

# The Mountbatten School – SEN Information Report - 2021 - 2022

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## 1. How does the school know if students need extra help with learning?

The Mountbatten School is a mainstream school. Our motto is the “We Care, We Respect, We Achieve” We aim to ensure that:

- Students with learning difficulties are able to access their entitlement to a broad, balanced and relevant curriculum as part of the whole school community.
- Students with SEND are educated, wherever possible, in an inclusive environment alongside their peers to enable each student to reach his or her full potential.
- We match levels of additional support for learning to the wide variety of individual learning difficulties, while enhancing self-esteem.
- We identify and assess students with SEND as early and as thoroughly as possible using the revised Code of Practice (2014).
- Parents/carers and students are fully involved in the identification and assessment of SEND, and that we strive for close co-operation between all agencies concerned, using an approach that ensures all relevant stakeholders are involved.
- We meet the needs of all students with SEN by offering appropriate and flexible forms of educational provision, by the most efficient use of all available resources.
- We maintain up to date knowledge of current SEN good practice and methodology in order to offer support and training in these areas to all staff in the school.

There are four types of Special Educational Needs and Disabilities (SEND), decided by the Department for Education:

1. Communication and interaction
2. Cognition and learning
3. Social, mental and emotional health
4. Sensory or physical

If a student has SEND, then their needs will fit into one or more of these categories.

A school’s provision for SEND is defined as support which is *additional to* or *different from* that which is available to all students.

At The Mountbatten School, we recognise that students make progress at different rates and not always in a steady, linear pattern. Therefore, students are identified as having SEND in a variety of ways, including the following:

- Liaison with primary school/previous school
- The student performing significantly below expected levels
- Concerns raised by parent/carer

- Concerns raised by teacher
- Liaison with external agencies, e.g. physical health diagnosis from paediatrician

If a student is identified as having SEND then their name will be added to the register of school support, but we recognise that students' needs may change over time and provision must reflect this. The aim of any additional provision, is for the student to achieve age expectations in the area of need they have, so once they reach this threshold they may be removed from the school support register. If they fall behind again at any point, then they may return to the register again.

## 2. What should I do if I think my child has special educational needs?

Your main point of contact at school should always be your child's tutor or subject teacher. You can start by contacting the tutor, who will be able to discuss your concerns. If you need to speak with other staff members, such as Pastoral Leaders or the Special Educational Needs Co-ordinator (SENCO), then the tutor will be able to help you arrange this.

## 3. How will school support my child?

Subject teachers are responsible for the progress of students in their lessons. They are trained to teach children with all types of additional learning requirements and are responsible for making the curriculum accessible to all students through appropriate and effective differentiation.

The Special Educational Needs Co-ordinator is responsible for ensuring that:

- Teachers understand a student's needs. Where the needs are complex and long term, a Student Learning Profile, detailing the classroom strategies to support those needs, will be available for staff.
- Teachers are trained in meeting those needs.
- Teachers have support in planning to meet a student's needs.
- Provision across the school is efficiently managed.

Sometimes, some students require additional support to make progress across the curriculum, because they are significantly below the expectations for their age. Then, the Special Educational Needs Co-ordinator and the Student Services Support Team is responsible for organising intervention for an individual or small group of students, which might include one of these provisions, for example:

- **Additional adult support in the classroom** – each faculty have Teaching Assistants (TAs) who support the teacher in helping the learning of whole classes; the Special Educational Needs Co-ordinator also is able to direct a limited amount of 'hours' of additional adult support in the classroom, in cases where there is evidence that students are significantly below the expectations for their age

- **Withdrawal sessions** – when students come out of some lessons for pre-arranged sessions with specially trained Learning Support teachers or TAs on, for example, handwriting, ELSA, reading, numeracy, study skills, organisation skills, social skills and transition work from Year 6-7.
- **Disapplication** – if long-term intervention is needed, a student can sometimes be disappplied from a subject on the national curriculum, in order to allow time for intensive support with their learning
- **Transition Group work** – for students joining Y7 who require additional support with organisation, time management or managing emotions.

## Home learning

The home learning (homework) set by teachers is an integral part of students' learning and can contribute directly to how well a student makes progress. Home learning may consolidate and build on the learning in lessons, taking the form of pre-learning the contents for a lesson or learning for a test content covered, ensuring that students fully understand concepts and apply the skills they have learnt. The school expects parents to engage with their child's home learning, so that students can see the high value their parents place on working as part of a home-school partnership. This provides essential support for teachers and means no opportunity is lost for supporting every student's learning.

## Who will explain provision to me?

- Information about the provision in individual subjects can be discussed with subject teachers or department leaders. There is an annual opportunity for this at parents' evening, but teachers can meet with parents/carers at any point in the school year to discuss students' progress. Teachers are accessible by e-mail, phone or through the students' planners.
- In the case of individual or small group interventions, the Special Educational Needs Coordinator, Learning Team secretary or Faculty TA will write to parents/carers explaining the aims of the intervention. Letters, phone-calls, emails or a note in the student planner will be used to keep parents/carers updated on their child's progress and discuss support in more detail, if required.
- The TA liaison for the Hearing Impaired or Visually Impaired will also use letters, phone-calls, emails or meetings to keep parents/carers updated on their child's progress and to discuss support in more detail, if required. Students who are Hearing Impaired or Visually Impaired will have an Information Sheet detailing their needs and support strategies which are readily available for all staff.

## 4. How are the school governors involved and what are their responsibilities?

- The Assistant Head teacher reports to the governors bi-annually to inform them about the progress of students with SEND; this report does not refer to individual students and confidentiality is maintained at all times.
- One of the governors is responsible for SEND and meets with the Special Educational Needs Co-ordinator. This 'SEND link governor' also reports to the governing committees, to keep all the governors informed. They also spend time within the faculty, observing the small group interventions and reviewing the impact with the SENCO and Assistant Headteacher.

## **5. How will the curriculum be matched to my child's needs? What are the school's approaches to differentiation and how will that help my child?**

Subject teachers are responsible for planning lessons that are accessible to and differentiated for every student. In some curriculum areas, students are grouped by levels of attainment, whilst other curriculum areas are taught in mixed attainment groups. Students are entitled to participate in all areas of the curriculum and it is the subject teacher's role to differentiate resources and activities to ensure the student can access the learning. This can mean teachers plan:

- Visual, auditory or kinaesthetic activities
- Small group or 1-1 learning with a TA
- Pre-teaching content or vocabulary
- Over-learning topics
- To set alternative activities for home learning
- To provide specially targeted texts and resources appropriate for students' reading ages
- To provide additional apparatus or materials
- To adapt and adjust resources and materials to make them accessible for students with specific learning difficulties

In Year 9 students choose from a range of GCSE courses that they will study in Upper School, which help to prepare them for the next steps in their education, be that college, apprenticeships or work. Students and parents/carers are offered information, advice and careers guidance at the appropriate time to help make these important decisions. The curriculum may be adjusted to meet an individual's specific needs.

There is a whole school Homework Club available to all students, every day at lunch time where students can seek help from a member of staff and prefects. Parents/carers can speak to their child's tutor for more information about the Homework Club. Prep Club is also available each week to support those who may struggle to find somewhere quiet at home to study whilst also being supervised.

For students with SEND, there is opportunity at lunchtime to work in the Learning Support classroom which is much smaller and staffed by TAs, so that students can receive more targeted help and staff can differentiate materials to support the student in accessing the curriculum. This is by invitation only and parents/carers can contact the Special Educational Needs Co-ordinator for more information about this.

## **6. How will I know how my child is doing and how will you help me to support my child's learning? What opportunities will there be for me to discuss my child's progress?**

We offer an open door policy where parents/carers are welcome any time to make an appointment to meet with either a subject teacher or tutor or any other teacher, and discuss how their child is progressing. Parents/carers can contact staff members directly by email or by writing a note in their child's planner, or through the school office: [info@mountbatten.hants.sch.uk](mailto:info@mountbatten.hants.sch.uk) or 01794 502502

Planned arrangements for communicating between school and home include:

- Every student has a school planner, which travels between home and school every day so that comments from parents/carers and teachers or tutors can be shared and responded to quickly
- Each year group has at least one parents' evening each year, when all subject teachers are available to meet with parents/carers to discuss progress and learning
- Each year group has a monitoring programme. This reports on the progress students are making detailing their current performance against their best expected performance, their attitude towards their learning as well as their next learning priorities. These are sent home to parents/carers and provide a basis for discussion about progress in different subject areas
- If your child has an Education, Health and Care Plan (EHCP) then there are legal requirements for at least one formal meeting each year (the Annual Review) organised by the Special Educational Needs Co-ordinator and attended by parents/carers, teachers and outside agencies involved in the student's education.

## **7. How does the school know how well my child is doing?**

Teachers, as part of their professional standards, monitor and review all students' progress throughout the year. The whole school system at The Mountbatten School includes:

- Data collection, from all teachers, showing the current level of attainment of all the students they teach. This means that teachers and academic leaders in each subject area can track the progress of students across the school year and intervene if students experience difficulties.
- In the case of intervention programmes, progress is reviewed at the end of the intervention, which might include testing or screening. These programmes are reviewed by the Special

Educational Needs Co-ordinator and the student services learning team, who use the information to plan and design the intervention programme.

- In-class additional support is reviewed weekly at the Student Services Learning Team meetings, and at monthly department meetings. TAs and teachers work together on a daytoday basis, planning and reviewing lessons.
- Teachers and TAs are observed by senior leaders and line managers as part of the school appraisal system; the deployment of additional adults in the classroom and the progress of students with additional learning requirements are part of the Teacher Standards, against which the quality of teaching is measured.
- The Assistant Head Teacher is responsible for whole school data and tracks the school's progress against national standards. This provides guidance for academic leaders when planning the curriculum and additional support for students.
- At the start of Y7 and in each year, students are screened for reading and spelling skills. CAT tests are administered in Year 7. This allows us to identify when students may need further support, intervention, or additional assessment to detect any underlying difficulties.
- The school reward system provides parents/carers with information about how well a student is engaging with the learning opportunities on offer, and provides pastoral staff with evidence for how well a student is learning at school.
- Student Progress Reviews conducted by middle/senior leaders provide opportunities to review the progress of students in all subjects.

## **8. What support will there be for my child's overall wellbeing? What is the pastoral, medical and social support available in the school?**

The Mountbatten School operates a tutoring system within year groups. There is a House System, which means that students have opportunities to participate in activities across year groups to develop the qualities embedded within our 3D curriculum, such as leadership, tolerance and cooperation. This encourages community cohesion, communication across age groups and opportunities for leadership. This system also means that students are able to share their experiences and provide support for students experiencing the same changes and transitions that they have already faced. Tutors are the main point of contact for parents/carers about their child's pastoral and social wellbeing. In Year 7 every tutor group will have two linked prefects who support our new students on induction days and within the first term. A TA is also allocated to each tutor group to provide an additional level of support.

We have 2 ELSAs (Emotional Literacy Support Assistants) who have been trained by and receive regular supervision support from the Hampshire Educational Psychology Service. The pastoral support team and the Special Educational Needs Co-ordinator arranges this provision. Pastoral leaders can request this support for their students. The areas of emotional difficulties that ELSAs

provide for are: specified social skills; friendships and relationships; anger management; loss and change; self-organisation.

Students who struggle with social situations may be provided with a choice of quiet spaces to go during lunchtimes, break times and before school, where they are supported by TAs to manage unstructured social time.

If a student is unwell during the school day, then they will be sent to the Welfare Officer in the main building. If the student is too ill to stay at school, their parent/carer will be contacted and asked to make arrangements for collecting them as soon as possible. The Student Welfare Officer will decide if the student is well enough to stay at school or not.

In a medical emergency, the Student Welfare Officer will attend urgently, or may call for an ambulance if the student requires hospitalisation. Staff are trained on administering Epi-Pens for anaphylactic shock, and students who have severe allergies or other significant health/medical needs are flagged-up to all staff throughout the school year and updates are given when communicated by parents or agencies.

In the case of severe medical conditions that need to be managed or in the event of significant health needs, the School Welfare Officer will invite parents in to devise an Individual Health Care Plan.

## **9. How does the school manage the administration of medicines?**

Medicines for students are managed by the Student Welfare Officer. If a student requires medicine during the school day, the following procedures must be followed:

- All medicines must be given in person to the Student Welfare Officer by a parent/carer
- The student's name and date of birth are recorded alongside the date, time, name of medicine, and dosage
- Depending on how the medicine needs to be stored, it will be kept in either a locked cupboard or a fridge in the main building
- To take their medicine, the student must go to the Welfare Office, where the dose will be administered by the Student Welfare Officer
- Each time the medicine is administered, the time, date and dosage is recorded.

## **10. What support is there for behaviour, avoiding exclusion and increasing attendance?**

The school has a reward system based on house points, linked to our 3D curriculum. Students receive rewards for a number of reasons and this is monitored by the student's tutor

There are consequences for poor behaviour, which are outlined in the school behaviour policy. As well as losing rewards, students can receive sanctions such as detention, isolation or fixed term exclusions.

However, if a student is falling significantly behind their peers, and their behaviour is affecting their learning or the learning of others, then additional support may be provided.

- The Attendance Manager and the Safeguarding and Outreach Manager help parents/carers manage their child's attendance at school and can support with outside agencies coming into school.
- The Attendance Manager works with a number of agencies with regard to attendance; they oversee legal action against parents/carers whose children do not attend school; and, to help liaise with outside agencies who can support families in difficult situations.
- The Safeguarding and Outreach Manager works with students when their learning is affected by their behaviour, attendance or by factors outside of school; providing emotional support, sign-posting to sources of guidance and advice, liaising with external agencies and arranging support for emotional, social and mental health.
- The Pastoral Team work with students whose behaviour is affecting the learning of other students, to help them develop skills for understanding and managing their emotional, social and mental health for supporting learning at school; by providing education plans and arranging workshops/lessons.
- The Pastoral Team work to gather information about students and behavioural incidents that helps us understand the causes and factors involved. Pastoral leaders and senior leaders use the information to plan interventions and to decide on sanctions for rule-breaking.

## **11. How will my child be able to contribute their views?**

Students' views are highly valued at the school and their opinions are sought on many areas of school life, as well as their own learning. We use a variety of methods for seeking student views:

- The school has an active Student Council, where students are elected each year to represent their peers in their houses. The student council consults on whole school developments, leads on charity activities at school and is able to express student views to senior leaders throughout the school year.
- Senior Leaders interview groups of students from across the school, every week.

- There is a pupil questionnaire where we actively seek the viewpoints of students on a range of topics. The results of this questionnaire are used by the Senior Leadership Team to develop the whole school improvement plan.
- If a student takes part in an intervention programme, then they will contribute their views to the half-termly review of progress.
- If your child has an EHCP or Statement of SEND, their views will be sought before any review meetings.
- Those students with Student Learning Profiles will meet twice yearly with someone from the Learning Support team to review targets.

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

The Assistant Head teacher and the Special Educational Needs Co-ordinator liaises with specialist services and outside advisors, to ensure provision for our students is appropriate and meets all needs. The school works closely with any external agencies that are relevant to individual students' needs, including:

- Health – GPs, school nurse, clinical psychologists and psychiatrists (CAMHS), paediatricians, speech & language therapists, occupational therapists
- Social services – locality teams, social workers, child protection teams, family intervention programmes, Youth in Romsey
- Hampshire Educational Psychology Service and The Advisory Service: Specialist Teacher Advisors work with the SENCo to ensure the most appropriate provision for students with hearing and visual impairment, physical disabilities, communication and interaction needs.

## **13. What SEND training have the staff had or are currently having?**

SEND training is an on-going rolling programme of professional development for our staff, throughout the school year.

- We have two trained ELSAs (Emotional Literacy Support Assistants) who have been trained by and receive regular supervision support from Hampshire Educational Psychology Service.
- TAs are trained in specific areas, for example Speech, Language and Communication Needs, Attachment Disorder, Self Esteem Training, Autism and Dyslexia.
- The SENCO is fully qualified in teaching students with Dyslexia and has accredited AMBDA status as well as the National SENCo Award.
- The SENCo is fully accredited in exam Access Arrangements.
- A trained SEN teacher in Dyscalculia.

- The lead TA has extensive experience in timetabling support across the school.
- All staff are informed each year on the needs of new students joining the school – this can include training from specialist agencies or consultants, as well as from the Special Educational Needs Co-ordinator or other staff with relevant expertise.
- SEND training forms part of the continuing professional development of all teachers and TAs and is organised in accordance with the needs of the students.
- The school works closely with other local schools, especially our feeder primary schools. Opportunities to develop local expertise are actively sought throughout the school year.
- Staff at the school are trained in teaching and working with students with specific needs with workshops arranged by outside agencies and updates at Induction and INSET days.
- Staff new to the school receive additional Safeguarding training highlighting the vulnerability of SEND students.

#### **14. How will my child be included in activities outside the classroom including school trips?**

All students are entitled to be included in all parts of the school curriculum and we aim for all students to be included on school trips. We will provide the necessary support to ensure that this is successful.

A risk assessment is carried out prior to any off-site activity to ensure everyone's health and safety will not be compromised. This may include specialist advice where relevant. In the unlikely event that it is considered unsafe for a student to take part in an activity, then alternative activities which will cover the same curriculum areas will be provided in school, in order to safeguard the individual, as well as other students and staff.

#### **15. How accessible is the school environment?**

- The school site is vast and very open with buildings set out over three floors, which means there are many steps and no lift access in any part of the school. Lessons are made accessible through timetabling on the ground floor.
- Some areas of the school benefit from enhanced access for disabled students via ramps.
- The site has disabled toilets large enough to accommodate changing in the PE block, Student Services Building and The Lantern Theatre.
- There are designated car parking areas on site – The car parks outside Reception and Student Services have parking bays for disabled badge holders.

- We liaise with EMTAS (Hampshire Ethnic Minority and Traveller Advisory Service) who assist us in supporting families with English as an additional language or with a Traveller background.
- Reasonable adjustments are put in place on an individual basis depending on the need each year.

## **16. How will the school prepare and support my child when joining the school and transferring to a new school?**

Our goal is to make sure our new students feel like they belong at The Mountbatten School before they officially arrive. Learning is most effective when students feel they belong and are comfortable in the school environment.

### **Primary School – Lower Secondary School**

- Through the school's 'Primary Pyramid', careful transition is planned and arranged. The Head of Lower School and the Special Educational Needs Co-ordinator work closely with primary schools to organise additional visits and an experience of secondary school for those students who are especially vulnerable at transition.
- Parents of children with SEND are encouraged to meet with the SENCo for a tour of the school and to discuss any reasonable adjustments required.
- All students in Year 6 who have accepted a place at The Mountbatten School for Year 7 are invited to two intake days in July. These days provide a taste of secondary school life, involve experience of lessons, information about how the school runs and provide an opportunity for students to meet their new peer groups.
- Parents/carers are invited to an 'Introduction Evening' to meet key members of the pastoral team and to receive information about the organisation of the school.
- The Transition Manager visits feeder primary schools to meet students, gather information from year 6 teachers and support staff and to offer informal 'question and answer' sessions for parents/carers.
- The Mountbatten School teachers are provided with information about all new students' needs, strengths and backgrounds.
- The Head of Lower School along with the Transition Manager, allocates Year 6 students to tutor groups according to advice from the primary school.
- Every student's school file is passed on to the Pastoral Leader (or, in the case of students with SEND, the Special Educational Needs Co-ordinator) at the start of Year 7.
- Early in the first half term, parents of Year 7 students are invited in to meet with the child's tutor.
- The school arranges regular transition groups and visits for vulnerable Year 6 students to get to know the school site, meet staff with whom they will work and learn about how

the school is organised. These are designed each year to meet the students' needs, but typically involve: student tours and informal meetings for students and parents.

- Each year, a number of students are identified who may struggle with the transition from Primary to Secondary school. They are invited to join a transition group during Term 1, led by member of the Learning Support Department, to help them settle and feel happier in their transition.

### **Lower School to Upper School (Year 9 to Year 10)**

- For Upper School, students choose from a range of GCSE/BTECs which help to prepare them for the next steps in their education, be that college, apprenticeships or work. Students and parents/carers are offered advice and careers guidance at the appropriate time to help make these important decisions.
- Students who receive school support have additional advice and guidance throughout the options process.
- If a student has an EHCP they will receive additional support and guidance from the Hampshire Careers Service as part of their Annual Review process.
- There are opportunities for some students with SEND to visit local colleges during Years 10 and 11 to discuss courses and to have additional transition visits.

### **Upper School – College (Year 11 to Year 12)**

- The school arranges visits to open days and further education fairs for all students. Support with finding and applying for apprenticeships is also available.
- Students are encouraged to consider attending university in the future and the school works with higher education establishments to provide experiences for students to inspire the ambition to pursue this route.
- All students in the Upper School are provided with 1-1 careers advice to help them plan possible routes for training or education.
- Students with an EHCP who are moving on to further education are supported by arranging additional visits to the college of choice.
- The Student Services Learning Support Team and Careers Team liaise with local colleges about individual students with SEND. This liaison is arranged in accordance with the student's needs, but typically can include: extra visits or tours; taster days; meetings with college support staff; or, guidance and advice on meeting the student's needs for college staff.
- All information relating to a student's Access Arrangements for exams and required differentiation is passed on to college or training provider, via the student, when college places have been confirmed. The Access Arrangement paperwork is included with their GCSE results so they can take it with them to their college taster days.

## Joining mid-year

- All students admitted to the school after the start of the academic year are screened on entry in reading and spelling to identify any areas of need and to provide information to staff about the student's learning.
- A student 'buddy' is chosen to support the new student for the first few days of being at The Mountbatten School. The buddy takes the new student to lessons, introduces them to other students, answers questions and informs pastoral staff how well the new student is settling in to school.
- Contact is always made with the previous school to ensure the transfer of information and the child's school file.

## Moving to another school

- Contact is always made with the new school to ensure the transfer of information and the child's school file.

## 17. How are the school's resources allocated and matched to children's needs?

We ensure that all students with SEND have their needs met to the best of the school's ability, within the funds available.

The budget is allocated on a needs basis. The students who have the most complex needs are given the most support.

Provision for students requiring additional support is allocated by the careful assessment of how funding can be used to maximise support.

## 18. How is the decision made about what type and how much support my child will receive?

Our provision is arranged to meet our students' needs, within the resources available. Reasonable adjustments will reflect the fact that different students require different levels of support in order to achieve age expected attainment.

The Student Services Assistant Head teacher and the Special Educational Needs Co-ordinator consult with subject teachers, academic leaders and pastoral leaders, as well as with support staff, to discuss the student's needs and what support would be appropriate.

Parents/carers have the opportunity to discuss any student who requires additional support for their learning.

## 19. How do we know if it has had an impact?

- We see evidence that the student is making progress academically – they are catching up with their peers or age appropriate progress
- The student is achieving or exceeding their expected targets
- Verbal feedback from the teacher, parent and student
- Formal or informal observations of the student at school
- Students may move off the SEND register when they have ‘caught up’ or made sufficient progress.
- The assessments for specific interventions show progress against targeted measures.

## 20. Who can I contact for further information?

- A parent/carer’s first point of contact should be the child’s tutor to share concerns
- Parents/carers can also arrange to meet the SENCo or Assistant Headteacher. Contact 01794 502502

Additionally, the school liaises with and can refer parents/carers to the following agencies for information and support:

- Hampshire SENDIASS, offering independent, free advice for parents of children with SEND: <https://www.hampshiresendiass.co.uk>
- IPSEA (Independent Parental Special Education Advice): [www.ipsea.org.uk](http://www.ipsea.org.uk)
- The National Autistic Society Hampshire Branch: <http://www.shantsnas.org.uk/>
- Hampshire Dyslexia: <http://hantsda.org.uk/>
- British Dyslexia Association: <https://www.bdadyslexia.org.uk>
- Hampshire Gateway Card, giving children and young people with SEND opportunities in the local area:  
<http://www.hants.gov.uk/childrenandfamilies/specialneeds/shortbreaks/gatewaycard>
- Hampshire Advisory Service:  
<https://www.hants.gov.uk/childrenandfamilies/specialneeds/specialistadvisory>
- Hampshire Educational Psychology Service, which includes an advice phone line and bookable consultations for parents/carers and school staff:  
<http://www.hants.gov.uk/educationandlearning/educationalpsychology>
- Speech and Language Therapy and Occupational Therapy:  
<https://www.solent.nhs.uk/ourservices/services-listings/childrens-therapy-service>
- Hampshire Ethnic Minority and Travellers Advisory Service:

<http://www.hants.gov.uk/educationandlearning/emas.htm>

- School nurse team:  
<http://www.southernhealth.nhs.uk/services/childhealthservices/schoolnursing>
- Romsey Young Carers
- Youth in Romsey
- Simon Says, a local charity supporting families that have been bereaved:  
<http://www.simonsays.org.uk/>
- SONUS, Hampshire Deaf Association: <http://www.sonus.org.uk/>
- CAMHS, Child and Adolescent Mental Health Service:  
<https://www.sussexpartnership.nhs.uk/hampshire-camhs>
- Barnado's Hampshire Specialist Parenting Support Service:  
<https://www.barnardos.org.uk/hspss>
- Mind - for better mental health: <https://www.solentmind.org.uk>

## **21. Who should I contact if I am considering whether my child should join the school?**

- Contact the school Admissions Officer to arrange to meet a member of the Senior Leadership Team, the Assistant Headteacher or SENCo on 01794 502502
- County SEN Team: <http://www.hants.gov.uk/sen-home>

*The information in this School Offer was put together following consultation with parent/carers, students, staff and colleagues of the Mountbatten School.*