



Special Educational Needs (SEND) Report 2016-2017

Governor Lead:	V Chasey
Nominated Lead Member of Staff:	Lucy Mallorie (SENDCo)
Status & Review Cycle:	Statutory (Annual Review)
Last Review Date:	July 2016
Next Review Date:	July 2017

1. Ethos and Values

North Cestrian School is a 11-18 school. We welcome students with special educational needs as defined by the SEND Code of Practice 2014. The aims of our special educational need and disability policy and practice in this school are:

- To ensure that all students with SEND engage in the activities of the school alongside pupils who do not have SEN.
- To make reasonable adjustments for those with a disability by taking action to increase access to the curriculum, the environment and to printed information for all.
- To work in partnership with students/parents/carers and other agencies where appropriate to respond to the four broad areas of need:
 - Communication and interaction,
 - Cognition and learning,
 - Social, mental and emotional health,
 - Sensory/physical.

2. How does the school support students with SEND?

We:

- ensure a high level of staff expertise to meet pupil need, through well-targeted continuing professional development.
- support pupils with medical conditions to achieve full inclusion in all school activities by ensuring consultation with health and social care professionals in order to meet the medical needs of pupils.
- work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

The kinds of special educational needs (SEN) for which provision is made at the school:

- Children and young people with SEN have different needs, but the general presumption is that all children with SEN but without an Education, Health and Care Plan (EHCP) are welcome to apply for a place at our school, in line with the school admissions policy. If a place is available, we will undertake to use our best endeavours, in partnership with parents, to make the provision required to meet the SEN of pupils at this school.
- For children with an EHCP, parents have the right to request a particular school and the local authority must comply with that preference and name the school or college in the EHC plan unless: it would be unsuitable for the age, ability, aptitude or SEN of the child or young

person, or the attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources.

- Before making the decision to name our school in a child's EHCP, the local authority will send the governing body a copy of the EHCP and then consider their comments very carefully before a final decision on placement is made. In addition, the local authority must also seek the agreement of school where the draft EHCP sets out any provision to be delivered on their premises that have been secured through a direct payment (personal budget).
- Parents of a child with an EHCP also have the right to seek a place at a special school if it they consider that their child's needs can be better met in specialist provision.

3.How will the school support my child if he/she has SEN?

• All pupils will be provided with high quality teaching that is differentiated to meet the needs of all learners. The quality of classroom teaching provided to pupils with SEND is monitored through a number of processes that include:

1. Classroom observation by the senior leadership team, the SENCo, external verifiers,
2. Ongoing assessment of progress made by pupils with SEND,
3. Work sampling and scrutiny of planning to ensure effective matching of work to pupil need,
4. Teacher meetings with the SENCo to provide advice and guidance on meeting the needs of pupils with SEND,
5. Pupil and parent feedback on the quality and effectiveness of interventions provided,
6. Attendance and behaviour records.

• Pupils with a disability will be provided with reasonable adjustments (such as auxiliary aids and services) to overcome any disadvantage experienced in schools and increase their access to the taught curriculum.

• All pupils have individual national curriculum targets set in line with national outcomes to ensure ambition. Parents are informed of these via the reporting system and also at events such as Parents' Evenings.

• Pupils' attainments are tracked using the whole school tracking system and those failing to make expected levels of progress are identified very quickly. These pupils are then discussed in termly progress meetings that are undertaken between the class/subject teacher and a member of the Senior Leadership team and if appropriate, the pupil themselves.

- Additional action to increase the rate of progress will be then identified and recorded that will include a review of the impact of the differentiated teaching being provided to the child, and if required, provision to the teacher of additional strategies to further support the success of the pupil.
- Where it is decided during this early discussion that special educational provision is required to support increased rates, parents will be informed that the school considers their child may require SEN support and their partnership sought in order to improve attainments.

4. How is a decision made about what type and how much support my child will receive?

Action relating to SEN support will follow an assess, plan, do and review model:

1. Assess: Data on the pupil held by the school will be collated by the class/subject teacher/SENCo in order to make an accurate assessment of the pupil's needs. Parents will always be invited to this early discussion to support the identification of action to improve outcomes.
2. Plan: If review of the action taken indicates that "additional to and different from" support will be required, then the views of all involved including the parents and the pupil will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the class/subject teacher with advice from the SENCo.
3. Do: SEN support will be recorded on a plan that will identify a clear set of expected outcomes, which will include stretching and relevant academic and developmental targets (this may including for young people, targets around preparing for adulthood) that take into account parents' aspirations for their child. Parents and the pupil will also be consulted on the action they can take to support attainment of the desired outcomes. This will be recorded and a date made for reviewing attainment.
4. Review: Progress towards these outcomes will be tracked and reviewed termly with the parents and the pupil. If progress rates are judged to be inadequate despite the delivery of high quality interventions, advice will always be sought from external agencies regarding strategies to best meet the specific needs of a pupil. This will only be undertaken after parent permission has been obtained and may include referral to:
 1. Local Authority Support Services
 2. Specialists in other schools e.g. teaching schools, special schools.
 3. Social Services
 4. Health partners such as School Nurse and Child & Adolescent Mental Health Service N.B. For a very small percentage of pupils, whose needs are significant and complex and the SEN Support required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an

Education, Health and Care (EHC) plan being provided.

5. How does the school know if a student needs extra help?

At North Cestrian School we use the definition for SEN and for disability from the SEND Code of Practice (2014). This states:

- **Special Educational Needs:** A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.

- **Disability:** Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

Progress and achievement is rigorously tracked and the data is used to identify both underachievement and lack of progress.

We gather information from:

- KS2 assessments
- Primary Annual reviews and transition meetings
- Statement and EHC Plan documentation
- Information from outside agencies
- Baseline assessments including screening tests for reading, spelling, processing speed and handwriting speed.
- Whole school tracking of attainment outcomes indicates lack of expected rate of progress.
- Observation of the pupil indicates that they have additional needs

Where we have concerns about progress we will seek advice from other agencies as appropriate.

6. What should a parent do if they think their child has SEND?

- If parents have concerns relating to their child's learning then discuss these with your child's form tutor. This then may result in a referral to the school SENCo. Tel: 0161 928 1856
- Parents may also contact the SENCo directly if they feel this is more appropriate. The SENCo is Lucy Mallorie. Email: l.mallorie@northcestrian.co.uk
- All parents will be listened to. Their views and their aspirations for their child will be central to the assessment and provision that is provided by the school.

7. How will the curriculum be matched to each child's needs?

- Teachers plan using pupils' achievement levels, differentiating tasks to ensure progress for every pupil in the classroom.
- When a pupil has been identified as having special educational needs, the curriculum and the learning environment will be further adapted by the class teacher to reduce barriers to learning and enable them to access the curriculum more easily.
- These adaptations may include strategies suggested by the Special Educational Needs Coordinator (SENCo) and/or external specialists.
- In addition if it is considered appropriate, pupils may be provided with specialised equipment or resources such as ICT and/or additional adult help. All actions taken by the class teacher will be recorded and shared with parents.

8. How will parents know how their child is doing?

- Attainments towards the identified outcomes will be shared with parents termly through feedback regarding SEN support reviews but also through the school reporting system and Parents' Evenings.
- Parents may also find the home-school diary a useful tool to use to communicate with school staff on a more regular basis.
- Parents are encouraged to arrange an appointment to discuss their child's progress with the class/subject teacher, the SENCo, a member of the senior leadership team at any time when they feel concerned or have information they feel they would like to share that could impact on their child's success. Please contact the school office who will arrange this appointment for you. The contact number is 0161 928 1856.

9. How will parents be helped to support their child's learning?

- Please look at the school website. It can be found at <http://www.ncgs.co.uk/> and includes links to websites and resources that we have found useful in supporting parents to help their child learn at home. In addition, the weekly newsletter includes a section that identifies local learning opportunities.
- The class/subject teacher or SENCo may also suggest additional ways of supporting your child's learning.
- The school organises a number of parent workshops during the year. These are advertised in the school newsletter and on our website and aim to provide useful opportunities for parents to learn more about how to support your child's learning.
- If you have ideas on support that you would like to have access to in order to further support your child's learning, please contact the SENCo who will locate information and guidance for you in this area.

10. What support will there be for children overall well-being?

The school offers a wide variety of pastoral support for pupils. This includes:

- An evaluated Personal, Social, Health and Economic (PHSE) curriculum that aims to provide pupils with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being. Please visit our website to see the topics that are included within this area of the curriculum.
- Pupil and Parent voice mechanisms are in place and are monitored for effectiveness by the Governor for responsibility for this area.
- Small group evidence-led interventions to support pupil's well-being are delivered to targeted pupils and groups. These are identified on the provision maps located on the school website and aim to support improved interaction skills, emotional resilience and wellbeing.
- Pupils who find outside class times difficult are provided with alternative small group opportunities within the school and action is taken to develop their social interaction skills.

11. Pupils with medical needs (Statutory duty under the Children and Families Act)

- Pupils with medical needs will be provided with a detailed Individual Health and Care Plan, compiled in partnership with the school nurse and

parents and if appropriate, the pupil themselves.

- Staff who volunteer to administer and supervise medications, will complete formal training and be verified by the school nurse as being competent.
- All medicine administration procedures adhere to the LA policy and Department of Education (DfE) guidelines included within Supporting pupils at school with medical conditions (DfE) 2014 and identified in the School Medicine Administration Policy.

12. What specialist services are available at the school?

The school works closely with a range of outside agencies and specialist services as appropriate.

These include:

- Special Education Service
- Educational Psychology
- School Health including Hearing and Visual Impairments and School Medical Team
- CAHMS Student Behaviour Support team
- Speech and Language
- Social care and health
- Specialist Assessments for Access Arrangements
- Virtual School Team

If students require additional advice and support to make expected progress we will meet with parents and carers to agree a way forward. A plan will be agreed and outside agencies will be invited to the college to discuss next steps. A plan of action will be drawn up and regularly reviewed. Where a student requires Element 3 support funding or statutory assessment leading to an EHC plan we will arrange an assessment meeting.

Further information of Trafford's services can be found at <https://www.trafforddirectory.co.uk/kb5/trafford/fsd/localoffer.page>

13. What training do the staff supporting children and young people with SEND undertake?

In the last two years school staff have received a range of training.

Awareness training has been provided to all staff on:

- How to support pupils with dyslexia and literacy difficulties.
- How to support pupils on the autistic spectrum
- How to support pupils with behavioural difficulties
- How to support pupils with speech, language and communication difficulties

Enhanced training has been provided to the SENCo on:

- The NHS Speech Language Therapist visits termly to assess and plan support for targeted pupils. These programmes are then delivered by a trained Teaching Assistant.

14. How will my child be included in activities outside the classroom including school trips?

- Risk assessments are carried out and procedures are put in place to enable all children to participate in all school activities.
- The school ensures it has sufficient staff expertise to ensure that no child with SEND is excluded from any school provided activity.

15. How accessible is the school environment?

- All steps edged with yellow to ensure they are easier for those with visual impairments to negotiate
- One toilet has been adapted to ensure accessibility for pupils with a disability.
- A medical room has been provided in order to enable a safe place for insulin testing/injections.
- A Nurture Room has been developed to improve inclusion in the mainstream classrooms for vulnerable pupils.
- Our Accessibility Plan (statutory requirement) describes the actions the school has taken to increase access to the environment, the curriculum and to printed information is available via the school website.

16. How will the school prepare/support my child when joining or transferring to a new school?

A number of strategies are in place to enable effective pupils' transition. These include: On entry:

- A planned introduction programme is delivered in the Summer term to support transfer for pupils starting school in September.
- Parent/carers are invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle into the school routine.
- The SENCo meets with all new parents of pupils who are known to have SEND to allow concerns to be raised and solutions to any perceived challenges to be located prior to entry.
- If pupils are transferring from another setting, the previous school records will be requested immediately and a meeting set up with parents to identify and reduce any concerns.

Transition to the next school, preparation for adulthood and independent living

- For pupils transferring to local schools, the SENCos of both schools will meet to discuss the needs of pupils with SEN in order to ensure a smooth transition.
- Feedback from last year's pupils on the effectiveness of the transition process can be located on our website in the transition folder.
- The records of pupils who leave the school mid-phase will be transferred within five working days of the parents notifying their child has been enrolled at another school.

After school:

- The school adheres to the guidance in Careers guidance and inspiration in schools: Statutory guidance for governing bodies, school leaders and school staff April 2014. This places a duty on schools to secure independent careers guidance for all Y8-13 pupils. This guidance includes information on the range of education or training options, including apprenticeships and other vocational pathways.
- Parents may like to use the website of the National Careers Service that offers information and professional advice about education, training and work to people of all ages. <https://nationalcareersservice.direct.gov.uk> or examine options identified in the local offer published by the local authority which sets out details of SEN provision - including the full range of post-16 options – and support available to children and young people with SEN and disabilities to help them prepare for adulthood, including getting a job.
- Where a student has an EHCP, all reviews of that Plan from Year 9 at the latest, and onwards, will include a focus on preparing for adulthood, including employment, independent living and participation in society.

17. How are the school's resources allocated and matched to children's special educational needs?

- For those pupils with the most complex needs, the school may be allocated additional educational needs funding from the Local Authorities High Needs SEN Funding allocation.
- This funding is then used to provide the equipment and facilities to support pupils with special educational needs and disabilities through support that might include:
 1. Targeted differentiation to increase access to text (desk copies of information, work buddy, accessible text, IT e.g. read aloud software, different recording strategies, additional time etc.)
 2. In class, adult or peer support aimed at increasing skills in specific area of weakness (learning behaviours, organisation, etc)
 3. Out of class support (relationship building, social, emotional skill development,)
 4. Small group tuition to enable catch up (subject or targeted at additional need)
 5. Specific support, advice and guidance is provided to parents and families to improve pupil's readiness for learning (relating to pupil's difficulties in attendance, behaviour, physiological and emotional needs etc)
 6. Provision of specialist resources or equipment (use of ICT, sloping board, electronic versions of text etc)
 7. Partnership working with other settings (shared resources e.g. Parent Liaison Worker; shared expertise: support from local special school on action to improve inclusion: shared alternative environments etc.)
 8. Access to targeted before/after school clubs (breakfast, homework, clubs targeted at increasing resilience)
 9. Access to the school nurse and wider health professional support (responding to mental and physical health issues, speech, language and communication needs, motor control and mobility needs)
 10. Access to support from in-school sources e.g. learning mentors (peer or adult) or from charities (e.g. Barnardos, Relate) and community sources (e.g. Youth and Church groups, local businesses)
 11. Implementation of strategies from support agencies e.g. Behaviour Support/Educational Welfare Support.

18. How will I be involved in discussions about and planning for my child's education?

This will be through:

- discussions with the class teacher, SENCo or senior leadership team member,
- during parents evenings,
- meetings with support and external agencies. I

In addition, our school has a forum for parents and carers of children and young people with SEND. All are invited to attend these termly meetings to raise issues of concern and to ensure the school provision is responsive to pupil and family needs. Minutes of these meetings can be viewed on our website.

19. Who can I contact for further information or if I have any concerns?

If you wish to discuss your child's special educational needs or are unhappy about any issues regarding the school's response to meeting these needs please contact the following:

- Your child's form tutor
- The SENCo
- The Head of Key Stage
- The Pastoral Director
- The Headmaster
- The Governor with responsibility for SEN.

All of the above can be contacted using the school's email address office@ncgs.co.uk

20. Support services for parents of pupils with SEN include:

- Information, Advice and Support Agency Network offers independent advice and support to parents and carers of all children and young people with SEND and will direct visitors to their nearest IAS service <http://www.iasnetwork.org.uk/> 11
- For parents who are unhappy with the Local Authority or school responses to their child's SEND, parents may seek mediation from the regional mediation services. Information on this free service is located here <http://preview.tinyurl.com/qx5a8vq>
- Parents and carers can also appeal to the Government's SEND tribunal if you disagree with the Local Authorities decisions about your child's special educational needs. You can also appeal to the tribunal if the school or council has discriminated against your disabled child. Information on this process is available here <http://preview.tinyurl.com/ovg4so3>