



SETTLEBECK SCHOOL

SEN/D Information

2017-2018

The purpose of the SEN/D information report is to provide parents with an account of the Special Education Needs and Disability provision at Settlebeck School during the academic year 2017-2018

The report is produced in a question and answer format which we hope you will find helpful, but if you require any further information please contact Mr Liam Richardson, our SENCO on 015396 20383 or by email at richardsonl@settlebeck.org.

You may also wish information about the Local Offer, which is produced by the Local Authority. The links are below

For the Local Offer in Cumbria

<http://search3.openobjects.com/kb5/cumbria/fsd/home.page>

For the Local Offer in North Yorkshire.

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

For the Local Offer in Lancashire

<http://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/>

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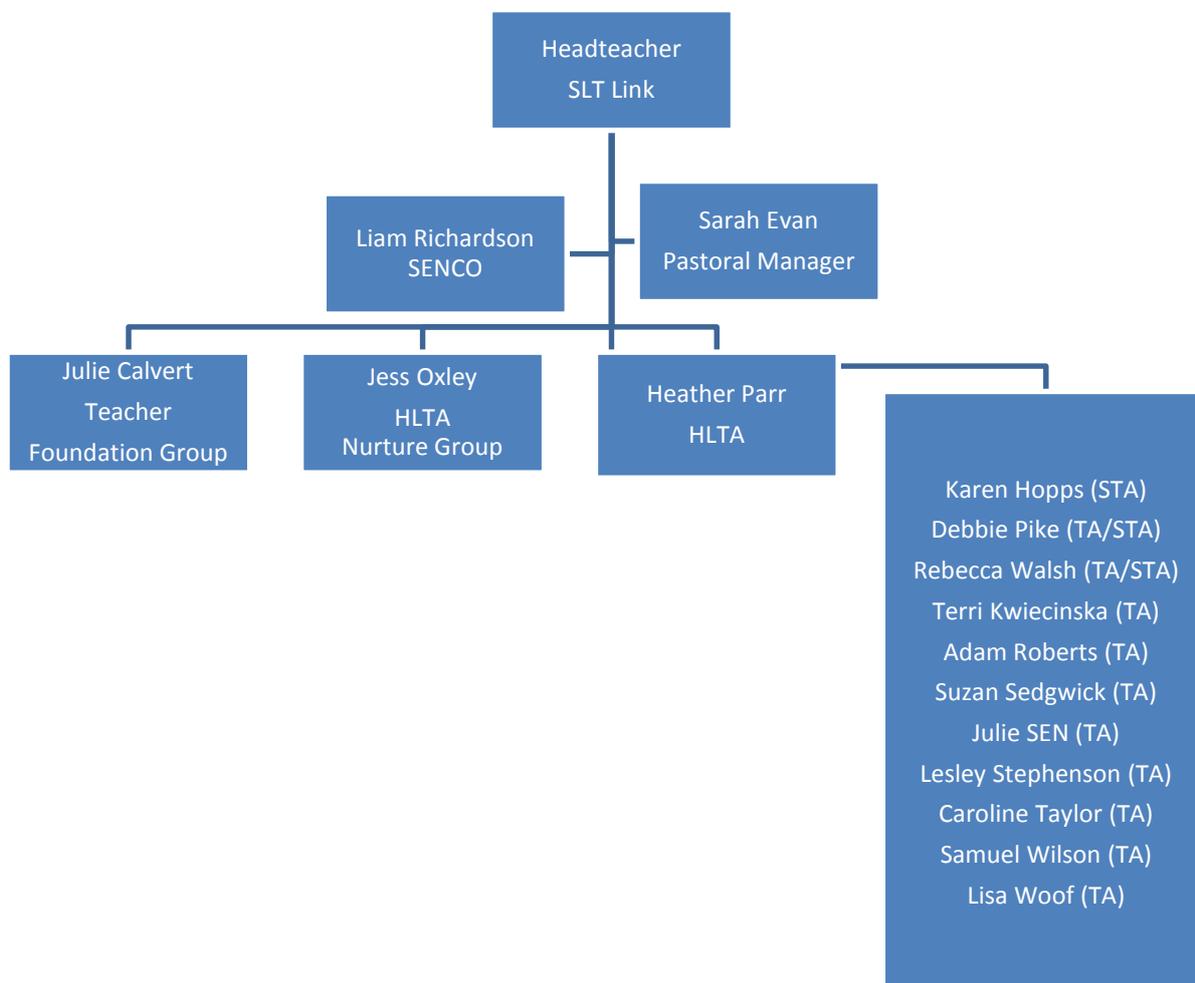
Introduction

At Settlebeck School we are proud that students of all abilities are included in the provision we offer. We see it as a real strength of the school that we can cater for a wide range of interests and abilities because of the excellent team of qualified, hardworking and caring staff. The 'family feel' of our small school allows young people to progress within a supportive, caring and secure environment.

Our expertise and experience in providing an inclusive provision means we look to design and deliver a bespoke solution to the needs of each individual whilst respecting the needs for inclusion in class and in the wider life of the school community.

We aim to create a learning environment which is flexible enough to the needs of every young person who wants to come to Settlebeck School, whilst ensuring the best possible outcomes.

Learning Support Department 2017-18



Q

■ What types of Special Education Needs do you provide for at

Settlebeck School?

A

At Settlebeck School we provide for a wide range of Special Education Needs. Here are some of the needs we are currently catering for.

- Autistic Spectrum Conditions
- Specific Learning Difficulties such as dyslexia and dyspraxia
- Hearing Impairment
- Visual Impairment
- Speech and Language Difficulties.
- Physical and/or Medical Difficulties
- Social Emotional and Mental Health or well-being difficulties
- ADHD. ADD disorders
- Attachment Disorders.

Q

■ How do you identify students with SEN/D? How do you assess their needs? How many students do you have with SEN/D?

A

Prior to the start of Year 7 we work with the information provided by primary schools and other professionals. Some students may already have been identified as having a Special Educational Need.

At the start of Year 7 we use Cognitive Ability Tests (CATs) and literacy tests to assess all our students. This, along with SATS information, provides us with useful information about each child and their abilities.

Our SENCO and Headteacher analyse this information carefully in order to identify students who may require targeted support, and any other student who may need further assessment.

During Year 7, 8 and 9 we continue to use literacy tests and teacher assessments to monitor the progress of all our students and to identify support where it is needed.

There are many points in the year where we evaluate the progress of all our students and assess his or her on going needs. Where teachers have a concern about the progress made by a student in a specific subject area they may carry out some subject specific intervention. Where there are persistent concerns teachers liaise with the SENCO and other colleagues. If there is sufficient concern, the SENCO will then consider the next steps. It may be appropriate for some students to undergo further assessments.

SEN/D Register Totals 2017-18

(As at 4.10.17)

Total on school roll: 183

Full School	Yr 7 - 11	%
SEN Support	43	23.5%
EHCP (Education Health Care Plan)	24	13.1%
TOTAL	67	36.6%

Totals in individual Year Groups

Year 7	Number in Year Group	% of Year Group
Year Group	37	
SEN Support	10	27%
EHCP	2	5.4%

Year 8	Number in Year Group	% of Year Group
Year Group	33	
SEN Support	7	21.2%
EHCP	8	24.2%

Year 9	Number in Year Group	% of Year Group
Year Group	38	
SEN Support	10	27.8%
EHCP	7	18.4%

Year 10	Number in Year Group	% of Year Group
Year Group	35	
SEN Support	10	28.5%
EHCP	2	5.7%

Year 11	Number in Year Group	% of Year Group
Year Group	41	
SEN Support	7	17.1%
EHCP	5	12.1%

Q

■ Who should I contact if I am concerned my child has a Special Educational Need?

A

■ At Settlebeck School the first point of contact is usually the SENCO or your child's Pupil Progress Leader.

Progress Leader Year 7 and 8 is Lynsey Goodyear
goodyearl@settlebeck.org

Progress Leader for Year 9 and 10 is Helen Waring
waringh@settlebeck.org

Progress Leader for Year 11 is Sally Ingham
ingham@settlebeck.org

Q

■ Who is the SENCO at Settlebeck?

A

Our SENCO at Settlebeck School is Mr Liam Richardson. His contact details are richardsonl@settlebeck.org or 015396 208385

Q

■ What arrangements do you have for parental

involvement regarding a child's Special Educational Needs?

A

For students who have an Education and Health Care Plan (EHCP) at primary school, if our SENCO is invited to the review meeting in Year 5, we begin discussing transition arrangements with parents, the school and other professionals. This is the start of a number of conversations over the transition period.

In addition to transition arrangements for the whole year group, parents are invited into Settlebeck School to meet with the SENCO at the end of Year 6. The purpose of this meeting is to discuss the support plan and provision. We then have a settling in review with the SENCO within the first half term. Following this meeting there will be a further two review meetings in Year 7; an EHCP Annual Review and a Support Plan Review. For a small number of students there may be the need for additional meetings. All parents have the opportunity to attend Parent's Evenings to meet with subject staff

Q

■ How do you consult with students about their Special

Educational Need and/or disabilities?

A

In addition to whole school opportunities to take part in student voice surveys, school council, 1:1 interviews and parent's evenings, students who have SEN/D will be involved in the review process; the level of involvement will depend on each case.

Involvement in the review process can involve;

- Input into what is written into their support plan
- Creating a 'what works for me' document
- A review of their provision.
- Setting targets.

All students with an EHCP has a key worker who will work closely with them with regards to their needs.

Q

■ What support do students with SEN/D get when they

move from primary school to secondary school?

A

There are carefully planned transition arrangements put in place by Mrs Campbell and Mrs Goodyear who begin to visit primary schools from Year 5 for all students.

In addition to this, our SENCO has contact with all our feeder primary schools. Information is gathered from schools in a variety of different ways depending on the primary school.

The SENCO uses this information to create a SEN Support Plan for each student. This plan is then shared with teaching staff for 'Moving Up' day and for the start of Year 7. On the first INSET day of the each academic year the SENCO shares information with all teachers and support staff.

Some students, mainly those with an Education Health and Care Plan (EHCP) have a bespoke transition programme which included visits from Settlebeck support staff to the student in their primary school setting, followed by a range of additional visits to ensure they are well prepared for the start of Year 7 at Settlebeck School.

For some students it is necessary to have additional meetings with parents, other agencies and the primary school to ensure a smooth transition.

If your child has an Education Health and Care Plan (EHCP) it is important that the SENCO attends reviews in Year 5 and Year 6 as it is important to begin work as early as possible.

Q

■ What arrangements are put in place to support students

who are moving from Settlebeck School to different phases of education?

A

At Settlebeck School, we pride ourselves on the level of support and guidance offered to students to ensure they take the correct pathway at 16.

For students with an Education Health and Care Plan we begin preparing for this as early as Year 9, working with the relevant agencies to ensure both students and parents receive good advice and that information is passed onto the next setting.

For some students additional visits can be arranged to ensure they are well prepared for their next step.

Q

■ What were the destinations of some of your students

who had an Education Health and Care Plan last year?

A

Last year we had students who went on to;

- Sandgate School Sixth Form
- Kendal College – Employability course
- Army – Horse Guards.

Q

■ What is your approach to teaching students with SEN/D?

A

At Settlebeck School we are extremely proud of our inclusive approach for all students which includes high quality teaching and learning, an appropriate curriculum offer and the best personal guidance. Teachers are responsible and accountable for the progress and development of all students within their classes, including where students access support from Teaching Assistants. Some of our students require a different provision initially to meet their complex needs; this is provided by our Nurture and Foundation Groups.

Q

■ How are adaptations made to the curriculum and the

learning environment for students?

A

We are really proud of the broad range of our curriculum offer which meets the needs of students with wide ranging abilities. As we are a strategically resourced provision for ASC we offer a range of Entry Level and Functional Skills courses. Some students study ASDAN courses and for other GCSE courses are appropriate. Each year these are carefully planned by Mr Liam Richardson (SENCO) and Mrs Sarah Campbell (Headteacher).

Mr Liam Richardson, Mrs Sally Ingham (Assistant Headteacher) and Mrs Helen Waring (Pupil Progress Leader Year 9 and 10) work closely to ensure that we have the right personal pathway for all our students.

We continue to plan in advance so that we are well prepared to meet the needs of all our students when they arrive. Few of our students require adaptation but recent examples include; specialist chairs, specialist equipment for Food Technology.

Working with parents and other professionals at an early stage is extremely important to ensure we are well prepared.

Q

■ What expertise and training do support staff who work

with SEN/D students have?

A

At Settlebeck School we have an on-going commitment to Professional Development. Since 2016 staff have attended the following training;

- Art therapy
- Attachment disorders/disassociation
- Autism
- Awareness of child abuse and neglect.
- Changes to the new SEND policy and framework
- Coaching sessions
- De-escalation techniques
- First aid
- Food Hygiene
- Hearing impairment
- Higher Level Teaching Assistant course
- Moving and Handling
- PEP training
- SEN Conference
- SIMS training
- Social Stories
- Speech and Language
- Strategies to use with students with behavioural difficulties
- Strategies to use with students with literacy difficulties
- Sensory regulation
- Dyslexia friendly/aware
- Mental Health First Aid
- NASENCO Award.
- Understanding the pathways to extremism.

Q

How effective is the provision made for students with

SEN/D?

A

We believe that the support students receive at Settlebeck School is very effective.

Our small school setting allows us to know the individual needs of each and every student, intervening and supporting where needed to ensure the best possible outcomes.

Progress of students with SEN/D in 2016 and 2017

In 2016-17 students with SEN/D studied a range of qualifications

Subject Area	Course Level
English	GCSE Literature
	GCSE English Language
	Functional Skills L1/2 English
Maths	GCSE Maths
	Functional Skills Maths L1/2
Science	GCSE Science
	GCSE Biology
	GCSE Chemistry
	GCSE Physics
	Entry Level Science L1/2
ASDAN Cope	Level 1 and Level 2
Art	GCSE Art
Child Development	GCSE Child Development
Drama	GCSE Drama
Food and Nutrition	GCSE Food and Nutrition
Geography	GCSE Geography
History	GCSE History
Music	GCSE Music
Product Design	GCSE Product Design
Physical Education	GCSE PE
Resistant Materials	GCSE Resistant Materials

LITERACY INTERVENTION AND PROGRESS

Lexia

‘Students work independently and at their own pace to develop fundamental reading skills in a structured, sequential manner with a focus on:

- Foundational skills to develop automaticity and fluency
- Listening and reading comprehension with complex text
- Academic and domain-specific vocabulary to improve comprehension

Teachers have the resources they need to provide face-to-face instruction and interventions:

- Skill-specific, step-by-step lessons for struggling students
- Independent practice materials to develop automaticity and expressive skills for on-target students
- Strategies and routines to structure individual and group activities for all students’

2016-17 results:

- o 24 regular users
- o 15 made progress

IDL

‘The Indirect Dyslexia Learning Programme (IDL) is specifically aimed at those with dyslexia however will also be very effective in assisting students who have difficulties with spelling and reading.’

2016-17 results:

- o 20 regular users
- o 15 made progress against their reading baseline
- o 18 made progress against their spelling baseline

Q

■ What type of activities are available for students who have SEN/D?

A

We are proud of our inclusive approach at Settlebeck School and we like to ensure that all students have access to a full range of enrichment activities. We take our duty to make reasonable adjustments for students with SEN and/ or disabilities seriously. Students took part in a wide range of activities over the course of last year.

Q

■ What support is available at Settlebeck School for improving emotional and social development?

A

At Settlebeck School we have a PSHE and assembly programme which tackles issues around relationships, friends, communication, bullying and resilience. The small school setting means our staff know the needs of our students extremely well and our Pastoral Manager, Mrs Sarah Evans works closely with students who are in need of emotional support.

For students with an Education Health and Care Plan we use a Team around the Child/Family approach – with a key worker taking the lead with specific students; this member of the team then advocates for the student if required.

Q

■ What other agencies do Settlebeck School use to ensure the needs of students and their families are met?

A

We are fully committed to working with other agencies to support the student and their family, and will actively seek to work with other professionals with permission from families to do so. We follow the Local Authority Early Help Assessment, SEN/D Early Help Assessment procedures and have both a Team around the Child/Family approach which the SENCO, Pastoral Manager and Pupil Progress Leaders adhere to.

Some of the bodies we work with include;

- Educational Psychologists
- Specialist teachers
- Pupil Referral Unit
- Child and Adolescent Mental Health Services
- Targeted Youth Support
- Home and Hospital Tuition Service
- Community Paediatrician

Q

■ What should I do if I have a complaint about the SEN/D

provision for my child?

A

Firstly, we hope that you would not need to make a complaint, but if you do please contact the SENCO or Progress Leader to see if your complaint can be resolved. If your complaint is not resolved please contact Mrs Sarah Campbell, Headteacher.

Should you wish to take your complaint further please request a copy of the school's complaint procedures and we would advise you contact the Chair of Governors, Mr Myles Ripley

Q

■ What arrangements do you make for admission of

disabled students to the school?

A

We hope the primary school will make contact with us in Year 5 to ensure there is time to plan for any reasonable adjustments that we may need to make.