



## **ST HILDA'S CE HIGH SCHOOL**

### **SEND Information Report**

April 2018

SENDCO: Mrs L Lyon

SEND Governor: Mrs A Holleran

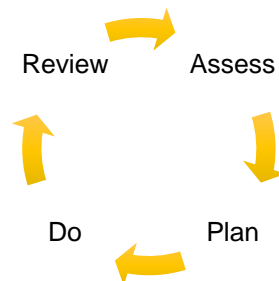
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Local Offer Contribution: [www.st-hildas.co.uk](http://www.st-hildas.co.uk) (PARENTS' INFORMATIONtab, POLICIES AND PROCEDURES tab)

### **Our Approach as a School**

We aim to provide high quality additional interventions differentiated according to students' individual needs. We make it a point to discuss aspirations with ALL our learners. This is a whole-school approach and this report will promote how we underpin this practice across our classrooms, pastoral care and support arrangements.

Underpinning ALL our provision in school is the **graduated approach** cycle of:



All teachers are responsible for every child in their care, including those with special educational needs.

#### **Assess**

School base initial assessment of Year 7 students on KS2 results and we also implement our own baseline tests in literacy and numeracy. Information is gathered at the transition forum from the sending primary schools. For all year groups we gather formative assessment data half termly and report on this to parents.

#### **Plan**

A differentiated curriculum is planned for each student who needs SEND support. This involves the Curriculum Deputy working with staff relating to alternative provision and the SENDCO to ensure that the various needs of the students are met.

## **Do**

Examples of our differentiated curriculum include:

- Extra literacy and/or numeracy sessions
- KS4 alternative vocational provision and varied routes through the option process in Years 8 and 9
- TA support within lessons
- Support from Outreach providers such as Education Psychology Service, Speech and Language Therapy and Abbots Lea School
- Catch Up – Literacy and Numeracy
- INSET training for all staff in relation to differentiation, and specific SEND issues such as dyslexia and ASC to meet the needs of students
- Social stories

## **Review**

Students are reviewed termly by Mrs Lyon, SENDCO. Parental/student voice is taken into account during this process.

Having consulted with children, young people and their parents, all our additional provision is based on agreed outcomes that are discussed with the professionals that offer support to the child.

## **SEND Needs at St Hilda's CE High School**

Children and young people are generally thought of in the following four broad areas of need and support.

### **1. Communication and Interaction**

- Outreach support from Abbots Lea School
- Staff training from specialist providers
- Circle Time within school for students with ASC
- Support from Speech and Language Therapists
- Educational Psychology involvement
- Support with changes to routine, unstructured time, anxiety and attachment, homework and building friendships

### **2. Cognition and learning**

- Extra literacy and/or numeracy sessions
- Educational Psychology involvement
- Differentiated curriculum
- Staff training

### **3. Social Emotional and Mental Health Difficulties**

- Regular contact with CAMHS workers
- Educational Psychology involvement
- External support re substance misuse eg Young Addaction and Evolve
- Pastoral Support staff
- Educational Welfare Officer
- Social Services support

- Family Support workers
- Bereavement counsellor
- Behaviour Management Outreach support

#### 4. Sensory and/or physical needs

- Support from the Sensory Service
- Physical adjustments within the school environment
- Support from a Mobility Officer
- Specific staff training
- T.A. support

Further details regarding support of an SEND nature can be found in the SEND policy at [www.st-hildas.co.uk](http://www.st-hildas.co.uk)

As of 23<sup>rd</sup> March 2018 we have 121 students receiving some form of SEND support.

We have internal processes for monitoring quality of provision and assessment of need. These include learning walks, work scrutiny, lesson observations, staff training and data analysis.

### **Co-producing with children, young people and their parents**

Involving parents and learners in the dialogue is central to our approach and we do this through:

Action/Event	Who is involved	Frequency
Parents' Evenings	Parents, student, teacher and SENDCO	Annually
Review of progress for students receiving SEND support	Parents, student, SENDCO, teaching staff and TAs	Termly
Student profile dialogue	Parents, student, SENDCO, teaching staff and TAs	Biennially

### **Staff development and Qualifications**

We are committed to developing the ongoing expertise of our staff. We have current expertise in our school:

Initials of person	Area of expertise	Level of Qualification
LL	SEND	National Award for SEN Co-ordination
CON	Pastoral care	Pastoral Deputy Head Degree and Teaching Qualification, NPQH
Heads of House LF,VMC,ADW,SC,JMM,RAB,SG	Pastoral Support	Degree and Teaching Qualification
CH,CEON, IZ	Teaching Assistants	Degree and Teaching Qualification
LH,HB,CM	Teaching Assistant/Pastoral Support	Various

Our SENDCO attends the School Improvement SEND Briefing in March and November each year.

### **Staff deployment**

Considerable thought, planning and preparation goes into utilising our support staff to ensure children achieve the best outcomes, this includes for them to gain independence and are prepared for adulthood from the earliest possible age.

Initially, Teaching Assistants are deployed in English and Maths lessons Years 7-11. Additional support is offered to Science and the remaining time is then deployed according to need.

Teaching Assistants lead the extra literacy sessions and also conduct the testing for Examination Access Arrangements. Extra support with literacy and homework is offered for targeted students and the TAs also pre-teach specific terms, concepts and vocabulary to enhance cognition and learning.

### **School External Partnerships and Transition Plans**

Our academic assessment for children and young people with special educational needs is moderated through our cluster of schools and neighbouring partners.

This year we welcomed 26 children and young people in Year 7 and 4 in Year 12 with special educational needs or disabilities. We supported 12 children and young people make the transition to the next phase in education or employment.

We closely monitor children and young people's destination data.

### **What has and has not worked this year**

We endeavour to continually improve our practices in all aspects of SEND provision. We welcome suggestions regarding improvements in quality of our SEND provision from our stakeholders.

1. Green Room support for students due to staffing issues has been less than we wanted. We are aiming to have a more consistently staffed Green Room to support students from September 2018.
2. Referrals to outside agencies for assessment and support – waiting times are long when awaiting external assessment.
3. Staff training will be a focus over the next year to refresh their knowledge and understanding of various SEND strategies.

### **Further development**

Our strategic plans for developing and enhancing SEND provision in our school next year include reorganisation of our use of teaching assistants in school to provide a more integrated approach in supporting our students with a particular focus on the Green Room.

In preparing this report we have included the views of staff, parents and students.

### **Relevant school policies underpinning this SEND Information Report include:**

SEND Policy and the Local Offer

**Legislative Acts taken into account when compiling this report include:**

- Children & Families Act 2014
- Equality Act 2010
- Mental Capacity Act 2005

**Date presented to/approved by Governing Body:**

May 2018