

SEND Update: Staff and Student Matters Committee - June 2023

- **SEN include:** Autism Spectrum Conditions (ASC), Dyslexia, Cognitive processing and working memory difficulties, Sensory Processing Disorder (SPD) Auditory processing disorder (APD) Attention Deficit and Hyperactivity Disorder (ADD/ADHD) Hearing impairment (HI) Social Emotional and Mental Health (SEMH) including acute anxiety and two students with complex medical needs.
- **35 students currently on SEND register (up from 34),** A further 4 students likely to move to the SEN register soon pending receipt of assessment reports from external agencies.
- **2 students have Education Health and Care plan (EHCP)** and we are in early stages of applications for two more EHCP's one Yr 8, one Yr 9 .
- **Normal Way of Working (NWW) documents** with support strategies and information about exam access adjustments **in place for all 35 students on the SEND Register and a further 81 students (up from 77) with medical and other needs.**
- **All spring term One Plan meetings were completed in accordance with the SEND code of practice** and summer term reviews are well underway.
- Following the student Welcome meetings, plans are in hand for **supplementary transition meetings for 3 students who will be joining the school in September with known SEN needs.**
- **Claire Fairchild (CFA), SENDCo Support Assistant** continues to bring her wisdom and experience to supporting and mentoring some of our students with more complex needs. This has become a time-consuming process which has sometimes prevented her from being able to offer full admin support for other areas of SEN work.
- **Two Year 9 students remain key concerns:** One, is still unable to attend school and the education access team have tried to source appropriate home tuition for her but without much success. The other, who is experiencing difficulties staying in the classroom, is still being ably supported by CFA. She has made good progress building rapport and has started to work on strategies to help her regulate emotions and recognise triggers for difficulties.
- **Use of Provision Map software** to streamline record keeping: **No progress here.** In order to implement the system effectively those inputting data will need appropriate training and time, neither of which have been available. The school will need to make headway with this as the numbers of students with some form of SEN sport continues to rise to ensure that information is centralised and easily accessible.
- **Still receiving many requests for referral and for evidence for assessments by external agencies.** Waiting times for NHS assessments are still up to 2 years. Numbers for exam access arrangements were the highest ever this year. KAD will have completed **30 exam access assessments this year as in-house assessor.**
- At the start of this term CFA coordinated the **inaugural coffee morning for parents of students on the SEN register.** A great success and well attended. Parents formed their own WhatsApp group and several of our more experienced parents have been offering support to their less experienced peers. We plan to hold the second morning coffee morning on 17th July
- **Staff Training: HPO,** in her capacity as SDL with focus on SEN, provided training for staff on adaptive teaching and the sensory needs of SEND students and has recently attended SENCO cluster training on Emotionally based school avoidance (EBSA) and **KAD** led whole staff training on the impact of Sensory Processing Disorder and Auditory Processing Disorder on 15th June
- **Work with outside agencies and County SEND team:** KAD met online with member of the school inclusion team in the absence of our regular send inclusion partner who is on sickness absence. We have also had another change of educational psychologist.
- Finally, a full programme of induction and handover will be provided to HPO as she takes up her new role as SENDCo next term

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