

Glossopdale School Special Educational Needs Information Report

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In preparing this report, guidance has been taken from the **SEND Code of Practice (2014)**, the **Equality Act (2010)** and **Part 3 of the Children and Families Act 2014**.

Glossopdale is a comprehensive mainstream school. It is an inclusive school whose aims are to ensure that strategies and support are in place to enable all students to access the curriculum and extra-curricular opportunities. All our students have access to a broad and balanced curriculum with additional and further support where necessary. The school's detailed SEND policy is available on our website at <http://www.glossopdale.derbyshire.sch.uk>

What kinds of Special Educational Need does Glossopdale School provide for?

- 1. Communication and Interaction**, including speech, language and communication needs (SLCN) and Autism Spectrum Disorder (ASD).
- 2. Cognition and Learning**, including severe learning difficulties (SLD) and Specific Learning difficulties (SpLD), including Dyslexia.
- 3. Social, Mental and Emotional Health**, including attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD), and mental health issues such as anxiety.
- 4. Sensory and/or physical needs**, including a range of physical difficulties (PD) as well as hearing impairment (HI), and visual impairment (VI).

How do we identify and assess the needs of pupils with SEN?

Students who already have a statement of SEN, an Education Health Care Plan or who have been identified as needing SEN support by their previous school, their information is sent to us on transfer. Statements and EHC plans are reviewed annually.

There are a number of effective transition visits by the SENCO, Progress and Yr 7 Pastoral teams to the primary schools. Glossopdale also has procedures to identify students with SEND using standardised reading and spelling tests and dyslexia screening. The school also has a rigorous tracking system which quickly identifies any student who is not making progress.

	<p>In line with the Code of Practice parents' views are sought and are very important during the process of carrying out an EHC needs assessment and drawing up or reviewing an EHC plan in relation to their child. At Glossopdale we try to ensure that at every stage of the process parents are enabled to share their knowledge about their child and feel confident that they are being listened to and are involved. We believe it is always in the best interests of the child that there is a positive dialogue between teachers and parents.</p>
<p>How will the curriculum be matched to my child's needs?</p>	<p>Students who have a Statement of SEN or an EHC plan will have participated in creating a Student One Page Profile which provides subject teachers with clear information about the student's needs and strategies to help them teach your child effectively. The Statement or EHC Plan is safely accessible to all the teachers who teach your child.</p> <p>Furthermore teachers and teaching assistants at Glossopdale are experienced in and have received specific training on differentiation to enable them to match the curriculum and teaching materials to the students' needs. Independent careers advice and guidance is provided for students throughout Years 9-13.</p>

<p>How will my child's needs be met through curricular provision?</p>	<p>In Key Stage 3 some students with additional needs have access to smaller literacy classes and 'nurture' groups. There are also opportunities at KS4 for some students to follow more suitable Entry Level courses and Life Skills courses. External courses in College or with training providers are available for some students. The KS4 options process also provides facilities for progression pathways.</p>
<p>How will I know how my child is doing?</p>	<p>The progress of all students is tracked by teaching staff using a data tracking and recording system and progress meetings are held every 1/2 term with Progress Leaders. If a student is not making expected progress then teachers will monitor the student through a progress report or a specific intervention will be put in place. Student progress is reported to parents 3 times a year and all parents are invited to attend parents' evenings. Where necessary some parents will also be invited to more specific meetings where their contribution will aid assessment and review of their child's needs and progress.</p> <p>The school also works closely with LA therapists and other external agencies including the LA Educational psychologist to monitor specific progress and the needs of individual students.</p>
<p>How will you help me to support my child's learning?</p>	<p>Students are issued with a study planner which parents are requested to read and sign when students have completed homework and where letters home and messages are recorded. Some students, who require further support from school and parents, may be issued with a 'Home School ' contact book. Parents may also be invited into school to discuss ways to help support their child at individual meetings. There are 2 Parents' Evenings each year for every year group and 3 in Y7.</p>
<p>What support will there be for my child's overall well-being?</p>	<p>Glossopdale has a Year Manager assigned to each year group who provides pastoral support for the students in their year group. Students with a statement of SEN or EHC plan will also be assigned a key worker from the Learning Support Team. Some students identified as SEN Support may also have a key worker who will liaise with home as well as support the student in school. We also run Breakfast clubs and Social skills clubs to help support children's well-being. The Learning Support Bases have supervised common rooms for lunchtime and break time activities.</p>
<p>How will my child be included in activities outside the classroom, including school trips?</p>	<p>As an inclusive school all students have the opportunity to participate in extra curricular activities at lunchtime and after school, attend reward trips, curriculum based visits and work placements. There are times when an additional risk assessment may be required for an individual student with SEND, in order for them to participate in an out of school activities. In such circumstances the school, parent/carer, specialist support services and the student would be involved in this process. It may be necessary for a Learning and Teaching assistant to accompany the student on an</p>

	outside visit.
<p>How is the decision made about the level of support my child receives?</p>	<p>Your child will initially have their needs identified through their statement or EHC Plan. We constantly review this and using our expertise and experience will identify when and where additional support may be needed. Students are involved in this process. Representatives from specialist support services are invited to attend review meetings for students with SEN and to deliver training sessions to support staff to ensure the student can fully access the curriculum. For students requiring SEN support their level of support will depend on need. They may require short term intervention, a longer term intervention such as the Readingwise programme or smaller group lessons.</p>
<p>How accessible is Glossopdale?</p>	<p>Glossopdale is fully accessible with dedicated disabled parking bays and toileting facilities. The school has been adapted to ensure access for wheelchair users. We have ramps and lifts and overhead hoists. We have 2 well equipped Physiotherapy rooms one on Glossop site and one on Hadfield site.</p> <p>For students with a statement/EHC Plan, specialist equipment is provided to ensure they can fully access the curriculum; for other students with SEN support, Alphasmart word processors, modified/enlarged papers, up to 25% extra time for assessments, readers and scribes etc. are available depending on need, which is assessed on an individual basis.</p> <p>EVAC chairs are provided for emergency situations where students need to get downstairs without use of their wheelchair/crutches.</p>
<p>What training have the staff supporting young people with SEND had?</p>	<p>Our SENCOS are experienced and qualified teachers of students with SEND and they and the Learning Support Team's additional SEN teacher have undertaken a number of specialist training courses in including the National Award for SEN. The Teaching Assistants also have a great deal of experience and are trained in a variety of areas to work with students with physical impairments, moderate learning difficulties, Autism and behavioural difficulties. Representatives from specialist support services are invited to attend Annual review meetings for students with statements of SEN or EHC plans and to deliver training sessions to support staff to ensure the student can fully access the curriculum. Teaching Assistants continue their professional development through training programmes with the LA advisors, Educational psychologist and regular in-school INSET sessions.</p>

<p>Supporting children at school with medical conditions</p>	<p>The Children and Families Act 2014 places a duty on maintained schools to make arrangements to support students with medical conditions. Individual healthcare plans specify the type and level of support required to meet the medical needs of students. Where children and young people also have SEN, there is a healthcare plan in place. Glossopdale is compliant with statutory guidance 'Supporting pupils at school with medical conditions' and has a medical needs register which is shared with relevant staff.</p>
<p>How will the school prepare and support transfer to the next stage of education and life?</p> <p>What is Glossopdale's Post 16 Provision for SEND?</p>	<p>Under the 0-25 SEND Code of Practice, SEND support is being introduced into colleges of Further Education and sixth forms. This means that where a student at post-16 has a learning difficulty or disability that calls for special educational provision, the school will use its best endeavours to put appropriate support in place. The student with SEND will be invited to participate in discussions about their aspirations, their needs and the support they think will help them best. Support will be kept under review and will draw upon expertise within and beyond the school where needed. Students from Y9 onwards will be provided with independent careers education and guidance.</p> <p>SEND students from within the school and from other schools in the area are encouraged to apply for suitable courses in the 6th form. Students with a statement of SEN or an EHC plan will receive support commensurate with the requirements of those statements and plans. The students will also be assigned a keyworker and various levels of support and intervention will be provided according to individual need. Students will also be assessed for access arrangements.</p>
<p>What do I do if I have a concern about the school provision?</p>	<p>The first point of contact is your child's Year Manager or Progress Manager depending on the nature of the concern. If after those discussions it is considered necessary a referral to the SENCO or Vice Principal Learning will be made. The governing body also has an independent complaints procedure for serious issues.</p>
<p>The nominated governor with specific oversight for SEN and disability</p> <p>The Local Authority and SEND</p>	<p>The nominated governor is Claire Whetstone who can be contacted at info@glossopdale.derbyshire.sch.uk</p> <p>The SEND Local Offer which gives details of all available services for young people and families in Derbyshire can be found at: http://localoffer.derbyshire.gov.uk</p>