



SEND Information Report November 2022

Further details are to be found in the Inclusion Policy

The name and contact details of the SEND co-ordinator.

Mrs Tina Taylor taylor@guilsborough.northants.sch.uk 01604 740641

Deputy SENDCO – Sam Morran - Morran@Guilsborough.northants.sch.uk

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1. The kinds of SEND that are provided for

Our school currently provides additional and/or different provisions for a range of needs as identified in the SEND Code of Practice:

- Communication and interaction
- Cognition and learning
- Social, emotional, and mental health difficulties
- Sensory and/or physical needs

In admitting students with special educational needs, we would expect to have informative discussions with parents/carers, schools the students are transitioning from and any external agencies involved in supporting the student.

2. Identifying pupils with SEND and assessing their needs

A staged approach will be taken to the identification of SEND. In agreeing our staged arrangements, the school has taken into account the following statements and definitions:

“High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014. ”

SEND Code of Practice (2015: Para 1.24)

“Ensuring that schools are clear about their provision that is normally available for all children, including targeted help routinely provided for those falling behind and the additional provision they make for those with SEND, should simplify the process of planning the right help at school level”

Ofsted SEND Review (2010, p68)

We will assess each student’s current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. At the beginning of Y7 students are placed on the SEND register based on information from Primary Schools. This is reviewed after a term with information from Cognitive Abilities Tests (CATs) and reading age data. Students with a score of 80 or lower will be identified and discussions with students and parents follow with a view to supporting learning. Students may then be referred to a specialist to take further tests in school to determine their needs. This may happen at a later stage in their school career.

Identification and assessment at stage 1

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed. Students may be referred to a specialist or take further tests in school to determine their needs.

Children’s needs should be identified and met as early as possible through:

- The analysis of data to track progress of students with SEND to set challenging targets, achievable targets, including entry profiles, reading ages, other whole-school pupil progress data classroom based assessment and monitoring arrangements. (Cycle of planning, action and review.) These are

reviewed by the SENDCo and SLT. The regular assessments of progress for all students identifies those whose progress

- ❖ Is significantly slower than that of their peers starting from the same baseline
- ❖ Fails to match or better the child's previous rate of progress
- ❖ Fails to close the attainment gap between the child and their peers
- ❖ Widens the attainment gap
- Following up parental concerns
- Tracking individual children's progress over time,
- Liaison with Primary school on transfer
- Information from previous schools
- Information from other services
- Undertaking, when necessary, a more in-depth individual assessment - this may include a range of commercially available assessments, carefully chosen to deliver appropriate, useful information on a pupil's needs.
- Involving an external agency where it is suspected that a special educational need is significant.

This may include progress in areas other than attainment, for example, social needs.

Some vulnerable learners will have access to carefully differentiated activities or approaches directly related to the school curriculum which are part of our good practice in making teaching and learning accessible to students learning at different rates. These will probably be students who are underachieving and have been identified by the school as needing to make accelerated progress but will not necessarily be students with special educational needs. This is considered to be a differentiation of the usual school curriculum – not a special intervention for students with SEND. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

Stage 2 Additional SEND Support

- Students will be offered additional SEND support when it is clear that their needs require intervention which is "additional to" or "different from" the well-differentiated curriculum offer for all students in the school i.e. they have a special educational need as defined by the SEND Code of Practice 2015.
- Under-achieving students and students with EAL who do not have SEND will **not** be placed on the list of students being offered additional SEND support (but will be similarly monitored for progress).
- In keeping with all vulnerable learners, intervention for students on the SEND register will be identified and tracked at each data capture.
- It may be decided that a very small number (but not all) of the students on the SEND list will require additional High Needs funding, for which an application needs to be made to the Local Authority, to ensure their underlying special educational need is being addressed. This may particularly be the case where outside agencies have been involved in assessing the pupil or contributing to their provision. Where the school can evidence that more than £6,000 above the Average Weighted Pupil Unit has, or will need to be, spent on a student within any one financial year, in order to meet his or her special educational needs, an application will be made to the Local Authority, with particular regard to the success criteria and [SEND Descriptors](#) published as part of the [Local Offer](#).
- Where a student has a significant, severe and sustained need, it may be necessary to enter a multi-disciplinary assessment process with health and social care in order to consider the need for an Education Health and Care Plan.

- Where a student is in receipt of High Needs Funding and/or an Education Health and Care Plan, additional documentation will be in place to support this. This will include an Student Support Plan and a Inclusion Passport.

To support students and share key information with staff we do the following:

- We create Student Support Plans and Inclusion Passports to convey SEND information.
- These documents are planning, teaching and reviewing tools which enables us to focus on particular areas of development for students with special educational needs. These are working documents which can be constantly refined and amended.
- These documents will only record that which is *additional to* or *different from* the differentiated curriculum plan which is in place as part of provision for all children. These will be accessible to all those involved in their implementation with strategies to achieve this
- They will be based on informed assessment and will include the input of outside agencies, where relevant.
- These documents have been devised so that they are manageable and can be easily monitored and therefore will be evaluated and reviewed thrice annually at key points through the academic year.
- Information on Student Passports will be arrived at through:
 - ❖ Discussion between teacher; TA's and SENDCo
 - ❖ Tracking data
 - ❖ Discussion with students and parents/carers
 - ❖ Discussion with another professional when involved

Stage 3 Statement of Special Educational Needs or Education Health and Care Plan

- Students with an Education Health and Care Plan will have access to all arrangements for students on the SEND register and, in addition to this, will have an Annual Review of their plan.
- Our school will comply with all local arrangements and procedures when applying for
 - ❖ High Needs Block Funding
 - ❖ An Education Health and Care Plan
 and will ensure that all pre-requisites for application have been met through ambitious and pro-active additional SEND Support using our devolved budget at an earlier stage.
- Our review procedures fully comply with those recommended in Section 6.15 of the Special Educational Needs Code of Practice.

3. Consulting and involving pupils and parents

We will have an early discussion with the student and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the student's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the student's record and given to their parents. We will formally notify parents when it is decided that a student will receive SEND support. The school will also work in partnership with parents and carers by doing the following:

- Working effectively with all other agencies supporting children and their parents
- Giving parents and carers opportunities to play an active and valued role in their child's education
- Encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- Instilling confidence that the school will listen and act appropriately
- Focusing on the child's strengths as well as areas of additional need
- Allowing parents and carers to discuss opportunities to discuss ways in which they and the school can help their child
- Creating student passports (produced by key workers in conjunction with student) for in class support strategies that are emailed home at each review during the year, with comments welcomed by parents
- Making parents and carers feel welcome, all parents of those students on the SEND register are invited to meet with their child's Key Worker at the SEND parents' evenings to discuss progress and achievements
- Providing all information in an accessible way, including, where necessary, translated information for parents with English as an Additional Language
- Agreeing targets for all students, involving parents in the setting and monitoring of progress against these targets
- Keeping parents and carers informed and giving support during assessment and any related decision-making process
- Making parents and carers aware of the [IASS](#) services available as part of the [Local Offer](#)

As an inclusive school, we do everything we can to ensure that students of all abilities and needs are fully included in the life of the school. We recognise that all students have the right to be involved in making decisions and exercising choice. In most lessons, all students are involved in monitoring and reviewing their progress. We endeavour to involve all students by encouraging them to:

- Identify their own needs and learn about learning; information is discussed in the joint production of the Inclusion Passport and the Student Support Plan, to be used for information and support strategies by all teachers.
- For students with special educational needs monitor their success and learning strategies on the Student Passport.
- Give their views on all aspects of school life at each review session, three times per year
- Conducting student voice focus groups with students with SEND
- Students with higher level special educational needs and an Education, Health and Care Plan (EHCP) monitor their success at achieving the targets at their formal annual reviews.
- Students with an EHCP will receive a full subject report three times per academic year.

4. Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENDCo to carry out a clear analysis of the student's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents

- The student's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the student's progress.

5. Monitoring and Evaluation

The monitoring and evaluation of the effectiveness of our provision for vulnerable learners is carried out in the following ways:

- Classroom observation and learning walks by the SENDCo, HoDs and Senior Leaders
- Ongoing assessment of progress made by intervention groups.
- Work sampling as part of departmental quality assurance
- Informal feedback from all staff
- Student progress tracking using assessment data (whole-school processes)
- Monitoring Inclusion Passports, evaluating the impact of these on students' progress
- Attendance records and liaison with the School Attendance Support Service (SASS)
- Holding annual reviews for students with EHC plans
- Trustee meetings
- The quality of SEND provision across the school is monitored by the SENDCo and Vice Principal

6. Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the student is moving to. We will agree with parents and students which information will be shared as part of this.

- We will ensure smooth transition into our school from the previous phase of education and from our school into the next phase of education through thorough information sharing.
- We will ensure early and timely planning for transfer to a student's next phase of education and, in year 10, will offer careers interviews to all students in receipt of Additional SEND support. Those with Education Health and Care Plans will have next phase destinations and transition arrangements discussed at plan review meetings convened by the plan coordinator. These also include a careers interview.
- Support for the student in coming to terms with moving on will be carefully planned and will include familiarisation visits and counselling as necessary.
- Students and parents will be encouraged to consider all options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information is comprehensive but easily accessible and understandable. Accompanied visits to other providers may be arranged as appropriate.

7. Approach to teaching children and young people with SEND

We have an inclusive approach with responsibility for meeting students' needs lying with each subject teacher. All lesson planning seeks to address the learning needs of all students in the class. Teachers

receive regular training and support to ensure they are skilled in differentiating the curriculum for vulnerable learners.

Where children are underachieving and/or identified as having special educational needs, the school provides for these additional needs in a variety of ways and might use a combination of these approaches to address targets identified for individual students. As an inclusive school, we do everything we can to ensure that students of all abilities and needs are fully included in the life of the school. Where appropriate and legitimate, we endeavour to provide different ways for all learners to access the same learning experience, rather than withdrawing students and providing an entirely different activity.

- All teachers differentiate (scaffold) work as part of quality teaching
- Small group withdrawal (intervention) (time limited and carefully monitored to ensure curriculum entitlement is not compromised)
- Individual class support / individual withdrawal (this support will not be unduly intrusive and the aim will always be to promote independence through gradual reduction of 1:1 support).
- Teaching assistants will support pupils on a 1:1 basis only after careful consideration of the student's needs or if this is a requirement of an EHCP.
- Bilingual support/access to materials in translation
- Further differentiation / adaption of resources for individuals
- Using recommended aids: laptops, coloured overlays, visual timetables, larger font, reading pens, coloured book etc.
- Inclusion Passport and Student Support Plans consultation and information sharing
- Involvement of support agencies / professionals
- Support comes from a skilled team of Teaching Assistants, who work closely with subject areas and may train for more specialist knowledge in an area of SEND.
- The curriculum is reviewed each year and provision may change according to the needs of the students. For example, vocational courses may be offered along with work experience for small groups needing more individual attention. Adaptations to the learning environment may be made based on a particular student's needs.
- Students are encouraged to analyse how they themselves learn and there is an ongoing dialogue about this in our classroom. Students are given the opportunity and support to develop self-help strategies to ensure their full access to the curriculum. This is vital in preparing for adult independence.

8. Securing equipment and facilities

Specialist advice and expertise in relation to assessment and support of individual students will be commissioned by the school from the open market, accessing, as far as possible, services available as part of the Local Offer. Service level agreements and quality assurance criteria will be put in place at the point of commissioning and the Principal and senior leaders will be responsible for reporting to governors on the efficacy of these arrangements (including value for money). Our school will, wherever possible, join with other schools in joint commissioning and quality assurance arrangements.

- All staffing appointments to support vulnerable learners will be carried out in accordance with equal opportunities legislation, employment law, safer recruiting policy and best practice. All vacancies will be competitively advertised to ensure our school employs staff of the highest calibre.

- 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 SEND support up to £6,000 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.
- Specialist equipment and expertise in relation to its use will be purchased/hired/ commissioned by the school from the open market, subject to the usual guarantees, service level agreements and quality assurance criteria. Our school will, wherever possible, join with other schools in joint purchasing/hire of equipment.
- If a child is thought to need specialist equipment, services or support then a referral will be made by the school to the appropriate outside agency. If the support required is more complex this may result in an Education Health and Care Plan (EHCP) being drawn up.

9. Staff Training

- Teaching staff have regular training sessions in relevant aspects of special needs and their training is monitored by the SENDCo.
- All staff will be trained in how to best support all vulnerable learners in order to maximise their achievement as part of the academy development plan and annual schedule of continuous professional development. Specific training needs will be identified and met through the appraisal/performance management process.
- Staff in the SEND department undergo training in all areas of special needs relating to our student profile and then may specialise in a particular area.
- We have service level agreements with various external specialist providers according to students' needs
- In accordance with Section 6 of the SEND Code of Practice 2015 our Special Educational Needs Coordinator will be a qualified teacher working at our school and will have statutory accreditation. If a new SENDCo is appointed, he/she will gain statutory accreditation within three years of appointment.
- The SENDCo and Designated Teacher for LAC will regularly attend local network meetings.

10. Engaging in activities

- We offer a range of extra-curricular activities for our students. These activities offer students the opportunity to further extend their learning in a range of activities. Students with SEND are encouraged to participate and with support provided where necessary to ensure inclusion. Opportunities include a range of sporting, IT, board games and musical/drama clubs and performances.
- Our deployment of additional staffing and resources funded from our devolved additional needs budget through the Local Offer, ensure that all curriculum experiences are available to all students in the school (e.g. educational visits, extra-curricular activities) particularly where a voluntary contribution from parents is required for the activity to run. This is in compliance with the Equality Act 2010.

11. Emotional and Social Development

Students have their form tutor as the initial pastoral contact. Assistant Heads of Year (non-teaching/pastoral) are available for discussions of issues, reporting of bullying and liaison with parents and outside agencies. Heads of Year regularly review pastoral needs with their AHOY.

Regular monitoring of student well-being through the student voice, helps to inform staff of current concerns and to plan for the prevention of bullying. Each student on the SEND register has a key worker with whom they discuss progress and emotional well-being.

12. Involvement of other agencies

- We have a clear point of contact within the school who will co-ordinate the support from outside agencies for each pupil. Most often this will be the SENDCo or Designated Teacher for looked after children (LAC), but in some cases it can be another member of staff who we have identified as a key worker.
- We have service level agreements with various external specialist providers according to students' needs for example JOGO and Educational Psychologist Services
- We also work with a number of other agencies to provide support for pupils with SEND:
 - SEND Specialist Support Services (SSS)
 - Speech and Language Therapy Service (SALT)
 - Visual Impairment Team
 - Counselling Service
 - GP
 - Community Paediatrician
 - Occupational Therapy
 - Hospital and Outreach
- The [local offer](#) will be considered

13. Contact details of support services for parents of pupils with SEND

Northampton Information Advice Support Service for SEND ([NIAS](#)) support to parents and carers of students with special educational needs (SEND). It is a free support service and can offer support for the following areas of concern:

- I think my child needs more help at school or college, what can I do?
- My Child has SEND and has just been excluded, what happens next?
- My Child is not attending school at the moment, what can I do?
- What is an EHC plan and how can I get one for my child?
- The school is not delivering the support in my child's EHC plan, what can I do?

Contact number: 01604 364772

Parenting and mental health support

<https://www.familylives.org.uk/how-we-can-help/confidential-helpline/>

Family Lives offers a confidential and free* helpline service for families in England and Wales (previously known as Parentline). Please call us on **0808 800 2222** for emotional support,

information, advice and guidance on any aspect of parenting and family life. Our helpline service is open **9am – 9pm, Monday to Friday** and **10am – 3pm Saturday and Sunday**.

<https://mindedforfamilies.org.uk/>

MindED for families has advice and information from trusted experts and will help you understand what problems occur, what you can do to best support your family, and how to take care of yourself.

<https://youngminds.org.uk/find-help/for-parents/parents-helpline/#parents-helpline>

YoungMinds Parents Helpline is available to offer advice to parents and carers worried about a child or young person under 25. You may have questions about a child's behaviour, emotional wellbeing, or mental health condition. You may have a child who's already been admitted to CAMHS and have questions about their treatment or want to know what to say to your GP when you visit them.

Social story examples can be found on this website to support students with Autism:

<https://www.reachoutasc.com/resources/transition-to-new-class>

This is a free online seminar to help support children coming back to school:

<https://www.schudio.tv/courses/preparing-autistic-send-children-for-going-back-to-school>

There are also lots of useful links on the following Leeds City Council website:

<http://www.starsteam.org.uk/coronavirus-resources>

Links with Other Services

Educational Psychology Service

<http://www3.northamptonshire.gov.uk/councilservices/children-families-education/schools-and-education/educational-psychology-service/Pages/default.aspx>

Educational Inclusion and Partnership Team: Contact number: 0300 126 1000

<https://www.northamptonshire.gov.uk/councilservices/children-families-education/service-finder/advice-and-support/471-educational-inclusion-partnership-team-eip>

Information Advice Support Service (IASS): Contact Number: 01604 364772

<http://www.iassnorthants.co.uk>

Virtual School for Looked After Children: Contact number : 0300 126 1000

<http://www3.northamptonshire.gov.uk/councilservices/children-families-education/schools-and-education/virtual-school/Pages/default.aspx>

See Local Offer website link for contact details in relation to High Needs Funding Applications and Educational Health Care Plans

<http://www3.northamptonshire.gov.uk/councilservices/children-families-education/send/local-offer/Pages/default.aspx>

Please refer to our school's [Safeguarding Policy](#) for details of how we access the EHA team and Multi-agency and Safe Guarding Hub

14. Contact details for raising concerns

SENDCo: Mrs Taylor taylor@Guilsborough.northants.sch.uk

Deputy SENDCo: Mrs Moran Morran@Guilsborough.northants.sch.uk

SEND Administrator: Miss Bagnall NBagnall-Scott@Guilsborough.northants.sch.uk

In the first instance, please contact the student's tutor.

15. The local authority local offer

<http://www3.northamptonshire.gov.uk/councilservices/children-families-education/SEND/local-offer>

16. Monitoring arrangements

This policy and information report will be reviewed by SENDCO and ratified by the schools governing board **every year**. It will also be updated if any changes to the information are made during the year.

17. Links with other policies and documents

This policy links to our policies on:

- Inclusion Policy
- Accessibility plan
- Behaviour
- Equality

18. Admission arrangements

No child will be refused admission to school on the basis of his or her special educational need, ethnicity or language need. In line with the Equalities Act 2010, we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision.

The school is equipped with wide doors and ramps for wheelchair access to each block. If a student has any difficulty in coping with stairs on a permanent or temporary basis, their lessons, where possible (whole normal teaching groups) are timetabled in classrooms downstairs. Any concerns over moving in large crowds prompts an escorted early departure from lessons.

Further information can be found in the Equality Duty Workbook [here](#)

19. Complaints

If there are any complaints relating to the provision for children with SEND, these will be dealt with in the first instance by the class teacher and SENDCO then, if unresolved, by a Vice Principal. The governor with specific responsibility for SEND/inclusion may be involved if necessary. In the case of an unresolved complaint the issue should be taken through the general Governors' complaints procedure (see separate Complaints Policy).