

Shaftesbury School
Special Educational Needs and Disability Information Report October 2018

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1 Introduction

SENDCo – Mr Hayball
SEN/Safeguarding Administration Assistant – Mrs Scott
Specialist Teacher, Transition – Mrs Cordingley
Specialist Teacher, Behaviour – Mr Thatcher
Specialist Teacher, SPLD – Ms Rawles

Five full-time Learning Support Mentors
One full-time ELSA
Three part-time Learning Support Mentors

Senior Medical Practitioner – Mrs Crossley
First Aid Lead – Mrs Wareham

Student Support Worker – Miss Beach

At Shaftesbury School we value highly our pupils and our intention is that they will all reach their full potential. We recognise that pupils with special educational needs and disabilities will require extra and additional support in order to achieve this. Each student, regardless of their ability, is entitled to a broad and balanced curriculum, which is relevant to their educational needs. As a fully-inclusive school, it is our intention to ensure that all pupils have their needs met within a caring and supportive environment.

This Special Educational Needs and Disability Information Report fulfils the statutory requirements of the Children and Families Act, 2014. It shows how we as a school provide for students with Special Educational Needs and Disabilities who are in our care and is part of Dorset's Local Offer.

What is the local offer?

The Children and Families Act 2014 requires Local Authorities to publish information on services and provision across education, health and social care for children and young people aged 0-25 with Special Educational Needs and Disabilities (SEND). The purpose of a local offer is to enable parents and carers to see more clearly what services are available for children with SEND in their area and how to access them. The Local Offer can be accessed via the link on our school website.

2 Definition of Special Educational Needs

'A pupil has special needs where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.' Special Educational Needs and Disability Code of Practice, 2014.

Children are not regarded as having a learning difficulty solely because the language used in their home is different from the language in which they will be taught. However, support will be available and should a student have difficulties not related to their second language skills, these will be identified and met under the SEND policy.

Special educational provision means provision which is additional to, or otherwise different from the educational provision made generally for students of their age in academies and

schools maintained by the LEA (other than special schools) in the area.

Shaftesbury School provides for the full range of SEND as identified in the Code of Practice 2014.

1. **Communication and interaction** Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with an Autism Spectrum Disorder, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication, social interaction and imagination, which can impact on how they relate to others.

2. **Cognition and Learning** Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

3. **Social, Emotional and Mental Health Difficulties** Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorders, attention deficit hyperactive disorder or attachment disorder.
4. **Sensory and/or Physical Needs** Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and /or equipment to access their learning. Children and young people with an MSI have a combination of vision and hearing difficulties, which makes it even more difficult for them to access the curriculum than for those with a single sensory impairment.

Some children with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

3 Aims and objectives

Our aim is for the school to use its best endeavours to ensure that:

- All governors and staff have maximum awareness of SEND and appropriate training to enhance their professional skills.
- Students with SEND are the shared responsibility of all staff in line with the Code of Practice (2014) and the Standards for Teachers (2014).
- All students have a broad and balanced curriculum which is differentiated to enable maximum progress.
- There is a flexible, graduated structure of provision, according to the Code of Practice 2014, and appropriate resourcing for meeting SEND.
- Students with SEND receive inclusive education where their needs are met within the least restrictive environment with particular regard to the Special Educational Needs Code of Practice, 2014 and the Equality Act, 2010.
- Parents are involved as partners in the education of their children.
- Students make expected progress.

4 How does the setting/school/college know if children/young people need extra help and what should I do if I think my child/young person may have special educational needs?

We work in partnership with parents to listen to concerns about their child's needs.

We work closely with our partner primary schools through visits, gathering information about the current provision for students with SEND and observing them in a classroom context.

All students at Key Stages 3 and 4 are assessed when they start the school using reading, comprehension and spelling tests. From these assessments, we are able to identify students who may need greater help with their literacy difficulties.

Within school, class teachers and tutors make regular assessments of progress for all students. From these assessments, it is possible to identify students who are not making expected progress. Indicators could include progress which:

- is significantly slower than that of their peers starting from the same baseline;
- fails to match or better the student's previous rate of progress;
- fails to close the attainment gap between the child and their peers.

At Shaftesbury School we have adopted a graduated response, as per the Code of Practice 2014, to the assessment of SEND. First, high quality teaching is targeted at the student's area of weakness; if progress continues to be less than expected, the SENDCo in consultation with parents, the student, teachers and external support agencies, if appropriate, will assess whether the student has SEND.

A student's difficulties are recorded on Shaftesbury School's SEND register as either E (Educational Health and Care plan) or K (SEN support). In addition, the school has its own

secondary category, C (Consider) listing students no longer on the school's SEND register, but require the teaching staff to consider their needs. All staff are aware of the students categorised codes so that these students can be provided for and monitored. We contact parents and carers of students on K and E codes formally three times a year and informally as needed. Parents and carers of students on C code are contacted as needed.

The SENDCo is:
Mr. Roger Hayball
Tel 01747854498 or email: roger.hayball@shaftesburyschool.co.uk

5 How we consult with parents and carers

We regularly assess the progress of all students, including those with SEND formally and informally, face-to-face and in writing. In addition to the regular assessments, reviews and reports to which every student is entitled, we discuss with parents how students with SEND are progressing in the following ways:

- Conversations face-to-face, by phone or email as often as needed but we will make contact at least three times a year for every student who is identified formally as needing SEND Support.
- Student Passport.
- Annual Reviews for students with Statements or Education Health and Care Plans.

When appropriate, other agencies visit the school to assess the students. In addition, assessment for examination support is undertaken if it is deemed appropriate.

6 What support is available for my child's/young person's overall wellbeing?

- Every student has a tutor who they see daily.
- The school has a strong pastoral system with Year Progress Leaders and a Pastoral Support Worker.
- The school promotes anti-bullying through our strong pastoral system.
- Lower school vertical tutoring to help support younger students through a supportive buddy system.
- 'Chill out' room for those students who require a quiet space.
- Emotional Literacy Support Assistant (ELSA).
- Vulnerable students are encouraged to use E7 as a place to relax, chat, play and eat at break and lunchtime.
- If appropriate, we refer students to a range of outside agencies for further or different support including CAMHS.
- We have a designated Attendance Officer.
- One-to-one sessions with our Senior Medical Practitioner.

7 What specialist services and expertise are available at or accessed by the setting/school/college?

We will make referrals to specialist services when the interventions we are using in school are not making a significant difference to a child's progress.

We work with a range of services including:

- Educational Psychologists (EP).

- Special Educational Needs Specialist Service (SENSS).
- Speech and Language Therapy.
- Occupational Therapy.
- Child and Adolescent Mental Health Service (CAMHS).
- School Nurse.
- Special schools outreach.
- Localities Team.
- Behaviour Support Service (BSS).
- Hearing and Visual Difficulties Service.
- Social Care.

8 Staff training to support our students with SEND.

In the past year, members of the Learning Support, Literacy and Pastoral Team have received training in Assisted Technologies, Emotional Literacy Support Assistance, practical strategies for ASD, Person-Centred Reviews, Social Stories, Managing Behaviour, Ipad training, software training, Attachment Difficulties, Numeracy, self-harm, Level 7 teaching for Specific Learning Difficulties. We have a number of Learning Support, Literacy and Pastoral Team staff who are trained teachers and we have a trained Emotional Literacy Support Assistant. Several members of the team are also following part-time post graduate courses in SEND-related areas.

In addition, the SENDCo initiates and plans whole-school training on specific special needs and this is carried out in conjunction with the CPD Coordinator. The SENDCo and Learning Support Staff also offer support and guidance with differentiation and strategies to improve outcomes for students with SEND to individual teachers, departments and year teams or house teams on a formal and informal basis as required. Whole-school training this year has included behaviour management strategies, strategies when working with students with ASC, and Exam Access Arrangements. In addition to this, Staff can access fortnightly CPD sessions after school in different areas of education, all of which relate to the education of those students with Special Educational Needs. The sessions delivered during the academic year 2017-18, The SEND Code of Practice, Autism and homework, effective use of the Student Passports, classroom differentiation, how to better use data to identify underperforming students, Class Charts, 4Matrix, Literacy strategies, Behaviour Management.

The SENDCo and Year Progress Leaders run 'TeachMeet' sessions to discuss strategies for underperforming students. These sessions have been held weekly throughout the academic year.

Teachers are able to view a student's Passport. These give details of the needs of young people who have Education and Healthcare Plans or SEN Support and give advice on how teachers can differentiate accordingly. Learning Passports are reviews every term to keep the information up-to-date.

The SENDCo is an experienced teacher and holds the National SENDCO Award, Master Degree in Education, CPT3A and is registered by the British Psychological Society.

9 How will my child/young person be included in activities outside the classroom including school trips?

The school has a comprehensive programme of extra-curricular activities and we encourage and help all students, including those with SEND, to take part in these.

The school runs a wide range of curricular and extra-curricular trips. We encourage inclusivity and help students with SEND to participate. This includes transport arrangements, LSM support, etc. Detailed risk assessments are undertaken for every trip.

10 How accessible is the setting/school/college environment?

The majority of the school is accessible by wheelchair. Ramps near stepped areas and lifts provide access to the majority of the school site. Classes are roomed to take access into account. Accessible toilet facilities are available by the main reception and in both E and A blocks. In addition, there is a disabled changing facility in both A and E blocks. All IT rooms have wide screens available for students with a visual impairment and steps are painted in high vis. paint in accordance with Vision Support Service advice and guidance. Disabled parking is available in the main car park.

11 How will the setting/school/college prepare and support my child/young person to join the setting/school/college or next stage of education and life?

We have an Open Evening for Year 6 students which gives parents a chance to view the facilities and talk to the SENDCo and members of the Learning Support, Pastoral and Literacy team. In addition, to the Year 6 transition day, SEND students have access to an enhanced transition of an extra 6 sessions.

Careful guidance is provided to all students to ensure that they make successful transition to sixth form, FE/HE or to another school if they are doing in-year transfers. Our Careers Officer and staff from Ansbury offer independent advice.

There is a very clear programme of advice and guidance for all students which forms a natural part of conversations with parents of students with SEND during review meetings. Staff from Ansbury usually attend these meetings. For students with statements or EH&C plans, careers advice is part of the Transfer Review.

12 How are the setting's/school's/college's resources allocated and matched to children/young people's special educational needs?

The school's resources are allocated in a variety of ways to match students' special educational needs. Funding is used for a wide range of services and provisions including:

- Learning Support Staff.
- Differentiated resources.
- Small group and individual specialist teaching.
- Outside agencies.
- ICT.
- Staff training.

13 How is the decision made about what type and how much support my child/young person will receive?

We use a graduated approach to assessment of SEND and decisions about appropriate support for a student with SEND. First, high quality teaching is targeted at the student's area of weakness; if progress continues to be less than expected, the class teacher, working with the SENDCo, will assess whether the student has SEND. This includes consultation with parents/carers and students. External support agencies are consulted as appropriate. If necessary, we will offer extra help. We use a wide range of interventions to support Literacy, Numeracy and emotional needs.

The SENDCo meets regularly with Year Progress Leaders, Heads of Year, Mr Hillier – Vice Principal with responsibility for Pupil Premium, Mr Humphreys - Vice Principal with responsibility for pastoral care, Ms Rawles - Literacy Coordinator and Mr Crossley- Vice Principal and DSL to discuss the progress of SEND students.

The Learning Support Department staff review the progress of students who are receiving SEND interventions. The SENDCo and Learning Support Mentors review the progress of all students receiving interventions or who are being monitored at least termly to decide on the most appropriate next steps.

14 How are parents involved in the setting/school/college? How can I be involved?

Parents are invited to be involved in their child's progress through meetings, letters, emails and phone calls. In addition to the reports and consultations at Parents' Evenings which every student is entitled to, we also consult with parents and carers of students with SEND support in additional ways. These include:

- Conversations face-to-face, by phone or email as often as needed but we will make contact at least three times a year for every student who is identified formally as needing SEND Support.
- Student Passport.
- Annual Reviews for students with Statements or Education Health & Care Plans.

15 Complaints procedure

It is hoped that all situations of concern can be resolved quickly through discussion and early action. However, if a parent/carer feels that their concern or complaint regarding the care or welfare of their child has not been dealt with satisfactorily, an appointment can be made by them to speak and explain the issues to the SENDCo.

There is a school policy that outlines the procedures for complaints published on the school website.

16 Summary

At the end of the academic year 2017-18 forty five students were on the school's SEN list as SEN Support and a further seven students with Educational, Health and Care plans (EH&C plan).

All year groups made positive progress towards a positive Value Added (VA) score over the duration of the academic year. The Year 11 VA score for SEN Support students outperformed non SEND students. Also, pleasing was the Year 7 VA which improved as the year progressed, from 895 to 963.

Year 11 GCSE	
ALL	969.79
SEN Support	988.17
GAP	36.97
EHCP	N/A
GAP	N/A

Year 10	
ALL	1014.87
SEN Support	1001.98
GAP	-12.89
EHCP	1100.22
GAP	85.35

Year 9	
ALL	1008.96
SEN Support	1022.04
GAP	13.08
EHCP	N/A
GAP	N/A

Year 8	
ALL	1038.51
SEN Support	987.65
GAP	-50.86
EHCP	N/A
GAP	N/A

Year 7	
ALL	951.12
SEN Support	963.08
GAP	-11.96
EHCP	931.94
GAP	-19.18

	Year 7		Year 8		Year 9		Year 10		Year 11	
	16/17	17/18	16/17	17/18	16/17	17/18	16/17	17/18	16/17	17/18
ALL	/	951.12	982.15	1038.51	975.11	1008.96	1010.13	1014.87	1015.07	969.79
SEN Support	/	963.08	924.22	987.65	991.82	1022.04	1036.12	1001.98	1024.84	960.42
GAP	/	11.96	-57.93	-50.86	16.71	13.08	25.99	-12.89	9.77	-9.37
EHCP	/	931.94	936.01	986.51	N/A	N/A	1094.22	1100.22	N/A	N/A
GAP	/	-19.18	-46.14	-52	N/A	N/A	84.09	85.35	N/A	N/A

Gaps in provision were identified during the academic year 2017-18 and steps put in place to further meet the needs of our student population. The addition of a Transition Teacher has enabled the school to offer specialist support to those students identified as not yet transition ready. Eight students successfully graduated from the Transition class during 2017-18.

Guidance has enabled SEND provision to address the needs of some of our students with social and emotional difficulties. Again this has proved successful with a number of students undergoing specialist programmes, seeing these students better placed to cope with the demands of school life.

