



Settlebeck School SEN Report

Settlebeck School values the abilities and achievements of all its students and all our staff are committed to providing, for each student, the best possible environment for learning. All students have the right to a broad, balanced and relevant curriculum. We recognise that all students have individual needs which are identified and assessed to ensure the appropriate teaching programmes are in place for those students. Responsibility for SEND lies collectively with all staff. Every teacher is a teacher of every student, including those with SEND. Using best practice which is monitored and evaluated, we aim to minimise the impact of SEND on a student's educational achievements. We believe students should be able to participate in decision making and we work with parents as partners in education. Every student with SEND in our inclusive school has an entitlement to succeed. This is achieved by ensuring the well-being of all students in relation to the five principles embodied by 'Every Child Matters'. We recognise that many students will have special needs at some time during their school life and we aim to ensure every student will be helped to overcome those difficulties.

Settlebeck includes the Learning Resource Centre (LRC) which is a facility for 8 students of secondary school age with Autistic Spectrum Condition (ASC). The resources and the staff within the LRC play an important part in the SEN provision at Settlebeck.

Listening to and responding to children and young people

We aim to have a strong student voice. Any student can stand for election to the student council or make a representation to the council. We regularly carry out bullying surveys where students can anonymously identify any incidents of bullying they have been a victim of or seen. As a small school we pride ourselves on the quality of the relationships staff develop with students, and there is a strong culture of sharing and reporting concerns.

Some students have a key strategies sheet which gives advice to staff on how to get the best out of them. These are developed in consultation with students and give students the opportunity to share their thoughts and feelings of how they learn best and what they want staff to know about them.

The SEND department takes a very child-centred approach to identifying and implementing support so students are very much involved in helping to draw up a support plan along with their parents/carers and other key staff and agencies. The IEP will be reviewed at least three times a year.

Individual students have their own Key Worker who they meet with regularly to discuss worries or concerns, and where deemed necessary they will meet once a week with a Targeted Youth Support Worker. For students who are having difficulties with social situations, circle of friends groups are set up to help students understand the needs and struggles of individuals; learning to support and encourage them when their actions and behaviours might seem different.

Partnership with parents and carers

Parents get a report showing their child's progress 3 times per year and there are parents' evenings for each year group. Parents can also easily make appointments to speak to members of staff if they have any worries or concerns. We conduct regular surveys with parents.

Some students need the support generated by an Early Help Assessment which gives parents and students the opportunities to raise issues and identify areas where they need support. TAF meetings are held regularly to evaluate and review the targets set in the Early Help Assessment and some parents have been encouraged to attend parenting classes to support them with managing challenging behaviours at home. A record of the outcomes, actions and support agreed through these discussions will be kept and a copy given to the parents.

IEPS are reviewed three times per year, one of them coinciding with a parents' evening. The school will endeavour to hold reviews in an informal manner and parents'/carers' views on their child will be actively sought as well as the students.

Parents are always involved in any decision to involve specialists. The involvement of specialists and what was discussed or agreed will be recorded and shared with the parents in the same way as any other SEND support.

The Curriculum, Teaching and Learning

The school curriculum enables students of all abilities to pursue a broad and balanced curriculum. All students regardless of the extent of their SEN, are taught alongside their peers as much as possible. Teaching classes are a combination of setting and mixed ability. Class teachers have undergone a variety of training in effective differentiation.

Key strategies sheets are issued to all staff to ensure as many boundaries to learning for students with SEND are removed.

Some students join the foundation class in Y7&8 which they attend for 18 lessons out of 30. This class is for students who are experiencing literacy or numeracy issues which affect their ability to access the curriculum. There is a high staff to student ratio in the foundation class. Students may move in or out of this class over the 2 years depending on their progress or identification of need, other students remain in this class for 2 years and in some cases 3 years.

Students with greater needs will join the nurture group. This is for students with severe numeracy and literacy difficulties or with more severe disabilities. This group stays with the same teacher for most of their lessons, joining the rest of the school for practical lessons. Some of these students will pursue an alternative curriculum in KS4 including ASDAN and certificates of achievement in core subjects etc.

For students who have been identified as achieving below their expected progress in maths and English we have a range of interventions including English and maths catch up sessions, IDL (dyslexia), Lexia. For students who struggle with other aspects of school life we run anger management, life skills and social skills groups. Occasionally, timetabled subjects are replaced by a different subject such as ASDAN, gardening qualifications or work experience. We will also make use

of vocational qualifications which are delivered at local Colleges. For students whose social anxiety affects their learning, the school is trialling the use of remote cameras to allow them to access lessons.

Where a student continues to make less than expected progress, despite evidence-based support and interventions that are matched to the students' areas of need, the school will consider involving specialists, including those secured by the school itself or from outside agencies.

Health, well-being and promoting independence

All students follow a PSHE programme in Years 7&8 and a tutorial programme in Y9,10 &11. Y9 students have resilience lessons to foster emotional well-being and keeping safe. There is a strong programme of information, advice and guidance (IAG) in KS4 including careers interviews with Inspira, work experience in Y10 and mock interviews in Y11. Pastoral leaders meet weekly to discuss emerging issues with students.

Students who need more support can access the Pastoral Support Worker and/or the Targeted Youth Support Worker. The Nurture and Foundation classes have a strong emphasis on developing the individual student and preparing them for life both during their school career and afterwards.

We work closely with physiotherapists and occupational therapists to ensure all students can access the curriculum, for example buying light-weight saucepans in catering lessons or the provision of slanted boards or wobble cushions to support posture. Students have key skills lessons with the Specialist Autism Teacher and key worker sessions focus on issues arising from IEP targets.

Teaching and relaxation sessions are offered and the 5 point scale to measure stress levels is used throughout the SEN department to encourage students to self-regulate. For some students there is a wrap-around curriculum from 8.40 – 3.35 to ensure they feel safe and supported emotionally. All students with a base in the LRC have workstations which they can go to when they need time out.

Transition from year to year and setting to setting

Settlebeck School aims to develop good transition arrangements to ensure early and effective intervention for students already identified as having SEN prior to joining, this is achieved through:

- ⤴ Meetings between the SENCOs at the feeder primary schools and the Settlebeck SENCO and Progress Leader for years 7 and 8 in the summer term prior to transition.
- ⤴ Attendance at final primary Statement/EHC Plan Reviews, and in some cases, Year 5 reviews for students with complex statements.
- ⤴ Meetings will also be held with the student and their parents and with key teachers at their Primary School.
- ⤴ Any outside agencies that have been involved with the student will be consulted as well.

Where necessary, a detailed transition programme will be put in place. The exact process is individualised at a transition meeting held in the Autumn Term before the student is due to transfer. This meeting will be attended by parents, key workers at the Primary School and the Settlebeck SENCO.

In all cases, relevant information will collated ready for use by teaching staff at Settlebeck and decisions will be made regarding groupings in Year 7. SATS results, teacher assessments and information about the students' emotional and social needs will all be taken into account. The majority of students will be placed in one of three sets (A,B and C) and will access the normal National Curriculum (NC). Students working at Levels 3 and 4 within the NC may well be taught initially in our Foundation Group. By the end of Year 8 these students will almost certainly have moved on from the Foundation Group and will be accessing the normal NC. In Key Stage 4 a small number of students may well be taught an alternative curriculum.

A similar transition program will be put in place when students leave Settlebeck at the end of Year11.

All students with SEND will be placed on the SEN Register and all teaching staff coming into contact with them will be issued with Key Strategy Sheets (KSS). In addition, Individual Education Plans (IEPs) will be drawn up for all students with either an EHCP or who are working at School Action Plus. Julia McDonald, Liam Richardson and all keyworkers involved with a student will update a student's IEP and/or KSS each term. Furthermore, IEPs and KSS will be formally reviewed in the presence of the student, their parents, the SENCO and other key workers/teachers once a year.

Keyworkers will set targets on a weekly basis for students which are updated as and when they are achieved. These targets are reviewed formally each term by keyworkers and the SENCO.

Social Interaction Opportunities

There is a variety of lunchtime and after school clubs available for all students of all abilities to join. We have very small class sizes which facilitate better opportunities for social interaction, particularly for the less confident students. All extra –curricular activities including sport, drama, school productions and residential trips are fully inclusive.

There are specific SEND sports clubs to facilitate access to sporting activities. Regular social skills sessions including circle of friends to enable all students to have positive social interactions. Some students have 1 to 1 or group support at social times. Some students with SEN are accompanied to the canteen and arrangements are made for getting changed for PE.

For some individuals with significant difficulties with social interactions, carefully managed clubs have been set up to allow planned and monitored opportunities for social interactions.

The Physical Environment

There are ramps to allow wheelchair access into school and a lift in the cottage to access the first floor. There are two disabled bathrooms on site and also shower facilities. In catering lessons the school has purchased cutting aids and lightweight saucepans.

For students with mobility issues, either temporary (e.g. broken leg) or permanent, they are accompanied by another student and allowed to leave lessons earlier to avoid busy corridors.

Natural light is available in all classrooms and key strategies sheets alert staff to the optimum seating positions for students who require particular lighting conditions. In the LRC there is a sensory room

and sound panels to reduce noise. Key strategies sheets also inform staff of the sensory needs of ASC students and advice on seating plans.

Services and organisations we work with

Service/Organisation	What they do in brief	Contact details
Paediatrician	A paediatrician looks at specific health issues, diseases and disorders related to stages of growth and development.	Kinta House Helme Close Kendal LA9 7HY (01539 718150)
Targeted Youth Support	A multi-disciplinary team of youth workers, professional advisors and social workers offering targeted youth support to individuals; targeted group work in communities, schools and	Targeted Youth Support Team Cumbria County Council Children and Families Services 2nd Floor Bridge Mills Business Centre, Stramongate, Kendal, Cumbria, LA9 4BD
Occupational Therapist	Occupational Therapists provide assessment and advice for children and young people who need help with skills for everyday occupations such as self-care, school work and play and leisure.	Blackhall Unit Westmorland General Hospital Kendal LA9 7RG Tel: 01539 715226
School Nurse	Offer drop in sessions for students experiencing a wide range of physical or mental issues	
Physiotherapy	Physiotherapy is a healthcare profession with a science foundation. The range of work is very broad and varied and involves working with people to promote their own health and well-being.	Cumbria Partnership NHS Foundation Trust Voreda, Portland Place, Penrith, Cumbria, CA11 7QQ
Inspira	Inspira specialise in giving people the tools to unlock their potential and find their purpose. They provide expert career and personal development advice.	Gillan Way, Penrith 40 Business Park, Penrith, Cumbria, CA11 9BP.
Educational Psychologist	The County Psychological Service works within Children's Services and makes its distinctive contribution through applying psychology to help people solve problems and improve learning. This may be at an individual level where	South Lakeland House Lowther Street Kendal Cumbria LA9 4DQ Tel: 07825 340513

	young people are having difficulty at school. It may also be at an institutional level, working on wider issues with schools or other settings to help all children be as successful as possible.	
CAMHS	Work with students experiencing mental health issues. They offer free, confidential online and telephone support, including information and advice, to any adult worried about the emotional problems, behaviour or mental health of a child or young person up to the age of 25.	Parents helpline 0808 802 5544
Social care family support workers	Work with families and social workers helping with a wide range of issues including help and advice with managing a home or improving parenting skills	
Speech and language therapists	Treatment, support and care for children and adults who have difficulty communicating	

Pupil Progress

All students are monitored 3 times per year on a RAG scale. There are a variety of interventions put in place to deal with underachievement which include

- Form tutor report for those students whose behaviour is affecting their progress which escalates to PPL, deputy head and headteacher if no improvements made
- HoD monitoring
- Academic report for those students who are not making expected progress. Reviewed 4 weekly.
- Discussions with parents at parents' evenings
- Bespoke rewards charts

All staff are required to identify students who are underachieving, record interventions and monitor impact. HoDs and subject leaders meet regularly with DH and HT to discuss attainment. Weekly pastoral meetings identify patterns of underachievement after each RAG report.

The SEN Code of Practice makes it clear that all teachers are teachers of students with SEN. All teachers are responsible for identifying students with SEN and, in collaboration with the SENCO will ensure that those students requiring different or additional support are identified at an early stage. Assessment is the process by which students with SEN can be identified. Whether or not a student is

making progress, is seen as a significant factor in considering the need for SEN provision. We closely follow the Code of Practice in that students are only identified as SEN if they do not make adequate progress once we are satisfied that they have had all the intervention and adjustments that constitute high quality, personalised teaching. High quality teaching, differentiated for individual students, is the first step in responding to students who have or may have SEN.

Central to this process is the identification of students making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- ⤴ Is significantly slower than that of their peers starting from the same baseline.
- ⤴ Fails to match or better the child's previous rate of progress.
- ⤴ Fails to close the attainment gap between the child and their peers.
- ⤴ Widens the attainment gap.

It can include progress in areas other than attainment. For example, where a student needs to make additional progress with wider development or social needs in order to make a successful transition to adult life.

When a student is making less progress than expected, the first response will be high quality teaching targeted at their areas of weakness. Where progress continues to be less than expected the subject teacher (working with the SENCO) will assess whether the student has SEN. While informally gathering evidence (including the views of the student and their parents) the school will not delay in putting in place extra teaching or other rigorous interventions designed to secure better progress. The student's response to such support may well help identify their particular needs.

This identification process will involve the teacher and SENCO considering all of the information gathered from within the school about the student's progress, alongside national data and expectations of progress. Early identification of students with SEN is a priority. The school will use appropriate screening and assessment tools and ascertain student progress through:

- ⤴ Evidence provided by teacher assessment or observation.
- ⤴ National Curriculum test results (SATS)
- ⤴ External examination results.
- ⤴ Specific tests designed to test reading and spelling ages.
- ⤴ Information and records from primary schools.
- ⤴ Cognitive Ability Tests in Year 7
- ⤴ Information from parents.
- ⤴ RAGS and annual student school reports.
- ⤴ Assessments carried out by an external Specialist Teacher, Educational Psychologist or other external service.
- ⤴ Whole school data analysis.

This information will be used to inform personalised teaching and learning approaches and the development of Individual Education Plans (IEPs)

At Settlebeck we recognise that slow progress and low attainment do not necessarily mean that a student has SEN and should not automatically lead to them being recorded as having SEN. However, they may be an indicator of a range of learning difficulties or disabilities. We also recognise that it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability. For example, some students may be high achieving academically, but

may require additional support in communicating and social interaction. Some learning difficulties and disabilities occur across the range of cognitive ability and, left unaddressed may lead to frustration, which may manifest itself as disaffection, emotional or behavioural difficulties.

For some students, SEN will have been identified at an early age. However, for other students difficulties only become evident as they develop. Everyone who works with our students at Settlebeck will be alert to emerging difficulties and respond early. In particular, parents know their children best and it is important that all staff listen and understand when parents express concerns about their child's development. They will also listen to and address any concerns raised by students themselves.

How the Governing Body involves health, social care, LA support services and the voluntary sector

The school regularly liaises with external support services including INSPIRA, Barnardo's, Educational Psychologists, Specialist Advisory Teacher Service, and CAHMS. Effective use is made of Early Help Assessments and EHCPs to ensure the student can access all the support needed. Settlebeck also links with Home Hospital Tuition Service and The Birchell Trust.

Contact Details of support services for parents

The Local Authority provides an independent support service for parents of children and young people with SEND. This service, Cumbria Parent Partnership Service provides impartial advice for parents.

The contact details for the Furness and South Lakes Office are

Celia Jones 01229 407439

Karen Hull 01229 407559