



The Derby High School
GL005
SEND Local Offer

2016-17

Audience: Public

THE DERBY HIGH SCHOOL

Children and Families Act 2014

Special Educational Needs and Disability – The Local Offer

Last Updated November 2016

The Special Educational Needs (Local Offer) Regulations 2014 prescribe the information that schools must publish on their own website, and be available through the local authority's published Local Offer. This document taken from Bury Council, Children Services framework sets out the Local Offer for pupils with Special Educational Needs or Disability at The Derby High School in accordance with the 2014 Regulations.

How does the school know if a child or young person needs extra help?

Information about students is gathered by a wide variety of different methods. These include Key Stage 2 Results, Baseline Assessments, Wide Range Achievement Test scores

Primary School reports, visits and teacher input. Parental meetings and discussion with primary staff as part of the transition process. Observations/Interaction with pupils-mentors/counsellors/teachers/non-teaching staff/outside agencies.

What is the schools approach to teaching children and young people with special educational needs?

The Derby High School has a child centred, holistic and inclusive approach to education. The school is committed to ensuring all students receive a high-quality education and realise their academic potential regardless of any challenges they may face. Students with Special Educational Needs and disability are educated in the class room as part of this inclusive strategy, but will receive intervention and support on a personalised and individual level.

How will the school adapt the curriculum and learning environment for children and young people with special educational needs?

Every child has an important role to play in the school community and staff work to remove any barriers that may stop them fulfilling their potential. Students are placed in bands, forms and sets (Year 7-9) which allows support to be placed with students who will need it. Where ever possible students with Special Educational Needs and disability are in mainstream lessons. There has been a significant focus on training for differentiation. The Learning Support team works with departments to ensure that work is appropriate for the individual needs of each student.

How is expertise secured for teaching staff and others working with children and young people with special educational needs?

The Special Educational Needs Co-ordinator is a fully qualified teacher and is currently taking the National Award for Special Educational Needs training through Manchester Metropolitan University.

The Higher-Level Teaching Assistant has HLTA qualified status

A wide range of support is accessible throughout the school including Relateen, independent mentor, Student Support Officer, Pupil Learning Centre, Behaviour Outreach worker, Child & Adolescent Mental Health Services, Early Break, Additional Needs Team, Connexions, Fairbridge, School Nurse, Educational Psychologist, Hearing and Visual Impairment Service.

Where appropriate, in-service training is provided for Teaching staff and Learning Support Assistants.

How will progress of children and young people with special educational needs be assessed and reviewed?

How will those children and their parents take part in any assessment or review?

In addition to Parents' Evenings and School Reports a wide range of assessment tools are used at The Derby High School including Cognitive Abilities Tests, Wide Range Achievement Tests 4, Neale, Vernon, Kirklees, Edinburgh, Comprehensive Test of Phonological Processing 2nd Edition and Educational Psychology Assessments. Students' progress is shared through a variety of methods: both whole school, subject and through Learning Support. Students with a Statement of Special Educational Needs have a formal annual review during the school year. The Special Educational Needs Co-ordinator, Higher Level Teaching Assistants and Pastoral Staff have regular contact with parents for those Special Educational Needs and Disability students with statements/ Education, Health and Care Plans and for other SEND students who are not statemented.

All support programmes are regularly reviewed throughout the year and students and parents receive feedback about progress and attainment during this period. Vulnerable Year 7 students have a review meeting with their Year Co-ordinator and Statemented students meet with the Special Educational Needs Co-ordinator. This allows both students and parents to meet with staff to share any concerns and issues that they have had since starting at The Derby High School. Parents are welcome to meet with members of staff to review any issues that there may be with the progress and attainment of their child. Meetings with parents often happen on a needs basis by appointment. Annual Review Meetings are organised by the Special Educational Needs Co-ordinator and parents / other professionals involved are invited to attend and contribute.

What additional learning support will be available to children and young people with special educational needs?

The type of support a student receives depends upon the type and extent of support they need, and the availability of support. All support allocation is provision mapped. This is particularly important in advance of the new Code of Practice and the introduction of Education, Health and Care Plans. Support is also given dependent upon need which is established through diagnostic testing, staff or parental referral, a change in behaviour or through a drop-in attainment. All Teachers teach to meet students' specific needs.

How will the emotional and social development of children and young people with special educational needs be supported and improved?

There is a comprehensive pastoral system in place at THE DERBY HIGH SCHOOL which includes all students. Students are placed into forms and will have a form tutor who is overseen by a Year Co-ordinator and an Assistant Head of School linked to the Deputy Head (inclusion) who is a member of the Senior Management Team. Through the curriculum; the aspects of Personal, Social and Health Education and Citizenship are covered for all students, reinforced by the 'Rolling Programme' which runs throughout the year.

Vulnerable students have access to the Learning Support Department at social times. This allows students to develop their social skills in a safe and supportive environment.

Parents are consulted and students' views taken into account for each of the programmes through pupil voice and meetings. This allows the students to feedback on the support they have received. Additional opportunities are obviously available through Annual Reviews and Parents' Evening.

How will the effectiveness of the school's special educational provision be assessed and evaluated?

How will children and their parents take part in any assessment or review?

All students are monitored through the progress tracking system. These are reviewed by the Special Educational Needs Co-ordinator and Deputy Head (Inclusion) as well as Assistant Heads of School to ensure that progress is made by those students with Special Educational Needs or Disability. If adequate progress is not being made, then interventions are put in place. Any interventions undertaken are regularly monitored with feedback given to both students and parents on attainment and progress.

Students and Parents give feedback on how they found interventions to enable staff to develop these programmes.

How can children and young people with special educational needs and disability access the school's facilities?

The Derby High School has rigorous safeguarding procedures embedded to ensure that all students, staff and visitors have a safe environment. The school has wheelchair access onto the ground floor rooms only. The school will review any application on a case by case basis to determine whether we could accommodate a child's needs even after reasonable adjustments. There are two disabled access toilets on site. All classrooms are fitted with projectors and the majority have interactive whiteboards. There are information screens around the school in key areas that give information to students, staff and visitors. Students with both audial and visual impairment are taught at the school and their needs are met on an individual needs basis in liaison with the Bury Sensory Needs Team.

What activities are available for children and young people with special educational needs and disability in addition to the curriculum?

The Derby High School has a fully inclusive policy and those students with Special Education Needs or Disability are fully integrated in all aspects of school life. Students will be supported on a needs basis which may be one to one support with a teacher or Teaching Assistant, specific programme of teaching, computer based programme of learning, small group work, lunchtime support. We try to ensure that wherever possible no child should be excluded for issues relating to Special Educational Needs or Disability. Teaching Assistants accompany Special Educational Need or Disability and vulnerable students on trips. Parents are invited in to discuss prospective trips and visits and their feedback is welcomed through individual contact and through parent voice.

Transition

The Derby High School has an extensive transition programme for students. We regularly have events and taster sessions with partner primary schools to familiarise students with the school site in Years 5 and 6. We have established a Primary Cluster Group to establish closer links with primary colleagues. The school holds an Open Evening and encourages visits during the school day for prospective students and parents. Transition visits to all primary schools occur. At these meetings, a member of staff meets with primary staff and collects assessment and progress data, attendance information, behaviour information and any other information with regards concerns about the student and friendship groups. The Special Educational Needs Co-ordinator will attend the annual review for any statemented students as requested by the school or parents for those year 5 or 6 children with Special Educational Needs or Disabilities.

Students that have been highlighted as vulnerable, have a statement or additional needs are invited in for a further visit or visits, accompanied by the Special Educational Needs Co-ordinator and Support Staff to help them become more familiar and confident with the transition to The Derby High School.

Students who are in Key Stage 4 (year 10 and 11) are given an extensive programme to make them ready to make the change to Post 16 provision. (See Careers, information & Guidance Policy) Taster days to Bury College are run in Year 10, students are supported by form tutors, Learning Support department and through workshops in their college applications and are able to have a mock interview before college interviews to prepare them and develop the necessary skills. Students with Special Educational Needs or Disability have several careers interviews with Connexions and there is a designated member of staff that works with these students to ensure they have applied for college, an apprenticeship or job with training. Special Educational Needs or Disability students are offered transition visits to college and Special Educational Needs Co-ordinator liaises with Post-16 providers to ensure that information and relevant documentation is passed on about these students.

Who can parents contact for further information?

The Derby High School has a high quality pastoral system (Ofsted 2010). All students are in a form and have a form tutor and Year coordinator who looks after the pastoral issues for any student. The Assistant head of school oversees the academic and pastoral development of students. If a student has a Special Educational Need or is a Looked After Child the Special Educational Needs Co-ordinator/ Assistant Head teacher would be the point of contact.

Parents can contact any member of staff to discuss any concerns or issues they have. The School Office will be able to help any parent with their enquiries and get them the relevant support or contact they require, by making appointments with the appropriate member of staff.

If a parent is considering joining the school, they should contact Mrs Brooks the Pupil Attendance Manager who will arrange for them to visit school.

The Special Educational Needs Co-ordinator is Ms Holt Garner.

The Higher-Level Teaching Assistant for Special Educational Needs department is Mrs Mann who is also a maths intervention teacher. Either can be contacted by phoning the main school phone number or by emailing SENCO@thederbyhighschool.co.uk

The Governing Body has a SEND Designated Governor, Cllr D Gunther, who can be contacted by letter addressed to the school in an envelope marked PRIVATE.

For further details on SEND Local Offer, you can visit

<https://www.theburydirectory.co.uk/kb5/bury/directory/localoffer.page>

Contact details for Bury's Additional Needs Team can be found at

https://www.theburydirectory.co.uk/kb5/bury/directory/service.page?id=gqHZr_p7Vzo