

## **Devizes School Information Report**

To be read in conjunction with the SEN Policy TWHF

### **Section 1**

**The following information is published as required by the *Special Educational Needs and Disability Code of Practice 0-25 years (2015)* and *The Special Educational Needs and Disability Regulations 2014***

[What types of SEN does Devizes School support?](#)

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[What are the arrangements for consulting and involving parents and involving them in their child's education?](#)

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[What is the expertise and training of staff to support pupils and young people with SEN?  
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[How are pupils and young people enabled to engage in activities available to pupils and young people in school who do not have SEN?](#)

[What is the support available for improving emotional and social development, including pastoral support arrangements for listening to the views of pupils and young people with SEN and measures to prevent bullying.](#)

[How does Devizes School involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting pupils and young people's SEN and supporting their families?](#)

[What are the arrangements for handling complaints from parents of pupils with SEN about provision made at the school?](#)

### **Section 2.**

**The following further information is published as an additional requirement of *The Special Educational Needs and Disability Regulations 2014*:**

[What is the additional support for learning that is available to pupils with special educational needs?](#)

[How are equipment and facilities secured to support pupils and young people with special educational needs?](#)

[What are the contact details for support services for the parents of pupils with special educational needs?](#)

Wiltshire Local Authority is required to publish a Local Offer:

[www.wiltshirelocaloffer.org.uk](http://www.wiltshirelocaloffer.org.uk)

### **Section 3**

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[Web address www.wiltshirelocaloffer.org.uk](http://www.wiltshirelocaloffer.org.uk)

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Could I meet pupils who go to the school and speak to them about what the school is really like?

Does it have a good Ofsted?

## **Section 1**

### **What types of SEN does Devizes School support?**

Devizes School has experience in supporting a wide range of Special Educational Needs including:

- Cognition and Learning difficulties including Moderate Learning Difficulties
- Speech, Language and Communication difficulties
- Autism spectrum
- Specific learning difficulties such as Dyslexia, Dyspraxia and Dyscalculia
- Physical difficulties and medical needs
- Sensory difficulties including Hearing Impairment and Visual Impairment
- Social, Emotional and Mental Health difficulties.

## **How will Devizes School identify and assess pupils and young people with Special Educational Needs and how do I contact the SENCO?**

Devizes School is committed to early identification of special educational need. A range of evidence is collected through the usual assessment and monitoring arrangements: if this suggests that the learner is not making the expected progress, the teachers will decide whether additional and / or different provision is necessary. If you are concerned you need to speak to your child's tutor, subject teacher or contact the SENCO.

Prior to transfer to Devizes School the SENCO visits the primary schools to gather information from teachers who know your child best. We use assessments such as KS2 results and reading, spelling and Maths test results, the teacher's own assessments and any outside agency reports that may be available. On transfer to Devizes School we carry out our own assessments including the reading and spelling tests, Cognitive Abilities Tests and some subject specific assessments. Throughout your child's time at Devizes School their progress in the curriculum will be tracked every term and if necessary reading and spelling tested at least twice a year. We have recently introduced a literacy screening package that is applied universally to help us identify any literacy problems or barriers.

Any teacher or parent can raise concern with the SENCO at any time: Mr Andrew (Special Educational Needs Coordinator) on [tandrew@devizes.wilts.sch.uk](mailto:tandrew@devizes.wilts.sch.uk) or telephone 01380 724886.

If a student is transferring to the 6<sup>th</sup> Form we appreciate any documentation parents can share with Miss Dale (Head of 6<sup>th</sup> Form): [cdale@devizes.wilts.sch.uk](mailto:cdale@devizes.wilts.sch.uk) or Mr Andrew. Devizes School will contact previous schools if the student is not transferring from our own Yr11 cohort.

Information regarding students with SEN transferring from Yr 11 to Devizes School 6<sup>th</sup> Form is shared with the 6<sup>th</sup> Form team; this includes information regarding any Access Arrangements for exams as well as any specific information related to teaching strategies and specialist equipment. 6<sup>th</sup> form students are considered to be adults and therefore to take more responsibility for their own learning. Students who have an Education Health and Care Plan will continue to have their progress closely monitored and annual reviews will be held.

## **What are the arrangements for consulting parents and involving them in their child's education?**

The Code of Practice 2015 has set out the expectation that parents are involved when there is a suggestion that their child may have a Special Educational need and that parents are involved in discussing the provision and reviewing their child's progress three times a year. This may happen at Parents evenings or in separate meetings hosted by a member of the SEN staff who knows your child well. You are encouraged to contact the Specialised Learning Faculty if you would like to come in and talk about your child.

If we feel that your child is in need of SEN support you will be invited to a meeting to discuss the outcomes we wish to work towards. Your child will be placed on our SEN Support list. We will work together to discuss the type of support which might be appropriate including what can be done at home. An action plan will be put in place which will be reviewed between you, your child and a teacher who knows your child well. There will be a meeting three times a year.

If your child is not currently on the SEN support list and you are concerned, you are encouraged to contact Mr Andrew the SENCO (Special Educational Needs Coordinator) on [tandrew@devizes.wilts.sch.uk](mailto:tandrew@devizes.wilts.sch.uk) or 01380 724886.

### **What are the arrangements for consulting young people and involving them in their education?**

Pupils are involved in every stage of the assessment, planning and reviewing provision and are central in decision making. Pupils are asked what works and what doesn't work and there is a focus on future aspirations to make sure that as far as possible the provision at Devizes School not only suits them but is preparing them for adulthood.

If a student is in the 6<sup>th</sup> Form it is expected that they will actively seek advice or support if they need it either through the subject teacher, Head of 6<sup>th</sup> Form or the Specialised Learning Faculty staff.

#### **a. What are the practical arrangements for assessing and reviewing progress towards outcomes?**

When we hold meetings at Devizes School we will focus on what is working and what is not working as well as things that are important to and for the pupil and their family and /or other supportive people as well as aspirations for the future. At these meetings the outcomes that everyone agrees are recorded and an action plan drawn up to identify the appropriate action everyone will take to work towards achieving these outcomes. At the next meeting the progress towards these outcomes will be reviewed and if achieved, other outcomes may be agreed or there may be no further action.

#### **b. What are the arrangements for supporting pupils and young people in moving between phases of education and preparing for adulthood?**

### **Also See Identification of Special Educational Needs**

In preparing for transfer between primary school (Key Stage 2) to Devizes School (Key Stage 3) there are meetings at the primary school to which the SENCO is invited, particularly where it is felt that the child may find transition difficult. Specific visits to Devizes School can be arranged with the Specialised Learning Faculty by contacting Mr Andrew the SENCO ([tandrew@devizes.wilts.sch.uk](mailto:tandrew@devizes.wilts.sch.uk) or on the main school number 01380 724886). Very often the primary school will arrange these visits as part of our transfer liaison process.

In moving between phases of education including from one academic year to the next there are sometimes trigger points for stress or anxiety; these can be planned for and supported through the meeting cycle (see sections 2, 4, 5 and 6).

Due to a focus on the future from earlier years in the school the transition and planning for what happens after Y11 should be a continual process and will involve careers interviews, visits to colleges or other providers and regular monitoring through meetings. If your child has a Statement of Special Educational Needs or an Education, Health and Care Plan then you will also have a SEN Lead Worker assigned by Wiltshire Local Authority who will be working with you and your child to make sure that the transition is as smooth as possible and

where necessary the SEN Key Worker will continue to work with you whilst your child is at their next destination.

If a pupil is transferring to the 6th Form we appreciate any documentation parents can share with Miss Dale (Head of 6<sup>th</sup> Form): [cdale@devizes.wilts.sch.uk](mailto:cdale@devizes.wilts.sch.uk). Devizes School will contact previous schools if the pupil is not transferring from our own Yr 11 cohort.

Information regarding pupils with SEN transferring from Yr 11 to Devizes School 6th form is shared with the 6th form team; this includes information regarding any Access Arrangements for exams as well as any specific information related to teaching strategies and specialist equipment. 6th form pupils are considered to be adults and therefore to take more responsibility for their own learning. Any pupil is welcome to access support from specialist learning support teachers in terms of study skills or touch typing to help support their study. Pupils who have an Education Health and Care Plan will continue to have their progress closely monitored and annual reviews will be held.

### **What is the approach to teaching pupils and young people with SEN?**

First and foremost the subject teacher is responsible for teaching all pupils in a way which meets their needs. This is a strong base and firm belief at Devizes School and as such is reflected in the Appraisal of teachers and the training of Teachers and Teaching Assistants. There is an expectation that Quality First Teaching is the first response to meeting the needs of all pupils and that all are entitled to a broad and balanced differentiated curriculum.

#### **c. How are adaptations made to the curriculum and the learning environment of pupils and young people with SEN?**

Firstly adaptations are made through differentiating the lesson – this may be some of many possibilities such as: adapting language, giving a choices of tasks, grouping pupils, questioning, writing down the main tasks, being sensitive to specific needs and exploring the ways to ensure that pupils are challenged in a safe way allowing their strengths and successes to be celebrated.

Teaching assistants are trained in a variety of types of SEN and are available in identified lessons to ensure that a child is able to fully participate in the lesson and to develop independent skills.

Some pupils have discreet literacy, social skills, Maths or study skills intervention which may be short, medium or long term and could take place during tutor time or out of a lesson. The exact nature and length of the provision will depend on what is appropriate for a pupil at the time; this will be discussed during meetings with you. There are some adaptations such as specialist equipment, however, the age and size of our site prevents some adaptations from being made.

#### **d. What is the expertise and training of staff to support pupils and young people with SEN?**

Specialist support from the Specialised Learning Faculty team is provided when young people with SEN require support to achieve their potential in their lessons. The support

varies from child to child and will be put together through discussion with you using arrange of information from subject teachers and outside agencies if appropriate.

### **The Specialised Learning Faculty team**

Special Educational Needs Co-ordinator (SENCO) and Head of Faculty: Mr Andrew BA. (Hons.).

Life Skills teacher: Mrs Catherine Stevens

Specialist teacher: Mrs Veronique Morris-Aloni BSc. (Hons.), PGCEs specialising in Dyslexia, Literacy Difficulties and ASD.

TA Coordinator: Mrs Carol Wray; 14 years as TA, including 10 years as TA coordinator. Specialising in delivering DISTAR (reading recovery scheme), mentoring and ELSA qualified.

Deputy TA coordinator: Mrs Fiona Caldwell; 10 years at Devizes School, delivering 1-1 mentoring, ELSA intervention and Social Skills help.

10 Teaching Assistants meet with the SENCO on a fortnightly basis and access a range of training.

#### **e. How is the effectiveness of provision evaluated?**

The progress pupils make towards the outcomes they need is measured three times a year plus a full written report through subject assessments and three times a year in terms of reading and spelling if necessary. Progress towards other outcomes, social skills or specific interventions is evaluated twice a year and discussed at the SEN support meetings which will take place 3 times a year.

Devizes School uses interventions which are research based and structured; if it is necessary to change provision in the light of poor progress there is a choice available. Devizes School has access to an Educational Psychologist based at Wiltshire Council who makes recommendations for certain types of provision and monitors progress with the pupils they review. In addition we are regularly visited by other outside agencies and specialist teachers such as Social Communication, Numeracy, Autism, Hearing Impairment and Visual Impairment advisors.

Every year the GCSE results are scrutinised in order to ascertain whether changes need to be made the following year when supporting pupils at Key Stage 4 (Years 10 and 11).

#### **f. How are pupils and young people enabled to engage in activities available to pupils and young people in school who do not have SEN?**

Devizes School is a fully inclusive school. All pupils are enabled to participate in all activities available; this may require adjustments to be made in terms of technology or staffing.

#### **g. What is the support available for improving emotional and social development including pastoral support arrangements for listening to the views of pupils and young people with SEN and measures to prevent bullying.**

Devizes School has a strong Pastoral Support system in place which includes the support of a Raising Achievement Leader and a Pastoral Assistant in Key Stage or Year 7.

Every pupil belongs to a Tutor Group; tutors stay with their tutor group as pupils move up the school. Your child's tutor, Raising Achievement Leader and Pastoral Assistant will get to know you and your child over the years at Devizes School.

### **Case study: Supporting pupils with more complex problems**

Devizes School has recruited non-teaching staff, known as pastoral assistants, to support pupils with mental health needs. They are a central contact point for parents, pupils and teachers. The pastoral assistants support pupils in a number of ways depending upon the individual. These can include providing daily support, liaising between the pupil and teachers and offering a morning check-in to discuss possible trigger points during the day. Pastoral assistants are specifically trained to deal with mental health issue. The school also provides a fully qualified counsellor for two days each week to speak with pupils with identified needs and difficulties.

Pupils and Young People, who can sometimes feel vulnerable and are in need of a base that feels safe and secure at all unstructured times such as break and lunch are invited to come to the D60 where there are always Specialised Learning Staff on duty. During these times pupils and young people are able to talk through their day or to discuss any issues that may be worrying them.

#### **h. How does Devizes School involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting pupils and young people's SEN and supporting their families?**

Any involvement of outside agencies is made in consultation with parents and through the referral processes accepted by the various agencies. In some circumstances it may be decided that a Common Assessment Framework (CAF) is needed where a few agencies may be necessary to support the needs of the child and their family. We may ask parents to discuss concerns with their GP especially when it is felt that a referral to the Child and Adolescent Mental Health Services (CAMHS) is appropriate or in circumstances where further investigation into Social and Communication issues or Autism is necessary in order that the GP has a full picture.

#### **i. What are the arrangements for handling complaints from parents of pupils with SEN about provision made at the school?**

Any parent/carer dissatisfied with any aspect of SEND provision should first seek to discuss it with Mr Andrew (SENCO) by letter, email, phone or in person ([tandrew@devizes.wilts.sch.uk](mailto:tandrew@devizes.wilts.sch.uk) or 01380 724886). If concerns remain parent/carer should contact the Principal, Mr Phil Bevan. If it is not felt that the school is not addressing the concerns the Governor with responsibility for SEN should be contacted (Mr Kerry Rose) via a letter sent to the school. Mr Rose will bring the matter to the attention of the Governors if necessary. The Local Authority may also be contacted.

## **Section 2.**

**What is the additional support for learning that is available to pupils with special educational needs?**

There is a wide range of additional support including:

- Teaching Assistant support in class,
- Teaching Assistant support out of class
- Specialist teaching of Maths in small groups,
- Targeted research based interventions for literacy.
- Speech and language strategies
- Occupational therapy exercises
- Sensory support
- Organisational support
- Social skills groups
- Small group support for vulnerable students
- Anger management groups
- Access arrangements in exams

The type of package drawn up may include a range of these interventions or supports including that which is generally available through the Pastoral System. Interventions may be provided by specialist staff from the Specialised Learning Faculty. We will monitor and adjust the level of support at times of stress around holidays, tests, exams and times of transition, e.g. into Year 7, Year 10 at the start of the GCSE courses and transition at 16.

### **How are equipment and facilities secured to support pupils and young people with special educational needs?**

Through discussion with parents (or the pupil themselves if in the 6<sup>th</sup> form) Devizes School will use their best endeavours to secure appropriate equipment to support pupils and young people with SEND. Devizes School has a limited supply of small specialist equipment which is distributed according to the needs of the pupils and includes items such as coloured overlays, fiddle toys and pen grips. Larger and more specialist equipment is generally secured through outside agencies or the Local Authority. The Specialised Learning Faculty has a small number of laptops that can be borrowed by students to use in lessons that require significant writing.

### **What are the contact details for support services for the parents of pupils with special educational needs?**

Some of the useful sites and contact details are listed here:

The SEND Code of Practice 0-25 years June 2015 lists the following:

Contact a Family: [www.cafamily.orh.uk](http://www.cafamily.orh.uk)

National Network or Parent Carer Forums: [www.nnpfc.org.uk](http://www.nnpfc.org.uk)

Pupils' Education Advisory Service: (CEAS) [www.gov.uk/pupilss-education-advosiry-service](http://www.gov.uk/pupilss-education-advosiry-service)

Family Information Service [www.daycaretrust.org.uk/nafis](http://www.daycaretrust.org.uk/nafis)

National Parent Partnership Network <http://tinyurl.com/lASS-guidance>

Patient Advice and Liaison Service: <http://tinyurl.com/PALservice>

Autism Education Trust [www.autismeducationtrust.org.uk](http://www.autismeducationtrust.org.uk)

Bullying Guidance <http://tinyurl.com/DfE-Bullying-Guidance>

Communication Trust [www.thecommunicationtrust.org.uk](http://www.thecommunicationtrust.org.uk)

Dyslexia SpLD Trust [www.thedyslexia-spldtrust.org.uk](http://www.thedyslexia-spldtrust.org.uk)

I CAN (Pupils' communication charity) <http://www.ican.org.uk>  
MindEd [www.minded.org.uk](http://www.minded.org.uk)  
National Sensory Impairment Partnership [www.natsip.prg.uk](http://www.natsip.prg.uk)

Specifically for post 16

Disabled Pupils Allowance (DSA) <http://tinyurl.com/SFE-DSA>

Others:

Wiltshire Local Authority works closely with the Wiltshire Parent Carer Council:  
[http://www.wiltshireparentcarercouncil.co.uk/en/Home\\_Page](http://www.wiltshireparentcarercouncil.co.uk/en/Home_Page)

Wiltshire Parent Partnership Services:

<http://www.actionforchildren.org.uk/our-services/wiltshire-parent-partnership>

This website includes many useful links to other places and a great deal of information and support guidance.

### **Wiltshire Local Authority is required to publish a Local Offer**

The requirement for Wiltshire Local Authority providing information falls under the Pupils and Families Act 2014, the SEND Code of Practice 0-25 2015 and the SEND Regulations 2014. The Local Offer includes information about provision expected to be available across education, health and social care for pupils who have SEN or are disabled, including those who do not have Education, Health and Care Plans.

### **Section 3**

#### **Additional questions to contribute to Wiltshire Local Authority's Local Offer**

**What training do staff receive on supporting pupils with SEND? How is this evaluated / updated?**

All teaching staff receive training regarding SEND every year. A SEND working party is well established within the school, subject staff attend this working party as delegates for their specialist subject and information is shared and disseminated.

**What support will there be for my child's overall wellbeing?**

All pupils including 6th Form students have access to a Tutor, a Raising Achievement Leader and a Pastoral Assistant. Pupils who are vulnerable or who need to have a safe haven or quieter place to go can also have support from Specialised Learning Faculty Staff and can access the D60 during break and lunch times.

**What type and how many complaints did you receive last year? How were they resolved?**

There have been no formal complaints in the last year.

**What percentage of the school has SEND needs?**

This number alters slightly throughout the year; however, as of December 2018 we have approximately 11.4% of pupils on the SEN list.

### **How many pupils are in each year group?**

### **How many pupils with statements or Education and Health Care Plans are in each year group?**

<b>Stage</b>	<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>	<b>Year 10</b>	<b>Year 11</b>	<b>Year 12</b>	<b>Year 13</b>	
<b>SEN Support</b>	<b>20</b>	<b>16</b>	<b>17</b>	<b>13</b>	<b>13</b>	<b>4</b>	<b>2</b>	
<b>My Sp Plan (SEN Sp)</b>	<b>8</b>	<b>6</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	
<b>EHCP</b>	<b>4</b>	<b>4</b>	<b>2</b>	<b>1</b>	<b>4</b>	<b>0</b>	<b>0</b>	
<b>Total</b>	<b>32</b>	<b>26</b>	<b>19</b>	<b>14</b>	<b>18</b>	<b>4</b>	<b>2</b>	<b>115</b>

### **How accessible is the setting environment?**

Devizes School buildings are of a mixed age range including a listed building, as refurbishment has taken place adaptations have been made to the site to comply with the Equality Act 2010.

### **Can my child's school dinner requirements be accommodated if they have a special diet?**

Yes we can accommodate any student's dietary requirements as long as we are made aware of this so we can plan on a daily basis.

### **What social / out of school opportunities are there?**

Devizes School runs a comprehensive 'out of school hours learning' programme. There are a huge range of clubs for all year groups. There are subject-specific clubs as well as clubs for Lego, Craft, Creative Writing and many more. As these change each term in respect of PE / games it is always a good idea to ask your tutor. All pupils are encouraged to take part in all activities they are interested in.

Extra planning can be arranged with any pupils who may need more detailed information, social stories and possibly photographs.

D60 is open at break time and lunch time for pupils to be able to meet up in a smaller environment and have support to make friends.

### **How will the school keep me informed about issues / problems with my child at school?**

In terms of SEND issues or problems these will be raised with you when we have a concern. The Raising Achievement team tend to be involved in wider school issues and would contact you about specific issues not related to SEN.

### **How will I know what the school's expectations are for my child's progress?**

Devizes School's expectation is that all students make progress at least in line with national average, regardless of the students starting point.

If your child has SEND we will conduct meetings three times a year where we check on progress towards outcomes.

### **Who should I talk to if I have a concern about my child in school?**

Initially if there is a concern related to an aspect of Special Educational Needs please contact Mr Andrew [tandrew@devizes.wilts.sch.uk](mailto:tandrew@devizes.wilts.sch.uk) 01380 724886.

### **How will my child's voice be heard?**

All pupils with SEND will contribute to meetings and be involved in discussion about the type of provision that would be most suitable.

All students have the opportunity to join their House council or the whole school council.

### **What are the opening times?**

The first lesson starts at 8.30 am and the last lesson finishes at 3.00 pm.

### **What are the facilities like? What do you have? What kind of lessons will I have?**

Devizes School is a large school with an extensive campus including the usual range of specialist classrooms in Science, Technology and ICT, a newly refurbished D Block, sports facilities including use of the swimming pool in the neighbouring leisure centre and excellent facilities for Dance, Drama and Art including a dark room for developing photographs. There are whiteboards in every classroom and ICT facilities in every faculty.

### **Are the staff friendly?**

Staff are carefully recruited and we pride ourselves on being a very friendly and welcoming school.

### **How would we get to school? This would include directions of where it is and what transport arrangements would we need e.g. taxi, bus, etc.**

This would all depend on where you live. There are a number of buses which serve the school, some pupils are brought in taxis, some walk and others are brought in by parents / friends. Some students cycle to school and we have a bike shed to facilitate this.

### **Is there a uniform and what is it like?**

Devizes School has a very smart uniform of black trousers or skirt, blazer, jumper and white shirt with a house coloured tie.

**What do they do about bullying? How is bullying dealt with?**

Bullying is treated extremely seriously and is dealt with by the House team. Your parents will be informed. See the Positive Behaviour (including anti-bullying) policy.

**Could I meet pupils who go to the school and speak to them about what the school is really like?**

We always enjoy meeting pupils who would like to come to the school. The best way to arrange a visit is to contact the school office on 01380 724886 and make sure you say that you would like to meet pupils as part of a tour!

**Does it have a good Ofsted?**

Devizes School was rated as 'Good' in all areas in its most recent Ofsted Report (2015).