



## Special Educational Needs and Disability (SEND) Information Report

<b>Applicable to:</b>	✓	Astley Community High School
		Seaton Sluice Middle School
		Whytrig Middle School
<b>Approval body:</b>	Full Governing Body	

### Status:

<b>Statutory policy or document</b>	Yes
<b>Review frequency</b>	Annually, and any changes made to the information during the school year should be updated as soon as possible
<b>Approval by</b>	Full Governing Body

### Publication:

<b>Statutory requirement to publish on school website</b>	Yes
<b>Agreed to publish on school website</b>	Yes

### Review:

<b>Frequency</b>	<b>Next Review Due</b>
Annually	September 2018

### Version Control:

Author	Creation Date	Version	Status
SENDCo & Assistant Headteacher - Inclusion (AD)	2 October 2017	1.0	Final approved version
<b>Changed by</b>	<b>Revision Date</b>		
Business Manager (BW)	12 April 2018	1.1	Updated to reflect new SENDCo details

<b>Name of School</b>	<b><i>Astley Community High School (Mainstream)</i></b>
<b>Type of School</b>	<b><i>High (deemed Secondary) Years 9-13</i></b>

<b>Accessibility</b>	<b>Wheelchair accessibility</b>	Main school building is wheelchair accessible. Ramps to main entrances and mobile classroom. Disabled parking and toilet facilities. Lift in library provides wheelchair access to first floor in A and B block.
	<b>Children with medical needs and other adaptations</b>	A number of staff are first aid trained. Pupils with specific medical needs are catered for accordingly. Close liaison with school health. Private bathroom/changing facilities available in the SEND department.

<b>Core Offer</b>	<p>Our core offer is delivered consistently over all areas of the school. All children are on one site and staffing is flexible based on the needs of all the children.</p> <p>Staff have close working relationships with outside professionals and with parents to ensure that children with SEND are identified early and supported accordingly.</p> <p>All children in our school receive quality first teaching using a wide range of strategies to scaffold the children's learning to ensure all children make good progress from their starting points.</p>
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<b>Policies</b>  <b>NB: Some of these policies will be subject to review to reflect changes in SEND legislation.</b>	Are the school policies available on the website for:	SEND	YES
		Safeguarding	YES
		Behaviour	YES
		Equality & Diversity	YES
	Is the school aware/familiar with the requirements of the Disability Discrimination act 1995 and the Equality Act 2010?		YES

## *Who are the best people to talk to in this school about my child's difficulties with learning/ Special Educational Needs or disability (SEND)?*

### **The school's special educational needs coordinator - Ms Anne-Marie Roe**

Responsible for:

- Coordinating all the support for children with special educational needs or disabilities (SEND) and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.
- Co-ordinating the assessment process if a child is identified as potentially having SEND
- Ensuring that you are:
  - involved in supporting your child's learning
  - kept informed about the support your child is getting
  - involved in reviewing how they are doing
- Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc.
- Updating the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are excellent records of your child's progress and needs.
- Providing specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.
- Ensuring that all staff working with your child in school are supported in delivering the planned work/programme for your child, so they can achieve the best possible outcomes. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Managing the transition of pupils between schools e.g. middle to high and from high to post 16 provision.
- Ensuring appropriate testing for Special Arrangements in exams occurs and is implemented in line with JQC (Joint Qualifications Council) regulations.

### **Your child's subject teachers**

Responsible for:

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support) and letting the SENDCo know as necessary.
- Writing subject specific targets, where appropriate, and sharing and reviewing these with parents at least once a term and planning for the next term.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.
- Ensuring the broad and balanced curriculum offered is differentiated and delivered according to the individual needs of all students, but in particular those with SEND.

### **Head Teacher**

Responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEND.
- They will give responsibility to the SENDCo and class teachers but is still responsible for ensuring that your child's needs are met.
- They must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND.

### SEND Governor

Responsible for:

- Making sure that the necessary support is made for any child who attends the school who has SEND.

### *What proportion of children currently at the school have a SEND?*

Pupils with a Statement of SEND/EHC: 2.6%

Pupils at SEND Support: 8.3%

The school is currently working towards closing the gap between pupils with SEND and those without and we are making steady progress in this area.

### *What are the different types of support available for children with SEND at Astley Community High School?*

#### **Class teacher input via excellent targeted classroom teaching also known as Quality First Teaching**

For your child this would mean:

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching is based on building on what your child already knows, can do and can understand.
- Different ways of teaching are in place so that your child is fully involved in learning in class. This may involve things like using more practical learning.
- Specific strategies (which may be suggested by the SENDCo or outside staff) are in place to support your child to learn.
- Your child's teacher(s) will have carefully checked on your child's progress and will have decided that your child has a gap in their understanding/learning and needs some extra support to help them make the best possible progress.

All children in school should be getting this as a part of excellent classroom practice when needed.

#### **Specific group work within a smaller group of children**

This group, often called Intervention groups by schools, may be:

- Taught inside or outside of the classroom
- Taught by a teacher or most often a Learning Support Assistant who has had training to run these groups

#### **Stage of SEN Code of Practice: SEN Support**

which means they have been identified by the class teacher as needing some extra support in school.

For your child this would mean:

- He/ She will engage in group sessions with specific targets to help him/her to make more progress

The class teacher/SENDCo/Head Teacher might identify the need for **extra specialist support in school from an outside professional** e.g. Local Authority services such as Language and Communication, Literacy Team, Behaviour support and ASD Support, Visually Impaired Service and Hearing Services or outside agencies such as the Speech and Language therapy (SALT) Service.

For your child this would mean:

- Your child will have been identified by the class teacher/ SENDCo/Head Teacher (or you may have raised your own concerns) as needing more specialists input instead of or in addition to quality first teaching and intervention groups
- You will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward
- You may be asked to give your permission for the school to refer your child to a specialist professional e.g a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself understand your child's particular needs better and be able to support them better in school
- The specialist professional will work with your child to understand their needs and make recommendations, which may include:
  - Making changes to the way your child is supported in class e.g some individual support or changing some aspects of teaching to support them better
  - Support to set better targets which will include their specific expertise
  - A group run by school staff under the guidance of the outside professional e.g a social skills group
  - A group or individual work with outside professional
- The school may suggest that your child needs some agreed individual support in school. They will tell you how the support will be used and what strategies will be put in place.

This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.

### **Specified Individual support**

Your child will receive a specific number of hours per week of individual support in school. This is usually provided via an Education, Health and Care Plan (EHCP). This means your child will have been identified by the class teacher/ SENDCo/Head Teacher as needing a particularly high level of individual or small group teaching which cannot be provided from the budget available to the school.

Usually your child will also need specialist support from a professional outside the school. This may be from:

- Local Authority central services such as the Literacy, Language and Communication Team, Inclusion Services, ASD team, Visually Impaired Service and Hearing Services

- Outside agencies such as the Speech and Language therapy (SALT) Service.

For your child this would mean:

- The school (or you) can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child.
- After the school have sent in the request to the Local Authority (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the support at SEN Support Stage.
- After the reports have all been sent in the Local Authority will decide if your child's needs are severe, complex and lifelong and that they need more than 20 hours of support in school to make good progress. If this is the case they will write an EHC Plan. If this is not the case, they will ask the school to continue with the support at SEN Support level and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.
- The EHC Plan will outline the number of hours of individual/small group support your child will receive from the LA and how the support should be used and what strategies must be put in place. It will also have long and short term goals for your child.
- The additional adult may be used to support your child with whole class learning, run individual programmes or small groups including your child.

This type of support is available for children whose learning needs are:

- Severe, complex and lifelong
- Need more than 20 hours of support in school

### *Who are the other people providing services to children with an SEN in this school?*

Directly funded or provided by the school:

- One SEND Assistant (to support the AHT - Inclusion)
- Eight LSA's (Learning Support Assistants)

Paid for centrally by the Local Authority but delivered in school:

- Social Services Provision
- Sensory Service for children with visual or hearing needs
- Speech and Language Therapy (provided by Health but paid for by the Local Authority)
- School Nurse
- Literacy, Language and Communication Support
- ASD Support
- Behaviour Support
- Inclusion Support

Provided and paid for by the Health Service (Northumberland NHS Trust) but delivered in school:

- Occupational Therapy
- Physiotherapy
- CYPs (Children and Young People's Services)

### *How are the staff in school helped to work with children with a SEND and what training do they have?*

- The SENDCo's job is to support the class teacher in planning for children with SEND. The SENDCo is working towards the statutory qualification for SENDCos.
- The school responds to and seeks out training for all staff to improve the teaching and learning of children including those with SEND. This includes whole school and individual training on SEND issues such as ASD (autistic spectrum disorder), behaviour, nurture and speech and language difficulties.
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g from the specialist teams.
- All staff are familiar with the Equality Act (2010) and are directed to act accordingly in ensuring that any student with SEND is offered the same standard of education and opportunities, both academic and extra-curricular, as all other students in school. Staff attend regular meetings and sessions where there are opportunities for them to discuss together the needs of the individuals and how best to cater for them within the classroom without directly treating them differently to others.

Specific training has taken place as follows:

- All our LSAs have an NVQ Level 3 in SEN
- One LSA has completed training in the Ruth Miskin Programme
- Two LSAs have trained in ELSA (Emotional Literacy Support)
- Three LSAs have had additional training to support children with ASD (Autistic Spectrum Disorder) and Dyslexia
- One LSA has had additional training in bereavement support
- Two LSAs have received training relating to attachment issues.

All LSAs attend regular training to update and refresh their knowledge and skills in the many areas appropriate for working with children and young people. This training is provided by the Locality Inclusion Support Team either at an external venue, or in school.

### *How will the teaching be adapted for my child with SEND?*

- Class Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that your child's needs are met.
- Specially trained support staff can adapt the teachers planning to support the needs of your child where necessary.
- Specific resources and strategies will be used to support your child individually and in groups.
- Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs.

### *How will we measure the progress of your child in school?*

- Your child's progress is continually monitored by his/her subject teachers
- His/her progress is reviewed formally every term and an attainment level and attitude to learning score provided for each subject.

- At the end of Key Stage 4 and 5 more formal assessments take place in the form of examinations and accreditations such as GCSE, 'A' Level or BTEC qualifications.
- Children at SEN Support stage will have a Pupil Profile which will be reviewed with your involvement, bi annually and the plan for the next period made.
- The progress of children with a statement of SEND/ EHC Plan is formally reviewed at an Annual Review for all adults involved with the child's education.
- The SENDCo will also check that your child is making good progress within any individual work and in any group that they take part in.

### *How do we support the children in school with Emotional and Social Needs?*

- We carefully consider the emotional and social development of the children in our school and have a very effective pastoral system through the Form Tutor and Head of Key Stage staff.
- We have a number of intervention strategies available in school to support any pupil who has an emotional or social difficulty. These may involve 1:1 work or small group sessions.
- We have a very effective anti-bullying ethos in school and have very visible and set systems to follow if a child feels they are being bullied. All pupils, including those with SEND are encouraged to use this system if they feel they need to.
- We have a small number of pupils in school who are in the care of the Local Authority. Our Designated Person works very closely with the Educational Department for Looked After Children from whichever Local Authority it may be to compile an effective Personal Education Plan for the pupil. Should the pupil also have an EHC plan, all relevant stakeholders will be invited to the annual review meeting. They also work closely with any other agency involved, as well as attending regular Care Team Meetings and LAC reviews.

### *How do we support and consult you as a parent of a child with a SEND?*

- The subject teachers are regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used.
- The SENDCo is available to meet with you to discuss your child's progress or any concerns/worries you may have.
- All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report.
- Pupil Profiles will be reviewed with your involvement each time.
- Homework will be adjusted as needed to your child's individual needs.
- Contact details of Support Services available for parents of children with SEND will be identified on the Local Authority's Local Offer webpage. A link to the Local Offer can be found at the end of this document.

### *How do we consult the children in school with SEND about their needs?*

- Any child with an EHC plan will always be asked for their views about their learning and levels of support prior to the annual review meeting.
- They will also be invited to attend the meeting, although can decline to do so should they find it too daunting.
- All children at SEN Support stage are asked to be a part of their Pupil Profile meeting/review in order to share their views and experiences.
- All children on the SEND register are encouraged in the same way as all children in school to speak to a member of staff if they have any concerns or difficulties in their school life.



### *How do we evaluate the effectiveness of our SEND Provision?*

- The school follows the process as set out in the SEND Code of Practice which encompasses a procedure of: Assess - Plan - Do - Review.
- The Review stage allows us to evaluate the impact of the strategies or intervention we have used and to decide if they should end because they have achieved their goal, continue because they are working but need more time to be wholly effective, or be changed because they are not having the desired impact.
- All structured interventions are planned, monitored and evaluated using a set proforma by the member of staff who delivers the intervention.
- Through our meetings with teaching staff, parents and pupils we continue evaluating the provision throughout the academic year.

### *How is Astley Community High School accessible to children with SEND?*

- The building is accessible to children with a physical disability.
- We ensure that equipment used is accessible to all children regardless of their needs.
- Extra-curricular activities are accessible for children with SEND providing appropriate support can be provided by the school if needed.
- The school is wheelchair accessible and has disabled toilet facilities.
- The SEND department has several rooms available for students needing a safe, secure environment for periods throughout the school day (e.g. a comfortable nurture room and a fully equipped bathroom).

If a child with a disability wishes to come to our school, we will meet with the child, their parents and any relevant professionals to ensure that any further building adaptations required are discussed and planned. We will also ensure that any other needs such as adaptations to the curriculum, resources or staff training needs are planned and carried out before the child is admitted to the school where possible.

**All aspects of our Accessibility Strategy and Planning are available to view on our school website.**

### *How will we support your child when they are leaving this school? OR moving on to another class?*

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

- Transitioning into Year 9 from middle school:
  - As part of the Seaton Valley Federation, we are already aware of the specific needs of all SEND students making the transition and can ensure all relevant information is given to the staff at Astley Community High School.
  - This also means that any preparation or specific plans can be put into place in advance of the student moving schools.
  - Should the child be coming from a school outside of the federation, our SENDCo will meet with the SENDCo of the school to discuss the student's individual needs.
  - Your child will engage in focused learning about aspects of transition to support their understanding of the changes ahead.
  - Your child will visit their new school on several occasions throughout the year. A transition week at the end of the summer term involves five days of

Year 8 students visiting the High School. If deemed necessary for some children will make extra visits to familiarise themselves with high school life during the final half term of middle school.

- Moving to Astley Community High School from another school in Years 10, 11, 12, 13:
  - The SENDCo and Student Progress Leaders (SPLs) will liaise with your child's current school to discuss their specific needs in order to prepare for their arrival.
  - You and your child will be invited into school to meet the SENDCo and appropriate SPL to discuss your child's needs.
- If your child is moving to another school:
  - We will contact the school SENDCo and ensure he/she knows about any special arrangements or support that need to be in place for your child.
  - We will make sure that all records about your child are passed on as soon as possible to their new school
- If your child is accessing post 16 education with another provider:
  - Those students with an Education Health Care Plan will on entry to school begin Transition Planning and this will be reviewed yearly. Transition Planning provides the opportunity for students to plan for their individual plans post 16.
  - We will arrange for your child and yourself to meet with a Personal Advisor from the Careers Service to discuss your child's future plans and options.
  - We will contact the provider and ensure that appropriate information is shared to enable suitable support for your child.
  - We will ensure all records about your child are passed on as soon as possible.

Should you have any queries or concerns please do not hesitate to contact via the school office:

- Ms Roe (SENDCo)
- Mr Scott (Head of School)
- Mr Barnes (Executive Headteacher)

Northumberland County Council also publishes a range of information about the support it offers children with SEND and or a disability:

**Northumberland County Council SEND Local Offer:**

<http://www.northumberland.gov.uk/SEND-Local-offer.aspx>