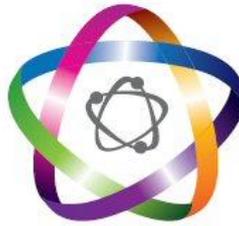


## POLICY DOCUMENT



# DEBENHAM HIGH SCHOOL

A Church of England High Performing Specialist Academy



## SEND OFFER

This policy is reviewed every two years

### History of Document

Issue No	Author/Owner	Date Written	Approved by Governors on	Comments
1	L Ramsay	Sept 14	7 October 14	1 <sup>st</sup> Issue

# Debenham High School SEND Offer.

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## **How does the school identify students with special needs and what should I do if I think my child may have special needs?**

Identification of pupils with SEND begins prior to transfer in Year 6. Students with Statements or Education, Health and Care Plans which name Debenham High School on the plan, have their plan sent to the SENCo early in Year 6, to inform of need and provision. The SENCo is invited by Primary Schools to attend Year 6 Annual Reviews where Debenham High School is named on the Statement or Education, Health and Care Plan to inform transfer.

In the Summer Term, the SENCo visits feeder Primary Schools, with the Head of Year 7, to collect transfer information around the student's strengths, interests, support needs, effective strategies, their National Curriculum levels in English and Maths, detailed information on assessments, standardised test scores, Stage of Support details and Individual Education Plans. Year 6 teachers also fill in transfer sheets around National Curriculum descriptors for English and Mathematics, additional needs, areas of strength and student interests. The SENCo makes contact with out of catchment primaries where special needs have been identified on the transfer sheets.

Prior to entry, pupils whose KS2 SAT results in Maths or English are below National Curriculum Level 4 are considered for small teaching groups in these subjects. Diagnostic tests for reading and spelling are administered to these pupils in the Autumn Term of Year 7 in order to provide baseline scores and possible teaching targets.

Pupils working below National Curriculum Level 4 in Maths or English, those who have learning, conduct or emotional behaviour issues and those with physical, sensory or social and communication difficulties which act as a significant barrier to learning will be added to the SEND Support Register. Students with difficulties which may be a potential barrier to their learning will be added to a list of Students Who May Require Support. Both lists are available to teaching and support staff. Staff are expected to familiarise themselves with them to inform teaching, differentiation and support.

Once attending High School, identification of pupils giving concern is the responsibility of the Subject Teacher, Form Tutor or Head of Year. Special educational need and disability concerns will be referred to the SENCo. Initially, information will be collected and once validated, these concerns will be shared with parents and necessary action discussed. Concerns and support strategies will be shared with staff at pastoral meetings, briefings or staff meetings and through the Special Educational Needs and Disability Register and the Pupils Who May Require Support Register.

If parents or carers are concerned that their child's attainment is not reaching the expected average range of attainment, their child is not making the expected levels of progress and they think that their child may have special educational needs, they should contact the SENCO to discuss their concerns and plan a way forward.

### What types of Curriculum Support are available for my child in the school?

The school does not have a separate SEND unit. The objective of Debenham High School is to ensure that pupils with SEND have access to a broad, balanced and relevant curriculum. These pupils may require additional resources and differentiation in order to ensure progress. However, they should be integrated into the educational life of the school as fully as possible educationally, and their needs should be met in the least restrictive environment. All SEND pupils have access to a balanced and broadly based curriculum by following a mainstream curriculum. Form groups are mixed ability. At Key Stage 3 all students are taught within their form group for most subjects. At Key Stage 4 students are taught in mixed ability GCSE classes in most subjects. The educational needs of students are met by differentiation and support provision within the classroom. There are small groups in English and Maths for pupils with significant difficulty in Literacy and Numeracy which means that students are set to best meet their needs as learners. There is setting from Year 7 in English and Maths, from Year 8 in some Modern Foreign Languages groups and from Year 9 in Science. An ASDAN course runs from Year 9 for a group of pupils who need additional support with their social and independence, study and work skills; this usually replaces Modern Foreign Languages on the curriculum where this is appropriate for the cohort. There are links with Otley College where courses are on offer to Key Stage 4 students as option subjects. Withdrawal from class lessons for 1:1 tuition is kept to an absolute minimum and pupils are consulted about appropriate times in order that they are not withdrawn from a subject in which they achieve success and enjoyment. Whenever possible, literacy and numeracy intervention programmes are implemented during registration and assembly times. The school has a SEND / Inclusion Room where pupils have small group teaching and 1:1 support on an occasional basis to aid progress on return to their mainstream lesson.

#### Academic support provision available–

- Class TA support.
- Small group teaching for English and Maths.
- Intervention programmes in use -  
Delivered to small groups - Attack Spelling Programme.  
Delivered through 1:1 or small group teaching by a TA – Catch-Up Literacy, Beat Dyslexia, Toe by Toe, Catch-Up Numeracy.
- Computer intervention programmes – touch typing, Word Shark, Number Shark, Dyslexia Software.
- Reading groups.
- Differentiation.
- Task delivery strategies – Task chunking with regular checks on understanding and progress, visual instructions, quantity of work and time targets.
- Use of IT – Laptop, Dictaphones, Kindles.
- Postural seating.
- Disability sewing machine.
- Variety of equipment.
- Homework Club
- Exam access arrangements - Subject teachers will identify where they believe there to be a need for exam access arrangements for assessments and provide evidence to

support this. A referral will be made with this evidence to the SENCO who will assess the student with standardised tests to see if the student meets the JCQ requirements for this adjustment. Exam access arrangements will be reviewed on a yearly basis.

Referral to county support agencies for assessment, direct work with student, advice and training –

- Advisory teachers – learning support, specific learning difficulties, hearing and sensory impairment.
- Educational Psychologist.
- County Inclusive Resource.
- Dyslexia Support Service.
- Behaviour Support Service.
- The Education Welfare Officer visits the school regularly to meet with the Student Support Assistant.

### What support is available for my child's overall well-being?

Pupils with SEND are encouraged to involve themselves as fully as possible into the social life of the school so that their needs should be met in the least restrictive environment.

Before school and at lunchtime, identified pupils can use Safe Place to Be facilities to allow them time to mix with other pupils and to carry out a range of activities under close supervision. All students are expected to attend at least two extra-curricular activities on arrival in Year 7, in order to help integrate with others and to ensure positive use of their social time. There is a range of extra-curricular clubs; some, such as Lego Club, Activity Club, War Hammer Club and Cup Stacking Club are particularly aimed at vulnerable and SEND pupils. The school has a SEND / Inclusion Room where pupils can have respite, support to resolve difficulties, conflict resolution and social stories as needed. Student support is available, as necessary, to resolve student concerns at break and lunch times. There is also an efficient Peer Mentoring system which sets up Match Mentors from the beginning of Year 7 for those identified at transfer. Mentoring takes place with a member of staff when the need is identified and all students are mentored by their Form Tutor.

Social and emotional support provision available –

- Social Skills Group (PSHE+).
- Safe Place 2 Be.
- Lunch time Clubs.
- Peer Mentoring.
- Mentoring.
- Talk Therapy style counselling.
- School Nurse.

Every effort is made to ensure that all students take part in trips and enrichment activities. Risk Assessments are completed and the venues assessed for their accessibility.

### What training do the staff supporting students with special educational needs and disabilities have?

The school has some staff who are experienced in teaching pupils with learning, social and communication, physical, sensory, behavioural or emotional difficulties. The school has a SENCo with experience and specialist qualifications in the field of special needs and staff who have attended Child Protection courses.

SEND Faculty staff are encouraged to attend specific training recommended by the County Support Services to improve the quality of teaching and learning and social development for SEND students. They are also required to attend whole school SEND INSET. SEND Faculty staff are advised around SEND student support needs and strategies at weekly faculty meetings. Staff within school are advised and supported by the SEN Co-ordinator. INSET will be informed by the support needs of students and Faculty Reviews. Where appropriate these needs will be addressed as part of the whole school CPD programme using relevant specialists. Whole school training needs are identified through various means, including the Subject/Faculty meetings, SEND/ Faculty Reviews, SEND parent/carer Surgeries and Pupil Perception Interviews.

### How accessible is the school building?

The school is small and has a simple layout, mostly on one level. The main Special Needs / Inclusion room, the Learning Resources Centre and some main teaching rooms are situated, however, on the first floor. There is a lift in the English block and a bridge to the main part of the school to provide access to the first floor for pupils with mobility issues. There is also a facility to access the dining area and canteen.

### How will my child be supported on arrival and when leaving the school?

The school has a policy of Open Access. Pupils from any area are welcome to apply. Governors have a statutory duty to admit applicants with a statement of Special Educational Need or Educational Health and Care Plan where this school is named. They also have a statutory duty to give the highest priority to children who are in public care and to children who were previously in public care but ceased to be so because they were adopted (or became subject to a residence order or special guardianship order). Admissions are made by strictly applying the school admission policy criteria in priority order until the number to be admitted equals the PAN (125). See school Admissions Policy.

All Year 6 pupils who are offered places at Debenham High School are offered at least three visits prior to transfer and out of catchment students and students from small primaries are offered an additional visit. Additional arrangements are made for ASD students to visit on a need basis often supported by the identified County Inclusive Support teacher. Referrals are made by primary schools for transitional support from the Behaviour Support Service as required. The Head of Year 7 makes frequent visits to the pyramid Primary Schools throughout the year.

In the Summer Term, Teaching Assistants from the High School visit feeder primaries and work alongside identified SEND students in the Primary Schools to allow the students to get to know members of the High School support staff.

Parents/carers are invited to visit the High School prior to registration but can at any time arrange to meet the SEN Co-ordinator and tour the school.

The Integrated Children and Young Peoples' Services will be consulted when students with a Statement or Education, Health and Care Plan reach Year 9, to support students through their GCSE option choices and 11, to assist pupils in a smooth transition from school to college, training or a career. Colleges and Sixth Forms will liaise with the SENCo around the transfer of SEND students into Further Education. The SENCO will liaise with the SENCO of the other school when a student transfers schools and SEND paperwork will be sent on to the new school.

### How does the school assess students with special educational needs?

Students with SEND will participate at all stages of assessment and individual target planning for their educational, social or emotional needs. The SEN Co-ordinator monitors the progress and provision made for students on the SEND Register through Annual Reviews and through Individual Education Plans. Individual Education Plans for students with Statements or Education, Health and Care Plans or who are on SEND Support will be drawn up by Heads of Year, Form Tutors, English and Maths teachers and the SENCo. The IEP and reviews are discussed with the student who has the opportunity to add to or edit them. Such plans will normally be reviewed termly, in line with the School Reporting System as appropriate. All students will be provided with subject targets on the Interim and Annual Reports.

Meetings with the SENCo are offered to parents of students on the SEND Register on a twice yearly basis to review IEPs, provision and student progress.

Assessment of all students takes place in all subject areas in a variety of ways including milestone assessments, end of unit tests, regular marking, end of Key Stage assessments and Year examinations. Identified pupils with significant difficulty with reading or spelling will be assessed on a yearly basis with diagnostic tests for reading, spelling and speed of processing. All students are levelled against the National Curriculum in all subjects and these levels are reported in the Interim and Annual Reports and subject targets are set. These levels are used to track progress. Progress is monitored by Head of Year and progress of SEND students is also monitored by the SENCo and Head of Pastoral Care. Appropriate access arrangements for assessments will be identified by subject teachers and SENCO and reviewed on a yearly basis to ensure that JQC requirements are met.

### How does the school communicate with parents and carers?

The school considers its relationship with parents/carers to be of utmost importance in ensuring the educational progress of all of its students. Parents/carers may telephone or visit the school at any time to discuss a concern and a member of the Senior Leadership Team is available if necessary. An appointment may be made to meet any teacher.

The school holds Parents' Evenings once a year for all year groups and parents are invited into school for information evenings.

Parents/carers of pupils with special educational needs are invited twice yearly to attend SEND Surgeries which allow a one to one session with the SEN Co-ordinator to review and discuss provision. Individual Education Plans are reviewed for pupils on the Special Educational Needs and Disabilities register. Annual Reviews are held for pupils with a Statement of Educational

Needs or an Education Health and Social Care Plan The parent/carer may appoint a named person who can attend meetings with them. The school encourages parental participation throughout the assessment process.

Parents/carers are invited into school for information evenings.

Along with the more formal approaches listed above, the Student's Log Book is a valuable method of communication between parents/carers and the school. Staff are encouraged to write both positive comments and reminders in the Log Book, which is regularly checked by the Form Tutor and home. In addition, all students complete a Profile Page which outlines their strengths; areas for improvement; best suited learning styles and support strategies and hopes for the future at the beginning of each new year.

### Who should I talk to about my child's difficulties with learning and special needs?

The SEN Co-ordinator (SENCo), is responsible for Special Educational Needs and Disabilities and is the member of staff to contact with regard to questions and concerns within this area. The SEN Co-ordinator works under the general direction of the Assistant Head (pastoral care), Louise Ramsay. A nominated Governor takes a particular interest in SEND. Individual members of the teaching staff are responsible for identifying pupils who are causing them concern in their form group or teaching group.

### How are the schools resources to support students with special educational needs and disabilities allocated?

In all departments, resources required to teach the National Curriculum are bought out of subject capitation. The SEN Co-ordinator holds a special budget to be spent on items specifically needed for SEND pupils. Funding is available to support Year 7 students who have not achieved a L4 in English or Maths and High Tariff Needs Funding is available for pupils with significant barriers to learning as assessed through the County SEND Top Up Funding system.

### What are the arrangements for making complaints, resolving disagreements, moderation and young people's right to appeal?

The first point of contact for complaints about SEND provision within the School will be the SEN Co-ordinator and/or member of the Senior Leadership Team. If the complaint requires further attention, it will be passed on to the Head Teacher or the Governing Body and dealt with in line with the school complaints procedure.

The success of the school's SEND offer will be evaluated by:

- Review each year by the Senior Leadership Team and SEN Co-ordinator.
- Measurement through standardised tests, milestone assessments, end of unit tests and other assessments adopted by departments to monitor pupil progress to highlight academic progress.
- Use of reading, writing and spelling assessments to track progress in key literacy areas
- Movement of pupils in the small groups to mainstream English or Maths and appropriate movement between other setting arrangements.

- Increased pupil self-esteem, confidence and well-being. The evidence for which is collected through pupil perception interviews, mentoring, attendance figures, raised levels of attainment and social interaction, movement out of the Social Skills Group (PSHE+) and off counselling. Decreased visits to Student Support.
- Improved attendance figures.
- Parental awareness of SEND provision within the school; agreement and satisfaction with the arrangements made. Informal opportunities to receive parental feedback arise throughout the year; a formal opportunity is provided in the parental survey completed during the SEND Faculty Review.
- Pupils making expected progress appropriate to their starting point
- Pupils leaving at the end of Key Stage 4 moving into employment with training, college placements or sixth form placements.
- Staff feeling sufficiently supported by the SEND department. The evidence for which is collected in the SEND Faculty Review.
- Through the Annual Review of the faculty, led by the Senior Leadership Team
- Through annual review of all faculties and the impact of the teaching on progress of SEND pupils.

#### How can parents/carers be involved in the school?

Parents/carers of SEND students will be involved in their children's education. Their own knowledge, views, experiences and information about their child make them valuable contributors to their child's educational progress. There are opportunities for parents to work with or as part of Friends of Debenham High School to raise funds and provide social opportunities for parents. There is an elected Parent Governor on the school's governing body. Parents/carers working within specialist job fields provide career information for students.

#### When will this Offer be reviewed?

The Policy will be reviewed every two years. Next review is due in September 2016.