

SEND Information Report

WHAT IS SEND?

SEND stands for Special Educational Needs and Disabilities and a child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

Here at Boldon School, our vision for children with special educational needs and disabilities is the same as for all children and young people – that they achieve well and lead happy and fulfilled lives. With the focus on inclusion, students with SEND are integrated into the mainstream school and supported through the Learning Support Faculty.

THE LEARNING SUPPORT FACULTY

All staff at Boldon School endeavour to provide a safe and fully equipped learning environment that caters to the needs of every pupil as an individual. We adopt a 'whole school approach' to special educational needs where all staff work together to ensure inclusion and equal opportunities for all pupils and demonstrate a strong commitment to ensuring that pupils with SEND can fulfil their potential and achieve optimal educational outcomes.

Our Learning Support Faculty is focused on providing for those whose academic, physical, social or emotional development is hindering their progress and achievement to have appropriate support so that they can become individual, independent learners and fulfil their potential through high attainment and achievement.

Who We Are:

Head Teacher – Mrs E Hayes
Senior Leader Team Link – Mr I Noble
Key Groups Coordinator / SENCo – Mrs R Wall
SEND Governor – Mr J A Creswell
Miss G Huggins - HLTA
Miss A Patterson - HLTA
Mrs L Carey - HLTA
Mrs M Leonard - HLTA
Mrs N Gaudie – LSA (NVQ Level 3)
Mrs J Johnson - LSA (NVQ Level 3)
Mrs M Bravey – LSA (NVQ Level 3)
Mrs S Gordon - LSA



WHAT WE CAN OFFER

SPECIAL EDUCATIONAL NEEDS AT BOLDON SCHOOL AND THE PROVISIONS MADE

Boldon is an inclusive school and this is reflected in the number of SEND students we have, with a wide range of needs requiring extensive provision categorised in the following way:

Communication and Interaction

Learning difficulties or disabilities including speech, language and communication needs and also those with Autistic Spectrum Disorder (ASD).

Cognition and Learning

Learning difficulties or disabilities including moderate learning difficulties (MLD) and specific learning needs (SPLD) such as dyslexia, dyscalculia and dyspraxia.

Social, Emotional and Mental Health Issues

Learning difficulties or disabilities including social and emotional difficulties and attention deficit hyperactivity disorder (ADHD).

Sensory and/or Physical Needs

Learning difficulties or disabilities including hearing or visual impairments, cerebral palsy and other physical disabilities.

Provisions made for the categories of SEND (internal and external):

- ◆ Continued monitoring and support through the Learning Support Faculty and Learning Mentors
- ◆ Child friendly pupil profiles and needs-based plans
- ◆ Differentiated curriculum and resources
- ◆ Visual timetables

- ◆ Allocation of support staff where needed throughout the school to ensure pupil progress and independence
- ◆ Specific resources such as coloured overlays, rulers, grip pens, time-out passes etc.
- ◆ Areas of low distraction provided through the learning mentors
- ◆ Support/supervision at unstructured times of the day, provided through the learning mentors
- ◆ Social skills programme/support including strategies to enhance self-esteem
- ◆ Small group targeted literacy and numeracy intervention programmes
- ◆ Access to ICT to reduce barriers to learning where possible
- ◆ Strategies/programmes to support speech and language development
- ◆ Strategies to reduce anxiety/promote emotional wellbeing
- ◆ Participation in a phonics reading programme to develop reading accuracy
- ◆ Access to the Accelerated Reading Programme
- ◆ Regular small group help focusing on reading accuracy and comprehension
- ◆ Access to Local Authority one-to-one specialist teaching for help with literacy development
- ◆ Placement in small sets
- ◆ Applying for access arrangements such as extra time or readers
- ◆ Access to a broad and balanced curriculum that is relevant and differentiated to suit individual needs
- ◆ Encouraging environment that challenges students to achieve their full potential
- ◆ Effective pastoral care
- ◆ Effective behaviour policy and procedures focusing on positive behaviour and rewards
- ◆ Small group and individually directed programmes to develop social skills, personal behaviour management and emotional resilience
- ◆ Risk assessments when necessary regarding the safety and inclusion of all pupils in all activities
- ◆ Work placements, vocational courses and Vocational Action Plans (VAPs) are used to offer a distinct approach to the curriculum. This both encourages and supports pupils with social, emotional and behavioural needs
- ◆ Peer supporter and 'Buddy' programme

- ◆ Nurture/SEND teaching groups for all year groups
- ◆ Access to the LA behaviour provision; 'The Beacon Centre' where KS3 and KS4 pupils students can be referred for therapeutic intervention
- ◆ Access to the School Nurse; Pupil Services including the Educational Psychology Service, EAL Service and the Sensory Impairment Service; Social Services; Services for Young People including Family Workers, Behaviour Support Workers, Transition Mentors, the Emotional Resilience Team and CAMHS.
- ◆ Full medical list and medicine administration policy
- ◆ First-Aid trained staff and duty rota.
- ◆ Fully inclusive environment for blind, deaf and physically disabled students, including accessible toilets/changing/showers, braille signs throughout the school, hearing loops and FM systems.

IDENTIFICATION AND ASSESSMENT OF PUPILS WITH SEND

Boldon School holds teachers responsible and accountable for the progress and development of all pupils in their class with high quality teaching, differentiated for individual pupils, as the first step in responding to pupils who have or may have SEND.

A pupil at Boldon School could be identified as having SEND if they are making less than expected progress given their age and individual circumstances which is characterised by the following:

- ◆ Being significantly slower than that of their peers starting from the same baseline
- ◆ Failing to match or better their previous level of progress
- ◆ Failing to close the attainment gap between them and their peers
- ◆ Widening the attainment gap
- ◆ Needing to make additional progress with wider development or social needs in order to make a successful transition to adult life.

Where pupils require further special educational provision to achieve desired outcomes, assessments are made to determine whether it can be provided by the school's core offer of Student Support or whether something different or additional

is required through an Education, Health and Care assessment. Within school, special educational provision is assessed and provided predominantly through the Learning Support Faculty, led by the SENCo.

When a pupil is identified as requiring further special educational provision, both pupils and parents/carers are notified and involved in decisions about their support; from identification and assessment to outcomes of additional learning needs. The pupil is added to the school's Additional Needs Register and positive and constructive relationships are made through regular communication face-to-face, over the telephone and/or via email.

SEND POLICY AND PROVISIONS

Boldon School's SEND Policy is available on the school website.

In accordance with the SEND Code of Practice 2015, where a pupil is identified as having SEN, action is taken to remove barriers to learning and effective special educational provision is put in place.

Assessing and Reviewing the Progress of Pupils with SEND

At Boldon School, this SEN provision takes the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the

GRADUATED APPROACH:

1. **Assess:** the class teacher and SENCo will clearly analyse a pupil's needs in relation to the learning and progress being made
2. **Plan:** pupils and parents/carers will be notified in relation to the support and SEN provision to be provided
3. **Do:** the subject teacher will remain responsible for working with the child and implementing the plan. Where the interventions involve group or 1:1 teaching away from the main subject teacher, he/she should still retain responsibility for the pupil
4. **Review:** the effectiveness of the support should be reviewed in line with an agreed date and the graduated approach continued as necessary.

The Curriculum and Learning Environment for Pupils with SEND

At Boldon School, pupils who have been identified as having SEND are fully integrated into mainstream classes in which they have full access to the National Curriculum and equal entitlement to all aspects of the school life.

All students with SEND are integrated in tutorial arrangements, with mixed ability year group form classes. In curriculum areas, the grouping system varies with each year group. In years 7 and 8 students are taught in two groups, Tyne and Derwent. Student teaching groups are based on their ability levels with a designated SEN group in each year for those students with MLD. The Derwent groups also take part in Key Skills lessons, to help further improve their skills in literacy and numeracy. In Years 9, 10 and 11 students are taught in two pathways – Tyne and Wear – based on ability levels, curriculum options and expected levels of progress. Students with SEND who are in lower ability banded classes have the opportunity to mix with the rest of the year group in P.E, technology and pastoral lessons.

We aim to give students of all abilities access to a balanced and broadly based curriculum, including the National Curriculum. The arrangements for this educational provision are a shared responsibility of all staff to ensure appropriate learning experiences are provided.

Additional Support for Learning

The SENCo and Learning Support Faculty hold details and information on all SEN pupils relating to their broad areas of need. Relevant information on individual pupils is provided to staff as well as guidance on suitable targets and strategies to best suit pupils' needs and aid progression.

Collaborative working with Directors of Learning and Heads of Faculty will identify SEND students who are at risk of not making progress, putting appropriate strategies and interventions in place to help pupils overcome barriers and secure good outcomes. The SENCo and SLT Link work closely together to analyse the progress made following every Assessment Period to ensure that any gap in attainment is closed.

Improving the Emotional, Mental and Social Development of Pupils with SEND

Boldon School has a very effective pastoral system that supports students throughout their school day, lead through the Pastoral Faculty. Every pupil in the school is based directly within their academic year group and assigned to a form class. Each form class will meet the form tutor every afternoon for either a 30 minute tutorial or year group assembly. The Pastoral Faculty consists of:

- ◆ Assistant Head for Pastoral and Behaviour
- ◆ Director of Learning and Assistant Pastoral Leader – Y7&8/ Y9&10/Y11
- ◆ Learning Mentors
- ◆ Inclusion Centre – IC Manager, 2 support staff
- ◆ Attendance Officer

SEND pupils are integrated into their year group, with each year group having an experienced team of tutors who will develop the form tutor/pupil relationship over a period of five years. The tutor is in a position to watch each pupil grow and learn, developing relationships over a long period of time and act to support when necessary.

The Learning Mentors work closely with the majority of SEND students, providing additional support and mentoring and intervention as required, through individual or group sessions based on the pupil and their needs.

The Expertise and Training of Staff in Relation to Pupils with SEND

The Learning Support Faculty has expertise in supporting and teaching pupils with SEND across all curriculum areas and both key stages.

Wider-school in-service training and professional development for staff in relation to SEND is co-ordinated by a member of the Senior Leadership Team based on departmental/pastoral annual reviews and reviews of the school development plan. SEN in-service training is then arranged by the SENCo, on a whole school, group or departmental basis as appropriate. Training may take the form of working with outside agencies or guest speakers or may be 'in house' with the SENCo and Learning Support Faculty training fellow teachers. All staff members are encouraged to acquire skills appropriate to working with pupils with SEND.

Each year the SENCo runs an in-service training session on SEND for all newly qualified teachers (NQTs) as part of the school induction programme. Additional training sessions are run each year by the SENCo for all PGCE students on both diagnostic and final teaching practices.

The training needs of the SENCo and learning support staff are met through a combination of in house training, local L.E.A. in-service training, short courses at higher education institutions, attending national courses run by recognised service providers, the Postgraduate Certificate 'National Award for Special Education Coordinators' and through membership of NASEN (National Association of Special Educational Needs).

Specialist Expertise for Pupils with SEND

If the required provision for SEND stretches beyond that which the school can provide within its core offer, it will call upon the services of external agencies, including the Educational Psychology Service, Sensory Impaired Support Service, Speech and Language Services and the English as an Additional Language Support Service. The SENCo will contact the required service once parental permission has been given for referral. In some cases it will be sufficient to discuss the student's difficulties with the appropriate external agency and to implement the strategies suggested, whereas in other cases it will be necessary to involve an external agency directly in assessment and action, in consultation with parents.

The SENCo and class teacher, together with the specialists, will consider a range of well-founded and effective teaching approaches, appropriate equipment, strategies and interventions in order to support the child's progress. They will agree the outcomes to be achieved through the support, including a date by which progress will be reviewed. Support will be adapted or replaced depending on how effective it has been in achieving the expected outcomes.

Equipment and Facilities to Support Pupils with SEND

The Learning Support Faculty has their own specialist teaching base, Learning Support 1, their faculty office and manages the school Library, all of which are used for support and intervention. There

are no specific SEN specialisms or special units at Boldon School.

There is full access for wheelchairs into and around the school and a lift that ensures access to all floors. There are four accessible toilets and in addition there are three accessible showers /toilets.

To assist students with a range of SEN we have textured flooring areas and coloured 'zones' indicating the different subject areas, stairwells and doorways. There are also brail signs for each classroom and facility within the school.

There is an Induction Loop System to assist students with hearing aids in two of the classrooms:
- Learning Support 1 (LS1) and the Inclusion Support Centre (ESC 1).

Involving Others in Supporting Pupils with SEND

The school aims to work in partnership with health, social services and educational welfare services to bring about the best possible outcomes for pupils with SEND, alongside additional LA support services and voluntary organisations who can support a pupil in their educational needs. The SENCO, Director of Learning, Inclusion Support Manager or Learning Mentor are able to make a referral to these agencies when there is felt to be cause for concern. Information received from these agencies is then used to adopt a framework to appropriately and most effectively support the pupil.

There is also a member of staff who is designated as the Child Protection Officer (Miss A Moore). This staff member is the point of contact in school for all issues relating to child protection.

Supporting Pupils with SEND during Transition

Students with SEND are included in all transition arrangements, with particular focus on Y6, Y9 and Y11. At Y6, in the term before transition, the SENCO contacts each feeder primary school to discuss any students who may have special educational needs. Their needs are then reviewed at meetings the term before transfer to Boldon School, involving all persons involved with the education and wellbeing of the child.

On invitation from primary schools, the SENCO also attends all Year 6 Annual Review meetings for

Students with EHC Plans who are due to transfer to Boldon School.

There is also a team of Transition Mentors linked to South Tyneside primary schools that provide additional liaison and support for SEND students. These Transition Mentors work closely with Boldon's Learning Mentor team to ensure a continuity of care and guidance at this critical stage.

From Y9 through to Y11 transition, Boldon School works with an allocated careers advisor from Services for Young People who gives support and advice to SEND students on appropriate courses or training to ensure that they receive appropriate support at for their next educational options or placement.

School Evaluation: The Effectiveness of SEND Provisions

The effectiveness of SEND provisions are monitored regularly by the SENCO, in consultation with the SEN Governor, Head Teacher, SLT Link, Heads of Faculty and Directors of Learning. Feedback from parents/carers and pupils is also used highly as a measure of the effectiveness of SEND provisions. Parents/carers are invited into the school to meet the SENCO and the Learning Support Faculty every half term.

Ultimately, pupil progress is overwhelming evidence of the success of SEND provisions. The criteria that is used to evaluate the success of the school's SEN provisions include progress in any of the following areas:

- ◆ Achievement of targets
- ◆ Progress from Key Stages 2 to 4, based on expected levels of progress
- ◆ External examination results, including GCSE results
- ◆ Improvement in reading ages and other standardised test results
- ◆ Improvement in attainment in English and Maths.
- ◆ Movement of pupils on and off the Additional Needs Register, demonstrating effective monitoring and intervention
- ◆ Positive changes in students' behaviour
- ◆ Improvements in attendance
- ◆ Increased motivation to learn
- ◆ Increased self esteem

WHO CAN HELP? THE LOCAL OFFER

What is the Local Offer?

The Local Offer is the publication, setting out in one place, of information about provision available across education, health and social care for all children and young people in South Tyneside who have SEN or are disabled.

Our Local Offer can be found at:
www.southtyneside.info/sendlocaloffer

Parents can also contact the local Parent Partnership Service for impartial information, *advice and support in relation to their child's SEND* at:
parentpartnership@southtyneside.gov.uk
Tel: 0191 4246345

ARRANGEMENTS FOR HANDLING COMPLAINTS

Any parent/carer wishing to complain about special educational provision in the school should follow the general school complaints procedure. Complaints should initially be taken up with the Head Teacher. If parents are not satisfied that the complaint has been dealt with adequately, the matter can then be referred to the Chairman of Governors. The SEND Code of Practice 2014 outlines additional measures the LA must set up for preventing and resolving disagreements and these measures will be explained to parents/carers who contact the LA.