

SEND INFORMATION REPORT

1. Special Educational Needs provided for

The school and college provides for students with a wide range of Special Educational Needs. These include students with special educational needs in communication and interaction; cognition and learning; social, emotional and mental health difficulties and sensory and physical needs. The school and college operates an inclusive mainstream model of provision.

2. Identification of students and young people with SEN, assessing needs and contact details of the SENCo

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3. Identification of Special Educational Needs

- Liaison with feeder primaries.
- Receipt of transition information from the Local Authority.
- Monitoring of progress data through half-termly pastoral support meetings.
- Regular liaison with curriculum leaders, heads of faculty, and pastoral leaders.
- Feedback from teaching assistants.
- Meetings with parents.
- Staff referrals.
- Student self-referrals.

The Special Educational Needs Department uses a range of standardised assessments to clarify and identify a variety of needs. Screening of literacy skills is carried out at the start of Year 7 for all students and identifies those who may benefit from additional support with literacy skills. If any anomalies are revealed, further testing is carried out to identify specific areas of need. All students are tested regularly for reading and spelling ages in KS3 (Years 7 - 8), as well as being assessed in subject areas. In KS4 and KS5 (Years 10 - 11 and Years 12 - 13), subject teachers constantly monitor progress towards target grades. For students accessing additional and different support in response to SEND, a summary of arrangements will be recorded in a Learning Plan. This will include:

- Details of areas of needs and strengths.
- Details of additional support or interventions.
- The students' learning targets and their desired outcomes.

Students also write their own learning passport, where they voice what they think staff need to be aware of, how they can help and what they can do to help themselves.

4. Arrangements for consulting with parents of students with SEN and involving them in their child's education

Northallerton School & Sixth Form College believes that parental involvement is paramount to support the school and college in making the best provision for their child. We welcome and value the involvement of parents/carers, and students, in all aspects of the SEND provision at the school and college and we aim to keep parents/carers fully informed about any involvement the learning support bases have with students. The SENCo is in attendance at parent liaison evenings for prospective Year 6 students, Year 6 interview evenings, the Year 7 parent evening, which provides parents with an opportunity to ask questions or share concerns about their child and discuss provision, and all other parents' evenings. Parents are invited to actively participate in review meetings. Where students have an EHCP, formal consultations take place in line with the Code of Practice. Parent views are sought through questionnaires, which are sent home yearly and when learning plans are created and reviewed.

Ongoing communication might involve:

- More regular meetings to discuss progress and whether support is working.
- Communication between parents/carers and members of the SEN and/or the pastoral support team to discuss and resolve any issues which might arise.
- Clear information about the impact of any interventions.
- Guidance for parents to support their child's learning at home.

5. Arrangements for consulting young people with SEN and involving them in their education

Students who have an EHCP are consulted formally annually. Students are invited to attend meetings as appropriate where their progress is being discussed. Students are involved in review meetings and planning of their provision and support. Students are encouraged to write their own views on their needs to form their student passport. Staff listen to students' views and seek advice if appropriate to endeavour to answer questions, or resolve concerns. Student views are sought through questionnaires yearly.

6. Arrangements for assessing and reviewing children and young people's progress towards outcomes

Staff have high expectations of, and aspirations for, all students. There is an expectation that students with SEN should make at least expected progress, in line with their peers. Students' progress is assessed and reviewed by school and college staff formally at fixed assessment points through the year. Departments and subject teachers are responsible for the progress of all students in their classrooms, and the progress of groups of students, such as those with SEN, is monitored strategically by the SENCo and Senior Leadership Team of the school and college. Where students have intervention programmes which are additional and different, student progress is reviewed by the relevant staff delivering the intervention. This is supported by the SENCo and assistant to the SENCo, in line with the graduated approach outlined in the Code of Practice.

7. Arrangements for supporting children and young people in moving between phases of education in preparing for adulthood

Transition from Primary to Secondary School:

The Assistant to the SENCo/SENCo work closely with all feeder primary schools and headteachers. The teacher in charge of transfer and the Assistant to the SENCo/SENCo visit all primary schools to meet with staff and students. Both staff gather information about all the pupils transferring, including those with SEND. In addition, where invited, the Assistant to the SENCo/SENCo attends Year 5 and Year 6 Annual Review meetings and CAF meetings. The Assistant to the SENCo/SENCo also attends Year 6 transition meetings arranged with key staff in the main feeder primary schools to gather information about SEN and possible provision needs of students for whom primary staff feel additional transition support may be needed. Additional transition visits to the school and college are often arranged for pupils with SEND prior to the main Year 6 induction week. These typically begin in the summer term after SATs, but can start earlier in the year if a need is identified. Similar familiarisation visits are sometimes arranged for older students.

Other key transition points:

As students with SEND progress through the school, we discuss with them and their parents/carers any future hopes or aspirations they may have. We use this information, as well as our knowledge of students' specific areas of strength, to advise them on the most appropriate courses to follow at GCSE and, again, at post-16 level. All students with SEND are offered additional careers support to help them to make significant choices about their futures. The school and college communicates information about students to other schools or colleges if they move on to other establishments. Transition reviews are arranged to facilitate this process and visits can be arranged, often accompanied by a member of staff from Northallerton School & Sixth Form College with whom the student is familiar. Parents/carers are involved in transition processes throughout their child's school career and additional help and advice for students with SEND and their families is always available upon request. We welcome any communication about transition arrangements and endeavour to support this process to the best of our ability.

8. The approach to teaching children and young people with SEN

The approach of the school and college to teaching children and young people with SEND is in line with the new SEND Code of Practice, i.e. that they should be included in the mainstream classroom and their progress is the responsibility of the classroom teacher. The vast majority of SEN can be met with good quality teaching and learning within the mainstream classroom. A small minority of pupils may need some adaptation or personalisation of their curriculum within the mainstream of the school and college. Where the need for additional support is identified, this may come in a variety of forms, as appropriate to the individual students:

- Specifically differentiated teaching.
- In-class support from a teaching assistant, either one-to-one or on a group basis.
- Additional small group intervention work for literacy and maths. These are fixed term interventions which are evaluated and intervention is adjusted according to need and may be delivered by either a teacher or a teaching assistant.
- Occasionally, one-to-one support from a Teaching Assistant outside of the classroom.
- Referral to the EMS team – see below.

- Additional access to the Learning Support Base (for example, as a quiet area for students requiring additional reassurance).
- Mentoring sessions for some students, focusing on communication/social issues.
- Additional access to ICT.
- ICT based programmes to improve specific skills, e.g. reading, spelling.
- Small group interventions, e.g. for social skills.
- Provision of access arrangements in assessments and exams – students may be offered additional time and/or support (e.g. a reader or scribe).
- Inclusion on the SEN register – regular review meetings (to include parents/carers, student and the SENCo), to assess achievement and set targets - information is summarised in Learning Passports/Learning Plans.
- Involvement of external agencies (e.g. speech and language therapists, educational psychologists, parent support advisors, enhanced mainstream schools for specific learning difficulties, Communication and Interaction, behavioural and emotional difficulties, specialist teachers for hearing and visually impaired young people) via the HUB ILP which has replaced (SPA).
- Health care plans and support provided, e.g. with medication for students with specific medical needs.
- Multi-skills course for students to target physical co-ordination skills.
- Tutors and pastoral managers provide emotional and behavioural support for students. Heads of Year may also involve external agencies if concerns require more specialised support.

Additional and different support aims to enhance student progress, and build their confidence and independence. Parents/carers and students who are receiving such support will be informed of:

- The nature and intended outcomes of the intervention.
- The timing and frequency of intervention.
- Where and by whom it will be delivered.
- How the intervention will relate to and support learning in the classroom.
- How the intervention will be monitored to make sure it is helping the student to make accelerated progress.

9. How adaptations are made to the curriculum and the learning environment of children and young people

The majority of students follow a mainstream curriculum. Personalised adaptations are made according to individual need. The school and college provides facilities in line with the Disability Discrimination Act to meet the requirements of those students with more complex needs and is always prepared to make reasonable adjustments according to individual student need. The school and college is keen to plan ahead and acknowledges that it has an anticipatory duty to make sure facilities are accessible to all.

- The school and college buildings are accessible to students with physical disabilities. There are ramps and lifts to aid movement around the site.
- The Learning Support Base (SEN Department), have a suite of rooms used for additional interventions, while also allowing for some students to have a more flexible timetable if needs be.
- When necessary, we seek advice from other professionals, such as specialist teachers and health professionals, to make the necessary adaptations to benefit students, especially when new to the school and college.

- Teaching and pastoral staff are kept informed of appropriate adaptations to benefit students.
- Some teaching assistants have specific qualifications and specialisms, e.g. autism, dyslexia or visual impairments.
- Teaching assistants support lessons and support during other school and college activities.
- Some students also access additional support during lunchtimes.
- Some students benefit from additional access to ICT. Laptops are available for identified students.
- The school and college also has access to a range of assistive software packages such as 'Read Write' to assist students who may have issues with reading and/or written work.
- Some students are identified as needing access arrangements (additional support in assessments/exams), so that they can fulfil their potential.
- Some students with a high level of need may require a Health Care Plan and/or risk assessment and/or My Plan.
- Students may follow a personalised timetable if this is felt by all concerned to be appropriate. Some access college courses or additional work experience.

10. The expertise and training of staff to support children and young people with SEN

The Special Educational Needs Department has a high level of expertise and training. The department employs a Higher Level Teaching Assistant and a Senior ATA in addition to the ATA and GTA team. The SEN department has regular training meetings, as well as participating in whole school staff development and training. These training sessions typically include a range of training in specific aspects of supporting SEND such as specific learning difficulties; behaviour management; anger management; speech and language development; autism awareness; supporting students with sensory and physical impairments; coaching and mentoring of students; safeguarding and child protection and more. Some members of the department have undertaken external training on delivery of specific interventions. Staff have access to regular training to enable them to meet the needs of a range of SEND and specific training is arranged for both teachers and teaching assistants as necessary. The school and college has access to SEN funding, which is used to cater for a range of needs. If a student has particular needs which may require additional funding, specialist support from the Local Authority is sought promptly. Any additional specialist expertise is sought and secured from the wider North Yorkshire specialist network of services.

11. Evaluating the effectiveness of the provision made for children and young people with SEN

High quality teaching, the teaching that goes on in all lessons, is evaluated regularly by the Senior Leadership Team and heads of faculty. The progress of all students, including those with SEND, is evaluated after each assessment point through rigorous data monitoring at faculty meetings and internal pastoral meetings. Departments and subject teachers are expected to identify any students, including those with SEND, who are not making expected progress. A review of current provision will then take place and changes made where necessary. Action will be taken by subject teachers and departments, supported by the SENCo and SEND department where necessary. The effectiveness of time-limited intervention programs are evaluated by staff, students and parents.

12. How children and young people with SEN are enabled to engage in activities available with children and young people in the school who do not have SEN

All extra-curricular activities are open to all students. All reasonable adjustments are made to ensure students with SEND have equal opportunities to participate in school and college and extracurricular activities. However, the school welcomes communication from students and parents/carers, so that individual situations can be looked at if there is a concern.

13. Support for improving social and emotional development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEND and measures to prevent bullying

The school and college has a very strong ethos of pastoral support and has robust systems in place which are accessible to all students, including those with SEND. Members of the SEN department work closely with pastoral staff.

Additional mentoring takes place with selected students to offer them support and the possibility to talk over any concerns with a teacher or teaching assistant.

Referrals are made to request support from other professionals e.g. Educational Psychologist, as appropriate.

Anti-bullying is incorporated into the whole school and college Learning for Life programme and the message highlighted during anti-bullying week. Assemblies, which have an anti-bullying message focus on individuals' differences and are delivered by the Senior Leadership Team. Anti-bullying surveys are carried out with all students.

Pastoral staff have the overview of all students' wellbeing and liaise with parents/carers and external agencies to support students who may be encountering anxiety or emotional issues. There is regular and formal liaison between pastoral staff and the SENCo so as to assess whether any students in this situation may also have SEND needs and to agree appropriate action if so.

14. How the school and college involves other bodies in meeting children and young people's SEND and supporting their families

The school and college has established strong links and works closely with outside agencies. The professionals used to support our students include: Autism Outreach Team; LADO (Local Area Designated Officer) for Safeguarding and Child Protection; Educational Psychologist; CAMHS (Child & Adolescent Mental Health Service); Educational Social Worker Service; Parent Support Advisors; Physical Sensory and Medical Service (to support pupils with hearing/visual Impairment and physical disabilities); Children and Young Person's Social Care; Speech & Language Therapy Team; Occupational Therapy; School Nurse; Virtual School Team for Looked After Children; Young Carers; COMPASS; Early Help; Children's Development Centre; Collaborative and PRS (Access and Inclusion); Prevent (targeted youth service) and Community Police and Army Welfare Service. Parents/carers are always consulted if it is felt that referral to such a service may be appropriate to support a student. A referral can only go ahead with parental consent.

15. The arrangement for handling complaints from parents/carers of children with SEN about the provision made at the school and college

If you have any concerns about the provision made for a student with SEND, please contact the relevant member of staff by email or telephone: **Jo Shallow (SENCo)** at **shallow.j@northallertonschool.org.uk**. If necessary, see the school and college's complaint policy, which is available on the website.

Additional Information:

How do we support children and young people who have medical needs?

- A Health Care Plan is compiled for students with serious medical needs and those students who require additional support. This may involve the school nurse, in consultation with parents/carers. These are discussed with all staff who are involved with the student.
- Staff receive EPI-pen training delivered by the school nurse and diabetes training from the specialist diabetes nurse.
- Where necessary, and in agreement with parents/carers, medicines are administered in school and college but only where a signed medicine consent form is in place to ensure the safety of both student and staff member.
- Identified staff have 'EVAC' chair training.
- Several staff hold the First Aid at Work Certificate (first aid at a more advanced level).

The school and college supports the Local Offer of the Local Authority.

WHAT IS THE LOCAL OFFER?

The purpose of the Local Offer is to enable parents/carers and young people to see more clearly which services are available to them in the area and how to access them. The offer includes provision from birth to 25, across education and health and social care and has been developed in conjunction with children and young people, parents and carers, and local services, including schools, colleges, health and social care agencies. Please read this in conjunction with the websites below which outline the North Yorkshire Local Offer.

<https://www.northyorks.gov.uk/send-local-offer>

<https://www.northyorks.gov.uk/local-offer-details-young-people>

<https://www.northyorks.gov.uk/send-education-and-schools-information>

Ms J Shallow

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