



PHILIP MORANT

SCHOOL & COLLEGE

SEND Information Report

This report sets out information about our provision for students with special educational needs and/or disabilities (SEND).

This information is updated annually.

About our School

The Philip Morant School & College provides for students with a wide range of special educational needs, including those with:

- Communication and Interaction needs - this includes students who have speech, language and communication difficulties, slower processing difficulties and includes students with autism spectrum conditions
- Cognition and Learning needs - this includes students who have learning difficulties and specific learning difficulties, for example dyslexia, dyspraxia, dysgraphia and dyscalculia
- Social, Emotional and Mental Health needs
- Sensory and/or Physical needs - this includes students who have visual or hearing needs, or a physical disability that affects their learning.

The above four SEND categories are definitions of special educational need found in the August 2014 Code of Practice.

We are a mainstream school with an Enhanced Provision for Deaf students on the school site, which caters for up to 15 students. We also support a student who is visually impaired.

Our Special Educational Needs Co-ordinator (SENDCo) is Mrs Mackman. She can be contacted through her PA, Mrs Merrell on 01206 545222. Miss Sturges is our Teacher of the Deaf and Mrs Bacon is our Teacher for students who are Visually Impaired.

How do we identify and give extra help to students with SEND?

The School uses Essex County Council's guidance 'Identifying and supporting Special Educational Needs in Essex schools and settings'.

The guidance sets out:

- How we identify if a student has a special educational need
- How we assess students and plan for their special educational needs and how we adapt our teaching
- Ways in which we can adapt our school environment to meet each student's needs
- How we review progress and agree outcomes and involve parents/carers and students in decision-making processes.

For details on how we identify and assess students with SEND, please click here to read our Special Educational Needs Policy. [PMSC SEND Policy](#)

How do we work with parents/carers and students?

We will always contact parents/carers if we have a concern that their child may have a special educational need.

We work closely with students with SEND and their parent/carers to agree outcomes, how we will all work towards these and then to review progress. We do this by review meetings, Parent Evening meetings, using home/school diary, (scheduled) phone call and email contact when appropriate.

There are also opportunities for parents/carers and students to contribute to our policies on SEND and Equality. We do this by:

- Inviting feedback on school website
- Information collected during One Planning Meetings
- Opportunities for School Council
- Requesting parental feedback through our newsletter and online surveys
- Discussions with teaching staff from the SEND team

Adapting the curriculum

We offer a broad and balanced curriculum for all students, including those with SEND.

Details are published on the school website. Please see the school's Curriculum Policy. [PMSC Policies](#)

The way we adapt this for students with SEN and disabled students is set out in the school's Accessibility Policy.

We use a range of intervention programmes to support student progress from Year 7 to Year 11 and 13. Examples include:

- Toe by Toe
- Nurture Group

- Thrive Approach (Social and Emotional Development)
- CBT Solution Focused Approaches (using CBT strategies)
- Emotional Regulation
- Risk Avert (As of January 2020)
- Counselling

What expertise can we offer?

All staff within the school, and SEND department, receive regular training on a variety of topics that affect children with special educational needs. The school aims to develop high quality, inclusive practice which leads to all children being able to achieve their full potential and participating fully in the life of the school.

The SEND staff team have expertise in a variety of areas to support our young people with special and additional needs, including:

- Mr Holder, Executive Head Teacher (National Award for Special Educational Needs)
- Mrs Mackman (National Award for Special Educational Needs)
- Miss Sturgess, Teacher of the Deaf
- Mrs Bacon, Teacher for Visually Impaired Students
- Mrs Thornton, Thrive Practitioner

All teaching and support staff have received training in Quality First Teaching to meet the needs of all learners, delivered in partnership with our outside partners.

We acknowledge that part of staff training will come from listening to and working closely with parents/carers and listening to students and value their input to regular review meetings to keep our information sharing about learners up to date.

We also have access to a range of specialist support services including:

It may be necessary for the school to work with outside agencies to secure specialist support. At The Philip Morant School & College, this may include the following services:

- Educational Psychology
- SAS (Statutory Assessment Service), who support students with communication and language needs, sensory, and physical needs
- EWMHS (Educational Well-being and Mental Health Service)
- ECC Specialist Teacher Service
- Various NHS therapy services
- The Local Community Support Services
- Children's Social Care
- School Nurse
- School Counsellors
- Schools Edupeutic Solutions (SEPS)
- Thrive Approach

We also work with other services and organisations that are involved with a family, with the family's permission. (We always discuss the involvement of specialist SEN services with parents/carers first.)

Support from outside agencies is used in our 'One-Planning' process to ensure that students are supported fully. This may include the use of specialist equipment and services.

Information about these services and what they offer can be found on Essex County Council's SEN web pages by clicking. [Essex County Council's SEND Local Offer](#)

Examination Access Arrangements

Students are tested by an outside provider who has a Level 7 qualification approved by JCQ for access arrangement testing in accordance with the current JCQ regulations. The access arrangements last 2 years so students are not tested for these provisions until the end of Year 9 and or the start of Year 10.

How do we know if SEN provision is effective?

The progress of all students is tracked throughout the school through teachers' progress reviews (Attitude to Learning Reports) , three times each year. Student progress is also monitored by the SEND team, who analyse progress data along with other assessment information to ensure that our provision and support is structured, timely and cumulative.

In addition, we regularly review progress towards agreed outcomes assessing whether the support that has been in place has made a difference and what we need to do next. We evaluate this progress against age-related expectations. (This information is monitored through our Student Information Sheets (One-Planning) process.)

When we run special intervention programmes for groups of students we assess how successful they have been and use that information to decide on how best to continue with support in the future, this is analysed by the SENDCo.

Resources

We ensure that all students who have SEND needs are met to the best of the school's ability with the funds available. We have a team of LSAs who are funded from the SEN budget and deliver programmes designed to meet groups of student's needs. The budget is allocated on a needs basis. Students who have the most complex needs are given the most support. This may include an LSA, an intervention programme or work with an outside agency or professional. We know that different students will require different levels of support in order to bridge the gap to achieve age expected levels. Following assessment an intervention may be put in place and progress will then be assessed after a set number of weeks. The effectiveness of the intervention will then be reviewed and discussed at the following review meeting with students and parents & carers. In addition the progress of all students is tracked and this is used to advise when interventions may be necessary.

Information about how the Governing Body evaluates the success of the education that is provided for students with SEN is contained in the annual Governors' SEN Report.

The school's Governing Body will:

- Ensure that the necessary provision is made for any pupil who has SEND;
- Ensure that, where the school has been informed by the LA that a pupil has SEND, those needs are made known to all who are likely to teach them;
- Ensure that teachers in the school are aware of the importance of identifying, and providing for, those students who have special educational needs;
- Consult with the LA and the governing bodies of other schools, when it is necessary or desirable in the interests of coordinated special educational provision in the areas as a whole;
- Ensure that a pupil with SEND has equal access to activities of the school together with students who do not have SEND, so far as is reasonable, practical and compatible with the student receiving the SEND provision their learning needs call for and the efficient education of the students with whom they are educated and the efficient use of resources;
- Report to the parents on the implementation of the school's policy with SENDThe Governing Body will ensure that:
 - The SEND policy is regularly monitored, evaluated and reviewed;
 - The effectiveness of the school's work on behalf of students with SEND are considered and reported on at least on an annual basis.
- Ensure that the school has an Accessibility Plan which is reviewed regularly.

In light of the above consider whether the policy needs amending.

How are students with SEND helped to access activities outside of the classroom?

All students are included in activities and trips (with risk assessments, where needed) and in accordance with duties under the Equalities Act 2010. We talk to parents/carers and students when planning trips so that everyone is clear about what will happen and offer support when needed.

There is information about activities and events for disabled children and those with SEN in Essex by clicking [Essex County Council Short Break Offer](#)

What do we do to support the well-being of students with SEND?

All students have the opportunity to share their views.

- Every student with special educational needs has a Key Worker who will meet with them throughout the year to review their Student Information Sheet. They are also available as a key point of contact.
- Pastoral support is available through the House Office. The school is split into 5 communities - Houses - each led by a Head of House and a non-teaching House Manager. The pastoral team supports students' personal development and well-being and can provide a wide range of support on pastoral issues. All House Managers have extensive knowledge of the Thrive Approach to support students.
- Conversations with their tutor and from teaching and support staff in our Pastoral Teams supporting their House
- School Council representatives
- We listen to the views of students with SEND and to parents/carers through online surveys and parent forums
- The interaction of teachers and Teaching Assistants
- Through child centred and friendly meetings and SEND reviews, where the 'voice' of the student and parent/carer is expressly sought and noted
- Conducting regular student voice for learners with SEND

We take bullying very seriously, and monitor incidents on bullying according to Protected Characteristics, including disability related discrimination.

Joining the school and moving on

We encourage all new prospective students and parents/carers to visit the school before starting. For students with SEND we:

- Work closely with primary (catchment) partner schools, so that students and parents/carers can visit the school to observe a normal school day and to meet relevant staff on a number of occasions

- Our current students tour the school with parents/carers and prospective students, to allow a student perspective of the school
- Hold meetings with the SENDCo and other SEND and pastoral staff, including the Head of Year & Year Manager, allowing time for parents/carers to reflect and talk through the specific needs of their child creating a 'pupil passport' to support the child on arrival at school
- Encourage parents/carers to visit a variety of schools, to ensure a balanced perspective.

The SENDCo is usually invited to the Annual Reviews of students with EHCPs Years 5 & 6 which enables planning for transition to take place.

We begin to prepare students for transition into the next stage of their education or training in a number of ways:

- With their choices for GCSE and vocational courses - for example, in conversation with students and parents/carers; an off-timetable morning when Year 8 students think through their options choices, that help students at the subsequent Year 8 Options Evening
- Through conversations with SEND teachers, students and parents/carers when students are in Year 10 and Year 11
- With adviser support to ensure all students with SEND have guidance and support in appropriate provision post 16
- Year 10 Careers Experience Days in July
- Through an annual Careers Conventions in Year 11
- Access to a Careers Adviser

Who to contact

If you are concerned about your child please contact Mrs Merrall on 01206 545222. Mrs Merrall will be able to pass you on to the correct person.

If you would like to provide feedback to us about SEND provision, please contact the SENDCo.

Impartial advice and support on all issues affecting students' education, including SEND provision, is given by Essex County Council. Please follow the link [Information, Advice and Support](#)

[Essex Family Forum](#) is an independent group of parents and carers of children and young people (0 to 25) with additional needs and disabilities

The Department for Education has published [Special Educational Needs a Guide for Parents & Carers](#). It addresses a range of issues.

Should you have any issues, please feel free to contact Mrs Mackman in the first instance as we prefer to intervene early to solve any issues for our young people. However, if you have any issues that you would prefer to deal through a formal process, please refer to the [Complaints Policy](#)

Mrs Mackman, Assistant Head Teacher & SENDCo