SEND Information Report

2021 - 2022

'If a child can't learn the way we teach, maybe we should teach the way they learn.'

Ignacio Estrada

We are all teachers of SEND – Quality First Teaching is essential

Introduction

Shuttleworth College aims to ensure that all students, including those with SEND, experience an enjoyable and well-rounded education that will prepare them for further study and future success. We believe that achievement is realised when students feel part of a supportive learning community and are taught to have resilience, perseverance and pride in themselves and their school. It is our mission that through living our values, every single student will excel. Out work is dedicated to ensuring that all students with SEND realise their potential.

The SEND Information Report aims to:

· Set out how the school will support and make provision for students with Special Educational Needs and Disabilities (SEND) in accordance with the The Code of Practice for Children's SEN 2015

· Explain the roles and responsibilities of all stakeholders involved in providing for the specific needs of students with SEND.

Who is our SENDCO and how do we contact them?

The SEND co-ordinator is Mrs Sally Sagar

Telephone 01282 682300

Email ssagar@shuttleworth.lancs.sch.uk

Our Students and their Specific Needs

There are four broad areas on the SEND Register. Students can fall into one or more of these. The areas are:

Communication and Interaction (C&I)
Cognition and Learning (C&L)
Social, Emotional & Mental Health (SEMH)
Sensory and or Physical (S or P)

Our SEND team – Roles

The SENDCO and SEND Team have extensive qualifications and experience in identifying, assessing and delivering effective universal and targeted provision for our SEND students. We have a team of teaching assistants who are trained to support teachers in delivering high quality SEND provision both in lessons and as targeted individual support.

Role	Staff Name	
SENDCO	Mrs Sally Sagar	ssagar@shuttleworth.lancs.sch.uk
Bespoke SEND	Mrs Julie Snaith	jsnaith@shuttleworth.lancs.sch.uk
Cohort SEND & Access Arrangements	Mrs Claire Bowyer	cbowyer@shuttleworth.lancs.sch.uk
Hub Manager (KS4 & KS3)	Mrs Melissa Burns	mburns@shuttleworth.lancs.sch.uk
Hub Teacher	Mr Shaun Sagar	sasagar@shuttleworth.lancs.sch.uk
Alternative Provision (KS3)	Miss Vicky Hannah	vhannah@shuttleworth.lancs.sch.uk
LSC and EAL Manager	Miss Nicol Dyer	ndyer@shuttleworth.lancs.sch.uk
Mrs Lorraine Lauder		llauder@shuttleworth.lancs.sch.uk
Mr Jim White		jwhite@shuttleworth.lancs.sch.uk
Mrs Kay Carver		kcarver@shuttleworth.lancs.sch.uk
Mrs Tracey Atkinson		tatkinson@shuttleworth.lancs.sch.uk
Mr Ethan Green		egreen@shuttleworth.lancs.sch.uk
Miss Jodie Graham		jgraham@shuttleworth.lancs.sch.uk
Mrs Jacky Philips		jphilips@shuttleworth.lancs.sch.uk
Mr Shaun De-Looze		sdelooze@shuttleworth.lancs.sch.uk
Miss Shannon Graham		sgraham@shuttleworth.lancs.sch.uk
Miss Kacey Glover		kglover@shuttleworth.lancs.sch.uk
Mrs Lyndsey Blezard		lblezard@shuttleworth.lancs.sch.uk
Miss Olivia Mottram		omottram@shuttleworth.lancs.sch.uk

Miss Bethia Peel Miss Sada Sharif	bpeel@shuttleworth.lancs.sch.uk ssharif@shuttleworth.lancs.sch.uk

Training

During the academic year, new TAs are provided with a bespoke Induction programme incorporating information relating to the TA Standards, the Appraisal system, types of SEND, who our pupils are, teaching and learning strategies relating to, Personalised Provision Plans, SEND Interventions, whole school behaviour and achievement procedures staff, and Policies and Local and National regulations. Bespoke training also ensures that our teaching assistants are trained to deliver interventions such as Literacy and Numeracy programmes (E.G. LEXIA), Toe-by-Toe, Behaviour and or SEND Mentoring, Reading and Literacy, Social Stories and emotional well-being.

As we consider all teaching staff at Shuttleworth to be specialist teachers of students with SEND. Throughout the academic year ongoing SEND training in delivered to ensure that individual student needs are being met and that their responsibility to the SEND Policy, The **Code of Practice for Children's SEN 2015** and the Teacher's Standard Regulations 2012 to 'adapt teaching to respond to the strengths and needs of all pupils' are being adhered to.

Personalised Provision Plans

From September 2019 all SEND Students will have a 'Personalised Provision Plan' which incorporate the 'Student Passport', a 'One Page Profile' and a map of their SEND support. This document have been designed to support all staff within the Shuttleworth Community, in the aim of providing quality educational provision and consequently impacts on the outcomes of each and every one of our students.

SEND Teachers

All teaching staff at Shuttleworth College consider themselves specialist teachers of students with SEND needs and embrace their responsibility to ensure the SEND policy is put into practice.) The Teacher's Standards 2012 make it clear that it is every teacher's responsibility to "adapt teaching to respond to the strengths and needs of all pupils." This is done by subject teachers doing the following:

- Quality first teaching
- Providing an appropriately differentiated curriculum
- Drawing on the SENDCO and the SEND team for advice
- Identifying students and using the referral process for students who are making little or no progress
- Using Personalised Provision Plans to inform planning
- Speaking to TAs at the start and the end of the lesson to discuss the support for the SEND student
- Accepting and valuing the contribution of the parents/carers have in their child's learning and involve parents/carers in working with the school

Our approaches to teaching and supporting students with SEND

Subject teachers, HLTAs and TAs will ensure that the needs of pupils with SEND are met via:

· Quality first teaching

· Providing an appropriately differentiated curriculum

· Drawing on the SENDCO and SEND Team advice

· Identifying students using the referral process for students who are making little or no progress

· Using student's Personalised Provision Plans to inform planning and provision

· Speaking to TAs at the start of the lesson to discuss the support for the SEND students

· Accepting and valuing the contribution of the parents/carers make in their child's learning and involve parents/carers in working with the school.

High quality teaching, the use of appropriate seating plans and differentiation of the curriculum are the first steps in responding to students who have, or may have SEND. This is differentiated for individual students. Teachers/HLTAs are responsible and accountable for the progress and development of all students in their class, including where access support from Teaching Assistants and or specialist staff (Literacy Solutions/counselling teams) occurs.

Sometimes it is necessary to adapt the curriculum further for students to access an Alternative Curriculum Provision such as The Hub. This offers a bespoke curriculum content at both Keys Stages 3 and 4.

We also provide the following interventions/adapted technologies/resources, following where appropriate, recommendations from Occupational Therapy, Physiotherapy, ECLAS and Educational Psychology Reports:

Hearing Loop

Angled writing boards

Stabilo handwriting pens/pencils

Coloured paper and overlay

Baker-Ross adapted scissors

Toe by Toe

LEXIA literacy programme

Reading Intervention

Lego therapy

EAL Intervention

Laptop/Tablet

Handwriting and Piano therapy

Nurture, Social Stories and Life Skills

Comic Strip conversations and Vocabulary development

Literacy and numeracy interventions

Personal safety

Exams Access Arrangements

Enlarged fonts and fidget tools

The types of SEND that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

· **Communication and interaction** e.g. autistic spectrum conditions, speech and language difficulties

· **Cognition and learning** e.g. dyslexia, dyspraxia, moderate/severe learning difficulties

· **Social, emotional and mental health** difficulties e.g. attention deficit hyperactivity disorder (ADHD), anxiety, depression, eating disorders, attachment disorder

· **Sensory and/or physical needs** e.g. visual impairments, hearing impairments, processing difficulties, epilepsy, Cerebral Palsy

In class support

Please note that due to social distancing guidance between adults there will be no in class support until restrictions are lifted. Teaching assistants are offering bespoke intervention to allocated individuals to support quality first teaching and withdrawal sessions.

Links with other services

The support staff are have a wealth of experience and knowledge, however we also rely upon the support of outside agencies when the support offered in school is not sufficient to allow students to make maximum levels of progress for a variety of reasons. When this occurs we will refer the students to:

- Educational psychologists
- Children's Social Care
- Young Addaction
- Young carers

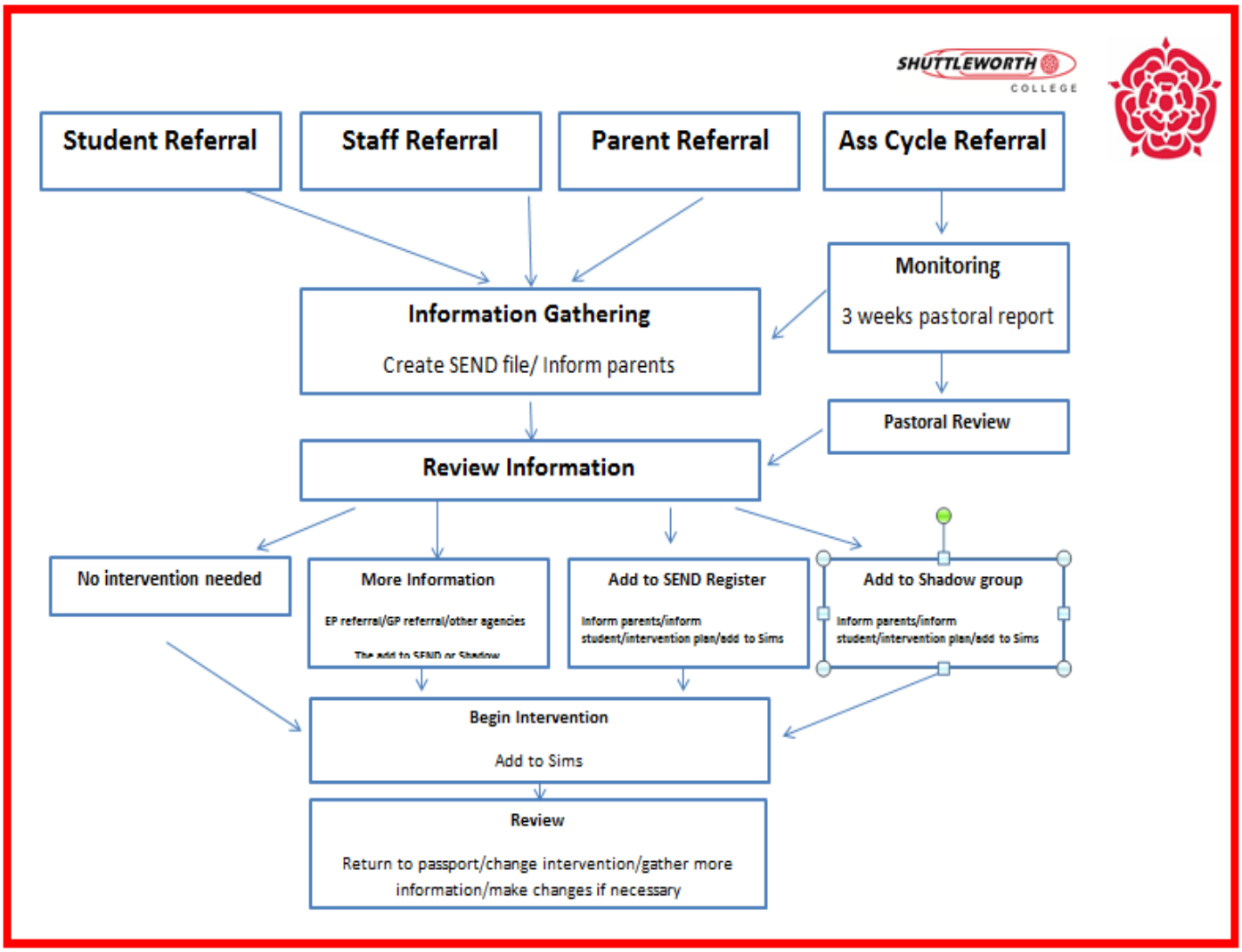
- GP support
- Speech and Language therapy
- Physiotherapy
- Counselling – Freeflow/ Pendleside Hospice
- School Nurse
- ELCAS
- Hearing & Visual Impaired support teachers
- PCSO work

Curriculum

Sometimes it is necessary to adapt the curriculum for students to support access for them; this can be done on a short term or a longer term basis. We ensure that there are appropriate option choices for all at the end of key stage 3 however we also offer bespoke curriculum for both key stage 3 and 4 through 'The Hub'.

SEND Process - identifying students with SEND

Students are identified in a range of ways, some arrive having already been identified while others may emerge while studying with us. Both the SENDCO and Assistant Headteacher in charge of Achievement monitor all students' progress to ensure that students that would benefit from extra support receive it.



Transition points for students with SEND

Year 5/6

Enrichment activities take place weekly in the Spring and Summer Term. All year 6 students are invited to take part in a wide range of activities, this is an excellent opportunity for our staff to get to know all students, and understand the needs they have. The SENDCO or another member of the team arranges meetings with parents and students with SEND, usually in the Summer Term of Year 6. Individuals and small groups of students are given increasing access to the school via pre-arranged visits.

Post 16

The SENDCO works closely with students, parents and post 16 providers to ensure a smooth transition to Post 16 provision. Every child in Year 10 has the opportunity to access the programme, 'Your future your Choice,'

Our approach to teaching students with SEND

All pupils are assessed on entry into Year 7 to determine Reading and comprehension ages, alongside the KS2 SATs data. Boxall testing is also undertaken to determine Nurture provision needs based on social and emotional concerns. Subject teachers make regular assessments of progress for all students, including SEND students, and can identify 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.

Assessing and reviewing students' progress towards outcomes

At Shuttleworth we follow the graduated approach and the four-part cycle of assess, plan, do, review.

In September 2010 all SEND students have an individual Personalised Provision Plan (PPP) which identifies their specific needs, barriers to learning, recommended teaching and learning strategies, one page profile, provision planning and an ongoing progress record throughout their time of study at Shuttleworth College.

The progress of pupils will draw on:

· The teacher's assessment and experience of the student

· The student's previous progress of attainment and behaviour

· Other teachers' assessment

· The individual's development in comparison to their peers

· The views and experience of parents/carers

· The student's own views

· Advice from external agencies, where appropriate.

Consulting and involving students and parents/carers

We will have early discussions with the students and their parents/carers when identifying whether they require special educational provision. These conversations will make sure that:

· The student is at the centre of discussions and that their views are taken into consideration

· Everyone develops a good understanding of the student's areas of strength and difficulty

· We take into account the parents/carers' concerns

· Everyone understands the agreed outcomes sought for the student

· Everyone is clear on what the next steps are.

We will formally notify parents/carers when it is decided that a student will receive SEND support and intervention activities.

Where a student has lifelong or severe and complex difficulties, they may undergo a Local Authority assessment of their education and health care needs. This may result in the Local Authority issuing an Education, Health and Care Plan (EHCP) in which parents/carers; the school and the Local Authority co-produce the document. Once agreed it will be reviewed annually by the school, parents/carers and the student in a Person Centre meeting. The EHCP Review enables the provision for the student to be evaluated and, where appropriate, for changes to be made (for example—reduced or increased levels of support).

Quality Assurance

Progress of all students is monitored at the three assessment cycle points during the year to ensure that support is being effectively used to promote progress. The SENDCO regularly reports to the Governing Body through the Curriculum and Standards meeting. Mrs. Marie Shaw, the Governor for SEND regularly visits the school to meet with the SENDCO and students with SEND.

Complaints

If a parent/carer is unhappy with the provision that has been provided by Shuttleworth College, they should complete the general complaints form found on the website and submit it to the Headteacher.

Confidentiality and Data Protection

All staff undergo annual Safeguarding, GDPR and SEND and Medical Needs training.

The *Data Protection Policy* and the *Privacy Notice relating to Pupil Information* identify procedures and

protocols relating to what data we collect, the purpose for collection and who the information will be shared with. C-Poms is also used to record confidential conversations with students, parents/carers.

Supporting The Local Authority Local Offer

Our Local authority's Local Offer is publisher on our website.

The information will be reviewed annually by the SENDCO and Governing Body. It will be updated if any changes are seen to occur.