

Special Educational Needs and Disabilities Information Report

Introduction

All Sunderland Local Authority (LA) maintained schools and Academies have a similar approach to meeting the needs of pupils with Special Educational Needs and / or disabilities and are supported by the LA to ensure that all pupils, regardless of the specific needs, make the best possible progress in school.

All schools are supported to be as inclusive as possible, with the needs of the pupils with Special Education Needs and Disabilities (SEND) being met in a mainstream setting wherever possible.

The broad areas of SEND are:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and/ or Physical

What is the Local Offer?

The LA Local Offer

The Children and Families Bill was enacted in September 2014. From this date Local Authorities (LA), Academies and Free Schools are required to publish and keep under review information about services they expect to be available for children and young people with special educational needs (SEN) aged 0-25. The LA refers to this as the 'Local Offer'.

The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area.

What is the Special Education Needs Information Report?

Schools utilise the LA Local Offer to meet the needs of SEND pupils as determined by school policy and the provision that the school is able to provide. Schools refer to this as 'The Special Education Needs Information Report'

Questions

Please see the 12 questions below for more information about Special Educational Needs Information Report for Grindon Hall Christian School.

1. Who are the best people to talk to in this school about my child's difficulties with learning/Special Educational Needs or Disability (SEND)?

The Class Teacher

Responsible for:

- Checking on the progress of your child and identifying needs, planning and delivering any additional help your child may need (this could be things like targeted work, additional support) and informing the Special Educational Needs/Disability Coordinator (SENDCo) as necessary
- Writing and monitoring pupil progress targets, sharing and reviewing these with parents/carers at least once each term and planning for next term. Personalised teaching and learning for your child as identified on a provision map- matching learning to your child's needs.
- Ensuring that the school's SEND policy is followed in their classroom and for all the pupils they teach with any special educational need or disability.

The SENDCo – Miss A. Eden

The SENDCo who is a member of the Senior Leadership Team

Responsible for:

- Developing and reviewing the school's SEND policy with Governors (interim AMC)
- Coordinating all the support for children with Special Educational Needs or Disabilities (SEND), ensuring transparency and fairness, in accordance with the school's resources
- Ensuring that parents are:
 - Involved in supporting your child's learning
 - Kept informed about the support your child is receiving
 - Involved in reviewing how your child is progressing
- Liaising with all the other people who come into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychologist etc.

- Facilitating meetings between school, parents and other professionals involved with your child.
- Updating the school's SEND register (a system for ensuring that all the SEND needs of pupils in our school are known) and making sure that records of children's progress, needs and interventions are maintained and held confidentially other than to those who need to know about the child
- Providing specialist support for all staff in school so that they can help children with SEND in the school to achieve and progress

Consultant Head of Primary (Summer Term 2018)

- The day to day management of all academic and pastoral aspects of the primary school, this includes the support for children with SEND

Vice Principal – Miss R Crokatt

- The day to day management of all academic and pastoral aspects of the school, this includes the support for children with SEND

Head of Sixth Form - Mrs F. Beadnell

- The day to day management of all academic and pastoral aspects of the Sixth Form , this includes the support for children with SEND

The Principal – Mrs J Maw

Responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEND
- The Principal will delegate responsibility to the SENDCo, Vice Principal, Heads of Department/Subject and Class/Subject teachers for the delivery of learning, but maintaining overall responsibility for ensuring that your child's needs are met
- Ensuring that the Members/Governors are kept up to date about issues relating to SEND
- Advising Members/Governors on the progress of pupils within school and raising awareness where the needs of pupils are not being met

The SEND Governor – Under review with the AMC

Responsible for:

- Making sure that the necessary support is provided for any child who attends the school, who has SEND

School contact telephone number 0191 534 4444

2. What are the different types of support available for children with SEND in our school?

Class/Subject Teacher input via excellent targeted classroom teaching.

For your child this would mean:

- **That the teacher has the highest possible expectations for your child and all pupils in his/her class**
- **That all teaching is built on what your child already knows, can do and can understand**
- **Specific strategies (which may be suggested by the SENDCo) are in place to support your child**
- **Your child's teacher will continually monitor your child's progress and, where necessary, appropriate support and intervention will be planned**

Specific group work

Intervention which may be:

- Delivered in small groups or 1:1
- Delivered by a teacher, Curriculum Support Teacher or Teaching Assistant
- Delivered within the classroom or outside

Children who have been identified by the Head of Curriculum Support/SENDCo or Class Teacher as needing extra specialist support may be referred to outside agencies for additional support from a professional outside of the school. This may be from:

- Local Authority central service such as the Autism Outreach team or Sensory Service (for a pupils with hearing or visual needs) SALT (Speech and Language Therapy)
- Independent Educational Psychologist

What could happen?

- You may be asked to give your permission for the school to refer your child to a specialist professional. This will provide a greater understanding of the

needs of your child and will help to determine how teachers and parents can best support them.

- The specialist professional will work with your child to understand his/her needs and will make recommendations as to the ways your child is to be given support by school and parents.
- Parents will receive a copy of all such reports. Reports will be available to all professionals involved in the education and care of your child.

Specified Individual support

This type of support is available for children whose learning needs are severe, complex and lifelong.

This is usually provided via a Statement of Special Educational Needs or an Education, Health and Care Plan (EHCP). This means your child will have been identified by professionals as needing a particularly high level of individual or small group teaching.

This type of support is available for children with specific barriers to learning that cannot be overcome through good quality teaching and intervention groups.

Your child will also need specialist support in school from a professional outside the school this may be from Local Authority central services such as the Autism Outreach Team or Sensory Service (for pupils with a hearing or visual need) or Outside agencies provided by the National Health Service such as the Speech and Language therapy Service. (SALT)

For your child this would mean:

- The school (or you) can request that Local Authority Services carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child.
- After the request has been made to the 'Panel of Professionals' (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the current level of support.
- After all reports have been submitted, the 'Panel of Professionals' will decide if your child's needs are severe, complex and lifelong. If this is the case they will write a Statement of Special Educational Needs or an Education Health Care Plan (EHCP). If this is not the case, they will ask the school to continue

with the current level of support and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible and is able to reach his/her full potential.

- The Statement or Education, Health and Care Plan (EHCP) will outline the amount of individual/small group support your child will receive from external agencies and how the support should be used and what strategies must be put in place. It will also have short term goals for your child.

3. How can I let the school know I am concerned about my child's progress in school?

If you have concerns about your child's progress you should speak to your child's Class/Subject Teacher initially. If you continue to be concerned that your child is not making progress, you may speak to the following staff:

SENDCo – Miss Eden,

Miss Lowery, Mrs Beechey, Miss Whan, Mr Gordon, Mr Kent (Heads of Year/Key Stage across from EYFS to KS2)

Mr Parker, Mrs Campbell, Mr Westgate, Mrs Germany or Mrs Hubbard (Heads of Year/Key Stage 3&4)

Mrs Dobinson (Curriculum Support Teaching Assistant, Senior School)

Miss Crockatt (Vice Principal, Primary)

Mrs Beadnell (Head of Sixth Form)

Mrs Hoare (Consultant Head of Primary)

If you continue to be concerned that your child is not making progress, you may speak to Mrs J Maw (Principal).

4. How will the school let me know if they have any concerns about my child's learning in school?

If your child is identified as not making progress, staff will set up a meeting to discuss this with you in more detail and to:

- Explain their concerns/ findings
- Listen to any concerns you may have
- Plan any additional support your child may need, possibly agree an Individual Education Plan (IEP)
- Discuss with you any referrals to outside professionals to support your child's learning

5. How is extra support allocated to children and how do they progress in their learning?

The school budget, received from the Education Funding Agency, includes money for supporting children with SEND.

- The Principal decides on the deployment of resources for Special Educational Needs and Disabilities in consultation with the school governors, on the basis of need in the school.
- The Principal and the SENDCo discuss all the information they have about SEND in the school, including:
- The children currently receiving extra support
The children newly identified as requiring extra support
- The children who have been identified as not making as much progress as would be expected
- Appropriate deployment of staff and resources throughout the school together with any training requirements
- The child's views will also be sought informally. This might not be possible with very young children/ children with delayed development.
- The Curriculum Support Department identify the needs of their pupils on a school provision map which for SEND pupils identifies all resources/ training and support. These are reviewed regularly and amendments are made as required.

6. Who are the other people providing services to children with SEND in Grindon Hall Christian School?

- Curriculum Support Teachers
- Curriculum Support Assistants (TA) / Higher Level Teaching Assistants (HLTA)
- School Clubs
- After School Late Class
- Independent School Nurse/Sick Bay Staff
- Pastoral Support Department (if required in attrition to Curriculum Support Department)
- Voluntary Support for reading (parents, grandparents etc.)

Local Authority Provision which may be delivered in school

- Autism Outreach Service
- Sensory Service for children with visual or hearing needs
- Parent partnership Service
- Behaviour Intervention Team

- Language and Learning Team

Health Provision which may be delivered in school

- School Nurse (NHS)
- Occupational therapy
- Speech and Language Therapy
- Physiotherapy
- Child and Adolescence Mental Health Services CAMHS
- Children and Young Peoples' service CYPs

Independent Provision which may be delivered in school

- Educational Psychologist Assessments

7. How are teachers in school helped to work with SEND Children and what training do they have?

The SENDCo's role is to support the Class/Subject Teacher in planning for children with SEND, whose learning needs are evidencing rates of progress that are significantly different from established patterns of development

- The school provides training and support to enable all staff to continually develop their awareness of child development and expectations. This includes whole school training on SEND issues.
- Curriculum Support Staff attend in conjunction with parents some training courses run by outside agencies, which are relevant to the needs of specific children e.g. Early Bird & Jigsaw courses from the Autism Outreach Team. SALT and other courses operate on a similar basis.
- Support from outside agencies is always sought as specialist teaching in some areas is not readily available within the school.

8. How will the teaching be adapted for my child with SEND?

Class/Subject Teachers

Class/Subject Teachers plan lessons according to the specific needs of all groups of children in their class, ensuring that teaching and learning meet the needs of all pupils.

- Support staff, working closely with the Class/Subject Teacher, can adapt planning to support the needs of your child where necessary.
- Specific resources and strategies will be used to support your child individually and in groups.

- Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs.

9. How will the progress of your child be measured in school?

Your child's progress is continually monitored by his/her Class/Subject Teacher.

- Progress is tracked half-termly and reviewed and discussed by members of the School's Executive Board.
- The school's Vice Principal(s) will monitor your child's progress in line with the schools assessment and tracking system and inform the Principal every 6 weeks of progress.
- The Progress of children with a statement of SEND or an Education Health and Care Plan (EHCP), is formally reviewed at an Annual Review with parents and all agencies involved with the child's education.
- The SENDCo together with the Curriculum Support Department will also check that your child is making good progress during an internal half-termly review process.
- Towards the end of Early Years, Year 1, Year 2 and Year 6, a decision will be made regarding your child's suitability to be formally assessed using Statutory Assessments and Standard Assessment tests (SATs). This is something the government requires all school to do and the results are published nationally.
- Towards the end of Year 9 your child will be assessed for his or her suitability to study at GCSE level in terms of the combination and number of courses.
- At the end of Year 10 an assessment of each pupil's progress in each subject will be made and a decision taken on their continuation with each course into Year 11.
- Following the Year 11 December mock examination session decisions will be made on the final entries to the GCSE qualifications.
- During the first term of Year 12 a decision will be made as to whether or not the course is appropriate for the student to continue with.
- Following the Year 13 December mock examination session decisions will be made on the final entries to the A Level qualifications.
- Children will have personal targets which are regularly reviewed and a future plan made.

10. What support do we have for you as a parent of a child with a SEND?

- Three Parents' Evenings are held throughout the year for all year groups. Class/Subject Teachers expect to speak with all parents, including those whose children have been identified as having SEND.

- The class/subject teacher is available, at an agreed time, to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used. Appointments can be made via the school office.
- The SENDCo is available to meet with you to discuss your child's progress or any concerns/worries you may have and an appointment can be made via the school office.
- All information from outside professionals will be discussed with you, with the person involved directly, or where this is not possible, in a report.
- Personal progress targets will be reviewed regularly, with your involvement.
- Homework will be well matched to your child's individual needs.
- A home/school contact book may be used to support communication with you.

11. How is Grindon Hall Christian School accessible to children with SEND?

- Newer parts of the school are accessible to those in wheelchairs; however, much of the historic property is not. Where possible and practical, adaptations to the rooms timetabled may be made.
- After school provision is accessible to all children including those with SEND
- Extra-curricular activities are accessible to children with SEND

12. How will we support your child when they are leaving this school? Or moving on to another part of the school?

It is recognised that transition can be difficult for all children but especially so for some children with special needs. Consequently, as an all through school we work collaboratively to ensure that any transition is as smooth as possible. Children identified as having SEND will take part in the usual practice of 'move-up day' in the Primary School and all transition arrangements, including residential activities made ahead of beginning Year 7. Children with SEND may be given additional support throughout the transition process and where possible timetable information may be shared ahead of the new academic year.

- All information, including data and targets will be passed on to the new class/subject teacher in advance
- Teachers meet to discuss, prepare and plan collaboratively in advance of taking a new class
- The SENDCo, Curriculum Support Staff, Class Teacher and Form Tutor will meet to discuss any transition needs identified as part of the review process

- Any Individual Education Plans (IEPs) or Pupil Passports will be passed across to the new class/subject teacher in advance
- If it is deemed that your child would be helped by a transition book to support the process and understand moving on then Curriculum Support staff will provide this.

If your child is moving to another school:

- The SENDCo will contact the new school and ensure that they know about any special arrangements or support that needs to be made for your child in advance of his/her transfer date
- We will make sure that all records about your child are passed on as soon as possible
- The SENDCo will liaise with all external agencies to arrange the transition process.

13. What Emotional and Social Development support do we have for a child with SEND?

We recognise that pupils with SEND may well have Emotional and Social Development needs requiring additional support in school.

- We have a robust Safeguarding (Child Protection) Policy in place and have policies and procedures in line with National guidelines and also refer to Local Authority guidelines
- The well-being and safety of our pupils is central to all that we do, both in and out of the classroom. For over a quarter of a century we have aimed to 'reflect the love of God to children through education'. We therefore aim to create an environment in which young people are challenged to do their best, disciplined where necessary and always loved and cared for. Academic achievement is very important - but we would argue that just as important is the formation of character: our school values of respect, integrity, courtesy and honesty go some way to defining what 'character' means.
- Our policies on discipline and Spiritual Moral Social and Cultural/PSHE
- The Principal, Vice Principal (s), SENCo and all staff continually monitor the emotional health and wellbeing of all our pupils.
- We are a school where bullying is not tolerated.

- Where a child has a recognised need relating to his/her emotion health and wellbeing members of staff, including the Curriculum Support Department, staff work with pupils on an individual basis to support their emotional health and wellbeing, when appropriate.

At Grindon Hall Christian School we are supportive of all pupils and we wish to reassure any parent, that if your child is not making sufficient progress according to his/her specialised targets, we will be honest in our professional capacity and experience. We will discuss with you the implications for your child, so that the possibility of other suitable, specialist provision can be explored.