

**Special Educational Needs  
INFORMATION REPORT  
2017-2018**

*To be read in conjunction with the SEND policy.*

The following information is published as required by the *Special Educational Needs and Disability Code of Practice 0-25 years (June 2014)* and the *Special Educational Needs and Disability Regulations 2014*.

At Sheldon School, we strive to support all of our pupils to enable them to reach their full potential. We place precedence on providing 'Quality First Teaching' and believe this meets the learning needs of the vast majority of pupils. For some pupils, however, there are occasions when further additional support may be needed to help them overcome barriers to learning and achieve their targets. This report provides information about the support Sheldon School can offer such pupils.

## **1. Who are the best people to talk to at Sheldon about my child's educational difficulties and/or Special Educational Needs?**

### Teachers

Your child's teachers will ensure all students have access to 'Quality First Teaching' and that the curriculum is adapted to meet your child's needs. They will also monitor the progress of your child and identify, plan and deliver any additional help your child may require (targeted work, adapted resources etc.). The class teacher will follow the school's SEND Policy and liaise with support staff and the SENCO where necessary.

### Tutor

Your child's tutor will monitor their overall progress in school. He or she will also support your child's general wellbeing. Your child's tutor will liaise with class teachers and the SENCO where appropriate to ensure your child is supported to reach their full potential.

### SENCO

It is the responsibility of the SENCO to ensure that all members of staff working with your child are aware of your child's Special Educational Needs and the specific adjustments that need to be made to enable your child to be included and make progress. The SENCO will support your child's teachers in providing 'Quality First Teaching' and advise them on how to best cater for your child's specific learning needs within the classroom. Working with subject teachers, the SENCO will identify when, despite high quality teaching, your child is not making sufficient progress. The SENCO will then take steps to co-ordinate extra support to help your child make better progress.

Any teacher or parent can raise a concern with the SENCO at any time:

Ms Eva van Lerven (Special Educational Needs Coordinator): 01249 766020 ext 234.

## **2. What types of SEN does Sheldon School support?**

Sheldon School has experience in supporting a wide range of Special Educational Needs including:

- Autism Spectrum Conditions
- Cognition and Learning Difficulties, including Moderate Learning Difficulties
- Physical difficulties and medical needs
- Sensory Difficulties, including Visual Impairment and Hearing Impairment
- Specific Learning Difficulties such as Dyslexia, Dyscalculia and Dyspraxia
- Speech, Language and Communication Difficulties
- Social, Emotional and Mental Health Difficulties

### **3. How will Sheldon School know if my child needs extra help?**

We will know your child needs extra help if:

- Concerns are raised by your child's previous school during the transition process
- Concerns are raised by you as parent/carer
- Your child's progress or attainment is significantly below age related expectations
- Your child is not making good progress despite 'Quality First Teaching'
- There is a significant or prolonged change in your child's behaviour
- Your child asks for help

If your child is not making expected progress or there is another indicator of concern, the school will discuss with you:

- Any concerns you may have
- Any further interventions or referrals to outside professionals
- How we can work together to support your child at school and at home

### **4. How will staff approach teaching my child with SEN?**

First and foremost, the subject teacher is responsible for teaching all pupils in a way which meets their needs. There is an expectation at Sheldon School that 'Quality First Teaching' is the first response to meeting the needs of all pupils and that all are entitled to a broad, balanced and differentiated curriculum.

Teachers will use the information and strategies provided to them by the SENCO to support the teaching of your child. If teachers are concerned about your child's progress, or how to meet the learning needs of your child, they will liaise with the SENCO for additional support.

### **5. How will the curriculum be matched to my child's needs?**

Our curriculum is designed to match your child's needs through differentiated lessons. Teachers will adapt and differentiate the curriculum according to the learning needs, abilities and learning styles of the pupils in their classes. Teachers may differentiate the curriculum by adapting language, offering a choice of tasks, grouping pupils, questioning and providing extra resources such as word-banks and prompts. The classroom environment may also be adapted to meet individual needs. For example, a visual timetable or individual workstation might be provided.

Teaching Assistants are trained in various types of SEND and are available in identified lessons to ensure pupils are able to fully participate in a lesson and develop independence.

Some pupils receive support in addition to the mainstream curriculum, such as social skills or reading intervention. These programmes may be short, medium or long term and could take part in afternoon tutor time or as a withdrawal from a lesson. If we believe your child will benefit from additional support we will discuss this with you.

## **6. How will I know how well my child is doing?**

Your child's academic progress will be reported to you through the school's reporting system. Each pupil will receive two interim reports and one full report each academic year. There will also be an annual parents' evening.

In addition to this, subject teachers, tutors and the SENCO are always happy to discuss your child's progress with you.

If your child is on the SEN register, you may be invited to attend - or wish to schedule- a meeting with the SENCO. This meeting will focus on what is and what is not working for your child and desired outcomes will be agreed. An action plan will be drawn up to identify the appropriate steps everyone will take towards achieving these outcomes. At the next meeting, the progress towards these outcomes will be reviewed and if achieved, further outcomes may be agreed or there may be no further action. All pupils on Sen Support or with a Statement/My Plan are invited to meet with a member of Learning Support three times per year.

## **7. What specialist services can the school access to help my child?**

We have access to a wide range of specialist services such as:

- Autism Outreach Service
- Behaviour Support Service
- CAMHS
- Counselling Services
- Educational Psychologists
- Occupational Therapists
- School Nursing Team, Paediatricians and GPs
- Social Care teams
- Child Protection Officers
- Speech and Language Inclusion Partnership
- Children Missing Education Officers
- Sensory Support Services
- Physiotherapy
- Parent Partnership
- Ups and Downs

Any involvement of outside agencies is made in consultation with parents.

Sheldon School is a resource base for pupils with a hearing impairment. This is led by Mrs Lyndsay Freeman, our Teacher of the Deaf, who supports pupils with hearing impairment in accessing the curriculum. Classrooms at Sheldon School are fitted with a soundfield system and all teachers receive training in how to use this to support pupils with a hearing impairment.

## **8. What support will there be for my child's wellbeing?**

Sheldon School has an excellent pastoral support system in place, including pupil support workers attached to specific year groups. Every pupil belongs to a tutor group and tutors stay

with their tutor group as they move up the school. Your child's tutor and pupil support worker will get to know your child over their years at Sheldon School. Your child can turn to either their tutor or their pupil support worker if they have issues impacting on their wellbeing.

The school also employs a fully trained counsellor for two days a week to speak with pupils with identified needs and difficulties.

There are pupils who can sometimes feel vulnerable during unstructured times and are in need of a base that feels safe and secure. These pupils are invited to come to Learning Support where members of staff are always on duty. In particular, we have a lunchtime Hi-5 club designed for our most vulnerable pupils. This is part of our Enhanced Learning Provision.

Sometimes, the school will need to seek outside help to support your child's wellbeing. Where necessary, referrals may be made to CAMHS (Child and Adolescent Mental Health Services) or an organisation such as the Youth Service.

For some children, it may be appropriate for a CAF (Common Assessment Framework) to be used to support the wellbeing of a child and their family. A CAF creates a plan for the child and family and is written by the 'Lead Professional' in consultation with other professionals working with the family.

#### **9. How will my child be included in activities outside the classroom?**

Sheldon School is a fully inclusive school and activities and trips are available to all students. For activities outside of school, risk assessments are carried out and procedures are put in place to enable students to participate.

#### **10. What is the expertise of staff to support my child with SEN?**

Specialist support from the Learning Support Team is provided when pupils with SEND require additional support to achieve their potential in lessons. The support required will vary from child to child and will be co-ordinated in discussion with you, class teachers and outside agencies, if appropriate.

##### **The Learning Support Department Team**

Eva van Lerven	<b>Special Needs Coordinator (SENCO)/Head of Learning Support</b>
Ann Griffin	<b>Deputy-SENCO and SpLD Teacher</b>
Lindsay Freeman	<b>Teacher of the Deaf</b>
Jo Mackay	<b>Discrete English Teacher</b>
Sally Dickens	<b>Teaching Assistant Manager</b>
Kim McKenna	<b>Senior TA</b>
Jan Tong	<b>Senior TA</b>

We have a further 20 full-time equivalent TAs supporting pupils in lessons.

**11. How accessible is the school environment?**

Sheldon School is an open plan school made up of several buildings. Each building has wide door wheel-chair access and lifts are fitted at two key points. We have toilet facilities adapted for wheelchair users. We do our best to meet individual need and are always happy to discuss individual access requirements.

**12. How will Sheldon support my child's key transitions?**

*Primary Transition*

Induction for all students takes place in Term 6 and often starts earlier in the year for students with additional needs. The SENCO and Deputy-SENCO liaise with feeder Primary Schools to co-ordinate these additional visits and discuss the provision required at Secondary School. It is also common practice for a member of the Learning Support Faculty to attend the Annual Reviews of Year 6 Pupils with a Statement of Special Educational Need or EHC Plan.

*Preparing for Adulthood*

Preparation for post-16 choices begins in Year 9 for pupils with Statements of Special Educational Need and EHC Plans through the Local Authority's 'Transition Planning'. Pupils with SEND, who require support with transition in addition to that which is on offer to all pupils at Sheldon School, will receive help from the Learning Support Faculty. This support is individualised and could take the form of extra visits to College, support in finding an apprenticeship, etc.

If a child has a current CAF (Common Assessment Framework), we ensure that all professionals are involved in supporting the transition process.

**13. How will Sheldon School allocate resources to support my child's needs?**

Sheldon School is committed to providing the support required by pupils with SEND to ensure they are able to access the curriculum. The vast majority of pupils with SEND will find their needs met through differentiated lesson resources, access arrangements for examinations, additional equipment such as access to IT in lessons, extra reading and/or spelling interventions and occasional TA support.

Certain pupils will require support in addition to this in order to access lessons and reach their potential. Pupils who have a Statement of Special Educational Needs or an EHC Plan will have additional TA Support and access to further support as detailed in these documents. For those pupils who do not have a Statement of Special Educational Need or an EHC Plan but are struggling to make progress despite considerable intervention we may decide to apply for Enhanced Learning Provision or an EHC Plan. Any such decision would be made in discussion with you and your child.

**14. How can I be involved in discussions about planning for my child?**

All parents are encouraged to contribute to their child's education. Parents of pupils with Statements of Special Educational Need/EHC Plans and pupils on SEN Support will be invited to discuss provision and review their child's progress three times a year. This will happen at Parents' Evenings and at separate review meetings hosted by the SENCO or Deputy SENCO.

You are encouraged to contact the Learning Support Faculty if you would like to come in and talk about your child.

**15. How will my child be involved in decision making?**

At Sheldon School we believe it is important to involve our pupils in decisions about their learning. Pupils are invited to attend key meetings and are supported in expressing their views. These views are central to our planning for and reviewing of provision.

**16. How will you evaluate the success of the support offered to my child?**

In planning for the provision for your child our meetings will follow a Plan-Do-Assess-Review format. These will be recorded on an Individual Progress Plan. Relevant support will then be put in place. At our next meeting, we will review how successful the support has been in helping your child achieve the desired outcomes. We may use formal assessment data to evaluate the success of support, such as improvement in Reading or Spelling Age. Alternatively, we may evaluate success based on soft factors, such as increased motivation or decreased anxiety.

Our approach to support at Sheldon School is individualised and responsive. We are delighted when support is effective in helping a pupil achieve set outcomes; in cases where support is not having the desired outcome, alternative or additional forms of support will be discussed and sought.

**17. If I am not happy with the SEN support offered to my child, what should I do?**

If you are dissatisfied with any aspect of SEN provision you should first seek to discuss it with Ms van Lerven (SENCO) by letter, email, phone or in person. If concerns remain then please contact the Headteacher, Mr Neil Spurdell.

If you feel that the school is not addressing the concerns you have raised please contact Mrs Caroline Fowke, the SEN Governor via a letter sent to the school. Mrs Fowke will bring the matter to the attention of the Governors if necessary. The Local Authority may also be contacted.