



St Laurence School SEND Information Report

Additional Educational Needs Department

September 2025

SENDCo Ms Holly Whittle

St Laurence is an inclusive school and caters for the needs of students with SEND in the 4 areas of SEND: cognition and learning, communication and interaction, social emotional and mental health and sensory/physical needs. This currently includes students with visual, hearing and physical needs from mild to severe, dyslexia, dyspraxia, a range of learning difficulties such as autism and young people with social, emotional and mental health needs.

The Additional Educational Needs Department

At St Laurence, all pupils are valued equally, regardless of where their abilities lie. All students are entitled to have access to a broad and balanced curriculum. Within its aims, St Laurence is committed to equal opportunities, with students being encouraged to achieve their full potential, whatever their academic or physical ability, through the provision of a balanced and challenging curriculum.

St Laurence uses the 'graduated approach' to review the support available to aid students in making progress, academically, socially and emotionally. Progress will be reviewed throughout the year and the SENDCo will assess whether the student requires further SEN support, using the cycle of 'Assess, Plan, Do, Review'.

The AEN Register

For students on the AEN register, learning and progress will be monitored by us, but their needs can be met through quality classroom teaching and learning (the school's ordinarily available provision). Staff will use the 'AEN Toolkit' to help adapt learning accordingly. Students may have a Pupil Passport which details their individual areas of strength and challenge as well as tailored strategies to support their learning.

SEN Register

Some students will require additional support (above the ordinarily available provision) to make expected academic progress, and they will receive additional personalised targeted

support to help reduce barriers to learning. We will assess obstacles to the learning, we may plan interventions with specific targets which may result in a short-term intervention (between 6-8 weeks, with flexibility to extend if needed) and review the success of this in line with the targets. This may form a review point of an existing My Support Plan or be an appropriate time to set up and register a My Support Plan. The Pupil Passport will also be reviewed and strategies amended accordingly.

Some students on the SEN register will have a confirmed EHCP (Education, Health and Care Plan) and we will implement long-term support to plan for the best possible learning outcomes for your child. Students with an EHCP will receive a 'highly' personalised support package which may include professional/specialist advice from external agencies. Key strategies will be shared with teaching staff via the Pupil Passport.

All students are monitored closely with regards to academic progress and should progress begin to decline or improve based on school data or teacher feedback, they would be moved a level, or onto a different register, to be supported more effectively. The registers are fluid, and not fixed, and the needs of a student will be regularly monitored.

Cognition and Learning

The literacy skills of all students are assessed on arrival (spelling, reading comprehension, reading speed). Further testing may be carried out either internally with specialist staff, or involving outside agencies where, in exceptional circumstances, there continue to be significant concerns in terms of progress/behaviour which are not remedied following internal intervention.

Students can be referred for internal testing (e.g. dyslexic traits, auditory processing, speed of processing) following evidence of concerns. There is very often a waiting list for this service and students with external examinations in KS4 and KS5 are prioritised, as testing may impact on their entitlement to access arrangements (examination dispensation). Referrals to external agencies can only be made when the criteria set out by the agency can be met; further information is available from the AEN team.

Academic progress is reviewed after every report writing session, by the relevant Key Stage Director of Learning and Progress, Core Leaders in English, Maths and Science, the SENDCo and, where appropriate, the Pastoral Team. Students who are not making expected progress may be referred for further investigation and/or considered for a variety of intervention strategies. A range of in-house expertise and provision allows for intervention/assessment of difficulties and further referral if required. The involvement of external agencies, such as the Educational Psychologist or SEND Support Services, may be considered for students who continue to have difficulties across several areas and who fail to make progress despite intervention or who have complex or unidentified needs. Strict referral criteria apply.

Communication & Interaction, Social, Emotional & Mental Health Needs, Physical/Sensory Needs:

Weekly meetings of the pastoral team (Deputy Head, Heads of House, SENDCo) and fortnightly meetings of the AEN team (SENDCo Team and Teaching Assistants) identify students who appear vulnerable or who may have undiagnosed needs in the above areas. Students whose attendance causes concern are flagged at these meetings, as poor attendance may be evidence of an undiagnosed need. As with cognition and learning, a range of in-house expertise and provision allows for intervention/assessment of difficulties and further referral if required. The school may be able to refer students to Wiltshire for a neurodiversity assessment via the 'Needs Led Approach' if there is robust evidence of need. We hold a waiting list for students who may need to be assessed through the 'Needs Led Approach'. As well as parental permission, student agreement and involvement are essential for this process to be successful.

At School, provision for students with SEMH includes nurture groups, mentoring/coaching, Emotional Literacy Support, Lego© Therapy, and therapeutic activities. The involvement of external agencies, e.g. Educational Psychologist, Sensory SEND may be considered for students who continue to have difficulties across several areas despite intervention, or for those students whose difficulties are complex and changing and for whom internal intervention is having minimal impact.

The pastoral system at St Laurence ensures that all parents/carers are fully involved in their child's education. Parents/carers of Year 7 students with SEND are contacted in September, as are parents/carers of students with SEND who are new to the school. They are welcome to make an appointment with the SENDCo Team. Tutors /members of the AEN team call home to check on transition within a few weeks. At the tutor review meetings, individual *Pupil Passport* documents, which detail the SEND needs and relevant support strategies for individual students, are shared with parents/carers.

Regular contact with the school (either with an Assistant Head of House, member of the SENDCo Team or for students with complex needs, a named key-worker from the AEN team) is encouraged so that concerns can be addressed quickly. Parents /carers are invited to attend tutor progress meetings, parents' evenings which are currently online, Annual Reviews throughout the year.

If private assessments are sought by parents, we would ask that parents contact the AEN Department to make us aware. Please note that recommendations made by private assessors cannot always be implemented at school. There will be exceptions such as the assessor does not have the stipulated qualifications or when the paperwork has not been completed in accordance with JCQ regulations. If you are considering commissioning a private report, we would strongly recommend that you contact the SENDCo team beforehand so that we are part of that process with you.

Students and parents are often involved in writing the *Pupil Passport* document (which is shared with all members of staff and updated as required). Tutors and students discuss and update the document at least once a year. SEND students attend tutor progress meetings and parents' evenings. Some students have additional mentoring slots with a keyworker, who might be an Assistant Head of House, Head of House, Teaching Assistant or other appropriate member of staff, and some students have peer mentors or access to an external provision, for example mentoring or solution-focused coaching. All students are well supported and given appropriate guidance when making important decisions (e.g. option choices, work experience, careers, future plans) and SEND students receive additional guidance from appropriate staff. Depending on the level of need, support meetings can be daily, weekly or termly. Students with an EHCP (My Plan) are invited to a Person-Centred Review in addition to the above.

Arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood.

SEND students are well supported during transition periods. The Year 6/7 Transition Coordinator is aided by the SEND team to ensure smooth transition from primary to secondary, a process which begins in Year 5 for some students and can involve individual support packages, according to need. From Year 9, students are well supported by CEIAG (Careers Education Information Advice and Guidance) team in making GCSE/14-16 option choices, and a range of provision, including personalised packages when needed, is on offer. The KS3 Director of Learning and Assistant Head with responsibility for KS4 meet with the SENDCo and Pastoral Team, where appropriate, to discuss and plan for appropriate provision, based on the needs of the cohort and individuals. Post-16 SEND students are supported with making option choices, with tailored support including college visits, application and interview support. Data is used effectively during KS3, 4 and 5 and the school provides students and parents with detailed information about potential progression routes, allowing them to make informed decisions. Sixth form students receive tailored advice and support with regard to planning higher/further education routes as part of the core enrichment programme.

Arrangements for assessing and reviewing children and young people's progress towards outcomes, including the opportunities available to work with parents and young people as part of this assessment and review

Reviews for children and young people with SEND take place regularly, often on a flexible basis and according to need. SEND reviews are part of the wider assessment, tracking and review process for all students and also include tutor progress meetings, parents' evenings, internal SEND reviews, pastoral meetings, external SEND reviews such as Annual Reviews, and other reviews with external agencies as required.

All St Laurence students have challenging academic targets and this includes SEND students. Targets are reviewed in line with the whole-school tracking procedures which follow the report writing schedule (currently x 3 per year) and students who are not making expected progress may be asked to take part in an intervention, following consultation with parents. A small number of children and young people with SEND may have additional personal targets (as well as academic targets) e.g. in the areas of social & communication or speech & language, where there are complex needs. These targets are sometimes set by external agencies, and are reviewed regularly, usually by the staff delivering intervention packages with the support of the relevant external agency.

The approach to teaching children and young people with SEND

The vast majority of SEND students are taught within mainstream classes and have access to the National Curriculum, with adaptive learning to ensure access for all. Some students benefit from support from Teaching Assistants within the class. Where the need arises, some students have additional support, e.g. literacy and numeracy in small withdrawal groups or on a 1:1 basis. Progress is reviewed regularly, and it is expected that the majority of students will continue to access learning with their peers in an inclusive classroom environment. Provision is also made for students with social/communication/emotional needs, and may take the form of on-site withdrawal, off-site programmes or mentoring/nurturing for part of the school day, when we have secured the necessary funding for the intervention. Children and parents/carers are consulted prior to any additional support being put in place.

A range of qualifications is on offer for all students including in KS4 GCSEs and ASDAN, and in KS5 A Levels. Where individual need arises, other qualifications may be available such as ASDAN qualification or Entry Level and Functional Skills qualifications. This provision is reviewed annually and may change according to the particular needs of the cohort.

How adaptations are made to the curriculum and the learning environment of children and young people with SEND

All children with SEND have access to the National Curriculum which is adapted to meet their needs. This is reflected in the schemes of work produced by each department. Staff are made aware of individual needs using the *Pupil Passport* document (which details strategies for supporting students, such as using suitably adapted materials, providing writing frames, or breaking work down into manageable sections).

A very small number of children with complex learning difficulties, and who require intensive support across a range of subjects, have access to a Learning Mentor. This provision is agreed in advance for students with an EHCP/My Plan. Where needed, timetables are personalised to meet individual need in KS3, 4 and 5, and young people with

SEND will have access to other programmes (e.g. literacy and numeracy) as appropriate. This may be on a temporary or permanent basis, according to the level of need.

Advice is sought from the Visual, Hearing and Physical Impairment services to ensure that the physical environment is well adapted (within our best endeavours) to ensure that students with sensory/physical needs are fully included in the school community. See the school's Accessibility Plan for further details.

The expertise and training of staff to support children and young people with SEND, including how specialist expertise will be secured

The AEN team comprises a large team of staff with considerable experience and expertise in the following areas: autism spectrum and other social/communication needs, speech and language, dyslexia, physical/sensory impairments (visual, hearing, physical), SEMH supporting learning, supporting students with SEND.

Staff are highly qualified and all members of the AEN team receive regular training with topics including autistic spectrum disorders, dyslexia, speech and language, hearing impairment, attachment disorder, acquired brain injury and the impact of trauma, amongst others. Specialist expertise can be secured via a referral system where evidence of complex needs must be demonstrated.

Evaluating the effectiveness of the provision made for children and young people with SEND

After each cycle of intervention, the effectiveness of the provision is evaluated using objective and subjective data. This might include academic progress, 'learning profile' information (part of the school's reporting system which tracks students' progress in the focus areas of *prepared for learning*, *attitude to learning*, and *engaged in learning*), attendance, rewards/sanctions, feedback in Person Centred Reviews, keyworker and pastoral meetings, etc. The need for further intervention is considered in the light of the information collected and following discussion with key members of staff and is discussed with parents/students as appropriate.

How children and young people with SEND are enabled to engage in activities available with children and young people in the school who do not have SEND

Children with SEND are fully included in the school community. SEND students are encouraged to take part in activities which are open to all, and discreet but 'targeted' invitations are made as appropriate. This includes off-site activities such as residential trips and other year-group specific activities, as well as a wide range of after-school clubs. For such activities, plans are adapted and, where necessary, additional or modified transport/

accommodation and additional staff are provided to enable inclusion, for example the whole-school challenge programme.

Support for improving emotional and social development.

Pastoral support at St Laurence is a particular strength of the school. Students with (and without) SEND have access to counselling and support via the School Nursing service, as well as a range of in-house and off-site programmes designed to boost self-esteem, foster the development of social skills and encourage friendships and resilience. These internal provisions such as mentoring (including peer mentoring), coaching, restorative justice, nurture groups, access to Study Support and The Den, support from the school's full-time ELSAs (Emotional Literacy Support Assistants), gardening provision and external provision. There are usually waiting lists for these services.

The school offers a flexible response to individual needs and provision does currently include a focus on personal skills development (e.g. food hygiene skills, using public transport, managing money, working with others via 'work experience' in a suitable environment, team-building skills, via Lego-based Therapy etc.).

Tutors, Teaching Assistants and Assistant/Heads of House play a pivotal role in identifying and supporting vulnerable children, both with and without SEND. The school's anti-bullying policy (see website) is rigorously applied. Weekly pastoral meetings and fortnightly AEN meetings ensure that vulnerable youngsters are identified, and that appropriate support/provision is put in place as swiftly as possible. Staff, including senior staff have regular training to update their knowledge and improve the support offered.

The school's vertical tutoring system enables the development of cross-year friendships and supportive relationships. Teaching Assistants also have a supervisory role during breaks and lunches and this allows for further interventions/observations with regard to vulnerable youngsters. There is also break/lunch provision for students who find friendships/managing unstructured time difficult.

Working with outside agencies

The Deputy Head responsible for Child Protection and Student Wellbeing works closely with external agencies which support young people, including Social Care, MASH team, Youth Services, Family Key Workers, *Motiv8*, *BoAYouth* (mentoring) and Wiltshire Youth for Christ (mentoring). There are usually waiting lists for these services.

Looked After Children have regular reviews of progress through PEPs. The Deputy Head works closely with the SENDCo and the wider pastoral team to ensure that needs of children and young people who have SEND are met.

Completed by: Ms H Whittle (SENDCo)

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Other relevant information/policies:

- SEND website for the Wiltshire *local offer*
- SEND Policy
- Behaviour Management Policy
- OAP (Ordinarily Available Provision)
- School Development Plan
- 6th Form section of the Website for information on post-16 provision
- Good Schools' Guide
- Accessibility Plan