

# SEND Information Report

**Skipton Girls' High School is a selective state school on entry to Year 7, which offers a fully inclusive provision for all students studying at the school.**

To achieve this, the school aims to:

- Value equally all students who attend SGHS,
- Ensure that all teachers at SGHS are equipped with the knowledge, understanding and up-to-date professional development to be teachers of students with special educational needs,
- Personalise and differentiate so that all students have access to a broad, balanced and relevant curriculum that meets their needs,
- Take into account the views of the child/ young person,
- Work in a partnership with parents/carers in promoting a culture of co-operation. Support the work of the Local Authority and external providers so that the child's/ young person's full potential can be achieved.

## What is a Local Offer?

The Local Offer from Skipton Girls' High School will outline the services and support that is available to students and parent/carers through the school. It will form part of the Local Authority Local Offer which provides information on what services children, young people and their families can expect from a range of agencies, including education, health and social care. Knowing what is available to parent/carers and students is important before making decisions about a child's future.

## What is a Special Educational Need?

A child or young person has SEN if they have a learning difficulty or learning disability which calls for a special educational provision to be made for them. A child of compulsory school age or young person has a learning difficulty or disability if they:

- Have a significantly greater need in learning than the majority of others of the same age: or
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has a special educational need if they fall within the definition of (a) or (b) above or would do so if special educational provision was not made for them. (Special Educational Needs and Disability Code of Practice: 0 – 25 years -June 2014)



**Within education there are three tiers of support which can be accessed:**

<b>Type</b>	<b>Description</b>	<b>Example</b>
<p><b>Universal Support</b> – this is Wave One quality first teaching.</p>	<p>Universal Support includes the entitlement of all students to support, advice and guidance to maximise their achievement and aspirations.</p>	<p><b>Full access to all the curriculum</b></p>
<p><b>Targeted Support</b> – this is Wave Two additional support in and out of the classroom. Any student accessing this support is classified as ‘SEN support’. This replaces School Action and School Action Plus.</p>	<p>Targeted Support includes the strands of ‘support’ for identified students who require specific intervention at specific times during their learning journey.</p>	<p><b>This could be:</b></p> <ul style="list-style-type: none"> <li>• personalised mentoring</li> <li>• one to one literacy and/or numeracy</li> <li>• personalised timetables</li> <li>• small group work</li> <li>• working with other interventions in school</li> <li>• working with outside agencies</li> </ul>
<p><b>Specialist Support</b> – this is Wave Three intervention. This level is linked directly to Education and Health Care plans and any individual who requires more intervention than is offered at wave two.</p>	<p>Specialist Support includes the strands of ‘support’ for the students with the highest level of need, in terms of learning and/or social and emotional needs as well as students with Special Educational Needs.</p>	<p><b>This could be:</b></p> <ul style="list-style-type: none"> <li>• one to one adult support</li> <li>• reduced timetables</li> <li>• literacy and numeracy options</li> <li>• physiotherapy</li> <li>• working with advisory Specialist teachers</li> <li>• working with outside agencies</li> </ul>

### **What kinds of Special Educational Needs and Disabilities does the school provide for?**

Skipton Girls' High School aims to provide an inclusive learning environment for all students. There is a range of SEN found within school and we use our best endeavours not only to meet the needs of every student but to unlock their potential. The 2014 SEND Code of Practice outlines four broad areas of need:

- **Cognition and Learning difficulties**
- **Communication and Interaction**
- **Sensory and Physical needs,**
- **Social, Emotional and Mental Health needs**

Children and young people with a wide range of SEN are welcomed into the school. If a parent of a student with an EHCP requests a place at school, the young person is welcomed and strategies sought to meet needs.

### **How does the school know if your child needs extra support and what should you do if you think your child may have special educational needs?**

#### **How do we identify the particular special educational needs of a child or a young person?**

It is a priority that SEND are identified as early as possible so that appropriate assessment, advice and provision can be implemented without delay.

In the first instance parents should contact the Special Educational Needs and Disability Coordinator (SENDCo) Mrs Fiona McMillan to discuss their concerns. This can be done by e-mail [mcmillanf@sghs.org.uk](mailto:mcmillanf@sghs.org.uk)

All members of teaching staff have received training in the identification of Special Educational Needs and Disabilities and know to inform the SEND Coordinator or appropriate Student Progress lead of any concerns.

Staff, including the SENDCo, are responsible for collecting and analysing data to identify whether student needs extra help. SGHS is committed to early identification of special educational needs.

- All Year 7 students are assessed upon entry to Skipton Girls' High School using CATS (Cognitive Ability Tests).
- The school has staff trained to carry out a range of other assessments if students are highlighted to us, either from staff, parents or students themselves. Testing for Dyslexia, handwriting difficulties, processing speed, can all be carried out in school and the results are then used to implement more external specialist intervention or arrangements for examinations.
- A range of evidence is collected through the regular school assessment and monitoring arrangements
- If parents/carers are concerned they should immediately contact the SENDCo
- The SENDCo and subject teachers work closely together to clearly analyse a child's need before identifying a child as needing SEN support
- Parents/Carers will be contacted if it is decided that a child is to be provided with any SEND support
- Following guidelines within the Code of Practice, the SENDCo will work with Specialist assessors when necessary to provide a professional judgement.

We take into account a wide variety of factors before putting any student on the SEN Support Record, however if a student is making inadequate progress because of SEN, the student is placed on the SEN Support Record. All teachers and key staff are informed of the needs of individual students via the SEN Support Record and are involved in their progress reviews as part of whole school monitoring. It is important to note that students may receive additional support and interventions as part of whole school provision, however this alone would not place them on the SEN Support Record.

### **How will the emotional and social development of children and young people with special educational needs be supported and improved?**

There is a robust pastoral structure which places the emotional needs of the child as high priority

- All staff have access and refer to the medical list for each year group.
- Diabetic students and students who use Epipens or who have severe allergies have individually named boxes which are kept in Student Services.
- Epipens are securely kept with a photograph of each individual student on the front of the box to help with identification.
- Staff have access to Epipen training by the school nurse within the school's academic year.
- All medication is kept in a locked cabinet. Medicines brought into school have to be clearly labelled to identify the student it belongs too.
- Medical care plans are developed in conjunction with the child, parent/carers and school staff. External agencies including the school nurse may also be involved.
- In the case of a medical emergency all staff know to contact a school first aider, assess needs, call 999 for assistance if required. Inform parents/carers. Students will be accompanied to hospital by a member of staff if parents have not arrived at school.
- Within school there is a high percentage of staff who have first aid training which is updated every three years.
- All accidents are recorded in the school's accident book located in Student Services.
- The school employs a Time to Talk counsellor (part-time).
- The school has very strong links with CAMHS

#### **CAMHS Airedale**

Hillbrook CAMHS Mayfield Road off Spring Gardens Lane Keighley BD20 6LD.

Tel. 01535 661531

The school invests in a wide range of pastoral roles including an Attendance Manager, four full time Student Progress Assistants, who meet regularly to discuss students' needs and concerns. SEND awareness and anti bullying are incorporated into whole school PSHE programme and tutor time. The Time to Talk Counsellor provide regular support for students with emotional difficulties.

Student Progress operate a Quiet Room for vulnerable students at break and lunchtime and are available to meet with students. Students may be offered a mentor with whom they can meet on a regular basis.

Gatherings have an anti bullying message and focus on celebrating individuals' differences. Students participate throughout the year in fund raising activities to support associated charities.

### **How will you know how your child is doing?**

The progress of all students is monitored regularly and effectively. Subject teachers report on your child's levels of effort and attitude to learning, progress, attainment and attendance frequently. Your child's Personal Tutor oversees her pastoral needs and well-being, with the support of a Student Progress Coordinator.

The school SEND Coordinator or your Student Progress will contact you directly to discuss their progress and well-being. The information they discuss with you will be obtained from their Personal Tutor, subject teachers, any external agencies/professionals who may be involved and through one to one meetings with the students themselves.

### **How will the curriculum be matched to your child's needs?**

The first step in personalising the curriculum to your child's needs is to make sure all relevant members of staff are suitably apprised of what their needs are. Teachers may then be offered advice and training to help then

make provision for your child when planning learning, teaching and assessing progress. All members of teaching staff at Skipton Girls' High School fully understand the importance of differentiating for the student's in their care; open channels of communication exist between teaching staff and the school SEND Coordinator should they need support in doing so. All new staff are fully inducted into our approach of providing for SEND students. Additionally, the school SEND Coordinator may provide your daughter with resources to assist them in accessing the curriculum. Your child may also benefit from receiving one to one /small group instruction, either from a member of staff or from a Sixth Form student as part of our Peer Mentor Support Programme. Other methods of intervention and support are also available.

**How does the school approach teaching/learning and development of children and young people with special educational needs?**

All our teachers plan for inclusive learning and progress in their lessons and work is provided at the appropriate levels for children to access their learning and make good or better progress.

- The school regularly monitors the student's progress in meeting their targets and if they are not making enough progress they will be highlighted to the Student Progress team
- The SENDCo will implement, after consideration with parents, any necessary and appropriate interventions.
- Assessment for Learning is used to support planning for different levels of attainment.
- Work is differentiated and personalised to meet individual children's needs
- There is careful targeting of individual support for students with ILPs
- Personalised plans are put in place for students who are not making expected progress.

**What activities are available for children and young people with special educational needs in addition to the curriculum?**

We offer a wide range of enrichment activities during lunchtimes and before and after school. These are run by teachers, the Student Progress team and members of the Sixth Form:

- All clubs and activities are available to all students; a timetable of activities is available at the start of each term and is advertised in Tutor groups, Student Services and around the school environment.
- Sporting, musical, science and drama clubs are available, to name but a few.
- There is a homework club supported by a member of staff after school each day (Monday to Thursday)
- All subject areas offer drop in sessions or catch up sessions.
- There is a wide range of musical tuition available for students.
- The Learning Resource Centre is open before school, break, lunchtimes and afterschool (8am-5pm)
- The school offers breakfast each day in the school hall.
- We make every effort to include all students on school trips and residential. Individual risk assessments are written, if required, to ensure that everyone is fully included. Financial assistance may be sought to cover cost of trips in certain circumstances.
- Vertical Tutoring groups allow students of varying ages to mix on a daily basis.

**How is expertise in supporting children and young people with special educational needs secured for teaching staff and others working with those children and young people?**

- Our SENCo is a highly qualified teacher who has completed the Post Graduate SENDCo-ordinator Qualification (November 2013)
- Inset days provide training for teachers and support staff to update their understanding of SEN and Disability

- As a teaching school continuous professional learning is integral to our culture and ethos.
- The SENDCo holds regular meetings with the SEN support team to support and develop their understanding of children with Special Educational Needs and Disabilities.
- Student Progress have undertaken specialist training in areas such as dyslexia, autism, adolescence And mental health, counselling and sensory needs.
- If a student has particular needs and the school has exhausted its repertoire, specialist support should be sought promptly. Any additional specialist expertise is sought and secured from the wider North Yorkshire Specialist Network of services and increasingly the volunteer sector.

### **Consulting and working in partnership with parents of children with special educational needs and with young people with special educational needs**

- The school recognises that the knowledge and understanding that parents/carers have of their child's needs is essential in supporting the school in making the best provision.
- We value and take account of the views of parent and child's hopes, personal goals and interests.
- We value the support and advice from all parents and aim to work in partnership to ensure the best outcomes for the student.
- Parent/carers of students on the SEN Support Record are involved in discussions about their child's progress and the impact of interventions on outcomes. These may take place during consultation evenings or during reviews.
- Parents/carers can contact the school via Intouch (email) or telephone.
- On Open Evenings and Transition Evening parents/carers are given information about how our students are supported in school.
- The Deputy Headteacher: Student Progress (SENDCo) and Assistant Headteachers are available at all Parents Evenings to discuss any concerns or worries that may arise.
- The SENCo will visit the student's primary school if a child has a Special Educational Need before transition day.
- There is a Transition Day for all students in Year 6. Parents/carers meet key staff and the Student Progress team.
- Parents /Carers are invited into school to discuss their child's needs before their child starts secondary school.
- Within each academic year there are three reports, parent/carers also have the opportunity to meet their child's personal tutor for a learning conversation.
- Parents can give feedback to school at Parent's evenings where there is a parent questionnaire to give their views of the school.
- There is strong parent representation within the School Governing Body.
- The school runs a Parent Partnership group with representation from each Year group 7 -13.

### **How will the effectiveness of special educational provision be assessed and evaluated, including information about how children, their parents and young people will take part in any assessment and evaluation.**

- Monitoring progress is an integral part of teaching and leadership within School. The progress of all students, including those with SEN is evaluated through rigorous data monitoring.
- The effectiveness of the support will be reviewed in line with the agreed date, this could be each half term, termly or yearly.

- Annual reviews take place for students with EHC plans inviting parents /carers and any relevant outside agencies.
- We use appropriate evidence based interventions in a graduated approach with regular reviews and adaptations to support, related to a clear set of expected outcomes.
- ILPs are updated following reviews with parents/carers/school staff/ outside agencies and made available to all staff.
- The effectiveness of our provision is measured in the progress that individuals and groups of students make over time.

### **Supporting children and young people with special educational needs in moving between phases of education, and in preparing for adulthood**

There is clear evidence that students with SEND find transition particularly challenging so additional bespoke arrangements are overseen by the SENCo. Transition is a part of life for all learners. This can be transition to a new class in school, having a new teacher, or moving to another school, training provider or moving into employment.

Skipton Girls' High School has well established programmes of support for all students at each of the transition points and is committed to working in partnership with students, families and other providers to ensure positive transitions occur.

#### **Year 6 to Year 7**

- Prior to transition, Student Progress and the SENCo visit students to gather information to support the transition,
- Parent/carers of new Year 7 students with Special Educational Needs are invited into school to discuss their child's needs further,
- Outside agencies working with students with Special Educational Needs are also invited into school to support the transition,
- Parent/carers of new Year 7 students with medical needs are invited into school to discuss their child's needs further and to work together on a Health Care Plan,
- A risk assessment to ensure a student's safety is completed before starting in September.

#### **KS3 to KS4**

- Baseline assessments take place in the first couple of weeks at school including Edinburgh Reading Test and CAT tests (Cognitive Ability Test)
- Further tests for students with SpLD can be administered including a Dyslexia screener and the Lucid test,
- All teachers have access to medical lists, SEND Register and ILP (Individual Learning Plan),
- Annual reviews take place for all students who have Education Health Care Plan (EHC),
- Students who may be experiencing difficulties or are not making the expected amount of progress can be reviewed at any time during the school year,
- Students educated off site (PRS) have regular reviews of their progress,
- All students have access to our Careers Advisor.

#### **Post 16/Post 18**

When students with SEND are moving to a post 16/18 placement, the SENCO liaises closely with careers professionals and post 16/18 providers to make the transition as smooth as possible.

#### **Moving schools**

Skipton Girls' High School is committed to working in partnership with children, families and other schools. Our careers advisor works closely with the SENCO on careers options for students with SEND.

**Securing the services , provision and equipment required by children and young people with special educational needs**

Funding for supporting students with special educational needs in the Academy is provided from a variety of sources including delegated funding from the Local Authority, Top-Up funding for students with an Education, Health and Care Plan and Pupil Premium. The amount and type of support is determined by the child's need and the resources available at the time. Parents / carers are encouraged to be actively involved with their child's education and to raise any concerns that they might have with the SENCo. It is hoped that by working together it will be possible to achieve the best possible outcomes for all students.

**How can facilities that are available be accessed at all times by children and young people with special educational needs?**

We make every reasonable adjustment possible. Part of the school is across two levels but we would move a class downstairs in order that a student could access this.

- The school has accessible parking spaces in the main car park,
- The school has a lift allowing access to the first floor,
- There is an evacu chair, in the event of an emergency,
- There is one disabled toilet situated in the main building next to reception,
- There is a medical room with hand washing facilities and a toilet,
- Parent/Carers of children with additional needs are welcome at any time to discuss the needs of their child,
- All students at SGHS have their own laptop/ netbook as part of our whole school scheme,
- Each classroom has an interactive white board,
- Students have access to the school's virtual learning environment (VLE)

**How does the school involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families?**

We work closely with our external professional partners from Education, Health and Social Care as well as consulting voluntary agencies and specialist charities such as Dyslexia Action. Colleagues from Educational Psychology, CAMHS, Local Authority Support Teams, Early Help, Speech and Language Therapy and Careers are regularly consulted. A full description of all the specialist services and provisions in the area which are universally provided by North Yorkshire County Council are described on their Local Offer website.

**What are the arrangements for handling complaints from parents of children with SEN about the provision made at the school?**

If you have any concerns about the provision made for a student with SEND, the first point of contact is Mrs Fiona McMillan, SENCo. At Skipton Girls' High School we are committed to working together with all members of our school community and would welcome your feedback. We seek to constantly evolve and develop provision for all our learners, ensuring excellence for all. This SEND information report declares our annual offer to learners with SEND but to be effective it needs the views of all parents/carers, learners, governors and staff.

**North Yorkshire Local Offer**

A link to NYCC 'Local Offer' can be found here:

<https://www.northyorks.gov.uk > send-local-offer>



**Who can I contact for further information?**

Contact the Special Educational Needs and Disability Coordinator (SENDCo) Mrs Fiona McMillan. This can be done by e-mail [mcmillanf@sghs.org.uk](mailto:mcmillanf@sghs.org.uk) by telephone on 01756 707600.