

The Aylesbury High School Special Educational Needs Annual Report.

Our [Additional Needs Policy](http://www.ahs.bucks.sch.uk/about-the-school/statutory-info/) can be found here: <http://www.ahs.bucks.sch.uk/about-the-school/statutory-info/>

How does the school ensure it caters effectively for those students with individual needs?

- At Aylesbury High School we strive to support **all** students to enable them to achieve their potential at school. Quality teaching is vital: however for some students there are occasions during their school life when additional support may be needed to help them to achieve their targets.
- We promote inclusion to include students/young people with SEND both inside the classroom and during extracurricular activities and trips.
- Risk assessments are carried out and procedures are put in place to enable all students to participate as far as possible.
- Teaching staff are given training on strategies to use in the classroom with students who have specific needs.
- The SEND provision at The Aylesbury High School is on an individual needs basis. In line with national guidance provision is graduated into three waves of response:



Wave 1 interventions are those put in place by the class teacher as part of good teaching practice. This may include the student's seating position, groupings, giving scaffolding to help with particular work, certain types of questioning, adjustments to homework, adjusting the task, environment or level of support to meet the student's needs.

Wave 2 interventions are those offered at subject department level e.g. attendance at a maths lounge, a subject buddy.

Wave 3 interventions include input from the Additional Needs Coordinator (ANCo), Student Welfare Coordinator and/or external agencies such as CAMHS, Educational Psychology

service, Specialist Teaching Service etc. At this stage students would be placed on the SEND list. Parents are contacted and kept informed of all support at Wave 3.

What kinds of support does the school currently offer?

- English booster sessions are carried out by English teachers for students who are identified on entering Year 7 as having weak literacy skills from rigorous baseline assessment.
- Additional 1:1 support in specific subjects is provided in exceptional cases.
- 1:1 sessions and dyslexia support sessions are carried out by a qualified specialist teacher.
- Social skills intervention is provided for students who need more targeted support, via a lunchtime club known as FACT (Fun and Collaborative Teamwork).
- Small group resilience training is offered by the Student Welfare Coordinator
- Mentoring is offered by teachers.
- Access arrangements are made for exams where a specialist's report identifies a need and evidence of need has been compiled. Types of provision may include the use of a laptop, additional time or rest breaks. Where there is an identified medical need further arrangements may have to be made.
- Where a student needs more specialised support, external agencies and other professionals may become involved (**see school's partnerships**).

Where can I find out about Accessibility?

The school's Accessibility policy and plan can be found here:

<http://www.ahs.bucks.sch.uk/about-the-school/statutory-info/>

If my daughter has medical needs how are these catered for?

Students with medical needs

- If a student has an additional medical need a detailed care plan will be compiled with support from the school matron and healthcare professionals in consultation with parents/carers. These are discussed with all staff members who are involved with the student and appropriate support is put in place.

The school's managing medicines policy can be obtained from Matron.

If my daughter has mental health needs how are these catered for?

- Emotional and social development is supported through various avenues including the form tutor and Head of Year (HOY), subject teachers, the ANCO and Student Welfare Coordinator. The school has a number of specially trained peer listeners to support other students and a buddying system for incoming Year 7 students. We have access to school counsellors where appropriate. A mentoring programme has been developed giving 1-1 support for students from an individual teacher. The Penn Resilience Programme is part of the curriculum for Year 7 students and small groups of older students. Some students are invited to join 'Chill Club'. Some students require more targeted support which is offered

through our social skills group, FACT and in a small number of cases CAMHs support may be needed.

How are Special Educational Needs Identified?

1) Students are identified as needing extra support from information such as:

- Concerns raised by parents/carers or the child/young person.
- Information from feeder schools is passed on prior to transfer into Year 7.
- Reading and spelling tests carried out on entry.
- Baseline assessment carried out in the first term of Year 7.
- Assessment data is analysed to identify students who are not meeting their targets.
- Subject staff, form tutors and HOYs identify students who are not meeting targets or whose progress is slower than expected. The teacher completes the 'Wave 1 and 2 intervention form' with the student and informs the HOY and ANCO .
- Assessments are carried out by a qualified specialist teacher on identification of students with suspected dyslexia or similar difficulties. If other specific learning difficulties are suspected then other external agencies may be involved.

How is provision monitored?

- In consultation with the student and parent/carer, a One Page Profile is written by the ANCO; these are reviewed regularly. They are accessible by all teachers and updates are notified to all personnel involved with the student.
- Termly data and information from subject teachers, parents and most importantly, the student is all used to assess the effectiveness of the provision and the progress of students with SEND.

How are the school's facilities equipped for those with disabilities?

- The school's main buildings have been retrofitted where possible to meet DDA compliance, but not all classrooms are accessible by wheelchair.
- The main buildings are accessible on the ground floor for wheelchair users and there are lifts available in the sports hall and sixth form block to access History and Politics classrooms on higher floors. There is also a chairlift in the main foyer which enables access to the classrooms on the first floor of the languages and tower blocks and one of the science labs. Lessons are timetabled on the ground floor/lift accessible rooms for students who are wheelchair users. Ramps are in place to allow access to areas where there would have been a raised curb or steps.
- Each building has a toilet adapted for disabled users.
- Disabled parking bays are nearest to the student reception to provide easier access for students and parents/carers.

- In order to make the school site more accessible for students who are visually impaired, yellow lines have been painted on areas that have been identified during a risk assessment that was carried out by a specialist teacher.
- IT suites incorporate at least one larger screen and signage has been produced so that it can be read by students with visual impairment.
- Personal Emergency Evacuation Plans (PEEPS) are made for every child with a physical disability for whom this is relevant to identify exit routes from every classroom they access, in the event of a fire.

What training is available for staff to help them support students/ young people with SEND?

- INSET on SEND and differentiation are regularly included in our staff training schedule.
- Individual staff have had further, or more specific training on how to support students with individual needs from specialists or through external training courses.
- SEND representatives from each faculty meet together regularly to discuss new initiatives, training needs etc. Information is disseminated back to subject teams via departmental meetings.

How does the school communicate with parents about SEND?

- If parents have a concern about a specific subject they should contact the Head of Department in the first instance. If the concern is pastoral then the Head of Year should be contacted. Specific concerns which relate to the students special need or disability should be raised with the ANCo.
- Each student who has been identified as having special needs will have a One Page Profile that is written in conjunction with them and shared with parents.
- Assessment data is sent out on a termly basis and will inform parents/carers of their child's/ young person's progress.
- Parent Consultation evenings are held once a year when parents/carers can meet with subject teachers. The ANCO is also available to see parents on these occasions.
- Students are asked to set personal targets in discussion with their form tutors each term and these are written into their planner.
- Students with EHC plans meet with the ANCo to set targets.

What partnerships are there to help the school meet the needs of SEND students?

The school's governing body involve other bodies (including health, social care, B CC support services) to meet the needs of students with SEND and their families by using the following outside agencies:

- Specialist Teaching service to support students with Autism, Visual impairment, Hearing impairment and Physical Disabilities, Speech and Language needs.
- Child Protection Services.
- Educational Psychology.
- CAMHs (Child and Adolescent Mental Health Service).
- School Nurse.
- Community Paediatrics.
- Social Care.
- Family resilience.
- Occupational Therapy.
- Physiotherapy.
- Speech and Language Therapy.
- Education and Welfare Officers.
- Counsellors.
- Pupil Referral Unit.
- County SENDTeam.

What are the school's arrangements for students with SEND transferring between other education providers or preparing for adulthood and independent living?

Year 6 to 7

Prior to students leaving their primary school information is gathered from the class teacher/ as to the type of support they will need. The HOY 7 or another staff member visits each feeder school and meets with the class teacher and the students. In some instances it may be felt that the child would benefit from transition support which is arranged through the transition service. The child would also be given the opportunity to visit the school on more than one occasion prior to the induction day should this be required.

Post 16

- Connexions would provide individual advice to support the student with careers advice.
- If the student is leaving to attend a new school or college they are supported during the transition on an individual basis and the ANCo would liaise with the new setting.

How do I contact people?

Julie Thorpe, ANCo:

- Email: jthorpe@ahs.bucks.sch.uk
- Tel: 01296 388222

Lisa Westcott, Student Welfare Coordinator

- Email: lwestcott@ahs.bucks.sch.uk
- Tel: 01296 388222

For compliments, concerns or complaints from parents of students with SEND is:

Mr Alan Rosen: Headteacher

- Email: via his PA (Mrs Hilary Osgerby)
hosgerby@ahs.bucks.sch.uk
- Tel: 01296 388222

The school's **complaints procedure** can be found here:

<http://www.ahsonline.co.uk/Policies>

The school's [link to the Bucks Local Offer](#)

Information for the Local Offer for Buckinghamshire County Council is available at www.bucksfamilyinfo.org/localoffer