

The Polesworth School's SEND Information Report

At The Polesworth School we aim to embrace the needs of all students and have a whole school approach to Special Educational Needs and Disabilities (SEND). We provide effective opportunities for all students by responding to students' diverse learning needs and disabilities, setting suitable learning challenges and overcoming barriers to learning. We provide high quality teaching throughout and follow a graduated approach system as recommended in the current SEND Code of Practice (2015). We also adhere to The Equality Act 2010 and the definition of SEND is taken from section 20 of the Children and Families Act 2014.

A child or young person has SEN if they have a learning difficulty or disability which calls for special education provision to be made for him or her. A child can be placed on the SEND list if they are making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

In this booklet you will find information that will answer any questions on Special Educational Needs and Disabilities and how we provide for them at The Polesworth School. If after reading this report you still have questions please contact Mr P Rosten-Smart (SENCO) at senco@thepolesworthschool.com or call 01827 702205 and ask for the Inclusion Department.

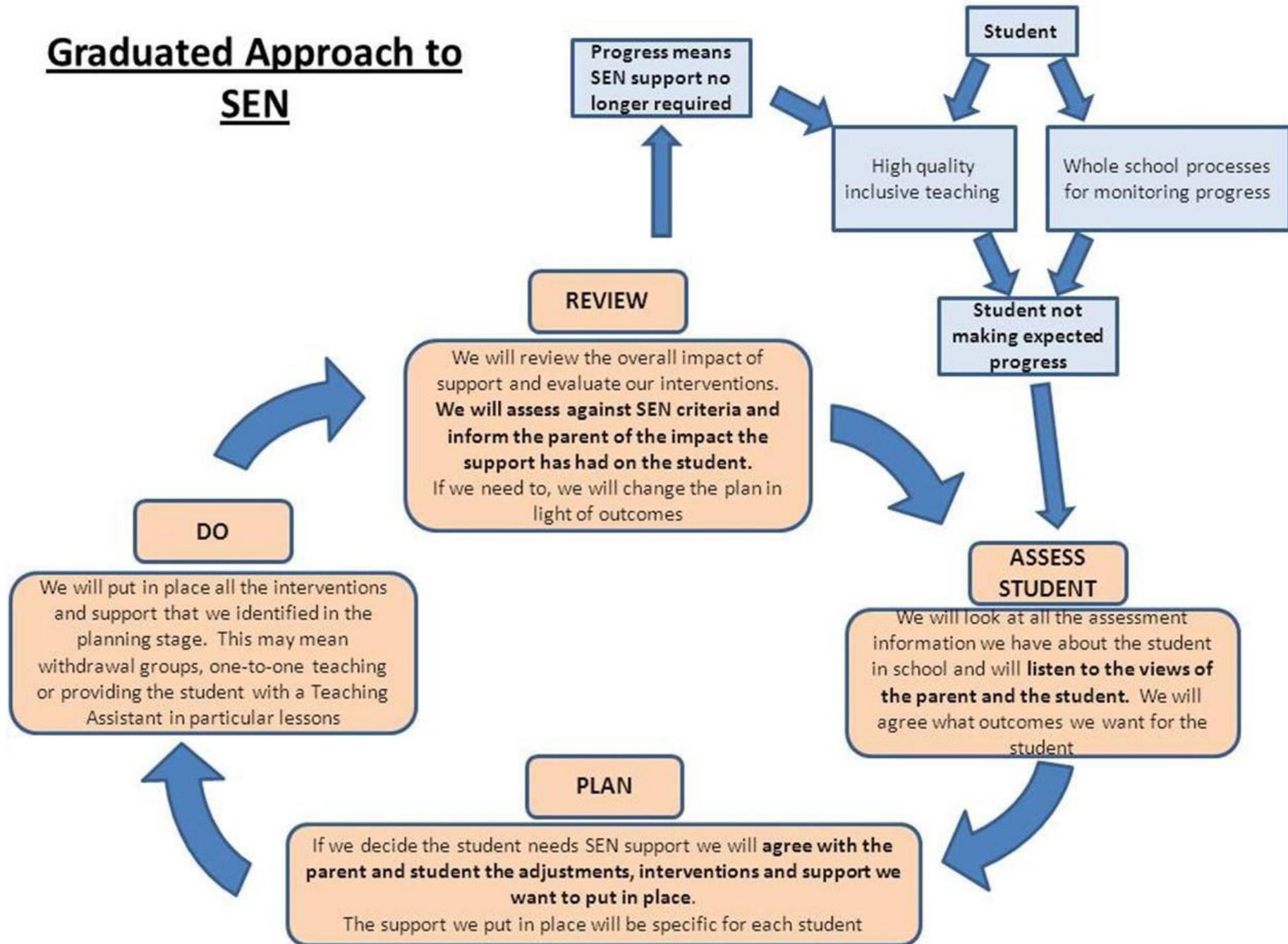
Key people within the Inclusion Department

SENCO and Head of Inclusion	Mr P Rosten-Smart
Inclusion HUB manager	Mrs B Bartlam
Admin Support	Mrs K Taylor

In addition to this we have a lead practitioner, Inclusion manager and 5.5 full time Teaching Assistants, each works with the different departments within the school to ensure that the support is directed to where it is needed the most.

- At Polesworth we endeavour to ensure each student with SEND gets the support they need. Subject teachers are responsible for the progress and development of students in their class, including the support given by Teaching Assistants or external agencies.
- High quality teaching, adapted for a student's needs, is the first way we respond to students who have SEND. Additional intervention and support cannot make-up for a lack of good teaching. To support this, teaching at Polesworth is regularly reviewed. We have a thorough CPD (training) programme to ensure teachers have a good understanding of strategies to support and identify vulnerable students and their knowledge of SEND is up-to-date.
- When a student is identified as having SEN we use a four-step process to ensure barriers to learning are removed and effective provision is put in place. This process is known as the '**Graduated Approach**' and ensures that parents and students needs are at the centre of all provision provided.

Graduated Approach to SEN



The Broad Areas of Need

<p>Types of need and what that could look like</p>	<p>Examples of support in our school</p>
<p>Cognition and Learning This is when a student learns at a slower pace than other students in their class. It may be that they have a low reading or comprehension age, dyslexia, dyscalculia or dyspraxia</p>	<ul style="list-style-type: none"> • Adapted curriculum, in lessons, through high quality teaching • Small, ability based teaching groups where necessary • Literacy support • Numeracy support – dyscalculia screening, targeted intervention • TA support in lessons to support student with adapted curriculum
<p>Communication & Interaction This is when a student has difficulty communicating with others. This may be what they are saying (appropriate use of language) or understanding what is being said to them and social interaction with others – Autism falls into this category</p>	<ul style="list-style-type: none"> • Social interaction and communication groups • Social clubs during lunch and after school • Social skills working groups • Targeted support tailored to the individual • Work with the Specialist Teacher Service (STS) and Educational Psychologist when necessary
<p>Social, emotional and mental health difficulties This is when a student displays challenging, disruptive or disturbing behaviour. This disruptive behaviour is managed so it doesn't affect learning</p>	<ul style="list-style-type: none"> • Social clubs during lunch and after school • External agencies, School Nurse, Educational Psychologist, Specialist Teacher Service, CAMHS • Range of therapeutic interventions • Work with the Specialist Teacher Service (STS) and Educational Psychologist when necessary
<p>Sensory and/or physical needs This is when a student has a disability that hinders them from using the educational facilities provided.</p>	<ul style="list-style-type: none"> • Sensory Audit – to ensure student's needs can be met • Visual and Hearing Impairment Risk Assessments & adjustments to school (e.g. accessibility/health & safety) • Sensory Support • Liaison with the Integrated Disability Service (IDS) and Occupational Therapist

Useful acronyms:

- CAMHS – Children and Adolescent Mental Health Service
- CPD – Continuing Professional Development
- DSL – Designated Safeguarding Lead
- EHA – Early Help Assessment
- EP – Educational Psychologist
- GP – general practitioner (your doctor)
- HI – Hearing Impairment
- HLTA – Higher Level Learning Support Assistant
- IDS – Integrated Disability Service
- LP – Learning Plan
- JCQ – Joint Council of Qualifications
- LSA – Learning Support Assistant
- OT – Occupational Therapy
- SENCO – Special Educational Needs and Disabilities Coordinator
- STS – Specialist Teaching Service
- VI – Visual Impairment

	General	Specific Area Focus			
		Communication and interaction	Cognition and learning	Social, emotional and mental health	Sensory and/or physical
<p>How does The Polesworth School know if my child needs extra help?</p>	<ul style="list-style-type: none"> • Liaison with primary/previous school. • Concerns raised by parents/carers • Concerns raised by teaching staff or non-teaching staff through a completed purple concerns form • Liaison with external agencies • Tracking and analysis of progress data. • Subject reviews 	<p>Behaviour monitoring system. Observed behaviour by members of staff.</p>	<p>Student’s progress is below expectations despite subject specific interventions Staff raised concerns</p>	<p>Observations through the pastoral system. Observed behaviour by teaching staff, parents, external agencies etc.</p>	<p>Communication between medical professionals and SENCO.</p>

What should I do if I think my child may have a special educational need or disability?	Contact The Inclusion Department – SEND@thepolesworthschool.com or phone 01827 702205 and ask for Inclusion	Speak with the SENCO who can point you in the right direction	Discuss your concerns with the subject teacher or speak with the SENCO	See your GP, and keep the school informed. Speak with the SENCO or Head of Year	See your GP, and keep the school informed

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How will I know how The Polesworth School supports my child?	<ul style="list-style-type: none"> • All intervention which takes place is communicated home by a member of the Inclusion team or individual teaching staff. • Regular meetings with key contacts at the school e.g Annual Reviews, parental meetings if needed • Opportunity to meet with SENCO at Parents Information Evenings and parents evenings • The SENCO will contact you where there are particular concerns. • Parents/carers are also welcome to contact the School to make an appointment to share any concerns. • All students on the SEND register will have a Pupil Passport and/or a learning plan which is shared with parent/carers (on request) and teaching staff 	Programmes are in place throughout the year as required, these may also be led by outside professionals	<p>The SENCO can complete some diagnostic testing which may highlight an area of concern</p> <p>Referral to EP as required and supporting any recommendations</p>	<p>Intervention on an individual level for Self-esteem Implementing</p> <p>recommendations from CAMHS, STS and EP as required</p> <p>Social skills group is created to support students to develop their emotional intelligence and resilience.</p>	Working with recommendations from outside agencies (e.g. Physio and OT services, IDS)

How will the curriculum be matched to my child's needs?	<ul style="list-style-type: none"> • Students are streamed according to ability in core subjects from year 8. Students with SEND placed in smaller groups, wherever possible. • TA support across the curriculum, where appropriate. • Lead Practitioner who works with departments 	Adapted teaching to meet students' needs. Use of visual aids and task management boards as and when appropriate	Adapted teaching to meet students' needs. Personalised advice when making option choices	Personalised timetables to fulfil the student's requirement to access a broad and balanced curriculum The students to work in a specialised area when their anxiety prevents them from going into the classroom. A designated person allocated who students can talk to.	Risk Assessments to ensure access to the curriculum. Health Care Plans in place for those with medical issues

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How will I know how my child is doing?	<ul style="list-style-type: none"> • Student Progress Evenings. – Mr Rosten-Smart(SENCO) attends all parents evening. • Student Progress Reports. • Annual Reviews for those with an EHCP. • Professionals meetings if required. • Regular meetings/telephone contact with the SENCO and/or Head of Year or other staff involved • Key worker for some SEN students 				

<p>How will you help me support my child's learning?</p>	<ul style="list-style-type: none"> • Home school communication • SENCO email account for parents to contact the SENCO if there are any issues out of school hours. • Welcome Evening for new Year 7 parents/carers. • Regular opportunities to meet with SENCO 	<p>Discussing the student's individual need with the young person and parent/ carer.</p>	<p>Ensuring the homework is clearly communicated by the teachers</p>	<p>Adapting the timetable to the individual needs of the student.</p>	<p>TA if required to ensure that the lesson is accessible.</p>
<p>What support will there be for my child's overall well-being?</p>	<ul style="list-style-type: none"> • Support through a well-established system of pastoral care. • Keyworkers meet all SEND Students fortnightly or weekly if necessary. • Referral to the School Counsellor after discussions with parents/carers, if required. • Close contact with CAMHS for supporting the recommendations provided by medical professionals for the improved well-being of the student. 	<p>Lunchtime and break time Clubs.</p>		<p>Identified room for the student to go to, if required. Access to a School Counsellor, if required. Assessment by an Educational Psychologist and support where appropriate.</p>	

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<p>What specialist services and expertise are available at or accessed by the school?</p>	<ul style="list-style-type: none"> • Educational Psychologist, Warwickshire EPS • Support through the Early Help Assessment (EHA) • Support from a qualified and accredited SENCO, a Deputy SENCO and an Inclusion Manager • Referral to Specialist Teacher Service (STS) for a specific assessment and recommendations. • Support from a Literacy Intervention Coordinator, School Counsellor and Pastoral Support Officers, where appropriate, Head of Year, form tutor 	<p>STS Autism Team</p> <p>ADHD support</p>	<p>We offer a range of assessments</p> <p>GL assessments for reading and spelling</p> <p>CAT4 test</p> <p>PAS test</p> <p>Wide Range Achievement Test (WRAT 4)</p> <p>Diagnostic Reading Analysis (DRA)</p> <p>Detailed Assessment of Speed of Handwriting (DASH)</p> <p>Wechsler Individual Achievement Test (WIAT-3)</p> <p>Access Reading Test (Wide-range reading assessment: ART)</p> <p>NFER-Nelson Reading Test (used to identify at the start of year 7)</p> <p>Comprehensive Test of Phonological Processing (CTOPP2)</p> <p>Expressive Vocabulary Test (EVT3)</p> <p>Pearson Dyslexic Screening Test (DST)</p>	<p>School Counsellor</p> <p>Mentoring and /or Key Worker system</p> <p>Clinical Psychologist will contact the SENCO if further support is required or to make recommendations.</p>	<p>IDS Physical Disability</p> <p>Occupational Therapy</p> <p>Educational Psychologist – sensory assessment</p>

What training are the staff supporting children and young people with SEND had or are having?	<ul style="list-style-type: none">• There is regular communication from the SENCO to staff and sessions during INSET days.• Circle of Adults for specific students delivered by SENCO, Teacher in charge of Children Looked After, and EP.		Supporting students with dyslexia Supporting students with speech, language and communication difficulties.	Staff have received attachment awareness training in June 2019.	

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How will my child be included in activities outside the classroom, including school trips?	<ul style="list-style-type: none"> Adaptation of the activities Risk assessments are carried out prior to any off-site activity. Whilst every effort is made to provide equality of opportunity for all students, in the unlikely event that it is considered unsafe for a child to take part in an activity, then every effort will be made to provide an alternative activity which will cover the same curriculum areas, where the activity is considered an essential part of the curriculum. 				Specific arrangements put in place by tour operators/trip providers to accommodate students with specialist needs, where possible. TA will accompany students on trips
How accessible is the school environment?	<ul style="list-style-type: none"> The School prides itself in being able to support students with a range of disabilities. All curriculum areas, apart from Geography and Sociology, are accessible either through being on the ground floor or through the use of a lift. For students that cannot access the rooms on the first floor of Editha building every effort will be made to move the class to a more suitable room 		School Maps are located around the school and on the school website Visual Timetables are made for individuals to access the curriculum independently.	School Counsellor is available Use of the base in social times Creation of a sensory area for those that need it	One disabled toilet, Ground floor ramps throughout the building. Personalised Evacuation Plans (PEEP), Lifts for the first and second floor classrooms apart from in Editha building.

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<p>How will the school prepare and support my child when joining The Polesworth School or transferring to a new school or post-16 provision?</p>	<ul style="list-style-type: none"> • Transition meeting between the Year 6 teacher and the Transition Co-ordinator. • Year 6 parents evening for all new students and an opportunity to meet with the SENCO • SENCO meets with each students previous SENCO • SENCO attends the annual reviews at previous school, where possible. • Transition Days for post-16 • Assemblies delivered by Post 16 providers 	<p>Meet with the student prior to starting in Year 7 – tours offered</p>	<p>SENCO to attend all meetings held by outside agencies working with the student during final term of Year 6 or Year 11.</p>	<p>Students are offered a Keyworker to mentor them through the transition period Early Help meetings are attended until they are passed to a new lead professional at the new setting.</p>	<p>SENCO meets the provision support adults at the previous school to see how we can meet the student's needs. Meet with the parents/carers, where appropriate, to ensure we meet the student's requirements to access the site.</p>
<p>How are the school's resources allocated and matched to children's special educational needs?</p>	<ul style="list-style-type: none"> • Our team of 7 Teaching Assistants, 1 HUB Inclusion Manager, SEN lead practitioner, and SENCO are funded from the SEND budget. • The budget is allocated on a needs basis. The children who have the most complex needs are given the most support often involving TA in class support. • The distribution of the TAs is allocated to support as many students with SEND as possible and reviewed regularly. • Those on an EHCP, the SENCO will apply on behalf of the student for additional funding to support the individual within the school environment. 				

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How is the decision made about how much/what support my child will receive?	<ul style="list-style-type: none"> • If there is an ECHP already in place, discussions will take place at the Annual Review meeting • Exams concession testing may be used to identify what special access arrangements are needed for examinations • Students are all treated as individuals. • On-going discussions between parents/carers and SENCO • Students may move off the SEND register if they make sufficient & sustained progress. 	Information passed on by primary schools is used in the early years of secondary to help identify appropriate support. Feedback from the specialist staff within school e.g. Behaviour Manager, head of Year	Information passed on by primary schools is used in the early years of secondary to help identify appropriate support.	Recommendations from outside services such as CAMHS and Educational Psychologists, STS for specific students	Meetings with and reports from IDS making recommendations as to reasonable adjustments for students with specific disabilities
How will I be involved in discussions about and planning for my child's education?	<ul style="list-style-type: none"> • Consultations with the SENCO/Inclusion HUB manager • Regular parents evenings and curriculum evenings 				
What do I do if I want to make a complaint about SEN provision?	<ul style="list-style-type: none"> • For any issue with SEND provision in the first instance make contact with SENCO – Mr P Rosten-Smart • If this issue is unresolved please contact Mr O Ford, Deputy Head Teacher 				

<p>Who can I contact for further information?</p>	<ul style="list-style-type: none"> • Mrs K Taylor, Admin Assistant to the Inclusion Department - k.taylor@thepolesworthschool.com • SENCO and Transition Coordinator: Mr P Rosten-Smart - p.rosten@thepolesworthschool.com or senco@thepolesworthschool.com • Heads of Year <ul style="list-style-type: none"> ○ Year 9 - Mr Haywood ○ Year 10 – Mrs Collier ○ Year 7 – Miss Lawrance ○ Year 11 – Mr Ravenscroft ○ Year 8 – Mrs Shafiq ○ Year 12/13 – Mrs Harris 				
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	<p style="text-align: center;">General</p>	<p style="text-align: center;">Specific Area Focus</p>			
		<p style="text-align: center;">Communication and interaction</p>	<p style="text-align: center;">Cognition and learning</p>	<p style="text-align: center;">Social, emotional and mental health</p>	<p style="text-align: center;">Sensory and/or physical</p>
	<ul style="list-style-type: none"> • SENDIAS – SEN information, advice and support services - 02476 366054 https://www.kids.org.uk/warwickshire-sendias-front-page • Warwickshire Local Offer - www.warwickshire.gov.uk/send • Staffordshire Local Offer - https://www.staffordshireconnects.info/kb5/staffordshire/directory/localoffer.page?localofferchannel=0 • Family Information Service - 01926 742 274 https://www.warwickshire.gov.uk/children-families 				

Testimonials	<p><i>'This report contains very clear and useful information, and shows a thoughtful and reassuring approach to children with SEND. Personally, I feel that this would answer lots of potential questions, especially for those parents new to the school and feeling anxious about their child's transition.'</i> Year 10 parent</p> <p><i>'I think it is simply brilliant! It is well structured and very easy for parents to understand, what help and assistance Polesworth school can offer the children on the SEND register and how their parents can access it. I particularly like how it is broken down into the different sections. . Having this information I feel would really help parents with children who have additional needs. It takes out the anxiety of not knowing who to contact at the school and also when to possibly raise any concerns for parents that suspect there is something not quite right with their child.'</i> Year 9 parent</p>
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Written in collaboration with Students, Parents / Carers, SENDCO, SLT and SEND Governor.

Effective from:

February 2026

Review date:

February 2026