

The Appleton School's SEND Information Report 2023-24

Area	What schools should be looking at. What to take into account	<ol style="list-style-type: none"> 1. Our school's response to the key questions 2. Analysis of our provision and its impact
Introduction		
<p>School Ethos for SEND</p>	<p>The principles of The Appleton Schools Special Educational Needs and Disability (SEND) Policy are:</p> <p>To set high expectations for children with SEND; To promote the inclusion of children with SEND within mainstream education; To support parents/carers of children with SEND; To take account of children's views in the SEND process; To operate within the statutory framework; To develop knowledge and skills of all staff working with SEND children.</p> <p>The Appleton School Mission Statement highlights the worth of each individual and the importance of partnership with parents/carers. The Index for Inclusion and the school's Equal Opportunities Policy explains how we aim to enable all students to feel highly valued and realise their potential. This policy explains how we aim to do that for students with special educational needs thus developing skills and raising achievement for all.</p>	<p>The Appleton School is an active member of the Compass Trust (January 2023). All of the schools in the Trust work closely and are committed to providing high quality education for all children with special needs and disabilities in the whole of the local area. Local provision is very similar as no one school has a particular specialism in relation to SEND.</p> <p>The Appleton School is an 11-18 comprehensive secondary school which admits students to the school in line with the school's admission procedure. The school believes that all children and young people are entitled to an education that enables them to:</p> <ul style="list-style-type: none"> • Develop lively, enquiring minds, encouraging the ability to question and argue rationally, whilst confronting them with challenging mental and physical tasks in order to ensure the highest possible level of achievement. • Instil respect for each other, for religious and moral values and tolerance of other races, religions and ways of life. • Acquire knowledge, skills and attitudes relevant to adult life in a rapidly changing world. <p>The Appleton School takes a whole school inclusive approach to students with special educational needs, recognising that the aims of the school (<i>'achieving excellence'</i>) are the same for all students, regardless of their abilities.</p> <p>The school recognises that a child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them and, as defined in the SEN Code of Practice (2015). A young person has a learning difficulty or disability if they:</p> <ul style="list-style-type: none"> • has a significantly greater difficulty in learning than the majority of others of the same age, or • has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions <p>The school makes provision in accordance with the SEN Code of Practice (2015), the SEND and Disability Act (amended 2015); Index for Inclusion (updated 2016); the Discrimination and Disability Act (2010); the Children & Families Act (2014), and the Equality Act (2010). Our SEN policy and our practice aim to reflect these principles.</p> <p>Special Educational Needs are identified in terms of learning, communication, interaction, and emotional health, physical and sensory needs. The school believes that young people have a right to have their views listened to when making decisions and exercising choices that affect their futures. They have a right to receive and impart information, to express an opinion, and to have that opinion taken into</p>

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		<p>account in any matters affecting them. Consequently, the school is committed to working in partnership with the child, parents, carers and outside agencies to identify needs, provide support for them and monitor the progress of all students.</p>
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Partnership & Ethos			
<p>1. The arrangements for consulting parents of pupils with special educational needs.</p>	<p>Is there a clear policy in place on the involvement of parents / carers?</p> <p>What opportunities are there for parents / carers to have structured conversations with teachers about progress?</p> <p>Parents' / Carers' role on Governors, role of SEND Governor and how the school is going to involve parents more generally- SEND policy consulted on and easily available.</p> <p>Relevant Policies: Code of Practice sections on parental and young person's involvement; guidance on role of school governors. Access to structured conversation training/AfA approach.</p>	<ul style="list-style-type: none"> ▪ Liaison with parents/carers is a key aspect of the school's policy and procedures and are in place to enhance this partnership. This includes The Appleton School website, newsletters and consultative evenings. The following pertains for parents/carers of students with SEND. ▪ Our aim is to actively involve parents/carers in line with need – some have weekly telephone calls with key workers, others receive information at consultative evenings, some come for termly meetings with members from Curriculum Support and some have annual meetings with members from Curriculum Support. Communication with all parents / carers of SEND students with pupil passports will also be available through the Provision Map software, where you are able to view and comment on your child's learning plan. Most parents/ carers will have intensive involvement at the initial stages or in times of difficulty and less when programmes are working well. In all cases it is recognised that parents/ carers are pleased to share recognition of positive progress, to enter into dialogue with Curriculum Support staff and to receive prompt feedback on their concerns. • The opportunity to speak to Key Stage Co-Ordinators. ▪ The Senior Teacher for Inclusion is happy to meet with parents/carers and requests for appointments can be made by contacting the Curriculum Support Office. Phone calls and emails will be responded to in a timely fashion; however, the Senior Teacher for Inclusion and SENDCo acknowledge that if a parent / carer has concerns that warranted them initiating communication then a speedier response would be appreciated and therefore endeavours to respond to all emails and telephone calls as soon as possible. ▪ Meetings to agree transition arrangements and support (Year 6 into Year 7, KS3 into KS4, KS4 into Post 16) ▪ Statutory meetings and reviews ▪ Attendance at professionals or multidisciplinary meeting 	<p>From making an application for a place and throughout their child's time at the school, parents / carers are given regular opportunities to discuss their child's needs, progress and concerns. These opportunities can occur, for example, through:</p> <ul style="list-style-type: none"> ▪ Meetings to agree transition arrangements and support ▪ Termly meetings to discuss progress with the SENDCo or other appropriate member of staff ▪ Statutory meetings and reviews. ▪ Regular phone calls or email communication. ▪ Commentary and communication through the Provision Map software regarding learning plans. ▪ Consultative meetings to review progress and learning plans.

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		<ul style="list-style-type: none"> ▪ Through parent / carer and stakeholder surveys and events 	
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<p>2. The arrangements for consulting young people with special educational needs about, and involving them in, their education.</p>	<p>What process is in place to ensure the full engagement of children and young people with SEN?</p> <p>If there is a school council or pupil body are pupils with SEND represented?</p> <p>Schools need to be able to show good involvement of children and young people at every stage of their education. Specifically, in assessment, agreeing learning outcomes, process of producing an ECH plan.</p> <p>Relevant Policies. SEN Code of Practice (2015) especially section on ECH plans. UN Rights of the Child.</p>	<ul style="list-style-type: none"> ▪ Use of pupil passports / learning plans (provides information for teachers) ▪ CPD for whole staff ▪ SEN student representation on the School Council ▪ Use of Student Ambassadors ▪ Opportunities to deliver presentations in assemblies ▪ Student surveys ▪ Age-appropriate conversations about targets and progress with a nominated Keyworker. ▪ Participation in statutory meetings or annual reviews ▪ Discussions about changes to the physical environment which would support the young person ▪ Working with outside professionals ▪ PSHEE / CAPE education advises students of a wide range of agency to use for support. ▪ Supportive conversations with appropriate members of staff. ▪ Senior Teacher for Inclusion and SENDCo / Curriculum Support open door policy for students ▪ Area Reviews take account of the views offered by SEN students. 	<p>The young person is central to the planning for, and the review and evaluation of the support they have been given to support their progress. The school is committed to hearing their voice and to ensuring their needs are met. The school seeks to ensure that the young person is empowered to bring to the attention of staff their needs and the best ways in which they can be supported. This could be through:</p> <ul style="list-style-type: none"> ▪ Use of student passports / learning plans ▪ CPD for whole staff ▪ SEN student representation on the School Council ▪ Age-appropriate conversations about targets and progress ▪ Participation in statutory meetings or annual reviews ▪ Discussions about changes to the physical environment which would support the young person
<p>3. The name and contact details of the SEN Coordinator.</p>	<p>Are details of the SENCo readily available?</p> <p>Does the SENCo have access to and knowledge of the available resources for SEND?</p> <p>Schools should also be ensuring that SENCo are trained and have the national qualification and are supported in their role. Ideally SENCo should be part of the senior management team.</p>	<p>The Special Educational Needs and Disabilities Co-Ordinator (SENDCo) is Nicole Cox, who is the member of staff responsible for the day to day provision for learning support in the school. The SENDCo, Nicole Cox, works five days a week and is available to parents / carers through individual appointments and at parental / carer consultative meetings.</p>	<p>Special Educational Needs and Disabilities Co-Ordinator (SENDCo)</p> <ul style="list-style-type: none"> ▪ Ms Nicole Cox BA (Hons), PGCE <p>Senior Teacher for Inclusion</p> <ul style="list-style-type: none"> ▪ Mr David Clout BSc (Hons) QTS, NPSLBA <p>Assistant Headteacher</p> <ul style="list-style-type: none"> ▪ Mr Jonathan Gill BA(Hons), PGCE <p>SEND Manager</p> <ul style="list-style-type: none"> ▪ Mrs Emily Fox <p>Administrative Team</p> <ul style="list-style-type: none"> ▪ Mrs Emma Hammond

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Area	What schools should be looking at? What to take into account?	1. Our school's response to the key questions 2. Analysis of our provision and its impact	Parents / Carers
<p>4. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents / carers of pupils with special educational needs concerning the provision made at the school.</p>	<p>Is there a clear process in place to handle complaints?</p> <p>How are problems addressed so they do not have to become complaints?</p> <p>There should be a clear process in place for parents to complain and how the outcomes of any complaint should be handled. Schools should ensure that there is a culture of acceptance of complaints as helping to improve the service and those parents are not worried about doing so.</p> <p>Relevant Policies: Guidance on school governance and complaints; indicative Code of Practice. SEN Policy and Report to Governors. Monitoring Equality Act duties.</p>	<p>Arrangements for considering complaints about special educational provision at The Appleton School are in compliance with the school's complaints procedure policy. Any complaints are dealt with at appropriate meetings convened by all concerned with the agreed consensus in respect of results and actions.</p>	<p>As a school, we work hard to be in effective communication with children and parents, and to listen and respond positively to any concerns brought to our attention. We are committed to taking all concerns seriously and would like to think that, through being open and accessible, concerns can be both raised and dealt with easily.</p> <p>If the situation arises where parents have a concern about the provision being made for their child or the impact of that provision, and feel that the Senior Teacher for Inclusion has been unable to reassure them that needs are being met effectively, then the school's Complaint Procedure – which is available on our website or by request – sets out clearly what the steps are to draw these concerns to the school's attention.</p>
<p>5. Information on where the Local Authority's local offer is published.</p>	<p>Where can parents access the Local Offer?</p> <p>Ensure that parents are aware of the local offer and where it can be accessed and the schools place within that –e.g. specialist resources centre.</p> <p>Relevant Policies: Local Offer regs and guidance.</p>	<p>Essex Local Offer: https://send.essex.gov.uk/ Southend Local Offer: https://www.livewellsouthend.com/send-local-offer SENDIASS: https://www.kids.org.uk/sendiaass-home/</p>	<p>Essex Local Offer: https://send.essex.gov.uk/ Southend Local Offer: https://www.livewellsouthend.com/send-local-offer SENDIASS: https://www.kids.org.uk/sendiaass-home/</p>

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Identification and Early Intervention			
Area	What schools should be looking at What to take into account	1. Our school's response to the key questions 2. Analysis of our provision and its impact	Parents / Carers

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<p>6. Information about the school's policies for the identification, assessment and provision for pupils with special educational needs, whether or not pupils have EHC Plans, including how the school evaluates the effectiveness of its provision for such pupils.</p>	<p>What are our current processes for identification and assessment of SEND?</p> <p>What is our evidence base for the interventions we are using?</p> <p>What process have we got in place for children with an EHC plan or statement currently?</p> <p>How are we deploying the Pupil Premium and monitoring effectiveness? (DfE monitoring form)</p> <p>How is this reflected in our deployment of the delegated SEND Budget?</p> <p>Schools would need to have in place policies on graduated response to the identification and assessment of children falling behind age appropriate expectations as per the SEN Code of Practice (2015). Systems need to be in place for evaluating interventions and how they are working. School needs to paint a picture of what typical interventions are and what levels for different needs and how it assesses and evaluates progress.</p>	<p>Current "stages" process:</p> <ul style="list-style-type: none"> ▪ Liaison with Primary Feeder to discuss current level of support upon transition ▪ Mid-year transfers use information from previous school if available plus school battery of tests ▪ Teacher raises query with SENDCo / Senior Teacher for Inclusion / SEND Manager (Safeguarding Team) ▪ SENDCo /Senior Teacher for Inclusion / SEND Manager / Progress Mentor / LSA observe pupil in subject area ▪ Suggested strategies are put in place by class teacher and review after next assessment date (try alternative adaptive teaching first before adding to SEN profile). <p>Curriculum Leaders also track pupils after every report cycle and have their own interventions at their disposal</p>	<p>Parents / carers will know that special educational needs and provision can be considered as falling under four broad areas:</p> <ol style="list-style-type: none"> 1. Communication and interaction 2. Cognition and learning 3. Social, emotional and mental health 4. Sensory and/or physical <p>The school will work closely with the young person and their parents to identify what support is needed, what the specific barriers to learning are and to understand why a student may not be making progress. We will then seek to put in place appropriate interventions such as:</p> <ul style="list-style-type: none"> ▪ 1-2-1 small group speech and language work ▪ Paired reading (older/younger students) ▪ Input from specialist teacher ▪ Specific Equipment requirements ▪ Reasonable adaptations as required to support the needs of the child. <p>All interventions are monitored and evaluated for the effectiveness of their impact using the most appropriate form of data, whether quantitative or qualitative.</p>
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	<p>Relevant policies: SEN Code of Practice (2015) 7. and Chapter 9 on ECH plans; Pupil Premium Guidance including guidance on effective use of Pupil Premium from Sutton Trust and AfA; links to school's overall use of its SEN budget up to 10k and any banding guidance; any policies relating to EHC plans from DfE; OFSTED guidance on progression.</p>		
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<p>7. Information on the kinds of special education provision made in the school.</p>	<p>What types of SEN is specialist provision available for? E.g. specialist support units either at the school or provision that school can draw on, staff with specific expertise and other specialist staff that work in the school or visit. What is important for parents to know in this context?</p> <p>Definitions in SEN Code of Practice (2015) Chapter 1. Local Offer statements and also what is available more widely.</p>	<p>Please see the table at the end of this document</p>	<p>In order to fulfil its commitment to fully support every child into success, the school already has in place a range of specialist interventions and continues always to seek new ways of providing support.</p> <p>Please see the table at the end of this document</p>

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<p>8. 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.</p>	<p>What expertise do we have in the School on SEND and at what level?</p> <p>What are the arrangements for triggering additional support in the school and are there any specialist local resources which the school uses?</p> <p>Is there a CPD plan in place to fill any current gaps in specialist support at the school level?</p> <p>Picture of school's overall level of expertise and approach to SEND. Information about specialist resources within the School or which the School has access to. How it deploys learning assistant support and the level of training of that support in respect of SEND. What arrangements and access they have to outside support.</p> <p>Relevant Policies: Code of Practice 6.5; Relevant banding requirements from LA; specific resources connected to delivery EHC Plans; Schools role in relation to local offer e.g. location of specialist unit or area of expertise Chapter 5. Consideration of online resources through NASEN, DfE, Dyslexia, Comms, Autism Trusts, NatSIP, AfA and other voluntary sector resources.</p>	<p>Special Educational Needs and Disabilities Co-Ordinator (SENDCo)</p> <ul style="list-style-type: none"> Ms Nicole Cox BA (Hons), PGCE <p>She has a multitude of experience of working with students with SEND, including working as Assistant SENCo and SENCo, with both pastoral and teaching and learning specialisms. She also has a Level 4 in Supporting Students with Speech, Language and Communication Needs, as well as specific training in SEND areas such as Dyslexia, Dyspraxia, Autism Spectrum Condition, Attention Deficit Hyperactivity Disorder, SEND Safeguarding, Level 3 Safeguarding, as well as other training in SEND conditions and middle leadership. This is further enhanced by gaining National College qualifications and regular training with local authorities and refresher courses.</p> <p>Senior Teacher for Inclusion</p> <ul style="list-style-type: none"> Mr David Clout BSc(Hons) QTS, NPSLBA <p>He has gained expertise specific to emotional and behavioural need via working with the Local Authority. This is further enhanced by gaining the National Programme Specialists Leaders in Behaviour and Attendance.</p> <p>As a team we offer knowledge and expertise in Primary, special and Secondary School education and use this to provide the best possible outcomes, guidance and support to all students and parents at The Appleton School. The areas of expertise include:</p> <ol style="list-style-type: none"> 1. Communication and interaction 2. Cognition and learning 3. Social, mental and emotional health 4. Sensory and/or physical <p>Where further advice is required the team use their expertise to strategically use outside agency support.</p>	
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		<p>The whole school runs a full programme of CPD for all staff to access as a Thursday afternoon training session. Staff can be directed where necessary if specific training is required with respect to effective support of students with SEND.</p> <p>A full programme of induction for all new staff includes modules on SEND provision, identification, and effective use of support and behaviour management.</p> <p>There are a highly skilled team of LSAs who hold specialisms and receive regular training according to student and school needs.</p>	
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Quality First Teaching and Personalisation			
Area	What schools should be looking at What to take into account	1. Our school's response to the key questions 2. Analysis of our provision and its impact	Parents / Carers

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<p>9. Information about the school's policies for making provision for pupils with SEN including, evaluation of effectiveness, assessment and reviewing progress, adaptations to curriculum, additional support and wider support.</p>	<p>How are we using our tracking data in respect of pupils with SEND -how is this being used in discussions with parents and young people?</p> <p>What plans are in place when provision or interventions need to be escalated?</p> <p>What wider provision is available for supporting emotional needs and wider engagement?</p> <p>Schools need to have a clear framework on the assessment of children they suspect fall into the SEND category. Focus on ensuring the schools basic offer is good and meet the needs of children who are falling behind and can be adapted well before having to introduce additional support. Clarity about what does trigger additional support and how the school is going to assess progress. Ensuring that interventions are assessed for their effectiveness.</p> <p>Relevant Policies: SEN Code of Practice (2015); pupil tracking data and use of raise online and other tracking data; monitoring and reporting requirements; AfA type approach to data.</p>	<p>Identification, Assessment and Review: The process of identification and assessment of students' requirements involves:</p> <ul style="list-style-type: none"> • Primary school records, National Curriculum records and verbal information gathered during the transition process; • Use of the Provision Guidance to establish the level of need; • Advice from outside agencies; • Meetings with parents; • In house testing, including reading and spelling assessments; • Information from school staff; • Implementing the model for identification, assessment and provision of special educational needs as outlined in the SEN Code of Practice (2015) with the Assess, Plan, Do, Review framework. <p>The identification of pupils with SEND involves allocating a level of concern (SEND Level) and a main area of difficulty (category of need). There is a staged approach for the identification of need and the level of support this brings for the student. The Appleton School fulfils the requirements of the SEN Code of Practice (2015) in ensuring all students receive their full entitlement for support.</p> <p>Once an Education and Health Care Needs Assessment is approved, assessed and agreed by the Local Authority an Education Health and Care Plan (EHCP) will be awarded to the student. An EHCP carries specified targets for improvement and a package of resources to ensure that the student makes educational progress. All students with EHCPs must undergo a thorough Annual Review of their progress, which is sent to the local authority for monitoring. Parents/carers, the student, teachers, LSAs and relevant professionals from outside agencies are all invited to contribute to the Annual Review.</p>	<p>The school is committed to ensuring that all teaching is at least good and that much is outstanding. High quality teaching is that which is adapted and personalised to meet the needs of the majority of children and young people. The Appleton School aims to ensure that:</p> <ul style="list-style-type: none"> ▪ All staff provide high quality teaching which allows students to learn effectively. A range of teaching and learning strategies may be required to ensure that all students can access the curriculum. ▪ Members of staff understand that they are all teachers of students with special educational needs. ▪ All students, regardless of ability, have full access to a wide range of suitably challenging educational opportunities which are appropriate to their needs. ▪ Every student at the school is provided with opportunities to make progress in every aspect of their development, enabling them to be the best they can be.
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		<p>Progress with Pupil Passports are monitored informally by LSAs and reviewed formally by teaching staff throughout the year and reported to the SEND Manager and SENDCo. In addition, each child receives a termly review of their progress with Pupil Passport outcomes by the SEND Manager and SENDCo. At these reviews their SEN level and category of need will also be reviewed. These reviews are timed to coincide with Consultative evenings to maximise the involvement of parents/carers. The SENDCouses multiple sources of information when preparing reviews including:</p> <ul style="list-style-type: none">• Reports on progress made with last outcomes from LSAs• Written reports from LSAs• Pupil profiles of identified strengths and weaknesses completed by all class teachers• Written comments from class teachers• Progress reports• Results of assessments completed since the last review• Reports from outside agencies• Behaviour records.	
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		<p>At the Consultative evening the views of parents/carers and the student are also gathered and added to the review. In an effort to ensure all parents/carers are involved, should a parent/carer not meet with the SENDCo or SEND Manager at the Consultative evening, their views are sought in writing.</p> <p>In addition to these reviews the SENDCo or SEND Manager are happy to meet with parents/carers by appointment to discuss progress and any concerns. Information may have to be gathered from colleagues in advance of these meetings to ensure an accurate review of progress can occur.</p> <p>Some pupils with mental health issues may jump these stages depending on their personal situation or the nature of their condition.</p>	
<p>10. Information about how equipment and facilities to support children and young people with special educational needs will be secured.</p>	<p>Is there an up-to-date access plan in place?</p> <p>Schools should be able to provide a good level of access and equipment for the pupils in the schools and demonstrate their awareness of basic access needs or how these will be secured.</p>	<p>Equality Policy & Disability Access Policy</p> <ul style="list-style-type: none"> ▪ Toilet for the Disabled ▪ Stair climber ▪ Ramps ▪ Mobility training ▪ Access to specialist teacher input i.e. PNI, HI, VI ▪ Coloured overlays ▪ Access to laptop technology ▪ Specialist PE Equipment ▪ Specialist consideration for exams ▪ Partnership arrangements with local Special Schools 	<p>The school works hard to ensure that no student is disadvantaged in terms of facilities and equipment dependent upon need. To ensure that we achieve this goal we work with outside professionals such as specialist teachers, occupational therapy and specialist nursing team.</p> <p>Our broad approach here is captured in our equality and disability policies which are available on our website or open request.</p>

Early Intervention and the Education Health and Care Plan			
Area	What schools should be looking at What to take into account	1. Our school's response to the key questions 2. Analysis of our provision and its impact	Parents / Carers

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<p>11. How the Governing body involves health and social care bodies, local authority support services and other bodies in meeting the needs of pupils with SEN.</p>	<p>What the arrangements for those with and without an EHC plan to get additional support from outside the school?</p> <p>Relevant Policies: SEN Code of Practice (2015). Health and Social Care Act Requirements. The Equality Act.</p>	<p>The majority of students on the SEND Register should be identified as being at Additional Needs (K). Students on this level of the SEN Code of Practice (2015) require additional support to access the curriculum. The majority of this support should be in-class and can be achieved through LSA support, specialist resources, adaptive teaching styles and materials. Targets for improvement are set termly by the SEND Manager or SENDCo in liaison with the LSAs, teachers, parents/carers and the student. Progress with these targets is reviewed termly by the LSAs and teaching staff and any concerns are flagged to the SENDCo.</p> <p>In exceptional circumstances, after significant intervention from the school and significant involvement of a range of professionals from outside agencies, it may be necessary to apply to the local authority for a Statutory Assessment of a students' needs. In these cases, the SENDCo will work closely with parents/carers and the student to ensure that the process is fully understood.</p>	
<p>12. 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.</p>	<p>Is other information easily available?</p> <p>Ensure that there is a clear narrative about other support services available with or without an EHC plan.</p> <p>Relevant Policies: SEN Code of Practice (2015); Guidance on Clause 32 Advice and information for parents and young people.</p>	<p>The Local Education Authority Main contact number and Essex Social Services:</p> <p>Essex Local Authority: Ely House Churchill Way Basildon Essex SS14 2BQ Tel: 033301 08843</p> <p>From this point the centre will be able to direct you to the best possible support.</p> <p>Southend County Council: Southend-on-Sea City Council Civic Centre Victoria Avenue Southend-on-Sea</p>	

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		<p>Essex SS2 6ER Tel: 01702 212328 From this point the centre will be able to direct you to the best possible support.</p>	
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<p>13. School arrangements for supporting pupils transferring between stages of education and preparing for independent living.</p>	<p>How are transfer arrangements between school phases supported? What arrangements are in place between school and colleges? What arrangements are in place between School and Social Care and other adult services?</p> <p>SEN Code of Practice (2015); Social Care Legislation.</p>	<ul style="list-style-type: none"> ▪ Schools CAPE (Citizenship and Achieving Personal Excellence) Programme & Careers Guidance/Education ▪ Alternate KS4 Curriculum Provision with focus on confidence, team and life skills ▪ Personalised KS4 Programmes ▪ Working arrangements KS2-KS3 ▪ Information, Advice and Guidance (Yr9-KS4/KS5) ▪ Travel training ▪ Professionals Meetings ▪ Work Experience (KS5) ▪ Careers advice with the Careers advisor on site, and for those with EHCPs, meetings with the SEND Careers advisor from Essex Local Authority / Connexions advisor ▪ Supported transition visits (KS4-5) 	<p>Through our inclusive approach the school seeks to support students at all stages of transition and in preparation for life as an adult. This could include:</p> <ul style="list-style-type: none"> ▪ Close liaison with Primary Feeders to ensure successful transition into secondary school ▪ Working with the Transition Pathways Service (Yr9-KS4/KS5) ▪ Schools PHSE Programme & Careers Guidance/Education ▪ Organising travel training ▪ Facilitating transfer onto appropriate Post 16 College Courses ▪ Sharing of information for students moving to other education providers to support students in their next phase.
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1. Communication and interaction	2. Cognition and learning	3. Social, mental and emotional health	4. Sensory and/or physical
SENDCo, SEND Manager and LSAs	SENDCo, SEND Manager and LSAs	SENDCo, SEND Manager and LSAs	SENDCo, SEND Manager and LSAs
<p>1:1/small group speech and language Small group teambuilding/social skills. Educational Psychologist</p> <p>One to One Social Skills Time to Talk Specialist Teacher External Support from Speech and Language Therapist Collaborative work with local specialist school Classroom survival skills Life Story work Restorative Justice Solution-focused approaches Counselling Mentoring Student Mentoring Time Out facility Cooling Off spaces Senior Staff Availability PSP Mix and Munch Lunch club for social skills with supervision</p>	<p>In-class support to support pupils and teachers with adaptive teaching Small group phonics Paired reading (older/younger students) Bedrock Learning Educational Psychologist Mymaths.co.uk Lexia Mangahigh.co.uk Additional Literacy and Numeracy focus groups 1:1 Tuition Handwriting intervention Study and Exam skills support Homework Club Laptops AlphaSmart Ergonomic pens</p> <p>Literacy Interventions which may include:</p> <ul style="list-style-type: none"> • Dyslexia specialism i.e. <ul style="list-style-type: none"> • Toe by Toe • Lifeboat • Reading intervention • Coloured overlays • Spelling intervention • Dyslexia specialist • Educational Psychologist • Exam Access 	<p>1:1 Counselling Small group teambuilding/social skills 1:1 mentoring Young Carers EWMHS / CAMHS The Lighthouse Children's Development Centre Family Solutions Youth Offending Team Affinity Essex Youth Services Educational Psychologist Yellow Door Kids Inspire Community Nurse Team</p> <p>Pastoral Team</p> <p>Mentoring Programme</p> <p>Student Skills Courses:</p> <ul style="list-style-type: none"> • Anger Management • Emotional Literacy <p>Self Esteem Social Skills Resiliency Classroom survival Life Skills Link LSA, Specialist Teacher, Timetable adjustments, student passes</p>	<ul style="list-style-type: none"> • Input from specialist teacher • Specific Equipment (tables/stools etc.) input from Occupational Therapy/Physiotherapy • Specialist Staff • Support from OT and Specialist Teacher • Team • Quiet Spaces • Stress balls • Ergonomic pens • AlphaSmart / Laptops • Coloured overlays • Timetable adjustments • Visual Timetables <p>Passes to support student:</p> <ul style="list-style-type: none"> • Time Out • Lunchtime • Toilet • Uniform • Medical

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	<ul style="list-style-type: none"> Handwriting interventions AlphaSmarts <p>Numeracy Interventions which may include:-</p> <ul style="list-style-type: none"> Small Group/Individual Specialist teacher support Telling the Time and Money workshops <p>Life skills</p> <p>GCSE Intervention groups</p>	<p>PSP (Pastoral Support Plan) Request for help from CSS (Child Support Services)</p>	
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<i>How do we evaluate the effectiveness of the impact of the provision listed above?</i>	<i>How do we evaluate the effectiveness of the impact of the provision listed above</i>	<i>How do we evaluate the effectiveness of the impact of the provision listed above</i>	<i>How do we evaluate the effectiveness of the impact of the provision listed above</i>
<p>Track Levels of Progress with each report cycle (Department areas and SENDCo) Reading and spelling ages assessed once a year (Literacy Lead with SENDCo) BedRock Learning to improve tiered literacy Round Robins</p> <p>Start and end point assessments LSA Feedback sheets External reports Pupil feedback Parent feedback Reporting cycle Review meetings Professionals meeting Student voice Communication Trust measurements and indicative levels</p>	<p>Track Levels of Progress with each report cycle. Reading and spelling ages assessed once a year. Bedrock Learning (supports intervention with reading age by giving students opportunity to improve literacy and reading)</p> <p>Department areas and SENDCo track all progress Teacher Feedback Start and end point assessments LSA Feedback sheets External reports Pupil feedback Parent feedback Reporting cycle Review meetings</p>	<p>Track via weekly behaviour log Attitude to Learning scores on reports Round Robins</p> <p>Department areas and SENDCo track all progress Teacher Feedback Start and end point assessments LSA Feedback sheets External reports Pupil feedback Parent feedback Reporting cycle Review meetings</p>	<p>Round robins Parental / Carer meetings and communication Pupil voice Professionals feedback from specialist teachers / professionals Health and safety / risk assessments</p>