



Laurus Ryecroft

Year 7 Parent Transition Booklet

SEND information



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Contacting School

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1 Our Ethos

“Our vision is for every student, regardless of background or circumstance to achieve the grades and develop the qualities which will open the door to the future of their choice”.

We believe that all children and young people are entitled to an effective education that enables them to achieve the best possible outcomes academically, socially and emotionally. Our highly trained and experienced team are passionate about doing whatever it takes to support students to overcome their individual barriers to learning. We work collaboratively with parents and with students; we value your input and believe this approach is essential in securing excellent outcomes for our students.

We understand that the Secondary school environment differs from Primary school but we want to reassure you that we want to have a positive relationship with our parents and families. This booklet is designed to help know how we operate and how you can engage with us. It has been written with the support of our parent SEND champions.



2 Our SEND Team – meeting all needs

We have a really extensive team of staff who work in our Student Support team and in this section we want to explain who is who. What these staff all share is a commitment and passion for helping all learners.

SEND Leadership

You are likely to meet some of the staff who have responsibility for coordinating staffing and leading provision within school.



Miss Marin Roman
SENCO

Our leadership team are all experienced in the field of SEND and bring a wealth of knowledge. You can read more about their backgrounds within the SEN Information Report on the school website.

The SENCO has responsibility for leading the SEND department in school and is supported in this by the SEND Lead.

The SEND Lead is the equivalent of an Assistant SENCO. Miss Alexander has significant leadership experience of SEND at the school.



Miss Alexander
SEND Lead

The SENCO and SEND Lead have responsibility for putting in place the correct provision to support your child and will divide up responsibilities for specific year groups.

They work closely with teachers to help them implement the support plan, which we call a School Focused Plan. You will meet them at review meetings.



Dr Sackville-Ford
Trust Director of Inclusion

The Trust Director of Inclusion works across the Trust taking a more strategic role. He line manages the SENCO and SEND Lead. He leads on development projects and builds relationships with the local authority to influence processes.

Another person that you are likely to interact with is our SEND Administrator. They might contact you to arrange meetings or send relevant documentation out to you. We will have a new member of the team joining in that role in September.

Specialist SEND staff

We have several staff with responsibilities for specific aspects of SEND and whose job it is to deliver targeted interventions. They may work with your child to support them to make accelerated progress in certain areas of their development. This might involve small group work or 1:1 input, depending upon the level of need. They also might provide specific support within the classroom. It is unusual that a primary school would have staff working in such a specific way and we are proud of this structure.

Literacy Specialists

Our literacy specialists give additional support to students to help develop many aspects of literacy including reading, comprehension, and spelling. They deliver a number of interventions such as Toe by Toe, Fresh Start and Guided Reading. Our Literacy specialists are:

- Miss Spencer
- Miss Kentebe

Social, Emotional and/or Mental Health Specialists

Our SEMH specialists deliver individual and small group interventions to help students make developments in a number of areas, such as social skills, managing emotions and coping with change. They work closely with Heads of Year and the School Counselor. Our SEMH specialists is:

- Miss Dixon

Numeracy Specialist

Our Numeracy Specialist gives additional support to students to help develop their early understanding of number. They also provide additional support within Mathematics lesson to give direct input with the classroom context. Our Numeracy specialists is:

- Miss Maher

Learning Support Assistants (LSAs)

We have an excellent team of learning support assistants that carry out a similar role to what the primary schools often call a Teaching Assistant (TA). We have a really clear vision about how their role is to work in partnership with the teacher to help all learners in the classroom to make progress. Other than in exceptional circumstances we do not follow a 1:1 model of support as the research shows that students make less progress in these circumstances.

We group our LSAs into year groups, so there are typically several LSAs allocated to support students in any one-year group. This means your child may get to know key LSAs who then understand their needs really well. LSAs sometimes attend SEND reviews and if they are unable to they make notes about the successes and areas for development for the students they support.

Keyworker role

Some students benefit from having a named keyworker who is there to provide a slightly higher level of individualised support. The keyworker can be any member of school staff, but is typically part of the SEND team. They may go to tutor time to help the student get prepared for the day, or may do regular check-ins on their key students.

Overall structure

As our school grows we will work toward a structure of the SEND department like this:



3 Our Pastoral Team – Caring for students

Head of Year

The Head of Year will be one of the main points of call for you as a parent. They are a non-teaching post and take a holistic approach to pastoral care of your child. Responsibilities include:

- Ensuring high standards of behaviour and attendance
- Communicating about school events and procedures
- Safeguarding students
- Working proactively with families
- Referring to external agencies when necessary

4 Identifying needs

Our main initial source of information about the needs of our students come after the child has been allocated a place at the school. The school follows Local Authority guidance around transition and we receive data from all our feeder primary schools. Key members of the SEND and Pastoral teams visit primary schools and gather further information from talking with Year 6 teachers and SENCOs. These initial conversations help us with the planning for organizing groupings of students and how to allocate support in the classroom.

We hold additional transition sessions for students with SEND and their families. This gives time for students to look around school and ask any questions. We meet with you to begin the process of drafting the School Focused Plan (see section 5). At the transition event we might also ask your child to do a quick reading assessment as this gives us screening data around certain interventions that we deliver, and we need this in advance for timetabling purposes.

We gather further screening data once your child starts at school, but delivered as part of whole class work and in a supportive and relaxed way. Following outcomes of testing we will contact parents/carers to discuss the type of support that we would put in place and to get your support.

We continuously monitor data and adapt things during key stage 3. We work closely with external agencies and at times it may be appropriate to see support from other professionals.



5 The School Focused Plan

Our school focused plan is the main document that we use to put effective provision for your child in place. Once you see this you will notice similarities with the documentation that primary schools used. When we first meet you, we will develop this as it informs the teachers about your child and how best to help them to thrive in school. Any child with an EHCP or who is placed at 'SEND support' on the SEND register will have a School Focused Plan (SFP). Some children may be placed at 'monitor' as we want to keep an extra eye on them, and they will only have the first two sections of the SFP

The School Focused Plan has the following sections:

- **Front Page** – gives a broad overview of needs and the key people involved in their provision. It includes other basic data.
- **Pen Portrait (SF1)** – this is a critical document and is a one-page overview of need. Some primary schools call this a One Page Profile. This tries to bring your child to life for teaching staff and show their strengths, interests and special educational needs. It indicates what reasonable adjustments and teaching strategies should be used.
- **Parent/Carer View (SF2)** – we ask you to complete this document as soon as possible. Your view point is critically important and we use this to amend the SF1.
- **Child view (SF3)** – we ask your child to complete their own viewpoint to help us create the SF1 and keep the document updated. They are the most important person in all this. Feel free to help them to produce this document and we can also complete this with your child if that is easier.
- **Teacher feedback (SF4)** – the teacher feedback is completed annually by teachers and this is used as part of the review process.
- **Assess, Plan, Do, Review (SF5)** – this document is completed each time with meet with parents/carers. It is used to track progress and any areas of concern. We also set new targets for your child to work towards
- **Annual Review (SF6)** – we create a tracking document each year to avoid this document becoming too large and previous versions are archived here.

6 Reviews

We find opportunities to regularly review progress of your child. Sometimes this might be done with subject teachers and at other times with the SEND department.

During the first term of year 7 we arrange an interim review after the first half term for students at SEN Support or who have an EHCP. We find that students usually have had time to settle down in school and we have fully got to know them. At this meeting we will refine the School Focused Plan and ensure that we have co-produced a high-quality approach to supporting them. The new version then goes out to parents/carers and is re-sent to teachers.

Please remember that if any issues occur you do not need to wait for the first review and we encourage you to contact the SENCO/SEND Lead or Head of Year so we can quickly resolve any issues. During the Summer term we hold a formal annual review meeting. These arrangements are built around our assessment windows. As such this means that annual reviews for EHCP students do not take place on the anniversary of the EHCP issue as this would be impractical to implement in a large school. Following year 7, most formal reviews take place before the 12 months deadline.

The frequency of meetings also depends on the progress of your child and the complexity of need, so there is a level of flexibility here. Please just get in touch if you would like to request a meeting at any point and we will be happy to arrange this.



7 Co-production – working together

As a school we are completely committed to working together with children and their families. Despite the size of a high school, we do want you to feel that you have a voice and can contribute to our policies and procedures. We know that you as parents/carers are the experts on your child and we hope that you are able to share your lived experience and feel that we have actively listened to you. We want to work together in a positive way and work respectfully and responsively. We understand that often our families have had to fight the SEND system to get the support that they require. We hope that becoming part of our school community means that you no longer feel like this and that our partnership will drive forward positive changes for your child.

Your voice, your child's voice

Please use the school focused plan to express your experiences in a formal way. We will also hear your voice during any review meetings. Following reviews, we also send out a short online questionnaire and we value your feedback through this process.

SEND parent champions

We have a group consisting of parents/carers of young people with SEND who meet on a half-termly basis. This has been a great example of co-production and the group has actively been working on projects (including updating this booklet and making it more relevant!). This solution focused group of enthusiastic parents/carers is open to all parents of children with SEND and we would encourage you to join. Please contact our SEND Leads for further information.

SEND information events

During the year we hold several events to share more information with you and these have been well received by our families. At the start of the year we hold a SEND welcome evening where we go over the information in this booklet in person and are able to answer any questions. We hold information events around Literacy Interventions and are developing new ones on 'Wellbeing' and 'Numeracy'. During Key stage 3 we will also hold information events around Exam Access Arrangements.

8 Conclusions

It is difficult to capture everything that we do within SEND in one booklet, but we hope that this booklet has given you a flavour. We hope to have communicated some of the key aspects of SEND at our school.

We also hope to have communicated our passion for SEND and the tailored approach we are able to implement for students. The team are excited to meet you and start to build a trusting relationship where we can work together to achieve the best outcomes for your young person. We want our SEND children to be full participants in all aspects of school life and take advantage of the extra-curricular activities, enrichment opportunities and grow into ambitious people able to access the future of their choosing.

With the support of our SEND Champions we have also updated the SEND pages which now includes a wealth of information. Please have a look at the website if you still have any further questions do feel able to contact a member of our team.

We look forward to meeting you at the transition events and welcome events. You know have our contact information and we are happy to discuss anything with you. Remember to share the Student Transition booklet with your child.



9 Glossary of terms

The world of SEND and schools is full of acronyms, so we hope this short glossary is useful

ADD	Attention Deficit Disorder
ADHD	Attention Deficit Hyperactivity Disorder
ASD / ASC	Autistic Spectrum Disorder / Autistic Spectrum Condition
CAMHS	Children and Adolescent Mental Health Service
EHCP	Education, Health and Care Plan
EP	Educational Psychologist
EWO	Education Welfare Officer
HI	Hearing Impairment
SpLD	Specific Learning Difficulties such as dyslexia and dyscalculia
IASS	Information, Advice and Support Services
KASH	Knowledge, Attitude, Skills and Habits
LSA	Learning Support Assistant
ODD	Oppositional Defiance Disorder
OT	Occupational Therapy
PDA	Pathological Demand Avoidance
SALT	Speech and Language Therapy
SEMH	Social Emotional and Mental Health
SEND	Special Educational Needs and Disabilities
SENDCo	Special Educational Needs and Disabilities Co-ordinator
SFP	School Focused Plan
SSS	Sensory Support Service
VI	Visual Impairment



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