

Spen Valley High School

SEN Information Report / School Offer

Introduction

Spen Valley High School is a fully inclusive mainstream school and we strive to ensure that all students achieve their potential personally, socially, emotionally and academically in all areas of the curriculum. This document is intended to give you information regarding the ways in which we ensure we support all of our students, including those with SEN, in order that they can realise their full potential. We have a Special Educational Needs Policy which is updated annually and can be obtained from the school website or office.

Useful Information

Headteacher	Ms Hayley Clacy
SENCO	Mrs Helen Travis
Governor with responsibility for SEND	Ms C Butler
Assistant Head – Alternative Provision	Mr Leon Fox-Rice
Deputy Head – Line Manager for SEND	Mrs Sarah Jagger
School address	Spen Valley High School Roberttown Lane Liversedge West Yorkshire WF15 7LX
School website	www.spennyvalleyhighschool.co.uk
Email (office)	office.spennyvalley@kirkleeseducation.uk
Email (SENCO)	htravis@spennyvalleyhighschool.co.uk
Telephone	01924 405451
Kirklees local offer webpage link	www.kirklees.gov.uk/localoffer
SEN Policy webpage link	http://www.spennyvalleyhighschool.co.uk/School-Policies
Age range	11 - 16

What is our ethos?

We have a whole-school approach to Additional Needs (AN) policy and practice. Students identified as having AN are, as far as is practicable, fully integrated into mainstream classes. Every effort is made to ensure that they have full access to the National Curriculum and are integrated into all aspects of the school, including the extended curriculum such as trips and after school clubs. The SEN Code of Practice makes it clear that all teachers are teachers of students with special educational needs. It is our view that this applies to all children with additional needs.

All teachers are responsible for identifying students with AN and, in collaboration with the students and their parents as well as the Special Educational Needs Co-ordinator (SENCo), will ensure that those students requiring different or additional support are identified at an early stage. Assessment is the process by which students with AN can be identified. Whether or not a student is making appropriate progress is seen as a significant factor in considering the need for AN provision.

The school's assessment process involves teachers regularly reviewing students' progress, alongside their ongoing evaluation of planning, dialogue with students and general class observations. This is carried out initially by the class teachers, but the SENCo, Curriculum Area Directors, Achievement Coordinators, Pastoral Support Team and Senior Leadership Team also have an overview of students' attainment. Any students who are not making expected progress are identified and we will contact you to discuss our concerns and to find the best ways to help your child.

The four areas of special needs identified by the government are:

- ❖ Communication and interaction
- ❖ Cognition and learning
- ❖ Social, mental and emotional health difficulties (SEMHD)
- ❖ Sensory and/or physical

We will identify children with difficulties in any of these areas. Referrals may also be made to school or to you from outside agencies e.g. your doctor, Health Visitor, School Nurse, Social Care.

Who should you talk to if you think your child needs extra help?

In the first instance, please talk to your child's subject teacher or form teacher who will be happy to discuss your concerns with you and, if necessary, pass them on to the SENCo. Alternatively you can speak directly to the:

- Achievement Co-ordinator – Mrs Dracup (KS3) / Miss Chappell (KS4)
- SENCo – Mrs Travis
- Assistant Headteacher (Alternative Provision) – Mr Fox-Rice
- Deputy Headteacher – Mrs Jagger

How do we identify that a child has Additional Needs?

Early identification of students with AN is a priority. On entry to the school we:

- assess each child's reading and spelling age
- use the level attained at the end of Y6 (SATs and Teacher Assessment)
- use information gathered during transition visits to all feeder schools

As students continue through school, the school will use appropriate screening and assessment tools to ascertain student progress. Assessment data will include:

- evidence obtained by teacher observation/assessment.
- children's performance in National Curriculum subjects.
- standardised screening or assessment tools.
- reports from external agencies, such as Educational Psychology and Speech Therapy.
- information from parents.

We also have our Personalised Learning Provision (PLP). A panel of key staff meet regularly to address the needs of those students who are not making expected progress in all aspects of their learning. The panel will then either provide additional strategies for all teachers to put in place to further support the student or they will provide additional support in the form of personalised learning programmes and withdrawal groups.

How will we support a child with additional needs?

The school will work together with students and their parents, using the information from the school's assessments, to identify a student's barriers to learning and then design appropriate differentiated learning programmes for students with identified AN, including:

- providing starting points for an appropriate curriculum
- identifying the need for support within the class
- assessing learning difficulties
- ensuring on-going observations/assessments provide regular feedback on achievements/experiences, for planning next steps in learning
- involving parents in a joint home-school learning approach
- involving outside agencies where appropriate

Procedure: The Graduated Approach

The SEN Code of Practice advocates a graduated response to meeting students' needs. Where teachers decide that a student has additional needs, the SENCo is the first to be consulted. The SENCo and teacher will review the approaches adopted.

All children's needs will be met in the classroom through appropriately differentiated teaching within their class from the class teacher.

The teacher will have the highest possible expectations for your child and all students in their class. All teaching is based on building on what your child already knows, can do and can understand. Teachers may put in place different ways of teaching so that your child is fully involved in learning in class. This may involve using more practical learning or providing different resources adapted for your child or putting in place specific strategies (which may be suggested by the SENCo or staff from outside agencies) to enable your child to access the learning task.

1. **School Support:** Where support additional to that of normal class provision is required in order for your child to 'catch up' with his/her peers, the child will be given additional support. This will usually involve your child working on an accelerated learning programme for a set period of time which is provided through differentiated small group work, both in class and in withdrawal groups, but may also include some 1:1 support led by the teacher or TA. If, after monitoring, it is felt that further, more specific support is appropriate, advice will be sought from external professionals for example, Educational Psychologists or Speech and Language Therapists.
2. **Education, Health and Care Plans:** Where concerns remain despite sustained intervention, the school (or you) can consider requesting an Education, Health and Care Plan (EHCP). The EHCP will set out in detail the child's strengths and needs and detail the provision for that

child in the areas of education, health and social care. This is a legal process and you can find more details about this in the Local Authority (LA) based Local Offer.

It is important to stress that the student and their parents will be at the centre of this procedure, with the student and his/her parents fully involved at each and every stage.

What provision is available to support children with additional needs?

At every stage of the above graduated approach, the school will ensure delivery of the relevant provision and will monitor the appropriateness and success of that provision.

The Range of Provision:

Spennings Valley High School is an inclusive school and may offer the following range of provision to support children with SEND.

- Full-time education in classes, with additional help, resources and support by class teacher through a differentiated curriculum
- Periods of withdrawal individually or in groups to work with a support teacher/TA
- In-class support with adult assistance
- Support from specialists within class or 1-1 sessions
- Pastoral care
- Support to improve attendance
- Social skills support including strategies to enhance self-esteem
- The implementation of programmes to support speech and language development
- Mentoring activities
- Access to strategies/programmes to support occupational therapy/physiotherapy needs
- Strategies to reduce anxiety/promote emotional wellbeing (including communication with parents)
- Strategies to support and improve literacy / numeracy skills
- Strategies to support or modify behaviour.
- Provision to facilitate and support access to the curriculum.
- Strategies and support to develop independent learning
- Support and supervision at unstructured times of the day
- Access to medical interventions and support

How will the progress of a child with additional needs be monitored?

The progress of students at every stage of the above graduated approach will be tracked using the school's termly assessment reports. The progress of students involved in specific interventions is monitored in a range of ways eg observations, tests, discussions with the child and parents/carers as appropriate. Progress will also be discussed with parents at an annual parents' evening. Students with an EHC Plan will also have an Annual Review meeting with the SENCo, to which parents / carers are invited, along with any relevant outside agencies.

If you have any concerns about your child's progress in a specific subject, you should always contact the subject teacher in the first instance. You are also welcome to contact the SENCo with any concerns you may have about the progress and support for your child. The school's complaint policy is available via the website or in school if you feel your views are not being addressed.

What support will there be for my child's overall wellbeing?

Attached to each year group is a Pastoral Officer and an Achievement Co-ordinator. All students also have a Form Tutor with whom they meet on a daily basis. Students who are considered to be potentially more vulnerable also have access to a key worker (usually a TA.) They meet as often as necessary to discuss any issues and to ensure that school is always a positive experience.

All staff have received safeguarding training and there is also a designated Safeguarding Officer. *For more information, please see the school's safeguarding policy (available on the school website.)*

Students who have medical needs which require medication to be administered during the school day will have their medication stored in the main office. Some will also have a health care plan which is also monitored by office staff / first aiders. *For more information, please see the school's medical policy (available on the school website.)*

There is also a range of outside agencies that we can involve in order to support your child where necessary, including:

- Educational Psychologist
- Pupil Referral service
- School Nurse
- Children's Emotional Wellbeing Service (ChEWS)
- Child and Adolescent Mental Health Service (CAMHS)
- Kirklees Autism Outreach Service (KAOS)
- Sensory Service for children with visual or hearing needs
- Speech and Language Therapy
- Occupational Therapy
- Physiotherapy
- Professional training for school staff to deliver medical interventions
- Kirklees Information Advice and Support Service (to support families through the SEN processes and procedures).

What specialist services and expertise are available at or accessed by the school?

We have a suitably experienced and qualified SENCo, who works closely with the other SENCos in the local pyramid of schools, to share expertise and collaborate. We have suitably experienced/trained teachers and support staff, with an ongoing programme of training. Effective working links are maintained with health and social care services, and services are accessed as necessary in accordance with the child's needs

Contact details for support services can be found in the school's SEN policy and through the Kirklees Local Offer.

What staff training is in place to support children and young people with SEND?

In accordance with Section 6 of the SEN Code of Practice (2014) our SENCo is a qualified teacher working at our school.

All staff have access to appropriate training and Continuous Professional Development opportunities. Relevant training is given to staff by specialist support services as appropriate.

How will my child/young person be included in activities outside the classroom, including school trips?

Reasonable adjustments will be made to enable children to access activities as inclusively as possible. For school trips, appropriate risk assessments will be carried out. School will liaise closely with parents/carers should the need arise.

How accessible is Spen Valley High School?

The school is laid out over four floors. There is wheelchair access via the front door but there are several steps, even on the ground floor. The school does not have a lift or ramps. Please contact the school office if you would like further information or advice.

How will you prepare and support my child/young person to join the school and how will you support them to move on to the next stage of education?

Opportunities for transition will be available prior to joining the school in Y7. We link closely with other schools and further education providers, and identify any children who may need some extra transition sessions or support. Additional visits and activities can be organised where appropriate. All relevant information will be shared with the new setting prior to the move, to ensure we have the right resources and strategies in place. You are welcome to contact the SENCo in advance of any transition and also the school's careers advisor. In Y11 the transition to post-16 education forms part of the annual review for students with an EHC Plan.

How are your resources allocated and matched to children or young people's special educational needs?

The headteacher and Business Manager manage the budget, and the headteacher manages resources.

When specialist equipment or a high level of staffing support is required to support a pupil with special educational needs, our school will fund this as additional SEN support up to £6000 per annum for each individual pupil. Thereafter if the cost is higher and the provision of these facilities is likely to be prolonged, the school will apply to the Local Authority for High Needs Block Funding as part of the EHCP process.

Specialist Equipment and expertise in relation to its use will be purchased/ hired /commissioned by the school from the open market, subject to guarantees, service level agreements and quality assurance criteria. Our school will, wherever possible, join with other schools in joint purchasing/hire of equipment, in accordance with the local offer.

All staffing appointments to support vulnerable learners will be carried out in accordance with equal opportunities legislation, employment law, safer recruiting and best practice. All vacancies will be competitively advertised and recruited.

How are decisions made about what type and how much support my child will receive?

Decisions about the provision a child or young person needs will be made on the basis of the child's identified needs. Needs will usually be identified by school, sometimes with outside agencies and agreed in partnership with parents/carers.

These decisions are usually made during consultations between parents/carers and staff.

Judgements about the effectiveness of provision will be made on the basis of regular progress checks. Progress may be measured against whole school assessments, targets set on additional needs plans, observations or input from outside agencies.

How are parents involved in your school?

We have an inclusive approach to school life. All parents and carers are an important part of the school community and are welcomed to take an active part in the life of the school.

It is important that parents/carers and school staff work together to benefit the child. We have annual parents'/carers' evenings and for children with an EHC plan there is also an Annual Review meeting.

We operate a texting communication system, so that we can keep parents/carers informed, as well as the usual letters. We keep our website updated with letters, events and curriculum information. Parents/carers are always welcome to contact school. There is also a school App which parents can access to find out more about events within the school.

Who can I contact for further information?

If you are looking at schools for your child and are considering our school, the first point of contact is the school office – 01924 405451/ office.spenny@kirkleeseducation.uk

They will be able to direct you to the most appropriate member of staff. If your child already has diagnosed Special Educational Needs then you should let us know at this point. We will usually arrange a tour of the school and a discussion of your child's needs and the provision we can offer will take place before you have to make a decision.

The SENCo is Mrs Helen Travis who can be contacted via the office or by email: htravis@spennyhighschool.co.uk

The Kirklees Local Offer can be found at www.kirklees.gov.uk/localoffer

Reviewed: November 2019

Next Review: November 2020