

SEN Information Report

1. The kinds of special educational needs for which provision is made at the school

South Holderness Technology College (SHTC) is a mainstream secondary school. SHTC is an inclusive school where teaching and learning, achievements, attitude and well-being of every individual are valued. The college provides every individual with access to an inclusive curriculum, which will meet the needs of students with special educational needs and disabilities. Any barriers to learning and participation will be challenged and removed wherever possible and all students will be provided with equality of opportunity.

2. Information, in relation to mainstream schools and maintained nursery schools, about the school's policies for the identification and assessment of pupils with special educational needs.

To identify and assess students with barriers to learning/SEND we implement the following procedures:

- Primary Liaison and additional transition visits for all Y6 SEND Students
- Information from parents and outside agencies via attendance at Annual Review Meetings and Multi-Agency Meetings.
- In Year 7 all students complete the MIDYES (cognitive testing) along with a NGRT/Salford Sentence reading test and Vernon spelling test. All students also complete an initial maths assessment with any SEND students highlighted to us on transition completing a basic maths screening test.
- Ongoing monitoring of all students' progress through college data collections, lesson observations and work scrutiny. Concerns about a student having SEN can be raised by any member of staff, any parent or the student themselves.

3. Information about the school's policies for making provision for pupils with special educational needs whether or not pupils have EHC Plans, including—

(a) how the school evaluates the effectiveness of its provision for such pupils;

The effectiveness of SEND provision is evaluated periodically throughout the academic year through the following systems:

- The initial compilation of the Inclusion Register at the beginning of the academic year following the completion of standardised testing of the new cohort of students; monitored throughout the academic year with the progress of SEND students demonstrated through the completion of standardised testing.
- SEND priority students are identified within the Inclusion Register and a Pupil Passport compiled detailing the student's individualised SEND circumstances to advise teachers with their planning. The Pupil Passports are then reviewed three times throughout the academic year and the recent data collection attached and areas of concern highlighted.
- Intervention mapping linked to the progress made through specialised intervention programmes in relation to target and current grades.

- Analysis of student tracking data.
- Observations of classroom practice embedding the needs of students with SEND, including through subject focussed learning walks and work scrutiny, LA monitoring visits, and staff performance management procedures.

(b) the school's arrangements for assessing and reviewing the progress of pupils with special educational needs;

The assessment and review of children and young people with SEND is an ongoing process through the compilation of:

- Pupil Passports and data collections
- Tracking of SEND students' progress from Key Stage Two to Key Stage three and through to Key Stage Four GCSE results.
- The annual review of SEND Education and Health Care Plans and Statements of SEND.
- Weekly tracking and monitoring of individual students through mentoring undertaken by staff within the Inclusion Team.
- Progress Leaders, alongside liaison with classroom teachers, are responsible for the monitoring and analysis of the progress of all students, with SEND students forming an overarching component of this process. SENDCo and Heads of Faculties undertake regular data analysis to monitor and review the progress of SEND students.
- Data collections: there will be three collections per academic year.

(c) the school's approach to teaching pupils with special educational needs;

- The majority of students will have their needs met through normal classroom arrangements and quality first teaching.
- Staff differentiate resources and lesson planning based on the information available to them via the Inclusion Hub portal, inclusion registers and student passports/profiles in place for all students on the inclusion register.
- Some students may require access to different types of intervention including in-class support provided by teaching assistants, withdrawal to work in a small group or one to one away from the classroom environment.
- Monitoring and evaluation will be ongoing and intervention adapted accordingly.
- All information is updated regularly and is readily available to staff via the Inclusion Hub portal and student passports/profiles available through this also.

(d) How the school adapts the curriculum and learning environment for pupils with special educational needs;

- South Holderness publishes an Accessibility Plan with the support of IPaSS and the East Riding Sensory and Physical Team which considers the accessibility of the physical environment for all young people with SEND.
- Entry into the school buildings can be accessible via a wheelchair ramp where necessary; classrooms based on the upper-level of the school building are accessible through the use of a lift which is operated by the Inclusion Team.

- Throughout the school site there are a number of toilets equipped with disabled-access and any appropriate equipment necessary to support the physical needs of SEND students.
- There is a designated area for Physiotherapy programmes to be delivered and a hoist for use within PE lessons when students with SEND are on their swimming rotation.
- Additional numeracy and literacy interventions
- Personalised learning programmes/ timetables

(e) Additional support for learning that is available to pupils with special educational needs;

Provision is allocated according to need and follows the “Assess, Plan, Do & Review” process laid down in the revised SEND Code of Practice 2014.

Some students with SEND will require additional support to access the curriculum which may include:

- In-class support provided by a Teaching Assistant within the Inclusion Services Team; Teaching Assistants within the team have a breadth of experience and knowledge with some specialising in a curriculum area and others specialising in specific SEND needs.
- Focussed Teaching Assistant support for Pupil Premium students.
- Physiotherapy and Occupational Therapy: implementation of recommended programmes of support delivered by Teaching Assistants.
- Pastoral Support: Mentoring delivered by members of the Inclusion Services Team on a weekly basis to oversee the well-being and progress of students with SEND within the college. Students with complex social and behavioural needs (SEMH needs) are monitored through PSP, IBP and behaviour monitoring reports. They’re also closely monitored by Pastoral Managers, Progress Leaders and the Progress Support Unit.
- Withdrawal for specific intervention programmes including:
 - Literacy and Numeracy Programmes.
 - Read Write Inc. Fresh Start Intervention.
 - ASDAN Bronze, Silver and Gold Award (for students in Years 8 – 11).
 - Social Skills programmes: designed to support students experiencing social and emotional difficulties.
- Progress Support Unit provides support predominantly for Key Stage Four students working through Action Plans and providing coursework support programmes, alongside support for students following a prolonged absence from school. Students with SEMH are also incorporated into the remit of the Progress Support Unit where additional pastoral care is offered.
- A carefully planned Transition process for all students highlighted as having SEND by our cluster primary schools, out-of-catchment primary schools and parents. Attendance at all Transition Reviews and Multi-Agency meetings prior to transition is vital to ensure a successful transition for SEND students.

(f) Activities that are available for pupils with special educational needs in addition to those available in accordance with the curriculum;

- We offer support with homework and the opportunity for students to access lunchtime clubs.
- Students can also access their year areas and playground.
- The Inclusion Services Team allocates T.A support to students throughout break and lunch times.
- As well as the support provided throughout the school day students also have access to a wide range of extra-curricular activities (list available on website and in Learning Support).
- The needs of all students will be considered when considering participation in extra-curricular activities and the planning of school trips.
- Where possible, and in accordance with the SEN and Disability Act 2001, reasonable adjustment will be made to enable a student with SEND access to extra-curricular activities and school trips. In considering what is reasonable the school will take account of; School budget, the practicalities of making an adjustment, Health and Safety Factors, the interest of other students, the need to maintain academic standards

(g) Support that is available for improving the emotional and social development of pupils with special educational needs.

- SHTC's aim is to protect and promote the welfare, safety and healthy development of all students by adopting an honest, open, caring and supportive community.
- We have an excellent pastoral system in place with non-teaching Pastoral Managers available to provide assistance and advice to students and families as well as support students with behavioural needs through the behaviour monitoring report systems.
- The Progress Support Team also offers further support to students struggling with social and emotional needs providing a supportive base to enable students to keep on track with their learning whilst accessing the support they need to overcome their difficulties.
- Delivery of Social Skills intervention program
- T.A mentors are in place for all students on the Inclusion Register with a number of students accessing Pupil Premium funding also receiving staff mentoring on a weekly basis.
- All students are part of a tutor group and have access to their form tutor every morning during registration.
- The college also has a School Council which is elected by the students
- The college also has a number of key policies in place to support the emotional and social development of all children and young people including: Behaviour policy, Attendance policy, Anti-Bullying policy, E-Safety policy, Equality Policy and Inclusion Policy.

- Students have access to a trained First Aider throughout the school day and a number of staff throughout the college have completed their First Aid Training to support trips and activities.
- The college also has a full time Child Protection Officer who oversees all support and provision for LAC students as well as being accessible to students, parents and staff who may have concerns with regards to child protection matters.

4. In relation to mainstream schools and maintained nursery schools, the name and contact details of the SEN co-ordinator.

Inclusion Services Team:

Assistant Head Teacher/SENDCO: Mr I Midgley

Deputy SENDCO: Miss S Sellers

Assistant SENDCO: Mrs G Young

E-mail address: midgleyi@shtc.org.uk

sellerss@shtc.org.uk, youngg@shtc.org.uk

5. Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.

As an Inclusion Services Team, in-house training is undertaken throughout the course of the academic year and has most recently consisted of:

- Attachment Training (led by Local Authority)
- An Introduction to Therapeutic Skills with children and young people
- Cygnet: Autistic Spectrum Conditions Practitioner 1 Programme
- Cerebral Palsy and Muscular Duchene Awareness (led by IPaSS)
- Introduction to TEACCH (National Autistic Society)
- Visually Impaired training and Hearing Impaired training delivered to staff by Integrated Sensory Support Service.
- Mentoring training

Within the Inclusion Services Team, a vast range of training backgrounds culminate in the expertise of staff working with students with SEND. Specific training undertaken by individual members of the team includes:

- BA Honours Degree – Teaching
- Advanced Diploma in Special Educational Needs
- Post Graduate Certificate in Education
- Higher Level Teaching Assistant Status
- Foundation Degree in Pre-16 Teaching and Learning Support
- Emotional Literacy Support training
- Certificate of Dyslexia Teaching
- Behaviour specialist

6. Information about how equipment and facilities to support children and young people with special educational needs will be secured.

- South Holderness publishes an Accessibility Plan with the support of IPaSS which considers the accessibility of the physical environment for all young people with SEND.
- Entry into the school buildings can be accessible via a wheelchair ramp where necessary; classrooms based on the upper-level of the school building

are accessible through the use of a lift which is operated by the Inclusion Team.

- Throughout the school site there are a number of toilets equipped with disabled-access and any appropriate tools necessary to support the physical needs of SEND students.
- There is a designated area for Physiotherapy programmes to be delivered and a hoist for use within PE lessons when students with SEND are on their swimming rotation.
- The learning support department has 10 net books (tablets) that pupil can use in lessons to support their communication
- The staff car park has designated disabled parking bays close to the main entrance of the school building.

7. The arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child.

South Holderness likes to work collaboratively with parents/carers of all young people including those with SEND. Parents/Carers are actively encouraged to contact the school with any concerns in order to ensure the holistic needs of the young person are being met wherever possible. Parent/Carers are kept informed of their child's needs, support and provision along with progress and attainment.

Liaison with parents/carers of a student with SEND is initially conducted through invitation into school to attend the Annual Review of the students

Statement/Education, Health and Care Plan or review meeting of those on SEND support, both meetings enable appropriate pathways of support to be discussed for both the student and parent/carers.

Parents/carers are invited in to SHTC for the appropriate year group annual Parent's Evenings, an annual evening is offered for the parents/carers of Year 11 students to meet the Leadership Team and a College Open evening is held annually for prospective parents and students to look around the school and discuss with teaching and non-teaching staff the needs of their child.

Where appropriate South Holderness will signpost parents/carers to the most appropriate service to enable them to access the most relevant assistance required.

Pathways of support include:

- Liaison with the Inclusion Services team via telephone, e-mail or meeting to discuss any concerns or review progress of SEND students.
- Families Information Services and Helpline (FISH).
- Kids Independent Supporters Team
- Team around the Family meetings
- Youth and Family Support via referral process

Communication with the parent/carer of a student with SEND follows the protocol of school policies via telephone communication, e-mail, letter, and Parent's Evening discussions alongside the Annual Review process for Statement/EHC Plans. All students on SEND Support with a passport in place will have regular progress information sent home in line with the college's data collections as well as a review meeting.

Depending on the individual needs of the SEND student, it may be necessary to hold regular multi-agency meetings and/or have daily/regular contact with parents via telephone, e-mail or communication through the daily use of a home-school communication book.

8. The arrangements for consulting young people with special educational needs about, and involving them in, their education.

- All students with a statement/EHC Plan are invited to contribute their views to the Annual Review process.
- High priority students on the Inclusion Register meet on a regular basis with a designated mentor to discuss any issues the students may be experiencing and assess how the school can support the student to overcome and manage these issues.
- Students on the Inclusion Register meet on an annual basis, usually within the Summer term, with a Higher Level Teaching Assistant to review their Pupil Passport and discuss targets for the next academic year.
- A detailed Termly Support Plan is also completed for students who may require an EHC Plan in the near future. This is completed with the support of the student, parents/carers and any outside agencies who are working with the student.

9. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.

It is hoped that most complaints made relating to provision for a student with a Special Education Need can be quickly resolved through liaison with the Headteacher Mrs E Croft, the Assistant Head of Inclusion Mr I Midgley, the Deputy SENCO Miss S Sellers, the relevant Pastoral Managers and the Link SEND Governor; Mrs J Richardson.

The School Complaint Procedure issues guidance for parents/carers and is available on the school's website through the Information for Parents, Policies tab:

<http://www.shtc.org.uk/content.php?id=Policies> – Complaints Policy and Procedure

10. How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils.

The involvement of external agencies is a fundamental principle in meeting the needs of SEND students within a school environment. The support offered from these external agencies will assist with the identification, assessment and implementation of strategies and resources needed for individual SEND needs.

Agencies working alongside SHTC include:

- a) Educational Inclusion Service – Educational Psychologist and Educational Inclusion Practitioner.
- b) Child and Adolescent Mental Health Services (CAMHS).
- c) Speech, Language and Communication Service.
- d) Physiotherapy and Occupational Therapy Services.
- e) East Riding Sensory and Physical Team (SaPT)

- f) Integrated Physical and Sensory Support Service (IPaSS).
- g) Educational Welfare Service.
- h) Children's Social Care.
- i) School Nurse.
- j) Youth and Family Support Service.
- k) Independent SEN Consultant.
- l) Transport Services.
- m) Foster Care Associates.
- n) Community Support Police Officers.
- o) Home Tuition Service.

11. The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with clause 32.

Contact relating to queries and/or concerns regarding details of support services available for the parents/carers of students with special educational needs should be directed to the Deputy SENCO (Miss S Sellers) or Assistant SENCO (Mrs G Young) who will be able to advise parents of the most appropriate service to meet their needs. Miss S Sellers/Mrs G Young can be contacted at the school as follows:

E-mail: sellers@shtc.org.uk or young@shtc.org.uk

Telephone: (01482) 899315

Parents are encouraged to view the East Riding Local Offer at the web address: eastridinglocaloffer.org.uk (link available to this site from the school website)

Parents are also advised to contact the Families Information Service Hub (FISH) who are able to signpost all support available within the locality. FISH can be contacted at:

E-mail: fish@eastriding.gov.uk

Telephone: (01482) 396469

Web Address: fish.eastriding.gov.uk

12. The school's arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living.

A thorough transition process is in place for all students with SEND highlighted to the Inclusion Team via liaison with our cluster primaries and the out of catchment schools we work with. All students attend additional transition visits to ensure they have time to get to know the school site and the staff; staff with whom the students are familiar accompany them on these visits as we endeavour to make the process less daunting. The focus of these transition visits is to establish the routines of the school and look at the key differences between primary and secondary education.

The Inclusion Services Team work throughout all key stages of the college in order to ensure consistency of support. The Inclusion Hub is updated regularly and staff can access SEND information on students via year group from transition to KS5. A thorough transition process is in place for all students with SEND highlighted to the Inclusion Team via liaison with our cluster primaries and the out of catchment schools we work with. All students attend additional transition visits to ensure they have time to get to know the school site and the staff. All students' complete transition projects across the core subjects on arrival in Y7 and students have a period of 2 weeks to settle into lessons with their form prior to the implementation of setting.

In Year 9 all young people are supported with the option choice process along with an information evening being held for all parents to inform them of the process. Inclusion Services also meet with SEND parents separately to discuss option choices and the support the student may require when accessing their KS4 curriculum subjects. KS3 and KS4 booklets are sent out to all parents which includes an overview of the support available via the Inclusion Services Team.

Year 11 SEND students are supported by all the main college evenings; parents evening, meet the leadership and careers lessons however all SEND students receive further information, advice and guidance (IAG) in their preparation for adulthood including regular focused mentoring meetings, support from the college's allocated Youth and Family Support worker and for those students in year 11 this academic year annual reviews will focus on preparation for adulthood and the devising of their Education, Health and Care Plan which their statement will transfer over to. The EHC Plan will ensure support for all students currently with a statement up to the age of 25. The school will also encourage SEND students to attend a variety of college open events, taster days and induction programs at alternative providers throughout year 11 in order to ensure they make an informed decision about their future provision. If necessary the school may be able to arrange support for young people with SEND to attend these days.

Key Stage Four transition onto further education is supported through close liaison with students, parents/carers and the Youth and Family Support Service who offer advice to SEND students on pathways available to them as they look into further education or employment routes. Again, SEND students who require support with visits to other settings are accompanied by a member of the Inclusion Services Team as we endeavour to work collaboratively to ensure our students are aware of all available options and the route they embark upon is best suited to their individual SEND circumstances.

13. Information on where the local authority's local offer is published.

The East Riding Local Offer can be accessed:

Web Address: www.shtc.org.uk

Web Address: www.eastridinglocaloffer.org.uk

Link available to East Riding Local Offer through SHTC website.