

Tanfield School SEND Information Report 2019-2020

Introduction

Welcome to our SEND information report which is part of Tanfield School's Local Offer for learners with Special Educational Needs and Disability (SEND).

Tanfield is proud to be an inclusive school where our young people are regarded as individuals and no effort is spared to cater for the particular interests, talents and abilities of each and every student. Indeed, personalised learning is the key to academic success and to the enjoyment of education as is the active involvement of young people in all aspects of school life.

High Quality Teaching

There is no conflict between our inclusive ethos and our determination to be outstanding in terms of learning. This requires, first and foremost, outstanding classroom teaching from every teacher and excellent leadership at all levels. Teachers prepare lessons that support the learning and progress of all students through a variety of methods, including creative and innovative teaching techniques and the use of a wide variety of resources. Differentiation is key for Quality First Teaching (QFT), which may involve many adaptations and strategies, dependent upon the needs of the student. QFT characteristics include:

- highly focused lesson design with sharp objectives
- high demands of pupil involvement and engagement with their learning
- high levels of interaction for all pupils
- appropriate use of teacher questioning, modelling and explaining
- an emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups
- an expectation that pupils will accept responsibility for their own learning and work independently
- regular use of encouragement and authentic praise to engage and motivate pupils.

All staff have access to regular CPD sessions within school targeted at SEND to enhance their knowledge, skills and understanding.

Tracking and monitoring progress

All teachers are responsible for assessing, monitoring and tracking the progress of our students. Each student is regularly assessed in class in all subjects and levels are recorded and reported to parents at least once a term. Teachers are responsible for setting each student achievable yet challenging targets within lessons and having high expectations of progress. Classroom teachers, Heads of Departments, Year Manager and the SENDCo regularly check on the progress of students and implement intervention where progress is not being made.

Identifying SEND

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions. (*Definition taken from the SEND and Disability Code of Practice, 2014*).

All staff at Tanfield School have access to an initial concern form which they complete and hand to the SENDCo if they suspect a SEND. The SENDCo will then investigate further by liaising with parents, gaining the views of the young person, gathering more information from other staff and then submitting a referral to an outside agency if further assessment and support is required. If a SEND is then diagnosed, a meeting will be arranged with all the relevant people for the student, to put into place the best possible support plan for their education.

This may take the route of being placed on a monitoring list for SEND with feedback required to the SENDCo, placed on the SEND register where the student would have a SEND support plan or going for EHC assessment for an Education, Health and Care Plan. This information is shared with all staff and they have access to all students support plans to enable Quality First Teaching in the classroom and support during unstructured parts of the school day.

For students transitioning into Tanfield School; information from the Primary School is passed on to Tanfield, where they are monitored and tracked so that provision can be revised and implemented as the student goes through the school. Students with SEND are also supported as they make their Key Stage 4 choices and a review meeting is arranged with parents / carers to ensure a smooth transition between Key Stages. For students transitioning out of Tanfield into Post 16 Education, information is passed to colleges so that the SEND support can be provided for them at their chosen provider.

Supporting SEND students

Where a student is diagnosed with a SEND, support will be put in place to help them make progress. Such support may involve; further differentiation in class by teachers, advice to teachers on a student's needs and strategies to be implemented, small group targeted intervention sessions, supported or independent work in The Link (N120), referrals to outside agencies, or a combination of the above.

If a child has a SEND support plan, outcomes are set termly with the student and parent / carer to outline if previous outcomes were met and set new ones. Outcomes are SMART based; Specific, Measurable, Achievable, Realistic and Time Bound and ultimately are child centred.

Interventions follow a monitoring cycle involving; assess-plan-do-review. Where an intervention with a student is not found to be effective, it will be reviewed and a more effective intervention for that individual student will be put in place.

Parents / Carers of students with SEND have regular meetings with the appropriate school staff to discuss their child's progress, support needs and any concerns that they may have. We also welcome parents / carers approaching the school about any concerns that they may have and a meeting will be arranged.

Currently on our SEND register the 4 categories of SEND are represented as follows:

Cognition & Learning	Communication & Interaction	Social, Emotional & Mental Health	Physical & sensory
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Supporting LAC students with SEND

When a student is a Looked After Child (LAC) and also have a SEND, Tanfield School put a lot of time and support in to match the needs of the individual child. They will be placed on either a Monitoring register or have a SEND support plan or Education Health and Care Plan (EHCP), depending on their needs. These are reviewed termly with the student, foster carer and social worker. They also are supported with a Personal Education Plan (PEP) that is reviewed every 4 months with outcomes discussed and new outcomes set. The designated teacher for LAC students is also the SENDCo at Tanfield so a close and supportive relationship is built very quickly and mentoring takes place between the teacher and student.

Education, Health and Care Plans

Where a student with SEND is failing to make progress, despite high quality teaching and support through their SEND support, an application to the Local Authority for an Education, Health and Care Plan may be considered. Parents, the Local Authority and outside agencies will be fully involved in such decisions and meetings will be organised to consider and plan such a referral. More information on the application process and criteria for Education, Health and Care Plans is available on the Local Authority website.

Students with SEND who have Education, Health and Care Plans will receive a higher level of support than other students and such support is co-ordinated by the SENDCo. Their Education, Health and Care Plan will be reviewed regularly, at least once per year, with the parent/carers, student and appropriate outside agencies.

Working with outside agencies

Where a student with SEND is not making appropriate progress and Tanfield School feel that they need advice and support from external professionals, we will discuss such a need with parents/carers. If it is felt appropriate, we will then refer a student to an external agency or professional for diagnosis, support or advice. Subsequent to such a referral, we will work with the external agency to support such students, using their support and advice. Tanfield School has a contract with the Local Authority EPSS Service (Educational Psychology Support Service) to whom we make referrals for Advisory Support Teachers and Educational Psychologists. Tanfield School also works with other external agencies such as Sensory Support, Child and Adolescent Mental Health Services (CAMHS), Speech and Language Therapy, Physiotherapy and Occupational Therapy Services.

Outside agencies working in Tanfield School

We are proud to offer services on the school site to students and their families. Tanfield School have access to specialist advisory teachers across all the 4 areas of Special Educational Needs and Disabilities, accessing support across the academic year. Our Educational Psychologist works in the school one day a fortnight for students who have had a referral, carries out CPD training for staff and completes observation and assessment of students. We have a school councillor based on site two days a week offering students 1 to 1 sessions around a number of issues including but not limited to anxiety, loss

and bereavement and/or self-harm. Tanfield School also have a school nurse who runs a drop-in session once a week and is available for appointments during the rest of the week.

Parent and child involvement

Tanfield School puts working with parents/carers and students at the centre of its work. Students are regularly involved with reviewing their progress and encouraged to express their needs and concerns with relevant staff. Students with SEND are encouraged to express any concerns they may have to the SENDCo, their Advisor, their Year Manager or any other member of staff with whom they feel comfortable to talk about their concerns.

Parents and carers are equally at the centre of supporting their children. They are fully involved in decisions about support for their child, including decisions to investigate a potential diagnosis, referral to external agencies, planning and evaluating support. They are encouraged to contact any member of staff at school if they have any concerns about their child. The SENDCo is always pleased to discuss any concerns involving SEND with parents and carers.

Feedback is very important from parents about the support that their child receives at Tanfield. This is done through a letter, questionnaire and a copy of their child's updated SEND support plan each term. This ensures parents are fully aware of the support and attainment of their child as well as providing an opportunity to share what they feel is going well and any concerns that they may have. This is essential to help the school adapt practices and support to make sure we get it right for the individual child.

Equality (incl. accessibility)

'All schools have duties under the Equality Act 2010 towards individual disabled children and young people. They must make reasonable adjustments to prevent them being put at a substantial disadvantage.' 'Schools also have wider duties to prevent discrimination, to promote equality of opportunity and to foster good relations' (Quotations taken from the Special Educational Needs and Disability Code of Practice: 0 to 25 years. Published August 2014 for implementation in September 2014.)

Tanfield School is an inclusive school and actively seeks to promote the inclusion of students with SEND. We use our best endeavours to ensure that all students with SEND are able to fully participate in the life of the school, both in their learning and in the wider provision and life of the school. Adaptations and provisions are made for SEND students to enable them to participate in all school trips and other out of class activities.

Students with SEND are actively encouraged, supported and given opportunities to become involved with extra-curricular activities. For example, current students with SEND have been involved with the following clubs: lunchtime clubs, homework club, various music clubs, science club, sports clubs, and live performance events. SEND students have also participated in student panels for student council, new members of staff and Year 6 transition support.

Transition

Tanfield School understands that transition between schools and other establishments is sometimes an anxious time for parents/carers and students, especially for students with SEND.

For students coming into Year 7 at Tanfield School, the SENDCo and Assistant SENDCo endeavour to visit all primary schools where there are students coming to Tanfield School. They meet with Year 6 teachers or leaders to gain as much information as possible about these students, including SEND information. The Year Manager of Year 7 contacts other primary schools by telephone to gain the same information. For students with SEND, the SENDCo receives all relevant Year 6 information, including SEND files.

Parents/carers of students with SEND in primary schools whose child will be coming to Tanfield School are always welcome to contact our SENDCo who will discuss your child and their provision on the telephone or arrange a meeting for you (and your child if appropriate) to come in to discuss this.

All Year 6 students who will be attending Tanfield School, are invited in for 3 transition day's (dates TBC), when they spend the day's in their advisory class and take part in activities to help them adjust to life at Tanfield School. Many students with SEND are invited in for extra transition sessions to introduce them to life at Tanfield School to try to allay any anxieties as much as possible.

For students with Education Health and Care Plans, the SENDCo will attend their Year 6 EHCP review meetings to begin to understand the needs of these students and plan their transition. For students with high transition needs, the SENDCo will put in place a more personalised transition programme, in conjunction with the primary school and parents/carers. Parents/carers of students with EHCP's of Special Educational Needs and Disabilities in Year 5 who are considering a placement at Tanfield School are very welcome to contact the SENDCo at Tanfield School at any time to discuss their child's needs or arrange a meeting or visit to the School.

Transition between Key Stages is also supported closely by the SENDCo and Learning Support Department. A review meeting can take place with parents / carers of a student with SEND to ensure the right options are chosen for their Key Stage 4 provision. If a student has an EHCP then transition is supported by the SEND Casework team during their year 9 review to ensure Key Stage 4 is well planned for and Post 16 is starting to be considered.

For students leaving Year 11, the SENDCo works with our Post 16 Provision Coordinator, Careers advisors and the One Point service to ensure that all students have thought through their next steps and have appropriate applications to post-16 providers. We also liaise with their next provider to ensure that they understand about a student's support needs. All students with an Education, Health and Care Plan will have access to the above services from Year 10 onwards.

Funding for SEND and Tanfield School

The Local Authority funds schools to support their SEND provision. Each individual school receives their own SEND funding from the Local Authority. Each school identifies specific interventions to use this fund and their impact is monitored and reviewed by the school. We, at Tanfield School, use our professional judgement to ensure that the funding is distributed to have the greatest impact on our SEND pupils. We regularly review this at school level to ensure maximum effectiveness and efficiency. We strive to ensure equity, transparency and clarity within the Academy for the monies spent on all learners and their needs.

Anti-bullying

Tanfield School is committed to creating a safe environment in which everyone is appreciated for themselves, and in which care and consideration for others is nurtured within a community. Emphasis is placed upon the development of a school culture and expectation that bullying is unacceptable, challenged and resolved. For more information about how our school responds to bullying incidents, please refer to our Behaviour Policy in the policies section of our website.

Staff: Key staff working with students with SEND are as follows:

SENDCo: Mrs Sarah Johnson- Responsible for implementation of the school's SEND policy, management of the day to day support, progress and inclusion of all students with SEND, identification of students with SEND, liaison with parents, students and outside agencies, special exam access arrangements, providing support and training for all school staff on SEND needs and liaising with feeder schools.

Assistant SENDCo: Miss Caroline Dixon

Teaching Assistant – Mrs Nikki Malia

Teaching Assistant – Mrs Lynsey Kerr

Teaching Assistant – Mrs Laura Shotton

Year Manager: Year 7 - Mr Graeme Davison

Year Manager: Year 8 - Mrs Lynne Bell

Year Manager: Year 9 - Mr Grant Parker

Year Manager: Year 10 - Mrs Marie Farrell

Year Manager: Year 11 - Mr Matthew Smith

SEND Governors: Miss Christine McGough, Mrs Sharon S McIlvaney and Mrs Lisa Dobson