

The Duchess's Community High School

SEND INFORMATION REPORT

OUR MISSION STATEMENT

We aim to promote the inclusion of students with special educational needs through:

- A whole school policy of support;
- Supporting all students to achieve their potential;
- Stimulating and / or maintaining student interest in their own education;
- Personal, educational and social development within a supportive environment;
- Identification of students with special educational needs and the implementation of appropriate learning programmes;
- Effective liaison with pastoral and subject staff;
- Working in partnership with parents;
- Working in partnership with external agencies.

TYPE OF SCHOOL:	MAINSTREAM	SECONDARY	
	COMPREHENSIVE	YEARS 9 – 13	
<ul style="list-style-type: none"> • The special education needs co-ordinator (SENCo) is Mrs Naomi Hutchinson this role will be covered for maternity leave from September 2017 by Mrs Anne Puddephat • The Governor responsible for SEND is Mr Paul Brunger • Details of our local authority's local offer can be found at www.northumberland.fsd.org.uk 			
ACCESSIBILITY:	FULLY WHEELCHAIR ACCESSIBLE	YES	
	WE ARE NOW A SINGLE SITE SCHOOL.		
	The school is fully accessible for wheelchairs and contains a lift to facilitate access to the first floor. Doors are wide fit to accommodate wheelchair access and all classrooms are equipped with a height adjustable table to ensure accessibility for all.		
DISABLED TOILET is available. There are multiple inclusive toilets within the school, easily accessed from all locations.			
CORE OFFER:	<p>Are you currently able to deliver your core offer consistently over all areas of your school? YES</p> <p>Our policies are based on the 2014 SEND code of practice and we recognise the need to support learners within the four broad areas of need: Communication and Interaction; Cognition and Learning; Social, mental and emotional health; Sensory and Physical needs.</p> <p>All our teaching staff have sufficient experience, training and expertise to identify children who may need additional support, and to offer initial support through high quality teaching and good differentiation. If further support is required, The SENDco liaises with parents and external agencies to organise the best form of individual support. This is arranged through: parent meetings, Early Help Assessments and Education and Health Care Plans and can be funded through Top up or High Needs Funding.</p>		
POLICIES:	Are the school policies available on the website for:	SEND	YES
		SAFEGUARDING	YES
		BEHAVIOUR	YES
		EQUALITY & DIVERSITY	YES
	Are you aware / familiar with the requirements of the Disability Discrimination Act 1995 and the Equality Act 2010?		YES

RANGE OF PROVISION:	<p>Please indicate what your school has to offer (over and above your core offer) in each of the following areas:</p> <ul style="list-style-type: none"> ● <u>Literacy Intervention</u>: Planned and delivered by a specialist literacy teacher and supported by a qualified teacher and literacy specialist LSA. This includes small group and 1:1 intervention, dependent on the needs of the individual student. ● <u>Dyslexia support</u>: Specialist dyslexia teacher working alongside LSAs and teaching staff to support pupils with dyslexia through 1:1, small group and in class support. Aimed to support students in developing strategies and tools for independently managing their dyslexia successfully as they move through high school. ● <u>Assessment</u>: A range of assessments can be administered following concerns or queries raised by staff e.g. reading comprehension, reading accuracy, phonological assessment battery, working memory and dyscalculia screening. These can be used to provide evidence for exam concessions applications. ● <u>LSA Specialisms</u>: Many of the learning support assistants have subject specialisms or expertise in a certain area of provision (e.g. HI or literacy). ● <u>Pastoral Support</u>: Support for students is available from the lower school and post 16 Pastoral Support Workers. The key stage Heads of Standards and overall Director of Standards also provide support, as required. Students with SEN are allocated a Key worker who monitors their progress and arranges regular (at least twice per half term) drop-ins with the student to check on how they are doing and discuss any issues that have arisen or are concerning the pupil. ● <u>Transition</u>: We have strong links with our feeder schools and work together to provide additional support to SEND pupils throughout the transition period. ● <u>National Award for SEN Co-ordination</u>: This is a Master's Degree level course designed to enhance practice, knowledge and understanding of the range of specific issues related to Special Educational Needs and inclusion, so that SEND pupils can be supported effectively. Our school SENCo has now completed this qualification in January 2017. ● <u>Pupil Passports</u>: This is a document created with all students identified as having SEND and supports personalisation of lessons and support within school. The document shares the students' views with teaching staff. It includes information on how their special educational need affects them, what they find difficult, what helps them and what their individual learning targets are for the year. This enables teaching staff to understand each student's individual needs and how to support them effectively in lessons. All students with SEND have a pupil passport which is reviewed regularly and updated as their needs develop or change. Parents are given the opportunity to contribute to the pupil passport with any areas they feel it is important for teaching staff to know about their child.
	<p>Specialist Facilities/Equipment to support SEND</p> <ul style="list-style-type: none"> ● <u>Internal Exclusion Unit</u>: A unit that focuses on supporting students exhibiting challenging behaviour to re-engage with learning in the mainstream school setting. ● <u>Hearing Impairment Liaison</u>: When necessary an area of school is designated for HI students to meet with Sensory Support Service staff. ● <u>Designated Intervention Classrooms</u>: These are used for a range of interventions such as literacy teaching and intervention, numeracy teaching and intervention, a lunchtime nurture group and other 1:1 or small group work.
	<p>Input from Therapists/Advisory Teachers/Other Specialist Support Services</p> <ul style="list-style-type: none"> ● LIST (Locality Inclusion Support Team) ● CYPS – Children and Young People's Services ● EOTAS – Education other than at school ● EWO – Educational welfare officer ● School Nurse ● Sensory Support Service ● Youth Offending Service

	<ul style="list-style-type: none"> ● SORTED ● Children's Services <p>Breakfast, Lunch and After School Support</p> <ul style="list-style-type: none"> ● <u>Lunchtime Nurture Club</u>: A nurturing facility for students that struggle with social interactions, homework, or require 'down time' in order to cope with the rest of the school day. Activities include games, films, and support with the completion of homework or a friendly chat. ● <u>Breakfast</u>: the school canteen is open every day before school begins for students to access breakfast and hot drinks. ● <u>After school</u>: Students are able to access learning resources in the school library and SEN support classrooms after school if they require support with independent study. They can access IT resources to support homework completion and LSA support where necessary and this has been arranged in advance. At certain times of the year specific support groups run after school e.g. exam preparation for year 11 students in summer terms.
<p>EVALUATING PROVISION:</p>	<p>Individual pupil progress is tracked at regular intervals through the year with termly data checks from all teaching staff which are shared with parents and pupils. Pupils identified as struggling in specific areas may then be offered additional intervention and support to develop these areas.</p> <p>Progress for all SEND pupils is compared after each data check against expected progress and targets set for each pupil. In addition, the school SEND outcomes are compared against LEA and National figures to ensure progress is at an expected or better level.</p> <p>Support staff complete intervention sheets with targets for each half term for all SEND pupils they are supporting and evaluate impact of their support at the end of each half term. The SENDCo reviews impact and adjusts support and provision as necessary in response.</p> <p>Pupils contribute their views on school, support and interventions via pupil voice surveys and through half termly review meetings with a key worker where they update their pupil passports if necessary.</p> <p>SEND staff meet bi-weekly to review their work and half termly to conduct a more detailed review of effectiveness of interventions and discuss further support with the SENDCo.</p>
<p>INCLUSION:</p>	<p>We promote inclusion within the school and aim to ensure that all students have access to all trips, clubs and learning opportunities offered by the school.</p> <p>Please see our accessibility plan on our website for further information on the accessibility of our school site.</p> <p>Approximately 10% of students currently at the school are on the SEN register. Students are identified as SEND on transition to us from middle school but also through teacher and parent conversations with the SENCO and through external agency involvement such as LIST and CYPS. This is updated regularly throughout the year as we recognise that student need and progress changes.</p>
<p>PARENT SUPPORT INVOLVEMENT / LIAISON:</p>	<p>We work hard to try and involve/support the parents of children with an SEND as much as possible regarding and meeting their needs. One area in this is our communication with parents about their child's progress and areas of difficulty. We have a number of ways in which we work to keep communication between parents and school as comprehensive as possible.</p> <ul style="list-style-type: none"> ● <u>School Open Evenings</u>: These offer parents an opportunity to meet with the SENCo and some of the LSAs that support/will be supporting their children. ● <u>Meetings</u>: In addition to the subject parents' evenings scheduled each academic year, parents are welcome to meet with the SENCo, DoL and subject staff if there are any concerns. ● <u>Monitoring and Evaluation</u>: The SENCo, DoL and HoDs monitor the progress of students with special educational needs. They will make contact with parents to discuss any further intervention that may be required. ● <u>SEN Letters</u>: Parents are sent a letter notifying them that their child is on the SEN register; this invites them to contact the SENDCo if they require further information. They are also sent a pupil passport template as part of this to allow them the opportunity to contribute advice or comments to help staff differentiate to support their child.

	<ul style="list-style-type: none"> ● <u>Progress Checks</u>: During the year, parents receive four progress checks for their child. They are welcome to discuss these with their child's key worker, form tutor, DoL or SENCo. ● <u>Review meetings</u>: Parents of students with statements are invited to annual statement reviews in order to discuss their child's progress and review their needs for the future. <p>As a school we work hard to prepare children with SEND to join their next setting/college/stage of education or life.</p> <ul style="list-style-type: none"> ● Our SENDCo meets with feeder school SENDCos to discuss students with SEND that are due to transfer to our school. ● Our SENDCo attends Phase Change Annual Reviews in the year before transfer. ● Parents can meet with the SENDCo or HoS prior to their child transferring to our school, in order to discuss their child's needs, concerns and strengths. ● A wide range of transition activities can be put in place for transferring SEND students, as required. ● Each SEND student will have at least one year 11 interview with the school SENDCo / member of SLT to discuss next steps. ● Referrals can be made for the involvement of a personal adviser (LIST) if further careers and next steps advice and guidance is needed. ● Additional support and advice is available from a student's form tutor, HoS and SENDCo, as needed. ● Students are encouraged to attend open days held at our sixth form and local colleges. If necessary school will coordinate visits from the colleges into school to discuss courses, applications and additional needs of pupils before transition to another education setting.
COMPLETED BY: (Name and position)	MRS NAOMI HUTCHINSON (SENDCo)
DATE COMPLETED:	June 2017
REVIEW DUE:	JULY 2018
WHAT TO DO IF THE SCHOOL IS NOT PROVIDING FOR YOUR CHILD'S SEND:	<ul style="list-style-type: none"> ● In the first instance, you should discuss your concerns with the school. We hope that any concerns that you may have will be resolved at this stage. ● You might also wish to contact the local authority's Parent Partnership service, which can provide support and advice to parents of children with SEN. The service can be contacted on 01670 623555. ● Contact the local authority about their complaints and SEN Mediation Service. Contact details can be found on the local authority page www.northumberland.gov.uk/Children/Needs.aspx