

SEND Information Report 2021 -22

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In preparing this report, guidance has been taken from the SEND Code of Practice (2014), the Equality Act (2010) and Part 3 of the Children and Families Act 2014.

Glossopdale is a comprehensive mainstream school. It is an inclusive school whose aims are to ensure that strategies and support are in place to enable all pupils to access the curriculum and extracurricular opportunities. All our pupils have access to a broad and balanced curriculum with additional and further support where necessary. The school's detailed SEND policy is available on our website at <http://www.glossopdale.derbyshire.sch.uk>

The kinds of SEND that are provided for:

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum condition, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Subject teachers will make regular assessments of progress for all pupils and identify those whose progress:

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

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child

- Everyone is clear on what the next steps are

We will formally notify parents when it is decided that a pupil will receive SEND support.

Assessing and reviewing pupils' progress towards outcomes

The subject teacher and progress manager will work with the SENCo to carry out an analysis of the pupil's needs. This will draw on:

- the teacher's assessment and experience of the pupil
- their previous progress and attainment and behaviour
- other teachers' assessments, where relevant
- the individual's development in comparison to their peers and national data
- the views and experience of parents
- the pupil's own views
- advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, and a One Page Profile will be written which will include the primary needs, the provision, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. This can be agreed with parents and pupils.

KS2 to KS3 (Year 6 to Y7)

- the Assistant Headteacher, Mrs S Gilbert, Year 7 Year Manager and Year 7 Progress Manager liaise with the feeder primary school
- the SENCo will visit and liaise with the primary SENCo and attend transition meetings where appropriate
- Pupils, both vulnerable and SEND, visit our school and have a number of transition visits if needed
- 2 school induction days are provided in early July for all Y6 pupils. Pupils with SEND are able to have further transition days to ensure that they feel comfortable in their new environment. Parents/carers are invited to meet key members of the pastoral team and to receive information about the organisation of the school.
- All teachers are provided with information about all new pupils' needs and given strategies to support them
- Depending on the current COVID restrictions it may not be possible to facilitate the transition visits however a virtual transition will be available on the school website. Where the above points are not able to happen in person a virtual meeting will occur.

KS4 to KS5 (Year 11 to Post 16)

SEND pupils from within the school and from other schools in the area are encouraged to apply for suitable courses in the 6th form. Pupils with an EHC plan will receive support commensurate with the requirements of those plans. The pupils will also be assigned a keyworker and various levels of support and intervention will be provided according to individual need.

Pupils will also be assessed for access arrangements by the A Magrath (Specialist Assessor):

- SEND pupils are included in the careers programme and are given interviews, advice and guidance from our career's adviser
- SEND pupils participate in the Work Experience programme in Y10
- SENCo with the agreement of pupil and parents liaise with other Post 16 colleges

- Teaching Assistants may accompany some pupils to Post 16 colleges for transition visits. Where in person visits are not permitted (COVID) TA will support SEND visits virtually if possible.

Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEND. This will be adapted for individual pupils.

We will also provide the following interventions:

- Fresh Start a reading programme to improve reading skills,
- Social Use of Language to develop social skills,
- The SMART programme to improve resilience,
- Speech and Language programmes in liaison with the Speech and Language Therapy service
- HFW Vocabulary programme
- Faculty based English and Maths interventions

Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Adapting our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

Additional support for learning

We have 12 teaching assistants who are trained to deliver interventions and support pupils in class

Teaching assistants can be required to support pupils on a 1:1 basis depending on need

Teaching assistants will also support pupils in small groups for some areas of the curriculum

Alternative accreditation – a pupil can sometimes be offered alternative accreditation in some subjects to ensure that they achieve relevant outcomes.

Expertise and training of staff

We have one full time SENCO with 20 years' experience in schools as a mainstream teacher and teacher of pupils with SEND.

We also have a team of 12 teaching assistants (7 full time, 5 part time) and a full time Emotional Wellbeing Coordinator/HLTA responsible for SEND and Well-being provision in our Hive centre.

We also have 2 HLTA who work within our Thrive Centre. The Thrive centre provides bespoke and individual pathways of support for students with varying levels of need. Each pathway is designed to re-engage and re-focus students to maximise their potential and place each individual in a position where they are able to successfully reintegrate back to a mainstream pathway.

The Maths and English faculties have their own HLTA to support pupils within those subjects

We also have a part time specialist SEND admin assistant

Staff have been trained in:

- Attachment Awareness
- Autism Awareness

- SMART training (mental health programme)
- Provision Map: software programme
- Class Charts: software programme
- Use of SIMS (Management information System for schools)
- EVAC Chair (Fire Evacuation training for disabled pupils)
- Invigilation training for pupils with access arrangements
- Managing Challenging behaviour in the classroom
- First Aid
- Working together in the classroom (teachers and teaching assistants)
- Improving literacy
- Diabetes Awareness

All staff receive training at the start of the year on the needs of new pupils joining the school

All new staff are trained each year on SEND issues and on the work of the Learning Support department.

Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions in accordance with the intervention programme's requirements
- Using pupil questionnaires
- Using parental meetings and questionnaires
- Monitoring by the SENCo
- Holding annual reviews for pupils with EHC plans

Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

All of our extra-curricular activities and school visits are available to all our pupils. It may be necessary for a teaching assistant to accompany the pupil on an outside trip.

All pupils are encouraged to go on both residential trip(s) in England and abroad. 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 from the SENCo where relevant.

All pupils are encouraged to take part in sports day/school plays.

No pupil is ever excluded from taking part in these activities because of their SEN or disability. Glossopdale is fully accessible with dedicated disabled parking bays marked clearly in yellow paint and toileting facilities for disabled users. The school has been adapted to ensure access for wheelchair users. We have ramps, lifts and overhead hoists. In addition we have a well-equipped physiotherapy room with an accessible shower. Additional changing facilities are available for PE and Dance lessons.

For pupils with an EHC plan, specialist equipment is provided to ensure they can fully access the curriculum; for other pupils with SEND support, Alphasmart word processors, laptops and Chromebooks are available. Modified/enlarged papers, up to 25% extra time for assessments, readers and scribes etc. are available depending on need, which is assessed on an individual basis.

EVAC chairs are provided for emergency situations where pupils need to get downstairs without use of their wheelchair/crutches.

The school's accessibility plan will be available from the school's website.

Admission arrangements

We welcome all young people at Glossopdale and make appropriate adjustments for disabled pupils who apply to come here. SEN and disability are never used as a reason to refuse admission. Pupils with SEN who are on SEN Support, and do not have an EHC plan, go through the normal annual admissions process. Pupils with EHCPs who are not admitted through the admissions arrangements are placed in schools through the EHCP process.

Support for improving emotional and social development

Glossopdale has a Year Manager assigned to each year group who provides pastoral support for the pupils in their year group. Pupils with an EHC plan may also be assigned a key worker from the Learning Support Team. Some pupils identified as SEN Support may also have a key worker who will liaise with home as well as support the pupil in school. In liaison with parents/carers, pupils may receive additional support from the Emotional Wellbeing coordinator in the 'Hive'. In addition the on-site Family Support workers can deliver support for pupils and their families.

The Learning Support Bases have common rooms for lunchtime and break time activities. We also have support from trained counsellors on site and referrals can be made through Year Managers/the SENCo or the Assistant Headteacher, Miss M Skillings. We work closely with the Healthy Young Minds Service and other mental health services in the area. Other agencies include School Health, the Educational Psychology Service (EPS), Healthy Young Minds (HYM), the Integrated Pathways Team (IPT), DCC Behaviour Support and KS3/4 Pupil Referral Units. The SENCo liaises with other staff and teams to arrange referrals to these agencies. Support is also available from the Learning Support Team for areas of emotional difficulties such as specified social skills; friendships and relationships, anger management, loss and change and self-organization. Pupils who struggle with social situations can be provided with a quiet space to go during lunchtimes, break times and before school, where they are supported by TAs to manage unstructured social time. We have an HLTA who specifically works with pupils who struggle with anxiety and may need "Time Out" or other additional support.

Support for pupils with emotional needs including challenging behaviour may take the form of behaviour modification strategies, anger management programmes, counselling, mentoring, social skills programmes, family support or a range of therapies, depending on the needs of the individual pupil.

Bullying and SEND

We deal robustly with any instances of bullying. We recognise the importance of gathering and analysing data in order to monitor the incidence of any bullying and evaluate the effectiveness of preventative action and responsive approaches. The Assistant Headteacher (Behaviour, Attendance and Safeguarding) will monitor the number, type and results of incident, in liaison with Year Managers, and can be consulted for advice. Incidents of bullying will be recorded on Incident Forms and entered into SIMS in accordance with the Derbyshire County Council procedures for collecting information regarding bullying. Incident forms will be processed as per our Racist Incidents procedures. Any concerns about bullying will be immediately responded to by tutors, Year Managers, SENCo or the Assistant Head teacher (Behaviour, Attendance and Safeguarding).

Working with other agencies

Outside Agencies

We work with the following agencies to provide support for pupils with SEND:

- Service for the Hearing impaired
- Service for Visually Impaired
- Service for the Physically Impaired
- Speech and Language Therapy
- Autism outreach for pupils diagnosed with Autistic Spectrum Condition

- LA's Behaviour Support Team
- The Virtual School for Children in Care
- Educational Psychology
- Multi Agency Team and Social Care
- Healthy Young Minds
- School Health
- Integrated Pathways Team (IPT)
- KS3/4 Pupil Referral Units

Complaints about SEND provision

Complaints about SEND provision in our school should be made to the pupil's Progress Manager/ SENCo/ Assistant Headteacher, Miss M Skillings in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

Exclusions

Provision of education and associated services

Making reasonable adjustments, including the provision of auxiliary aids and services

Contact details of support services for parents of pupils with SEND:

The **support service for children who are deaf and hearing impaired (SSD and HI)** work with children and young people and their families offering information and support from the point of diagnosis of hearing loss to leaving school or college.

The **support service for children with physical impairments (SSPI)** offers educational guidance and support to children and young people (0 to 19 years of age) who have a physical impairment and/or a significant medical need.

The **support service for children with visual impairment (SSVI)** work with children and young people, and their families, offering information and support where visual difficulties may impede learning and/or development.

The county behaviour support service support schools to improve pupil behaviour and reduce exclusions, to support the **re-integration of excluded pupils** and to provide or secure the best possible education for pupils who are unable to attend school as a result of their behaviour.

The local inclusion officer service (LIO) supports inclusion in schools and settings for children and young people with special educational needs.

Contact email: sen.admin@derbyshire.gov.uk or

**Special Needs Section
Children and Younger Adults
County Hall
Matlock
Derbyshire
DE4 3AG**

The Derbyshire Information, Advice and Support Service for SEND is an impartial service offering support for parents and carers of children with special needs and at risk of exclusion. They can be contacted on:

Email: ias.service@derbyshire.gov.uk

Telephone: 01629 533660

Write to: Derbyshire Information Advice and Support Service for SEND

Chatsworth Hall

Block C

Matlock

DE4 3FW

Managing the administration of medicines

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

- All medicines must be given in person to Student Services 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 Student Services Room
- To take their medicine, the student must go the Student Services room
- Each time the medicine is administered, the time, date and dosage is recorded
- Some students will have an Individual Health Care Plan.

Pupils with medical conditions

The Children and Families Act 2014 places a duty on maintained schools to make arrangements to support students with medical conditions. Individual healthcare plans specify the type and level of support required to meet the medical needs of students. Where children and young people also have SEN, there is a healthcare plan in place. Glossopdale is compliant with statutory guidance 'Supporting pupils at school with medical conditions' and has a medical needs register which is shared with relevant staff.

If a pupil is unwell during the school day, then they will be sent to the Student Services room. If the pupil 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. In a medical emergency, appropriate emergency procedures will be followed. All pupils who have severe allergies or other significant health/medical needs are flagged-up to all staff throughout the school year.

Contact details for raising concerns at school:

The first point of contact is your child's YearManager or Progress Manager depending on the nature of the concern. If after those discussions it is considered necessary, a referral to the SENCo: Mr E Mailey or Deputy Head teachers: Mrs Kate Smith or Mr Peter Clark will be made. The governing body also has an independent complaints procedure for serious issues. The school Governor link for SEND is Jon Mason

The local authority local offer

The SEND Local Offer which gives details of all available services for young people and families in Derbyshire can be found at: <http://localoffer.derbyshire.gov.uk>

Monitoring arrangements

The SEND policy and information report will be reviewed by the Assistant Headteacher (Behaviour, Attendance and Safeguarding) and the SENCO **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing body.

Links with other policies and documents

This policy links to our policies on:

Accessibility plan

Behaviour

Equality information and objectives

Supporting pupils with medical conditions

SEND policy