

SEND Information Report



Parent Information

Special Educational Needs and Disabilities Information Report 2017

Introduction

All Torbay (LA) maintained schools 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 their specific needs, make the best possible progress in school.

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

The broad areas of SEND need are:

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

The LA Local Offer

The Children and Families Bill was enacted in September 2014. From this date Local Authorities (LA) and 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 refer to this as the 'Local Offer'. A link to the LA Local Offer can be found on The Spires College website.

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 and Disabilities Information Report.

1. How does the school know if children/ young people need extra help and what should I do if I think my child may have a Special Educational Needs and/or Disability?

Most students join us in Year 7 from a Primary School that has already identified the young person as having additional needs.

Our SENDCo liaises closely with the Primary School and the LA in ensuring a smooth transition to Secondary School and for us to fully understand the young person's barriers to their learning as well as the support given. For students with an EHCP (Education, Health and Care Plan) our SENDCo will attend the Year 6 Annual Review.

We recognise that transition can be particularly difficult for SEND students.

All students at The Spires College are rigorously tracked in in all subject areas. If there are concerns about progress or if any child needs extra support then this is identified early and acted upon.

If you think your child has special needs and this has not already been identified by the school, then an appointment can be made to see the SENDCo where your child's needs can then be discussed.

2. How will school staff support my child?

The school SENDCo will keep in touch with all class teachers, Learning Support Assistants, Curriculum Leaders, Heads of Year and Pastoral Managers to ensure that your child's needs are met.

Students with an EHCP will have an Individual Education Plan giving the necessary information to subject teachers about the student's needs and support required in order for the student to fully access their learning and make progress.

Students who are identified as SEND without an EHCP are given a Learning Passport which gives subject teachers a succinct overview of barriers and support needed. The frequency and type of the support or intervention your child receives will depend on their level of need.

3. How will the curriculum be matched to my child's needs?

The school recognises that children are at different levels in their learning and learn in different ways. To support all children the school delivers the curriculum in different ways.

- ▲ All students are streamed accordingly to ability. This enables subject teachers to pitch their lessons at the appropriate level. We also have key focused provisions within the SEND Department which include:
 - △ A Nurture Base which is a primary school style classroom for students who are working significantly below age-related expectations in English and Maths. This is run by a qualified primary school teacher with experience in SEND.

- △ A Learning Intervention Centre for students whose behavior is a major barrier to their learning. This is run by an experienced behavior support specialist.
- △ The LA Resource Base for Students with a Hearing Impairment. This is run by a qualified teacher of the deaf who is also the LA advisory teacher.
- △ A Literacy Support Centre for students with SpLD (Specific Learning Difficulty such as Dyslexia). This is run by an experienced Literacy HTLA.
- ▲ The vast majority of our work is in the classroom where we understand that children learn at their own pace. Work is differentiated as necessary and we closely monitor progress on a regular basis.

4. What support will there be for my child's overall well being?

- ▲ The school will keep in close contact with you about your child's overall wellbeing.
- ▲ To support the development of positive behaviours and friendship groups we have a breakfast club, lunchtime clubs and supported break and lunch for our most vulnerable students.
- ▲ We have a School Council for children to share their views and ideas.
- ▲ We have a school nurse and named staff who are trained to administer any medicines your child may need.
- ▲ Pastoral needs are discussed regularly with Pastoral Support Managers, Heads of Year and the SENDCo
- ▲ Prefects to support children around school.
- ▲ Designated Safeguarding Team.

5. What specialist services and expertise are available at the school?

- ▲ The school can access specialist support from Special Schools for children with Social, Emotional and Behavioural Difficulties, children with Learning Difficulties, and Children with a diagnosis of Autistic Spectrum Disorder.
- ▲ We have the LA Hearing Resources Base for students with a Hearing Impairment.
- ▲ We liaise with WESC (West of England Specialist Provision for Visual Impairment) outreach services to support students who have a Visual Impairment.
- ▲ We liaise with Physiotherapy, Occupational Therapy, Acquired Brain Injury Service and Paediatrics as necessary.
- ▲ The school receives support and advice from the Educational Psychology Service.
- ▲ We can make referrals, with your consent, to many specialist services including CAMHS (Child and Adolescent Mental Health Service) and SLT (Speech and Language Therapy Service).

- ▲ School staff are trained in a variety of specialist areas and can access the expertise of teachers from other schools in Torbay.
- ▲ On site behavioural unit where staff can liaise with their staff for advice and support.
- ▲ EAL (English as an Additional Language) Specialist LSA who supports EAL and EAL who have SEN.

6. What training do the staff supporting children and young people with SEND receive?

- ▲ The SENDCo attends termly Local Authority briefings to keep up to date with any legislative changes in SEN.
- ▲ The SENDCo is part of the Local Authority Autism Implementation Group and the Local Authority SENDCo Working Group.
- ▲ The Spires College has an Autism Champion who attends regular LA briefings.
- ▲ The SENDCo and SEND staff and can access training through the Torbay Teaching School Alliance (TTSA).
- ▲ All staff in the school receive training to meet the needs of all the children attending the school at any point in time. This may include Deaf awareness training, Dyslexia Awareness Training, ASD awareness training, Visual Literacy for example.
- ▲ Fortnightly staff SEN staff training delivered by the SENDCo ~ update staff on SEN information, applying good practice in the supporting students.
- ▲ Specific LSAs have undertaken external training to include HTLA qualifications, Supporting ASD Students, Dyslexia and Irlens Training and THRIVE practice for example.
- ▲ Staff meetings are inclusive for our SEND children.

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

- ▲ Where possible, provision will be made for all pupils to access all areas of the curriculum including extra-curricular activities. We will always contact you before a planned activity if we think your child may require additional support to meet required health and safety standards. This may involve a specific risk assessment to identify any additional support needs your child may have to ensure full participation.
- ▲ No child is ever excluded from a school trip/residential. All activities are fully inclusive through good use and management of risk assessments.

8. How accessible is the school?

- ▲ Fully accessible.
- ▲ Shower and disabled toilet facilities.
- ▲ SEND Staff trained in Intimate Care.
- ▲ A lift to all floors and teaching rooms.
- ▲ Accessibility plan in place.
- ▲ Environmental Audit completed for VI students.

9. How will the school support my child in joining the school and how will the school support my child in transferring to the next stage of education?

- ▲ As part of the transition from Primary school to secondary school the SENDCo will contact the primary schools to gather information about SEND students' needs.
- ▲ If you child has an EHCP the SENDCo will attend the year six Annual Review.
- ▲ Your child will attend the Transition days in the year six summer term as well as an additional transition day for vulnerable students including SEND.
- ▲ The SENDCo has an open door policy and will meet with any parents who wish to discuss their child's needs and the provisions and support we offer.
- ▲ Flexible in our approach depending on need and will ensure a smooth transition into setting.
- ▲ For students transferring out of area or on to a Post-16 provider the SENDCo will liaise with the SENDCo/SEND Manager at the new educational provider to ensure the necessary information is shared.

10. How are the school's resources allocated and matched to a child's or young person's special needs?

- ▲ The school's SEND budget is allocated to meet the needs of the children on the SEND Register.
- ▲ The progress and attainment of all children is tracked and resources are allocated according to need.
- ▲ The SEND budget is used to ensure that school staff are qualified and trained to support your child and to purchase specialist help if needed.
- ▲ We also use the school budget to ensure that children's individual needs are met from specific interventions and programmes, where appropriate.
- ▲ Students with EHCP funding have support and access to additional provisions tailored to their needs.

11. How is the decision made about what type and how much support my child receives?

- ▲ In school we adopt a graduated response to meeting need. This means we record concerns about a pupil and determine a timescale for all interventions and expected outcome. These outcomes as measured as appropriate.
- ▲ We will consult with you on progress and if expected outcomes are not met agree next steps.
- ▲ We will review with you the impact of interventions and if appropriate access further support.
- ▲ We will always plan your child's support with you, review progress and try to meet needs within our own resources.
- ▲ If your child requires additional specialist support we will discuss with you the pathways to more specialist support/provision.
- ▲ In-house support through teachers and pastoral; if we needed specialist support we would signpost.
- ▲ Strong links with outside agencies.
- ▲ Quality first teaching in all classrooms.

12. How are parents involved in the school? How can I be involved?

- ▲ We hold regular parents evenings for you to talk to your child's teachers about their progress.
- ▲ Tutor Evenings for parents to meet their child's Form Tutor and discuss their progress and development.
- ▲ Annual Open Afternoon for Nurture Base students.
- ▲ The SENDCo has an open door policy and will make individual appointments to discuss specific issues with you about your child's progress.
- ▲ Parent Curriculum and Transition meetings.

13. Who can I contact for further information?

If you require more information about our school please go to our school website:
<http://www.thespirescollege.com>

If you would like to talk to a member of staff please contact your child's teacher, the SENDCo, Head of Year, Pastoral manager or the Head Teacher.

The SENDCo is Mrs Caroline Kolek.

ckolek@thespirescollege.com

The Vice-Principal for Quality Partnerships who oversees the SENDCo is Mrs Sasha Agnew.

The Local Offer can be found at <http://www.torbay.gov.uk/schools-and-learning/send/send-and-disability-reforms/local-offer/>