



SEND Information Report

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SLT Responsible: Dermot White

Governing Body Committee: HR & Finance

<p>What types of SEND are provided for?</p>	<p>Communication and interaction Speech & Language and Communication Needs (SLCN), Developmental Language Delay (DLD), Autism Spectrum Condition (ASC) including Asperger’s Syndrome.</p> <p>Cognition and learning Moderate Learning Difficulties (MLD) Severe Learning Difficulties (SLD), Dyslexia, Dyscalculia, Dyspraxia.</p> <p>Social, Emotional and Mental Health Difficulties Mental Health Difficulties (anxiety, depression, self-harming, substance misuse, eating disorders) Attention Deficit Disorder (ADD), Attention Deficit Hyperactive Disorder (ADHD), Attachment Disorder (AD)</p> <p>Sensory and/or physical needs Vision Impairment (VI), Hearing Impairment (HI), Multi-Sensory Impairment (MSI), Physical Disability (PD)</p>
<p>A whole school approach</p>	<p>High quality first teaching and additional interventions are defined through our dialogue across the school contributing to our provision management approach. These documents help us to regularly review and record what we offer a young person in our care. These discussions also serve to embed our high expectations among staff about quality first teaching and the application of a differentiated and personalised approach to teaching and learning. We make it a point to discuss aspirations with all our learners.</p> <p>Underpinning all our provision in school is the graduated approach cycle of:</p> <div data-bbox="778 1487 1002 1704" data-label="Diagram"> </div> <p>All teachers are responsible for every child in their care, including those with special educational needs. SEND support at The Derby High School is implemented and regularly reviewed using the ‘graduated approach’, outlined above. The team will be involved at every stage of this process:</p> <ol style="list-style-type: none"> 1. Assess: the class/subject teacher and SENCO should clearly analyse a pupil’s needs before identifying him/her as needing SEND support.

	<p>2. Plan: the class/subject teacher and SENCO should agree the support to be put in place. Parents/carers may also be notified and consulted. The support will usually be set out in a school-based SEND support plan.</p> <p>3. Do: the class/subject teacher remains responsible for working with the pupil on a daily basis. Pupils may also receive additional interventions outside the main curriculum, but the focus should be on integrating all pupils and continuing to use high-quality, differentiated teaching.</p> <p>4. Review: the class/subject teacher and SENCO should review the effectiveness of the support regularly and agree any changes where needed.</p> <p>The quality of teaching for pupils with SEND, and the progress made by pupils is a core part of the school's performance management arrangements and its approach to professional development for all teaching and support staff.</p> <p>The SENCO or SLT link will discuss any patterns in the identification of SEND, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching.</p> <p>The identification of SEND is built into the whole school approach on assessment.</p>
How do we identify children and young people with SEND and assess their needs?	<p>Identification of students with SEND results from:</p> <ul style="list-style-type: none"> • Information from either the primary or previous school which is passed to the SEND team. • The school's own baseline assessments. • KS2 SATs scores. • Progress based on data collections. • Teacher referrals. • Head of year referrals. • Parent / carer referrals. • Pupil self-referrals. • Referral from an outside agency.
What is the local offer?	<p>Bury's local offer can be found using this link: https://theburydirectory.co.uk/send-local-offer</p>
What is the name and contact details of our SENCo?	<p>Mrs H Spencer – hspencer@thederbyhighschool.co.uk</p>
How do we consult with parents/carers of children with SEND and involve them in their child's education?	<p>We believe that regular and effective engagement with parents / carers by schools often leads to improved pupil outcomes, attendance and behaviour. Where a pupil is receiving support, we talk to parents / carers regularly to set clear outcomes and review progress towards them. We discuss with parents / carers the activities and support that will help achieve them, and identify the responsibilities of the parent / carer, the pupil and the school. In addition to parents' evenings we meet parents / carers of pupils with and EHC plans at least once each year. These are to review the progress pupils are making in relation to the targets in the pupil's Student Support Plan and for their Annual Review.</p>
How do we consult young people with SEND and involve them in their education?	<p>We consult with SEND pupils by:</p> <ul style="list-style-type: none"> • Heads of year speak to targeted groups of students including SEND pupils. • Departments collect pupil views on their work and progress in the classroom. • Students with an EHCP have an opportunity to tell us what they think as part of the review process. • School council is representative of the SEND cohort.

	<ul style="list-style-type: none"> • The Headteacher has meetings with pupils including those with SEND from all years to hear their views on the way the school is run. • Pupils' views are considered when creating their Support Plan. • The Assistant Headteacher and all the Year Coordinators collect SEND student voice on a termly basis. • Awards take place each term, when all Inclusion leads meet with young people and their year groups, to celebrate individual successes. • SENCO leads on collecting SEND student voice which is added to every pastoral year review.
<p>How do we assess and review children and young people's progress towards outcomes?</p> <p>What opportunities are there to work with parents / carers and young people as part of any assessments and reviews?</p>	<ul style="list-style-type: none"> • Progress is continually monitored by teachers, tutors and Heads of year • The progress of children with an EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education. • The SENCo will review the progress of pupils on the SEND register after the relevant data drops. • Progress of pupils in Y11 with an EHCP or who are identified as SEND support is reviewed after each professional predicted grade is entered into SIMS by the DHT in charge of assessment and reporting. • Assistant Headteacher for Inclusion and all Heads of year attend parent/carer evenings/SENCO and HLTA also assist • The pupil and parent / carer voice are captured ahead of and during Annual Reviews to review outcomes and set new goals. • Pupils' views are considered when creating their Support Plan. • The Inclusion team conduct pupil voice on a termly basis and use this to enhance practice. • The Inclusion team have established Family Liaison opportunities whereby we meet our students with SEND and their families.
<p>How do we support children and young people in moving between phases of education and in preparing for adulthood?</p>	<p>To ensure a successful transition to The Derby High School for pupils with SEND:</p> <ul style="list-style-type: none"> • The school holds an open evening in September/October for all primary students and their families who are in the process of choosing a secondary school and the SENCo and AHT as well as other SLT and are available to speak to parents / carers. • We contact our feeder primary schools to find out as much information about the needs of the SEND pupils transferring to The Derby High School. • There is planning between the schools and with parents/carers in Year 6 to support the student's move from primary to secondary school. • The primary transition day takes place in June for all students transferring to The Derby High School. • On entry to the school, all students' KS2 scores are reviewed. This helps pick up potential difficulties at the earliest stage. • We ensure that teachers are highly alert so that such areas of need are spotted early and referred to the SEND team and Heads of year so that support can be coordinated promptly. • In Year 9, SEND students are interviewed by either the SENCo, Assistant Headteacher for Inclusion or the Head of Curriculum, regarding their chosen courses to make sure they have chosen the best subjects and

	<p>qualifications for their career path. There are some opportunities for extended vocational offers at KS4 in place to support students with SEND; this is inclusive of Construction, Health and Fitness and Hospitality and Catering pathways.</p> <ul style="list-style-type: none"> • We help prepare SEND pupils for transfer to post -16 education: • All students with an EHCP will have at least one meeting with a member of staff from the Connexions advisory service. During this meeting students will have the chance to talk about different Post 16 options. • School staff liaise with work experience placements or alternative provisions to ensure that their staff are aware of student needs. • Students receive support with completing college applications and, if required, a member of the SEND team can also attend the college interview to support the process.
<p>What is our approach to teaching children and young people with SEND?</p>	<p>Our SEND provision will depend on the pupil's needs.</p> <p>If a child has difficulties with literacy and learning pupils have an opportunity to access:</p> <ul style="list-style-type: none"> • Quality First teaching with appropriate differentiation (including best SEND practice). • Visual aids to support key vocabulary, concepts and themes. • Access to homework support clubs with support from a Teaching Assistant. • Star Reader Testing. • KS2 to KS3 transition support. • Access to assessment for identification of significant needs. • Reading intervention delivered by a Teaching Assistant (TA) or Literacy Specialists. • Specialist small group teaching by the SENCO or Specialist Literacy Teachers. • Dedicated and caring staff who value all students regardless of ability. <p>Support for targeted groups of students may include:</p> <ul style="list-style-type: none"> • Small group interventions that focus on a range of needs such as literacy, comprehension and spelling. • Teaching Assistant support in some lessons. • Targeted lunch time clubs for vulnerable students. • Literacy intervention during tutor times. • A bespoke reading intervention led by Literacy specialists. <p>Targeted individual support may include:</p> <ul style="list-style-type: none"> • Where needed, help from an external agency (e.g. Educational Psychologist). • Screening for students with literacy difficulties to review and plan. • Subject-specialist teaching assistants in key subjects to provide on-going support. • External agency advice where needed including learning assessments completed by a Specialist Teacher. • Exam Access Arrangements. • Post 16 Transition support. <p>If a child has sensory and/or physical needs</p> <p>Pupils have an opportunity to access:</p> <ul style="list-style-type: none"> • Quality First teaching with appropriate differentiation (including best SEND practice).

- Visual aids to support key vocabulary, concepts and themes.
- Amplification of sound for aid users.
- Access to homework support clubs with support from a Teaching Assistant.
- Specialist clubs offered at lunch times.
- Access to Occupational Therapy Services.
- If required, a personal health care plan will be in place.
- KS2 to KS3 transition support.
- Access to assessment for identification of significant needs.
- Dedicated and caring staff who value all students regardless of ability.

Support for targeted groups of students may include:

- Health Care Plans.
- Handwriting /fine motor skills training.
- Group discussions and information given through Inclusion support or the PSHE (R TIME) offer.
- Access to assistive technology, software, audio digital books and iPad applications.
- Access to teaching assistant support.

Targeted individual support may include:

- Personalised support plans.
- 1:1 Outside Agency support from Advisory Teachers.
- Individual handwriting /fine motor skills training.
- Specialist equipment and materials, such as low vision aids and enlarged adapted resources.
- Access to assistive technology, software, audio digital books and iPod applications.
- Targeted TA support for complex medical needs, including practical support.
- Exam Access Arrangements.

If a child has difficulties with communication and interaction

Pupils have an opportunity to access:

- Quality First teaching with appropriate differentiation (including best SEND practice).
- Visual aids to support key vocabulary, concepts and themes.
- Access to homework support clubs with support from a TA trained in SLCN.
- Intensive support for students with EHCPs with SLCN.
- Access to Speech and Language Therapy input and assessment if this is required.
- KS2 to KS3 transition support via tutor programme.
- Access to assessment for identification of significant needs.

Support for targeted groups of students may include:

- Assessment and identification of language need and feedback to parents / carers and staff.
- Small group sessions with specialist teacher/Teaching Assistant/Speech and Language Therapist.
- In-class Teaching Assistant support in some lessons.
- Specialist lunch time extra-curricular offer.

Targeted individual support may include:

- 1:1 sessions with a Speech and Language Therapist for young people with EHCPs identifying SLCN.
- 1:1 sessions with other specialist staff in the school, linked to other needs on ECHP.
- On-going monitoring and regular feedback to parents / carers and students (including the Annual Review).
- Exam access arrangements.
- Post 16 transition support.

If a child has an EHCP which specifies enrolment in the Speech and Language Centre:

Extra provision may include:

- KS2 to KS3 transition support (including liaison with primary schools and SLCN service, centre visits in year 6 and Transition Programme during year 7).
- Individually targeted Teaching Assistant support in mainstream lessons.
- On-going monitoring and regular feedback to parents / carers and students (including the Annual Review).
- Exam Access Arrangements.
- Homework Club.
- Post 16 Transition support.

If a child has difficulties with social, emotional health or mental health

Pupils have an opportunity to access:

- Quality First teaching with appropriate differentiation (including best SEND practice)
- Access to a counsellor on site.
- Access support from a Well-Being Practitioner in collaboration with CAMHS.
- Access to assessment for identification of significant needs.
- Whole school focus on building self-esteem, staying safe and recognition of achievement.
- Whole school policy for behaviour management with graduated response and a focus on a restorative justice method.
- Key Stage transition support including support from mentors.
- Access to peer mentoring.
- Anti-bullying processes.

Support for targeted groups of students may include:

- Lunchtime clubs.
- Year 7 transition support groups.
- Intervention groups (all years): social skills/self-esteem/stress management.
- Peer mentoring
- Year 11 support with college applications and career paths.
- Year 11 support for exam stress management.
- Access to support in liaison with CAMHS/HYM professionals.
- Support from mentors on Exam Results Days.

Targeted individual support may include:

- 1:1 mentoring.
- Counselling.
- Outside agency input (eg. Educational Psychologist)

	<ul style="list-style-type: none"> • Well-being support. • Flexible timetables. • In-class support for students at risk of exclusion. • Support by a mentor if a student attends an alternative pathway and needs support at the transition phase. • Child or Young Person in care support from Safeguarding Lead. • Close liaison with the family to build collaboration and partnership.
How are adaptations made to the curriculum and the learning environment of children and young people with SEND?	<p>Teachers plan lessons and homework according to the specific needs of all groups of children in their class and will ensure that a child's needs are met.</p> <ul style="list-style-type: none"> • A teaching assistant may work with the teacher to support a child's learning in the classroom. • Specific resources and strategies will be used to support a child individually and in groups as is judged appropriate to meeting a child's needs. • We provide targeted support with homework at lunchtime, before school and after school. • Timetables are adjusted to support pupils with SEND – for example providing specialist literacy intervention classes or an Option Drop at KS4. • Differentiated schemes of work are in place and exemplars can be shared from English. • Team teaching between subject specialists and Inclusion teachers takes place in the core subjects.
How do we train staff to ensure that they are fully able to support children and young people with SEND?	<p>We develop our staff's knowledge and practice through the following methods:</p> <ul style="list-style-type: none"> • SENCO attendance at SENCO Consultation Meetings each term. • Whole school INSET days that focus on SEND and Inclusion. • Training for TAs and non-teaching staff. • In school sessions – SENCO and other Heads of Departments, delivering/organising training for teachers and support staff on the different categories of SEND/strategies/use of TA. • Delivering training sessions for newly qualified staff, trainee teachers and staff new to the school. • SEND staff working closely with teachers and Heads of Department to make sure that the most effective strategies and interventions are used to meet the needs of all SEND students. This takes place on request. • Assistant Headteacher delivers training to Middle Leaders on Inclusion and good practice. • Establishing Team Around the Child/ Family (TAC/ F) meetings to share strategies amongst teaching and TA colleagues. • Internal reviews which focus on SEND good practice. • HLTAs deliver training to departments they are attached to. • Subject teachers are encouraged to develop their own subject specific expertise by attending relevant courses and/or seeking out information. • Team teaching opportunities in attached department. • The establishment of SEND working party to share good teaching practice in this field.
How do we evaluate the effectiveness of the	<p>We believe that regular and systematic monitoring and evaluation is vital to ensure effective SEND provision.</p> <p>We do this in several ways including:</p> <ul style="list-style-type: none"> • Regular observations and learning walks.

<p>provision made for children and young people with SEND?</p>	<ul style="list-style-type: none"> • Analysis of the attainment and achievement of different groups of students with SEND. • Success rates in respect of targets. • Post 16 destinations of young people with SEND. • Scrutiny of teachers' planning and students' work. • The views of parents / carers and the students. • Regular monitoring by the governing body/SEND governor. • Maintenance of assessment records – numeracy, reading and spelling ages etc. – that indicate progress over time for students involved in small group / individual intervention. • Departmental reviews of the progress of SEND students. • Annual reporting on successes and identifying aspects for future improvement. • Monitoring the number of students requiring lower levels of support. • Monitoring procedures for identification and assessment of and provision for students with SEND. • Reviews of the SEND department by professionals outside of the school – the external review and 'Whole-Ed' process.
<p>How do we ensure that children and young people with SEN are enabled to engage in activities available with children and young people in the school who do not have SEND?</p>	<p>We make every effort to include all pupils in school trips. If an individual risk assessment is required, we will write this to ensure that everyone is fully included. We also help prepare children for any changes in their school day, such as school trips, awards ceremonies and sports day.</p> <p>We are able to write Social Stories to help students' prepare for their participation in a school trip or activity.</p> <p>We have ensured that the school council is representative of our SEND cohort.</p> <p>We monitor the attendance of SEND students on school trips.</p>
<p>What support does the school provide for improving emotional and social development?</p>	<p>We support children to develop socially and emotionally in the following ways:</p> <ul style="list-style-type: none"> • PSHE lessons ('R' Time) • Tutor periods and reflective character building activities ('R' Time) • Report card monitoring • Assemblies • Learning mentor sessions • Counselling services • Vocational pathways • Lunch time clubs and activities • Reward trips
<p>What arrangements are there for listening to the views of children and young people with SEND?</p>	<p>Heads of Year speak to targeted groups of students including SEND pupils.</p> <p>Departments collect pupil views on their work and progress in the classroom.</p> <p>Students with an EHCP have an opportunity to tell us what they think as part of the review process.</p> <p>School council.</p> <p>The Headteacher has meetings with pupils including those with SEND from all years to hear their views on the way the school is run.</p> <p>The termly collection of student voice by Inclusion Leads and Year Coordinators.</p>

<p>What measures are there to prevent bullying?</p>	<p>The Derby High School has adopted a range of strategies to prevent and reduce bullying, to raise awareness of bullying, and support victims and those displaying bullying behaviour, including:</p> <ul style="list-style-type: none"> • The consistent promotion of the school’s code of behaviour which requires all pupils to respect the rights of others. • The commitment to the value of respect in our ‘7Rs’ code of conduct. • The reinforcement of the clear message that violence has no place at The Derby High School, and that restorative practice is a core ethos in restoring broken relationships. • Consultation with the ‘Student Voice’ on how to prevent bullying. • Training for all members of staff on the Behaviour and Inclusion policy and strategy. • The supervision by school staff of all play areas at lunch times and breaks. • Swift and decisive action by the Year Coordinators in conjunction with Inclusion team members if required. • Peer mentoring support. • Providing information to all parents / carers on the symptoms of bullying and the steps to take if they suspect their child is being bullied. • Mobile phones not being permitted to be used on corridors or in classrooms. • The celebration of all students’ backgrounds and cultures through assemblies, form periods. • Revised Equalities Policy. • Pupils discuss and explore bullying issues and how to increase the anti-bullying culture of the school during tutor periods and lessons in relevant curriculum areas. • Raising awareness of cyber bullying and teaching students to safely use technology (including mobile phones, email, and internet). • All websites accessed in school are screened. This software screens the language used in all documents, emails and websites. Rude or offensive emails, websites, documents are sent to the Headteacher and the Safeguarding Leads. If appropriate, action will be taken and recorded. • Effective recording systems on SIMS. • Work with multi-agency teams including police as appropriate. • Contacting the parents of both the child being bullied and the bully. • Challenging sexual content within verbal abuse, specifically homophobic and gender abuse/ discrimination. • Partnership and collaboration with local and national charities.
<p>How does the school involve other bodies, including health and social care bodies, local authority support services and voluntary</p>	<p>The school aims to work in partnership with other agencies to provide effective support based on the needs of the student.</p> <p>Such specialist services include:</p> <ul style="list-style-type: none"> • Educational Psychologists • Child and Adolescent Mental Health Services (CAMHS); • Specialist teachers or support services for learning. • Therapists (including speech and language therapists, occupational therapists and physiotherapists). • We also arrange Multi-Agency meetings to secure effective expert support from outside agencies in assessing more complex cases and making provision for the most vulnerable students.

<p>sector organisations, to support children and young people with SEND and their families?</p>	
<p>What arrangements are there for handling complaints from parents / carers of children with SEND about the provision made at the school?</p>	<p>We seek to promote an active partnership with parents/carers and to involve them fully at every stage. Most concerns and complaints can quite properly be resolved swiftly and satisfactorily. Formal complaints are resolved through our complaints process. Our complaints process is detailed in a document entitled The Derby High School Complaints Procedure. This document can be found on our website.</p>

H. Spencer

May 2020

Signed by Chair of Governors:

Signed by Headteacher: