



Present: Carolyn Stammers (Deputy Headteacher, SENCO)
Nikki Reeve (Deputy SENCO)
Jacqui Goodall (SEN Governor)

Update on DSEN students on roll:

1 statemented student
11 students on SEN Support
Approximately 30 other students receiving additional cognition and learning support

Progress of disabled students / suitability of provision / issues remaining:

1 student with statement for visual impairment.
She is confident and increasingly independent in the management of her disability. She participates fully in the life of the school including sport. She uses technology appropriately and is actively learning to read braille. She has had her transition review and the curriculum for KS4 has been adapted to meet her needs. Her career aspirations are high. She continues to receive one visit per week from the Eye Service.

Others, all receiving appropriate support:

3 students with visual problems of various types.
1 student with cystic fibrosis
1 student with dyspraxia
1 student on gradual return to school following road traffic accident.

Progress of other Statemented students / suitability of provision / issues remaining:

1 student (see above)

Progress of other SEN students / suitability of provision / issues remaining:

3 students with various types of social, mental and emotional health difficulties.
Of these, 1 attends for half-days and has constant supervision.
Another only attends one day per week and has hospital educational provision at Trowbridge (Salisbury provision has closed).

Provision for students joining the school in September 2016 known to have particular needs:

Currently, there are no students due to join Y7 in September with SEN or disabilities.

SCHOOL PRIORITIES for DSEN

1. Continue to develop relationships with outside agencies to support SEN students effectively
2. Deploy the TA support effectively
3. Review and further develop the process for documenting and requesting exam access arrangements
4. Further investigate ways to use SIMS to generate the SEND register
5. Support the shadow SENCO role
6. Develop and embed further the tracking and monitoring of progress for SEND students

Key points to note:

- The provision for and progress of students with SEN has been included in department reviews and during the observation fortnight. Heads of Department have a key role in ensuring that the needs of these students are met. Middle and senior leaders have noticed that there is a greater awareness now among teachers about provision for students with SEN and disabilities and therefore, this is now having an impact on their learning.
- The evaluation of provision for SEN students and those with a disability has mainly focused on those with identified needs and specific support. The impact of the provision is measured through half-termly tracking of the achievement of these students and also through their annual and other reviews. Teacher 'conferences' where teachers meet to discuss provision for specific pupils have been valuable.
- There has been less focus on other students with cognition / learning issues such as dyslexia. It is felt that there should be a more 'joined-up' approach to evaluate the progress of these students and this, therefore, remains a priority for next year.
- With increased awareness of the needs of individual pupils, there is frequently a cost in teacher time and resources. The management of these costs are frequently discussed to ensure that pupils feel confident to ask for support and can also manage their learning independently. For example, pupils could be expected to ensure that they can print out additional resources rather than wait for the teacher to do so.
- The SENCO and Shadow SENCO have been very busy dealing with the applications for access arrangements for the forthcoming examinations. They have dealt with over 30 new applications this year.
- The Shadow SENCO is currently studying for her SENCO professional qualification and should complete it by October. Although she has found the reading interesting, she has found it difficult to find time to reflect on her studies. Most of her work is carried out at home. It was agreed that the SENCO would arrange for her to have time to discuss her studies within the context of the school.
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OTHER ISSUES

- There has been some discussion within the County about the categorisation of mental health needs as a special educational need. This will be further explored as this will impact on the ability of the school to apply for an Educational and Health Care Plan to enable funding to be sourced.

POLICY / DOCUMENTATION UPDATE (including publishing on the website)

DSEN Policy:

Disability Scheme (3 years):

School Improvement Plan:

School Prospectus:

Information, Advice & Guidance Policy:

Admission Criteria

All documentation up to date.

Further monitoring and evaluation / next meetings:

Date of next meeting: 13 June 14:30