

Special Educational Needs and Disability Plan: February 2025 Review update

Providing all pupils with access to the curriculum is an ongoing and continuous process. Below are additional notes regarding the plan across short and medium term and new long -term targets. After consultation with the Wishford Compliance and Educational Inspection Team the contents of this document will update the SEND Plan 2023-2027

This document is to be read with : Physical Accessibility Plan , Access Arrangement Policy , Positive Behaviour Policy and Policy Supporting Gender Diversity.

Review Update: Additional information plan for the next 3year period is as follows:

Review 2023/2024	Short term 2024/2025	Medium term 2025/2026	Future 2026/2027
<ul style="list-style-type: none"> All pupil data on ISAMS. Comment: Provided 'Pen portraits' and SEN package available however link to IEP unavailable still means that this is not a workable solution. Restructuring Vision Comment: New shift of focus this restructuring was not invested in however 	<p>Physical Space: Additional teaching room with interactive TV and capacity for 8 pupils. (Complete- September 2023). Additional teaching room (upstairs) needs interactive TV to become a fully functioning teaching room for a group of 6 students. This is needed for the amount of group work the department is now providing.</p> <p>Work required: Large store cupboard needs floor. Carpet replacement in LS8 due to plumbing work damage. RISK ASSESSMENT FLAG WITH ESTATES SEPT 2024: Cut piping exposed in a teaching room.</p>	<p>Restructuring Vision: To visit other schools with an integrated LS provision rather than a 'tutoring' style. This will enable a discussion with SLT to develop a working model which enables a more fluid and integrated support across the whole school . Note- thinking of having key subject teachers 'SEN champions' within their respective departments in order to heighten the awareness of whole school responsibility for SEN</p>	

<p>the links with Prep School and regular meeting and uniformity of procedures have been really positive. New focus is on the introduction of Functional Skills Maths and Functional Skills English. Presentation to NDA and SAN Autumn 2022.</p> <p>(See proposal flow chart).</p> <p>Rationale- providing a number of new pathways to students to gain qualifications in core subjects from Y7. (In Options' Booklet- will be a timetabled lesson for KS4 . Parents to be informed /work with HODS of English and mathematics identifying pupils January 2024).</p> <ul style="list-style-type: none"> • All year groups have FS groups. (Completed September 2024) • Physical Accessibility. Comments: new buildings now in action. Access to the main building 	<p>Staffing Needs:</p> <ul style="list-style-type: none"> • Deputy SENCo. Support needed due to continued increase in SEN numbers (140+ pupils with AAs on role). • Staffing requests-practical assistants for DT/FT. (January 2024-This was a new request from Food Technology- at present we do not have a general TA. This has been discussed with SBA and DSH. LS have liaised with Food Technology to flag early on pupils of concern so that in advance if staff are available we can support. In addition spoken to recruitment to see if the graduate AH posts could include some TA responsibilities.) • ELSA request for WBSs . (Sept 2024- ELeggate training approved for Prep School) • Profile of 2024 intake-there is a need for more in class support. • Additional AA assessor – school to agree to funding of 18 month training. member of staff for Westonbirt Schools (Named on EHCPs). All requests have been formally presented in department reviews and individual staff professional development reviews. Comment: Request denied August 2023 November 2023 ,April 2024 and June 2024. 	<p>Staffing Needs:</p> <ul style="list-style-type: none"> • Deputy SENCO (see opposite). • TA In class support to reflect intake needs. • Staff to be training for additional AA assessor. <p>Equipment :</p> <ul style="list-style-type: none"> • Buy 6 more reading pens so that eventually all pupils have a chance to use pens in assessments as a normal way of working. 	
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<p>continues to be an area that needs improvement. New work in progress on the cellar entrance has begun and already much improved.</p> <p>Discussion Point- legalities and reasonable adjustments.</p> <ul style="list-style-type: none"> • Date for annual book scrutiny.(tbc) • Access Arrangements 2023-2024: <p>Comment: All new assessment materials in use and comply with the JCQ requirements. Request in staff review for training for another access arrangement assessor (April 2023). See below.</p> <p>New additional initiatives/information for 2023-2024:</p>	<p>Equipment:</p> <ul style="list-style-type: none"> • IT requirements with regards to the increasing demand from AAs and examination boards moving towards exams completed online. Deputy Head Academics supporting the movement to buy a new programme as Read Write was problematic. However there are concerns that all rely on the internet working and this is still a whole school issue. • Request for Reading Pens that are approved by JCQ so that ‘Reader on Hand’ AAs do not need an additional invigilator. (Approved and purchased 6 in Sept 2024.) <p>Teaching Groups: Full provision of Functional Skills Literacy and Functional Skills Numeracy for all year groups. This is now in operation with pupils from Y7 to Y13 following the Level 1 and Level 2 pathways to these qualifications. We now have groups of year 10 and 11 pupils (rather than individuals) being prepared for Level 1 exams in Easter (before mocks /GCSEs . Two sixth formers are doing the level 2 qualification.</p> <p>All teachers have upskilled to deliver the scheme of work for this qualification.</p>		
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<ul style="list-style-type: none"> Request for LS Department to have separate Parent's Evening Cycle and combine this with a Forum. <i>(This proved too unwieldy- instead to offer certain parent 'drop in' sessions at key times in the year- see below)</i> LS Reports- all reports to include comments therefore more informative. This differs to the subject report cycle. <i>(September 2023 completed).</i> Growth of school and introduction of 5th set: implications to charges/staffing and costings. Fortnightly meetings with Admissions <i>This is in place.</i> AAs- All parents to be informed by 	<p>The nature of LS provision has shifted towards group work with individual support in line with EHCP requirements and pastoral needs. The group model of delivery has allowed us to do this more comprehensively this year.</p> <p>Teaching /support allocation:</p> <ul style="list-style-type: none"> Supported Prep-working with BS Department we are aiming to offer a BS Year 10 & 11supported prep session in September 2024 due to the high amount of SEN students taking this subject at GCSE. <i>(Sept 2024-unable to do this due to after tea choices impacting the timetabling. Instead we have split these sessions into KS 3 on a Tuesday and KS4 on a Thursday)</i> Demand for supported prep is high and therefore additional staffing next year would be desirable (talk to ANAISH) <p>Accessibility:</p> <ul style="list-style-type: none"> Permanent physical access to the main building acceptable for public use on a daily basis. <i>At present this is through the cellar and a much improved 'permanent surface'.</i> Work with Head of Operations on developing wider physical accessibility of the school -this is to include opening up 'access' to those that are SEN and trans gender to enable all pupils to get changed in a comfortable and safe environment. 		
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<p>letter (email) regarding AA changes. A rolling programme.</p> <ul style="list-style-type: none"> • Testing time in Summer term for AA updates and LS tracking (more efficient use of time now numbers are larger).This includes an integrated Microsoft Form for all teachers. • Working with Head of Inclusion (LAL)on Pupil Passports. January 2024 LAL is including LS in initiatives in identifying 'vulnerable children' and in planning group for Behaviour Training as well as support for report templates to reflect identified SEN . • Shared spreadsheet with HOY 7 for new intake. 	<p>At present some pupils are getting changed in LS this is due to identified sensory and physical needs .</p> <p>Aim: to have gender neutral changing facilities by 2026. At present this is not on the Accessibility Plan but something we are keen to see happen. (Working with Operations' Manager).</p>		
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<p>Staffing needs 2023-2024:</p> <ul style="list-style-type: none">• Additional part time staff (Dyslexia Action trained).• ELSA trained requested by both schools SENCOs and DSL.• Functional Skills - requirement depending upon the overall plan adopted.• Additional AA assessor – school to agree to funding of 18 month training. member of staff for Westonbirt Schools (Named on EHCPs). This is being reviewed -as Comment: Request denied August 2023 and November 2023.• Functional Skills training for relevant staff with Pearson Booked Sept 2023 (Free).			
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<p>Rooming and equipment for increased group teaching:</p> <ul style="list-style-type: none">• Request for adequate additional teaching room equipped for teaching FS (with IT interactive support). Completed September 2023.• Budget requirements reflect need for resources for an examined courses. Completed July 2023. <p>INSET Requirements:</p> <ul style="list-style-type: none">• VI training . (completed Sept 23)• Sensory Classroom Training(Completed Sept 2023)• Jan 2024-AAs whole Staff.(Completed Sept 2023) <p>Parental Communication:</p> <ul style="list-style-type: none">• Open Evening for Y9 Parents -Options and Functional Skills			
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<p>evening. Completed January 2024. Feedback that this was useful so plan to do this each year. 95% attendance.</p> <ul style="list-style-type: none">• Plan a summer meeting to explain AAs before summer internal examinations.• Plan a September 'Meet and Greet' for all new parents which covers FS and AAs September 2024 <p>Whole School Training:</p> <ul style="list-style-type: none">• Joined the Teaching and Learning TEAM – JWO to post bi-weekly useful clips for teachers. Started January 2024.• Involved with HOY (Y10) with piloting support reports and contracts for pupils who are diagnosed SEN and at risk of behavioural			
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sanctions and suspensions.			
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