



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

Update on DSEN students on roll:

Statemented: 2

SA+: 33 (These students work with Lynne Bostock / Ed Psych and are likely to receive 25% of extra time in examinations)

SA: 21 (Some of these students are also supported by Lynne Bostock and are likely to receive up to 10% of extra time in examinations)

Progress and Provision for those with statements

Ongoing issues:

1. Monitoring of TA and technician support to ensure that there are sufficient hours to meet the needs of students within staff contracted hours. At present, technicians particularly have flagged up that carrying equipment to other rooms and extra preparations are giving them more work.
2. The school is making a determined effort to secure adjustments to marking schemes for public examinations for disabled students. This is in relation to aspects of assessments in science particularly where students cannot carry out specific tasks e.g. demonstrate that you can carry high-risk chemicals safely.

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

Main improvement is to the tracking of progress of individual students. They have been tracked as a group up until now but current information allows CS and other members of staff to check that each and every student is making appropriate progress.

Most students with SEN are in the Sixth Form and those joining the school from other establishments make up the highest proportion of this group. For example, in Year 12, 15 of the 20 students entitled to support have come from other schools. Some students find it difficult to accept that they need support and it sometimes takes a year to get students to see the benefit of extra support and provision.

To address emotional needs, there has been an increase in the number of hours supplied by the School Counsellor. She now works 25 hours a week.

Ongoing issues:

1. The trialling of the software package 'Write On Line' has been successful and now needs to be used more widely.

Preparation for provision for students joining the school in September 2014 known to have particular needs:

There is a training need for staff that is initially being met by a specialist teacher visit on June 10th to help prepare staff, and possibly groups of students such as prefects, for their admission.

SCHOOL PRIORITIES for DSEN

Partnership between SENCO and SEN Governor

JG has settled into her role as SEN Governor. To help her gain an understanding of the work of Teaching Assistants, it is planned for her to attend a lunchtime meeting in the summer term. CS to provide some possible dates.

Consistent and regular evaluation of performance of students with DSEN.

See progress of other students on page 2.

The tracking of individual students will allow CS and other staff to gauge the progress of these students. It was agreed that there should be a review of their progress post-examination and this should take place in September.

Development of working relationships with teachers responsible for Literacy and Numeracy and clear procedures in place to secure high quality provision in these areas.

CS explained the system by which improvements to communication have been made.

Using the 'Write On' system, CS has produced a provision map showing the procedures and communications that should take place following the flagging up of a concern re DSEN.

The main channel of communication is the FFAST (**F**orm for **A**dditional **A**cademic **S**upport).

Teachers use these forms to tell CS of any concerns that they might have. CS distributes the forms to the relevant member of staff i.e. leader in charge of literacy / numeracy / handwriting etc.

These leaders will collect the views of other staff and parents as appropriate before deciding on action to be taken. They then give feedback to CS so that she can have a whole picture view.

CS reports that this system is working very effectively.

Investigation of types of assistive technology to support the learning of DSEN students.

Ongoing support from the ICT department is much appreciated.

School is receiving excellent support from Wiltshire Council.

Outstanding support for VI student with many resources provided including support for student and staff learning of Braille.

Next area for development is in the area of sport where table tennis will help to aid fine motor skills and the introduction of Goalball. This is a game developed for WWII veterans with hearing impairments. All players are blindfolded and the game is played in silence so that all can hear the bell inside the ball to be able to gauge its position.

Work with specialist support services to develop provision for students with statements.

Apart from the excellent support from Wiltshire Council, the Ed Psych input is also very valuable.

There are now increasingly effective links with Salisbury Hospital to ensure that students who are unable to attend school can keep up their education.

There are regular 'Team Around the Child' multi-agency meetings with specialist services to secure effective communication and provision.

Preparation for the introduction of the new SEN Code of Practice.

CS to attend the Wiltshire SEN Conference in April. Following this event, she will prepare a document to inform governors of the key elements that are being changed and what school leaders are doing to prepare the school for these changes. The school has to put together a 'School Offer' that will be annexed to the 'Wiltshire Offer' to help parents choose the most appropriate provision for their children.

JG also to research changes to prepare herself as SEN Governor.

OTHER ISSUES

Admin Support

CS has already been in discussion regarding increased administrative support for the SEN department. Although SLT admin support is helping now with work such as planning Annual Reviews, a dedicated Admin Support person would be very beneficial to manage the increasing workload associated with DSEN provision.

'Growing Leaders'

One of the TAs is showing interest in developing her expertise in DSEN. As CS is aware of the need to plan succession strategies for when she eventually retires, it is felt that it would be beneficial in all respects to give support to this TA for her to be able to take a lead in the future.

POLICY / DOCUMENTATION UPDATE (including publishing on the website)

DSEN Policy:

Reviewed and agreed by Curriculum Cte in March 2014

Disability Scheme (3 years):

Due to be reviewed by the Resources Cte in summer 2014.

It was agreed that this document should refer to the SEN Policy wherever appropriate.

School Improvement Plan:

Clear identification of areas to be improved relating to DSEN. See Pages 3 / 4

School Prospectus:

Up to date in regards DSEN for September 2014.

Need to review again for September 2015

Information, Advice & Guidance Policy:

Policy makes clear the requirements for IAG for students with DSEN.

All legal requirements for Annual Reviews in place.

Careers Officer meets with all entitled students including the Y11 student not attending school.

Admission Criteria

In place in respect of priority for DSEN students.

Further monitoring and evaluation / next meetings:

Action Points

- CS to give possible dates for TA lunch to JG
- A meeting to review examination performance of DSEN students to be arranged for September.
- CS to produce a governor information document regarding changes to SEN legislation and provision.

What is PDA?

People with pathological demand avoidance syndrome (PDA) will avoid demands made by others, due to their high anxiety levels when they feel that they are not in control.

PDA is increasingly recognised as part of the **autism spectrum**. Here, we explain the characteristics of PDA and what can be done to support someone who has the condition.

PDA, first described by Elizabeth Newson during the 1980s as a pervasive developmental disorder distinct from **autism**, is increasingly becoming recognised as part of the autism spectrum. It is a lifelong disability and, as with autism and **Asperger syndrome**, people with PDA will require different amounts of support depending on how their condition affects them.

The central difficulty for people with PDA is their avoidance of the everyday demands made by other people, due to their **high anxiety levels** when they feel that they are not in control. Hence the name of the syndrome: pathological demand avoidance.

People with PDA tend to have much better **social communication and interaction skills** than other people on the spectrum, and are consequently able to use this ability to their advantage. They still have real difficulties in these areas though, usually because they need to control the interaction. They often have highly developed social mimicry and role play, sometimes becoming different characters or personas.

The main features of PDA are:

- obsessively resisting ordinary demands
- appearing sociable on the surface but lacking depth in their understanding
- (often recognised by parents early on)
- excessive mood swings, often switching suddenly
- comfortable (sometimes to an extreme extent) in role play and pretending
- language delay, seemingly as a result of passivity, but often with a good degree
- of 'catch-up'
- obsessive behaviour, often focused on people rather than things.

Often in cases of PDA there will have been a passive early history, but this is not always the case. It is believed that there may be neurological involvement in some cases, with a higher than usual incidence of clumsiness and other soft neurological signs.

The main features of PDA are described in more detail below. Other children on the autism spectrum can display one or more of these features but when many occur together it is helpful to use the **diagnosis** of PDA because things that help people with autism or Asperger syndrome do not always help those with PDA.

People with PDA can be controlling and dominating, especially when they feel anxious and are not in charge. They can however be enigmatic and charming when they feel secure and in control. Many parents describe their PDA child as a 'Jekyll and Hyde'. It is important to recognise that these children have a hidden disability and often appear 'normal' to others. Many parents of children with PDA feel that they have been wrongly accused of poor parenting through lack of understanding about the condition. These parents will need a lot of support themselves, as their children can often present severe behavioural challenges.

People with PDA are likely to need a lot of support into their adult life. Limited evidence so far suggests that the earlier the diagnosis and the better support that they have, the more able and independent they are likely to become.

See www.autism.org.uk