child with the Primary School and the nature and level of support which has had the most impact
- Individuals, and small groups, of students are given increased access to the school via pre-arranged visits.
- In some cases additional multi-agency meetings may be arranged to create a more detailed “transition” plan which may include more visits to the new school and/or additional visits from the new school.
- Year 6 students are invited to attend an induction day.
- Year 6 students are invited to join in Summer School Activities.

When joining mid-year:

- The Transition Manager (Mrs Quick) co-ordinates admissions that occur mid-year in line with the school’s policy and whether there are spaces available in the appropriate year group.
- An appointment to see the Head of Learning Support can be made to discuss your child’s needs.

When moving classes/forms in school:

- All students with an EHCP/Statement will receive Careers advice from Year 9 onwards, which contributes towards the transition plan and preparation for adulthood.
- The Head of Learning Support, or delegated staff, work closely with students, parents and other providers to ensure a smooth transition to Post 16 provision.
- All Year 9 students are given comprehensive guidance as to what curriculum options they would be best suited to.
- All information is passed onto the new subject teachers.
- Any amendments to the normal curriculum are anticipated and discussed with students to minimise any anxieties they might have.
- We also have a team of Cover Supervisors so that students are generally familiar with the adult taking the class, should their usual teacher be absent.
- All students are given the opportunity to undertake work experience at the end of Year 10.
- The school has a dedicated careers library.

When moving to another school:

- We will forward and share information about special arrangements and support that has been made to help your child achieve their learning goals to the receiving school. We will ensure that all records are passed on as soon as possible.

Staffing Expertise: How skilled are staff in meeting the needs of my child?

- An ongoing cycle of training opportunities is in place to assist teachers and support staff in securing the appropriate skills and knowledge to be able to confidently meet the needs of students with SEND.
- The Head of Learning Support actively engages with local opportunities to share best practice and keeps up to date with local and national initiatives and policies to support students with SEND.
- The school also seeks advice from external agencies, training providers and local special schools to review and develop existing provision.
- We also have staff with specialised expertise and qualifications in school including:
 - Teaching students with Specific Learning Difficulties
 - Emotional Literacy Support
 - Certificate of Competency in Educational Testing
 - TextHelp Read and Write Qualified Trainer
 - ELKLAN (Speech and Language support)
- Recent training has been covered in the following areas:
 - Hearing impairment
 - Autism Education Trust Level 1
- ‘In house’ training events are also put on for staff when a need is identified
- The Learning Support Handbook provides advice on supporting learners with SEND within the classroom.

<p>Communication with Parents: How do you ensure that parents are actively involved in the planning and review of their child's education?</p>
<ul style="list-style-type: none"> • The school website provides contact emails for all departmental areas. • Members of staff can also be contacted via the main school number. • There are various calendared opportunities throughout the year when parents can meet with subject staff. School staff are also pro-active in contacting parents should they need to discuss a student's progress. • Parents are welcome to make appointments at other times should they wish to discuss their child's needs in more depth. • Feedback is actively pursued by report slips, school planners, questionnaires and parent forum groups. • The school has formal Open Days, but we have an open door policy so tours of the school can be requested at other times. • The weekly Parents' Bulletin provides an overview of current events happening within the school.
<p>Working Together: What opportunities are there for parents and students to get involved in the life of the school? What does Yateley School do to actively engage with parents of students with SEND?</p>
<ul style="list-style-type: none"> • Yateley School has an active student voice. • We also have House Representatives on House councils which meet regularly. • Staff appointments involve a student panel which meets with candidates and asks questions. • Students with SEND are able to make their views known through feedback for the annual review process, as do parents. • Students with SEND actively contribute to their IEP, and parents are asked to talk this through with their child. • Home/school agreement is signed at the start of each academic year. • The constitution of the Governing Body requires parents to be represented on the body. When a vacancy arises these will be advertised and parents can apply for the vacant position. • The Learning Support Department will hold regular events throughout the year that parents can attend e.g. open afternoons.
<p>Extra-Curricular Activities: How do you make sure that clubs, activities and residential trips are inclusive? What activities do you offer for students?</p>
<ul style="list-style-type: none"> • There is a wide range of extra-curricular activities available to all students, further information can be found in the parents' portal of the VLE. • Yateley School does not offer child care before school. • All clubs, activities and trips are available to all students, but will be subject to risk assessment. However, where trips are over-subscribed students with a good behaviour and attendance record will get priority. • Some trips/activities will be subject to a small fee. In cases of hardship, a small fund is available to cover essential curriculum visits. • The Summer School actively engages students in finding new friends and supporting new friendships. • The House System has a range of events that take place throughout the year e.g. Drama, Music and Sporting Events. These are an excellent way for students to contribute the wider school community, feel part of a team and make friends across all year groups. •
<p>Complaints Procedure: What do I do if I am not happy with something e.g. the provision being made for my child?</p>
<p>At Yateley School we pride ourselves on making sure that we do listen to our parental concerns and actively seek to resolve any issues that might arise as soon as possible.</p> <p>However should you be dissatisfied with the way a matter has been handled then please take the following action:</p> <p>Refer to Complaints Procedure</p>

Linked documents:	
Click here to see the full list of school policies	
FURTHER INFORMATION about support and services for students and their families can be found at:	
Service	Contact Details
Parent Partnership Service	http://www3.hants.gov.uk/parentpartnership email : enquiries.pps@hants.gov.uk tel: 01962 845870(Monday to Friday 9am to 5pm)
Hampshire's SEND guidance and policies	http://www3.hants.gov.uk/childrens-services/specialneeds.htm
Contact a Family (a national charity committed to supporting the families of children with disabilities)	http://www.cafamily.org.uk/
National Autistic Society	http://www.autism.org.uk/
The British Dyslexia Association	http://www.bdadyslexia.org.uk/news/dyslexia-spld-trust.html
The Communication Trust	https://www.thecommunicationtrust.org.uk/