

# Scalby School SEND Report

## September 2019

In line with the SEN Code of Practice – January 2015

6.79 - 'The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools have a legal duty to publish information on their websites about the implementation of the governing body's or the proprietor's policy for pupils with SEN. The information published **must** be updated annually and any changes to the information occurring during the year must be updated as soon as possible. The information required is set out in the draft Special Educational Needs (Information) Regulations and reflects the information required for the local offer'.

### Who are the Inclusion Team?

- SENDCo: Mrs Lyndsey Reed
  - **Email:** [l.reed@scalbyschool.org.uk](mailto:l.reed@scalbyschool.org.uk)
  - **Telephone:** 01723 362301
- Assistant Head Teacher for Teaching and Learning: Miss Hayley Pegg
- Manager: Mrs Jackie Haythorne
- Access Learning Centre Manager: Mr Barry Ackroyd
- Senior Advanced Teaching Assistant (Impact Base): Miss Davies
- Senior Advanced Teaching Assistant (Consequences): Mrs Alonze
- The above team are further supported by 2 senior Advanced Teaching Assistants (Numeracy and Literacy), 1 Advanced Teaching Assistant and 9 General Teaching Assistants (GTA)
- Within the Student Support team we have staff who are specially trained in a range of areas including; supporting visually or hearing impaired students, 1 Emotional Literacy Support Assistant (ELSA), 3 qualified Thinking Reading tutors and a trained counsellor.

### Delivering high quality teaching for all

- We are continually delivering professional training for all staff focusing on inclusive teaching
- Teaching staff will be informed by the SENDCo what adjustments need to take place in the classroom so that your child can access the curriculum at their level
- The SENDCo works closely with the Assistant Head Teacher for Teaching and Learning to support the development of all teaching staff and Teaching Assistants in school
- New staff have two bespoke training sessions focussing on the students with SEN at Scalby School and how to best use TAs to support their classroom practice
- ATAs and GTAs are trained to support students with specific SEND
- Teaching assistants support students and staff.

## How will we know if your child has SEND and how will we inform you?

For students joining us in year 7:

- Your child's Primary School will pass on information to us as part of the transition process
- We may talk to you prior to your child starting school
- KS2 Data
- Screening tests when they arrive (New Group Reading tests, CAT tests, some subject base line tests).

For students transferring to the school at other times:

- Information from parents
- Information requested from previous school as part of the transfer process.

For all students in school:

- Subject teachers, Heads of Year and mentors will refer students to the SENDCo
- You may have concerns about your child's progress and can contact us in school
- Attitude to Learning Reports and Analysis

We will contact you if we feel your child needs additional support. This will enable us to build a full picture of a student's strengths and weaknesses and help us begin the process of identifying appropriate support for the individual.

## What kinds of SEN do we support in school?

"A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions" – SEND Code of Practice 2015.

Children and young people (CYP) with a wide range of SEN are welcomed into the school. If a parent of a pupil with an EHCP requests a place at the school, the CYP is welcomed and strategies sought to meet needs.

The range of SEN we currently support in school includes:

- Communication and Interaction – This includes students with speech, language and communication needs and Autistic Spectrum Disorder (ASD)
- Cognition and Learning – This includes students with Moderate Learning Difficulties (MLD) and Specific learning difficulties (SpLD) such as dyslexia
- Sensory and/or physical needs – This includes students with Visual Impairment (VI), Hearing Impairment (HI) and Physical Disability (PD)
- Social, Emotional and Mental Health (SEMH) needs.

## How might we support your child?

ALL STUDENTS WILL HAVE	SOME STUDENTS MAY HAVE	A FEW STUDENTS MAY HAVE
<ul style="list-style-type: none"> <li>• High quality teaching and high expectations for all</li> <li>• All teachers taking responsibility for differentiating appropriately</li> <li>• Regular assessments</li> <li>• Access to extra-curricular activities</li> <li>• Access to homework club every night after school</li> <li>• Head of Year – pastoral support</li> <li>• Mentor – pastoral support</li> <li>• Individual careers interviews</li> <li>• Access to breakfast canteen before school</li> </ul>	<ul style="list-style-type: none"> <li>• Access to numeracy intervention</li> <li>• Access to literacy intervention</li> <li>• Access to the student support rooms before school and at break time</li> <li>• Separate lunchtime slot to other year groups in year 7</li> <li>• Head of Year intervention group</li> <li>• Attendance team interventions</li> <li>• Social skills group</li> <li>• Functional friendships group</li> <li>• Guided reading support</li> <li>• Access to the impact base</li> <li>• Exam access arrangements</li> </ul>	<ul style="list-style-type: none"> <li>• Have an assessment for an Education, Health and Care Plan</li> <li>• Have additional adult support in the classroom and at clubs</li> <li>• Receive intervention work outside of the classroom</li> <li>• Take part in the thinking reading scheme</li> <li>• Use of ICT/laptop computer</li> <li>• Entitled to support with transport to school or travel training</li> <li>• Need a personalised timetable</li> <li>• Access the Access Learning Centre</li> <li>• Be assessed by the educational psychologist or other external agencies</li> <li>• Receive SENDCo support</li> <li>• Be referred to behaviour collaborative</li> <li>• Have Health Care Plans for medical conditions</li> <li>• Have an identified keyworker</li> <li>• Have a risk assessment</li> <li>• Have access to the hygiene room</li> <li>• Have access to specialist equipment</li> <li>• Receive counselling through school</li> <li>• Have access to local EMS support</li> <li>• Access to the PRS</li> </ul>

## Who else may work with your child?

We work closely with specialist teams from outside the school, these include the following (This list is not exhaustive):

- Specialist teaching team (physical & medical needs, hearing impairment, visual impairment)
- School nurse
- Healthy Childs Team
- Educational Psychologist (EP)
- Educational Social Worker (ESW)
- Childhood adolescent mental health services (CAMHS)
- Social care team
- Health & Medical Specialists
- Speech and Language Therapy
- Occupational Therapy
- Community Education Service
- Learning Disability Services
- ASMPACT (Autism).

If the school feels that the involvement of another agency will help us to meet your child's needs you will be informed and asked to give your consent.

## How will we evaluate the impact of the support we provide?

- The progress and attainment of all students, including those with SEND, is carefully monitored and reported to parents four times across the academic year through Attitude to Learning Reports.
- Internal monitoring systems are robust and all staff are held to account for the progress of all students which is a key factor in staff performance management.
- All interventions are put in place as a result of the Assess, Plan, Do, Review model outlined in the SEND code of practice.
- Those students who have SEND intervention have Intervention reports sent home to parents.
- Parents/carers are invited to discuss their child's progress at SEND reviews and parent consultation evenings.
- Where insufficient progress is made, the intervention is reviewed and a more appropriate intervention is sought.

## Access for all

Scalby School is fully inclusive. All staff have a part to play in ensuring that students with SEND are not disadvantaged in their access to learning or the school community.

All students are invited to attend extracurricular activities and school trips. SEND students are proportionally represented within the student voice team.

Other ways of ensuring access for all include:

- Information and meetings with parents/carers supported by the specialist teaching team enable us to make decisions about any adaptations or equipment needed
- My Profiles in which students tell staff what works for them and what doesn't
- TA support is provided on school visits where appropriate
- Adjustments/adaptation to allow Inclusion in extracurricular activities/trips
- The school building has been adapted to allow for access for all.

## **How will we support your child's social and emotional needs?**

Mostly, our students thrive emotionally and socially because of the care and nurturing approach of the improving student engagement team who monitor students throughout their time in school. Other ways of ensuring students have social and emotional support include:

- Life lessons delivered by specialist teachers throughout each school year
- Fully inclusive Anti Bullying Policy
- Student Buddy's for new students
- Teaching Assistant's and Teaching staff pass any potential issues to the SENDCo/Head of Year Team at the earliest opportunity
- Boxall profiling to support identification and target needs of selected students
- Personalised programmes addressing specific targets for some students where required
- Access to the impact base for selected students
  - Access to the Access Learning Centre for selected students

## **Moving in and moving on – How do we ensure a smooth transition?**

Moving between the different stages of education can be daunting for any child or young person. There are a number of ways we aim to support the transitions between these different stages:

- Close links with Primary Schools involving the Head of Year, SENDCo and SEN Manager
- Taster Days/Curriculum Days for KS2 students
- Transition Days in the summer term
- Additional induction days where appropriate
- Year 6 Introduction Evening
- Student Buddy's for Year 7
- Scalby School attend annual reviews in year 6 where invited
- We create individual transition plans for SEND students where they need it
- Access to Summer school where appropriate
- Year 8 options evening
- Year 8 Mentor time Talks in preparation for options
- Year 8 Careers interviews to support the options process
- Close liaison with our Sixth form staff, Sixth form taster sessions/Visits to post 16 providers/Taster days/Transition plans where appropriate
- Close links with post 16 providers
- Life lessons in year 11 are visited by post 16 providers
- Life lessons in year 11 support the post 16 application process
- Travel training for students where they need it
- Additional careers advice where appropriate.

## Are we getting it right?

We want to know if we are getting it right or if you have concerns. Any plans which are put in place to support SEND students are discussed with all parties involved. School staff, specialist staff, parents and students views are equally important when trying to support students in the most appropriate way. We gather information at numerous point across the school year.

Key opportunities for us to ensure everyone's voice is heard include:

- Parent and student consultation evenings (one per year)
- 4 Attitude to Learning reports across the academic year
- My Profile Reviews involving Student Support staff, parents and students
- Annual reviews as appropriate
- Parent Partnership meetings and feedback forms
- Student voice
- Parent Communication with Mentor, Head of year or Subject teacher
- Student communication with Mentor, Head of year, Subject teacher, Teaching Assistant or other adult in school.

At any time you can contact us via email or telephone to book an appointment.

### CONTACT DETAILS:

Mrs L Reed – SENDCo

**Email:** [l.reed@scalbyschool.org.uk](mailto:l.reed@scalbyschool.org.uk)

**Telephone:** 01723 362301

## What do I do if I'm not happy?

Please contact us via telephone, email or make an appointment.

Initially, if you need advice or need to express some concerns please make contact with the SENDCo, Mrs Reed, at school, who will endeavour to resolve any difficulties. If the matter is still unresolved please contact the Head teacher, Mr McCluskie and arrange to meet with him. If you are still concerned then a complaint should be made to the Chair of Governors, Peter Noble; care of the school.

Further appeals can be made to the Special Educational Needs tribunal, which is an independent body that hears parents' appeals against LA decisions on statutory assessments, statements and education health care plans.

## Other SEND Links

Scalby School SEN Policy

[North Yorkshire SEN Local Offer](#)

SENDIASS – formally Parent Partnership – support and advice for parents/carers of children with additional needs.

