

## Our Philosophy

Drayton Manor High School offers a wide range of opportunities, academic, practical, cultural and sporting to all students. The school thinks and works in terms of individual students, their personal development, their academic tuition, their interests and their career needs. The school's curriculum aims, as stated by the Governing Body, are:

- To promote the maximum possible development of individual students' talents and potential within a tolerant and caring community
- To help students to develop a lively, enquiring mind and the ability to question, to argue rationally and to apply themselves to tasks and physical skills
- To help students to acquire in all areas of the curriculum the knowledge, understanding and skills relevant to adult life, employment and leisure in a fast changing world
- To help students to use language and number effectively
- To promote equal opportunities for all, to counter racism, sexism and all other forms of discrimination whenever they occur
- To encourage respect for religious and moral values and tolerance of other races, religions and ways of life
- To help students to understand the world in which they live and the interdependence of individuals, groups and nations, including awareness of economic and environmental issues
- To help students to appreciate human achievement and aspirations in all forms of human endeavour
- To help students in the development of their personal and social skills

### 1. What kinds of needs are supported at our school?

Students with various types of needs are supported at our school. We work closely with parents, staff and external agencies to ensure our students make good progress and the individual needs of the students are met.

We work in close partnership with Springhallow School and are able to accommodate students with Autistic Spectrum Disorder.

At Drayton we are able to support students with Social Emotional and Mental Health difficulties as staff are trained in ADHD, attachment disorder, the nurture group principles, anxiety disorders, school phobia and behavioural difficulties.

An alternative curriculum is designed for students that require specialist support at Key Stage 3 in Phonics, Literacy, Numeracy and SEAL. At Key Stage 4 a variety of different pathways are offered, including a variety of additional support classes and vocational options.

At times students enter high school with complex learning and/or medical needs and can find a mainstream secondary school very challenging. Students with these difficulties might find their needs better met in a specialist school or resourced provision. As a school we are unable to make that decision. This decision will be made through consultation with the SEN team, parents and the Educational Psychologist.

## 2. Who can you talk to about your child's Special Educational Needs?

- Form Tutor
- Head of Year
- SEN contact
- Keyworker
- Deputy SENCO
- SENCO

## 3. How are students' needs identified?

We identify the needs of all students whether they have a special educational need or not, on admission and throughout their time at Drayton Manor. Every student is seen as an individual and if special educational needs and/or additional intervention is required the school will inform the parent.

- Year 6 Primary Liaison and Transition  
The school works closely in partnership with primary schools to provide a purposeful and smooth transition for students of all backgrounds and circumstances. The school offers a large range of enrichment and support activities to students at the key points of the transition process.
  - On confirmation of high school placement, the school will start to communicate with primary schools, Ealing SENAS Team and parents to obtain information regarding each student to determine the most applicable support to ensure good progress
  - A visit to the primary school to obtain and provide information for all students
  - All students will be invited to an introduction meeting at Drayton Manor with Parent/Carer to obtain and provide information
  - All students will attend a Year 6 induction day held in the Summer term providing various taster sessions, such as PE, Computing, Dance, Music and a question and answer session
  - Files are passed to us, which the SENCO and Head of Year will review all Year 6 student records
  - Identified students will be invited to Summer School
  - SEN students will have a detailed education plan in place for the start of Year 7 which will provide details of the need and strategies to support in the classroom and around the school

- Students with an Education Health Care plan will meet with the SENCO in the Summer term of Year 6. The SENCO visits the primary school and discusses the students' needs with staff and parents. Following this meeting the SENCO shows the student a presentation about the school, including key information and dates. The keyworker assigned to the student for the following academic year will visit the primary school spending a day with the student in his/her own environment and learning strategies from staff that would be useful to use in a secondary school setting. The keyworker will start to build a relationship with the student and support them at the start of Year 7.
- Year 12 transition  
Transition at every stage is supported by the Inclusion Faculty. The SENCO attends 6<sup>th</sup> form Open evening to answer any questions parents might have as well as attending the Year 12 and 13 parents evening. Induction activities are delivered for new students to Drayton Manor by the SENCO, Transition coordinator and Year 13 peer mentors.

- New Parents Evening

This event is held in the first half of the Autumn term to inform Year 7 parents of the procedures and expectations. The Head of Inclusion and Deputy Head of Inclusion attend the event to answer questions relating to SEN provision.

- Year 7 Autumn term

All students will take reading and spelling tests to identify any literacy support required. Students will also complete Cognitive Ability Tests (CATS) within the first half of the Autumn term. They are designed to assess a pupils' ability in three different areas: verbal (thinking with words); quantitative (thinking with numbers); and non-verbal (thinking with shapes and space).

Furthermore, students identified by primary schools as having a SEN need on transition to high school will have two further assessments for Phonics and Numeracy. These students will also be allocated with a SEN contact and have an Education Plan development to support staff in school with their learning.

If parents have any concerns regarding the progress of their child in school, they can contact the SENCO via the school admin email address. The SENCO will discuss your concern with all relevant staff in school and contact you with feedback and suggested next steps.

#### 4. How will you know how your child is doing?

Parents will receive a termly progress report and attend a SEN review meeting once a term. If the student has attended SEN intervention a detailed report containing a summary of the programme, outcomes and targets met will be sent home for parents. All interventions within SEN have target sheets placed in student books with weekly progress indicators. Parents will receive detailed marking and feedback once every two - three weeks.

5. What skills and training do staff have?

We have a large team of specialist SEN teachers that work in the SEN department with various subject specialisms as well some SEN teachers being primary trained. There are a team of Learning Support Assistants (LSAs) with various specialist skills in behaviour, speech and language and attachment disorder. Teaching staff are trained in a variety of special educational needs and additional training is delivered by external professionals as and when required.

6. How do we enable students with SEN to make decisions about their education?

In Year 9, students are involved at all stages of decision making when making subject choices. SEN staff are variable at the Year 9 Options Evening to meet with students and parents and options assemblies are delivered with additional transition activities taking place during tutor time. In Year 11 all students attend careers meetings, planning the next stages of their education and are supported by their SEN contact in making Sixth Form and college applications.

7. How are adaptations made to the school to help students with SEN?

Our access policy can be found in the following location on the school website:

<http://fluencycontent2-schoolwebsite.netdna-ssl.com/FileCluster/DraytonManorHigh/Mainfolder/Curriculum/Inclusion-Policy.pdf>

8. How effective is our SEN provision?

Parents will receive a termly report from the intervention which the student attends and targets will be reviewed termly.

Below is a table of the interventions which we provide to students across the different year groups and have been grouped by SEN area of need:

Need 1: Cognition and learning	Need 2: Communication and Interaction	Need 3: Social, Emotional & Mental Health	Need 4: Sensory and/or Physical Needs, Medical
KS3 Alternative Curriculum programme/ KS4 Curriculum Support	Communication and Social Skills	Lego Club	Health Care Plan (Welfare staff support)
SpLD (Dyslexia)	Lego Club	Self-Esteem/Confidence	Alternative provision for Games
Speech and Language (Vocabulary and Narrative)	Linked school programme – Springhallow integration	Behaviour for Learning	Seating/Locker positioning
Literacy	Self-Esteem/Confidence	Building resilience and Conflict Resolution	Timetable rooming adjustments
Catch-up Literacy	Behaviour for	Academic Mentoring	Adapting Resources

reading	Learning		
Comprehension and decoding skills	Building resilience and Conflict Resolution	School Counsellor	Specialist teacher observation and reviews
Reading Buddies	Academic Mentoring	Peer Mentor	
Phonics	School Counsellor	Resilience programme	
Spellzone	Peer Mentor	Respite room	
Handwriting Club	Respite room	Lunch/Break time support	
Touch-typing	Lunch/Break time support	Nurture Group	
Numeracy	Nurture Group	Curriculum Coaching	
Catch-up Numeracy	Curriculum Coaching	Communication and Social Skills	
Curriculum Coaching	SEAL	SEAL	
Homework Club			
In-class support			
Team Teaching			

**9. What specialist services and expertise are available at or accessed by the school?**

The services which the SEN department work with to support students and families are:

<b>Specialist Services/External Agencies</b>
Educational Psychologist Services (EP)
Clinical Psychology Services (Clips)
Speech and Language Therapy (SaLt)
Occupational Therapy (OT)
School Counsellor
Child and Adolescent Mental Health Services (CAMHS)
Further Education & Career Advice
School Nurse
Social Services
Supportive Action For Families in Ealing (SAFE)
Team Around the Family / Team Around the Child
Family Links
Visual and Hearing Impairment Consultants (SENS)
Safer Schools Police Officer (SSPO)
Multi-Agency Support Team (MAST)

The school offers a variety of specialist services supporting a large range of needs across the school. The Educational Psychologist, Clinical Psychologist, School Counsellor and Speech and Language Therapist are in school one day each week.

**10. How can I find information on the local authority's Local Offer of services and provision for children and young people with special educational needs and disability?**

Further information and guidance regarding Ealing's local offer and provision can be accessed using the links below

[\*\*Ealing Families Directory\*\*](#)

[\*\*Ealing Grid for Learning SEND\*\*](#)

[\*\*Ealing Children & Families Directory\*\*](#)