

SEN Information Report



1. Tring School supports students with:

- Dyslexia
 - Dyspraxia
 - Social, Emotional and Mental Health difficulties (SEMH)
 - Attention Deficit Hyperactivity Disorder (ADHD)
 - Attention Deficit Disorder (ADD)
 - Physical and Neurological Impairments
 - Hearing Impairments
 - Visual Impairments
 - Processing difficulties
 - Medical issues which will affect a students' ability to make progress
2. Students are screened on entry to Tring School (on the Induction Days in Year 6 and at the beginning of their first term, or, if they are an in-year admission) using reading, writing and spelling tests. If appropriate, a maths test will also be applied. Should concerns be raised through the screening, further testing will be undertaken by one of our Specialist Teachers, and parents will be informed of the results.
3. The school measures the impact of the support it provides for students with SEN through:
- Progress Trackers issued three times a year
 - Individual Education Plans (IEP)
 - Student voice surveys
 - Assessments following short term interventions
 - Feedback from class teachers

The most recent OFSTED inspection (January 2014) stated that “Disabled students and those with SEN make good progress in lesson through well-directed support now provided for them” and that “the new coordinator has improved the arrangements for meeting the needs of disabled students and those who have SEN, and their progress is now good. There is an effective combination of individual and group support from specialist staff”.

Students who have SEN and are significantly below age related expectations, are placed in smaller classes with the support of a Teaching Assistant. All staff teaching or supporting students with SEN have access to a Student Passport of individualised information about students with an Education, Health and Care Plan (EHCP) or who come under the label “SEN Support”, which includes strategies on how to overcome their barriers to learning and how to support them in lessons.

Tring School has a flexible curriculum to support students who require additional literacy or numeracy. Some students do not study languages at Key Stage 3 in order to enable them to have additional literacy and numeracy lessons. Key Stage 4 students may study entry-level qualifications rather than GCSE's, and take vocational entry-level courses at local colleges. The SEN Code of Practice 2015 clearly states that students should be provided with quality teaching within a classroom that should be highly differentiated in

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nature. Should a child struggle to cope with the curriculum even with quality teaching, the SENCo will investigate whether the child needs additional support.

Intervention classrooms and areas around the school have been adapted to promote learning and encourage students with SEN to engage in the curriculum. This includes a refurbishment of the Learning Support Department in the summer of 2014. We have a Study Skills room, Literacy and Numeracy interventions rooms and, more recently, an Inclusion Centre for students who struggle to access mainstream lessons because of medical or mental health reasons. Students whose reading age is below their chronological age will also take part in reading programmes from year 7-9 in literacy lessons. The Learning Resource Centre been adapted to create an area that is devoted to supporting students with low reading ages. Reading Programmes are available for students who have low reading ages, and include the use of reading pens and comprehension reading programmes.

Students with SEN are able to access short term interventions which include literacy and numeracy lessons, speech and language therapy, spelling, touch typing courses, social skills groups, and access to ICT in lessons with programmes such as Read and Write and Inspirations. The 2015 SEN Code of Practice says that for most students interventions should be measured regularly and should initially be put into place short term.

Technology is embraced by the Learning Support Department and students are encouraged to use Chrome books and Google Apps to support their learning.

All students with a significant barrier to learning or an EHCP are allocated a Key Worker to meet with them regularly and to mentor them. Some students with social and emotional difficulties will receive support via social skills groups and access to learning support during unstructured times. Teaching Assistants organise a Breakfast Club every morning and at lunch time there is a supervised dedicated club, which provides a safe place for identified students who struggle to cope in unstructured times. The Learning Support Department works very closely with the Student Support Team to support students with difficulties of this nature.

Students with SEN have access to a wide range of extra-curricular activities, including trips and visits where appropriate.

4. The SENCO is Gayle Raybould, who can be contacted via email at senco@tringschool.org. Should parents be concerned about the progress of their child they are encouraged firstly to speak to their child's class teacher directly, or their child's Form Tutor.
5. Tring School has a very experienced team of Teaching Assistants led by staff who have worked with students with SEN for over twenty years. There is one qualified teacher within the team who is qualified to test and identify Specific Learning Difficulties (SpLD). All Teaching Assistants undertake regular training to enable to them to support Speech and Language Therapy (SALT).

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All teaching and support staff have regular training on SEN including supporting students with speech and language difficulties, autistic spectrum condition and dyslexia.

6. Upon entry to Tring School, students' needs are identified and, where necessary, support from external professionals such as Occupational Therapy, Educational Psychology and Hearing Impairment Services is sought. Where specialist equipment and training is needed this is pursued as quickly as possible and put into place so that staff and students can access it where appropriate. The SENCo liaises with primary school staff to ensure that it is in place before the students arrive in September.
7. Parents of students with SEN are consulted in meetings; formal and informal, via presentations, drop-in sessions/coffee mornings, at Parents Evening, via reviews of the IEPs, or at the annual reviews of those students with an EHCP.
8. Students are consulted via student feedback forms following interventions, during EHCP reviews, as well as via support groups led by Teaching Assistants.
9. Mediation is encouraged with regard to concerns regarding support. As much as possible the school will seek to resolve any parental and student concerns. However, should the issue not be resolved the governing body's chair of governors, and the link governor will deal with the complaint.
10. The school seek to support students by engaging with external agencies through Hertfordshire and Buckinghamshire County Council Services. We may also seek support from external agencies independent of the local authority if appropriate.
11. Where a parent knows that they will be transitioning their child to Tring School, every effort is made to support the child and their parents. The SENCo will attend relevant meetings such as TAC and EHCP reviews. Familiarisation Visits or phased/managed moves are arranged if appropriate and Key Worker meetings are put into place.
12. Tring School also liaises with Connexions to support students into further education or work, communicating directly with colleges and university to inform them of students' SEN and strategies necessary to support them. Transition visits are arranged, and a Teaching Assistant / Key Worker will support students in visiting the further education sites.
13. Parents can access details of services available through the Hertfordshire Grid website which provides the local offer - <http://www.hertsdirect.org/services/healthsoc/childfam/specialneeds/> or contact the SENCo directly for details.