

Learning Support Governors Report

A) Admission Arrangements for Students with SEN

The School website contains a helpful guide to SEN provision across the school in the form of the statutory local offer, handbook for inclusion document and an “at a glance summary” for parents.

The schools SEN policy clearly discusses the arrangements the school makes for pupils with SEN. It states that the school identifies, prior to entry in year 7, those students with SEN and those requiring additional intervention. The Head of Learning Support (SENCO) makes contact with parents and confirms a child’s SEN status. This is then followed up with visits, attendance at CAF meetings and other meetings as appropriate. The school also carries out CAT tests at the end of year 6 to ensure additional needs are identified. This initial contact invariably starts when students are in Year 5 and often after the schools “open evening” in October. This is excellent practice when dealing with students with complex and multiple issues and from speaking with parents and noting their responses after the first year 7 tutor evening is welcomed and successful.

The Learning Support Team, in conjunction with the Year 7 Transition Team are all involved in primary to secondary transfer of all students. Clearly, although the team focus upon those students already identified as having SEN, the team are vigilant about other students who may present with transient or newly arriving SEN as they enter their secondary phase of education. The ‘Ambassadors Programme’ offers key students the opportunity to make additional visits in the summer term.

All SEN students are then placed on the school’s SEN register (hereafter How Needs May be Met). HNMBM is a central document that all classroom (and most non-teaching) staff are expected to have read and used in their planning and interactions with students. A list of statemented students and their SIMS photographs are available in all work bases around the school so that staff can easily identify students with most need.

B) Steps Taken to Prevent SEN Students being treated less favourably than other students

The SEN Policy makes it very clear that there is an expectation of all staff to read and act upon the information contained in HNMBM and ILPs are delivered via this document. More bespoke and detailed plans are drawn up from time to time for students on the SEN register for whom mainstream school is becoming problematic and where the school goes to great lengths to prevent a permanent exclusion. This is a school that goes a long way to promote inclusion for all.

The school uses the graduated range approach to support students and has in the last two years set up new curriculum groups in years 7 through 11 to offer additional support, catch up, study skills and social skills. The school also continues to provide an alternative curriculum offer for some students at Keighley College. Up to 30 year 10 and 11 students attend Keighley College on a Tuesday or Thursday afternoon to undertake qualifications that the school cannot offer on site. A wide range of students undertake these courses and should students with SEN wish to participate then they are fully supported to do so by the Learning Support Team. These College courses often lead to work placements, and again the Learning Support Team supports this. For 2016-17 we are also introducing 3 on-site alternative options for Y9 students to further broaden the range of the curriculum.

C) Access Facilities for Students with SEN

Students with SEN are encouraged to participate in all aspects of school life and there is an expectation that all curricular and extracurricular activities are accessible to students with SEN. Again the Learning Support Team facilitates this.

Although the site is not often an easy site for students with physical disabilities to negotiate, the school works hard to facilitate access. Timetables and rooming is manipulated to meet student need and students have access to lifts and staff doors as required with relevant passes provided. There are disabled toileting facilities on site and staff are trained in evac procedures.

Regarding examination access; the school has members of staff trained in dispensation and access administration and paperwork. Students with SEN are regularly tested and given access to extra time, amanuensis and other appropriate support.

D) The Accessibility Plan

This can be found on the school website.