

York High School

SEND Information Report

Adopted by Governors: September 2019

Review timetable: 1 year



This information report is for parents and carers of pupils with special educational needs and/disabilities (SEND) at York High School. It aims to provide them with the answers to frequently asked questions about the support and provision we offer for pupils with SEND.

What do we mean by special educational needs and/disabilities (SEND)?

According to the *Special Educational Needs and Disability Code of Practice: 0 to 25 years (2014)*, 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

The definition of 'disability' under the Equality Act (2010) states that a person has a disability if:

- they have a physical or mental impairment
- the impairment has a substantial and long-term adverse effect on their ability to perform normal day-to-day activities

For the purposes of the Act, these words have the following meanings:

- 'substantial' means more than minor or trivial
- 'long term' means that the effect of the impairment has lasted or is likely to last for at least twelve months (there are special rules covering recurring or fluctuating conditions)
- 'normal day-to-day activities' include everyday things like eating, washing, walking and going shopping.

What is an Education, Health and Care Plan (EHCP)?

An Education, Health and Care Plan (EHCP) is a statutory document for children and young people between 0 and 25 in education who have additional needs. The plan coordinates your child's educational, health and social needs and sets out any additional support they may need. It is for children and young people who:

- have special educational needs and/or disabilities
- are in nursery, children's centres, school, college, apprenticeships or other training

An EHCP can continue for a young person up to 25 years old if they still have specific educational needs to help them achieve the outcomes of their plan. This means they can take their EHCP with them from school into further education and training such as an apprenticeship.

Who are the best people to talk to about my child's special educational needs and/or disability?

The Special Educational Needs Co-ordinator (SENCO) and SEND Lead Practitioner are responsible for progress and development of all pupils with SEND so if you need any advice or would like to express any concerns about your child's progress you can make direct contact with either of them using the details below:

The SENCO at York High School is Miss Victoria Burns and she can be contacted through main school reception.

The SEN Lead Practitioner at York High School is Mr Mike Ford and he can be contacted on 01904 555561 or m.ford@yorkhighschool.co.uk

Who are the other people providing services to children with SEND at York High School?

- Mrs Erica Rose, *HLTA*
- Mrs Noreen Reid, *Pastoral Mentor*
- A team of Teaching Assistants (TAs) who support pupils with SEND. These TAs work under the direction of the teaching staff in the subject or with small groups of children or individuals under the direction of the SENCO / SEND Lead Practitioner.

How have you made York High School accessible to children with SEND?

York High School is fully accessible for all pupils and has wheelchair access throughout. We provide all pupils with disabilities/medical conditions that affect their mobility with a lift key so they can fully access the building. All children may take part in any of York High School's afterschool clubs and/or extra-curricular trips as long as we are sure that they (and other pupils) will be safe doing so and we will contact parents/carers to discuss the arrangements needed to make these accessible to all.

How will you support my child when they are moving to York High School from primary school?

- The transfer forms filled in by primary school staff will be the starting point of information sharing between SEND department and primary school
- The SENCo will make personal contact with each primary school SENCO in order to discuss the transition and needs of all pupils on their SEND register
- The school will be provided with subject reports on individual pupils and copies of any reports sent to parents
- The SENCo will attend the Year 6 Annual Review of any pupil with an EHCP due to transfer to York High School
- A register will be compiled of all those pupils who may need support at York High School as identified by the primary schools and/or KS2 SATS results in order to raise staff awareness of possible needs of those pupils joining us from primary
- The SEND Lead Practitioner will arrange additional transition visits to York High School for identified pupils in conjunction with the primaries to assist with a successful transition to secondary school
- The information from the KS2 SATs will be used to identify pupils who may benefit from additional support in Year 7

During the first term at York High School:

- All staff will receive details of the needs of the pupils through the SEND Register, Pastoral and Medical Register and staff briefings.
- Parents will be informed of any action which is additional to or different from that which is normally available for the majority of pupils.
- If, in the course of the first term, staff identify pupils who may need extra help who have not previously been identified, they will refer their concerns to the SEND Lead Practitioner. At this stage steps will be taken to ascertain the needs of the pupil and parents will be informed.
- Information received from primary schools will be made available to staff as appropriate.
- Monitoring of all pupils' progress, behaviour and attendance will be undertaken each term.

How is additional support allocated to children and how do they move between the different types of support?

We use the graduated approach model (Assess, Plan, Do, Review) to implement support for our pupils with SEND. This involves the SENCO, SEND Lead Practitioner and other staff working with the pupil assessing pupils' needs and planning a programme of additional support, where required. Assessments are undertaken by the SENCO/SEND Lead Practitioner and used in conjunction with the assessments undertaken by subject teachers to gain a full understanding of pupils' needs.

Once we have assessed a pupil, we plan appropriate additional support in collaboration with the pupil and parent/carer. At this point we will create an entry for the pupil on our SEND Register. This will detail the SEN support necessary and strategies to adopt in class to ensure the pupil makes progress.

The SENCO, SEND Lead Practitioner and pupils' subject teachers use the information on the SEND Register to decide what action is needed to help pupils make progress in light of the earlier assessment. Children that require personalised provision which is additional to and different from general teaching arrangements may require more regular input from specialists and outside agencies. Parents will always be informed when support from outside agencies or professionals is requested.

Pupils' progress and SEND information will be reviewed termly in conjunction with the pupil and their parents/carers. This review will also look at whole school tracking systems, reports from subject teachers and information from any specialists/outside agencies or professionals. Pupil's support will be monitored, adapted or withdrawn following these review meetings.

How will you measure the progress of my child at York High School?

Subject teachers will undertake regular assessments of pupils' progress and attainment which will identify pupils making less than expected progress given their age and individual circumstances. Some of the ways we assess pupils' progress are listed below:

In-year progress data:

The data for all pupils is monitored by Subject Leaders/Learning Leaders to identify pupils who are not making expected progress. The SENCO also monitors the SEND pupils' progress data separately in order to identify any underachievement or lack of progress. It is the responsibility of the subject teacher/Subject Leader to implement interventions either within or outside of lesson time to support pupils' learning and ensure they make progress in-line with expectations. The subject teacher/Subject Leader will evaluate the impact of these interventions and adapt these as necessary.

Annual Reviews for pupils with an Education, Health and Care Plan (EHCP):

Pupil-centred Annual Reviews are completed for all pupils with an EHCP and include a review of the pupil's progress in all subjects and against their EHCP targets from the previous year. Parent and staff feedback is included as part of all Annual Reviews and any concerns raised by either the pupil, parent or staff are addressed in the meeting and through the setting of targets for the forthcoming year.

My Support Plan (MSP)

This student-centred plan identifies difficulties and suggests strategies to support students. It also involves communication with parents/carers as part of the graduated approach.

How will school let me know if they have any concerns about my child's learning or progress?

Where a member of staff has concerns about a pupil's learning or progress they will make contact with the parent/carer by text, phone call, letter or email to inform them of this and discuss what actions need to be taken.

Pupil reports are sent to parents/carers once per term.

Parents' Evenings are held annually for each year group and give parents/carers the opportunity to meet with subject teachers to discuss their child's learning and progress.

The learning and progress of any pupil who has an EHCP will be discussed as part of the Annual Review.

How will the teaching be adapted for my child with SEND?

Class teachers are kept informed of students with SEND via Classcharts. This online system also outlines individual strengths and areas of difficulty for each student, in addition to suggested strategies that can be used to help the student make progress.

Quality first teaching which is appropriately differentiated is a priority for all pupils, including those with SEND and this is the responsibility of the subject teacher. Some of the ways that subject teachers may adapt and differentiate their teaching for the individual needs of pupils include:

- Setting different tasks for different ability pupils
- Grouping pupils for support
- Using different resources for groups of pupils to support their learning
- Giving pupils different time-frames for tasks, depending on their ability
- Adapting learning outcomes for different ability pupils
- Providing one-to-one or small group support for a pupil from either the subject teacher or Teaching Assistant (TA)
- Assessing pupils in different ways and against differing criteria depending on pupils' ability

What are the different types of support available for pupils with SEND at York High School?

All pupils at York High School can access:

- Dedicated and caring staff who value all pupils regardless of ability
- Quality first teaching which has been appropriately differentiated to suit the pupil's needs
- Whole school rewards
- Pastoral support through the Form Tutor and Head of House
- Extra-curricular activities and educational visits, where appropriate
- Access to the homework support club
- Transition support, including careers information, advice and guidance

Support for targeted groups of pupils may include one or more of the following interventions:

- Targeted intervention
- Access to class Teaching Assistants if appropriate
- Access to lunch time nurture activities
- Paired Reading
- Autistic Spectrum Condition groups
- Meet and Greet arrangements
- Speech, Language and Communication groups

- Access to assistive technology or software
- Information, advice and guidance from the qualified School Nurse
- Year 7 Transition support, including additional transition visits
- Post-16 Transition support, including college applications and career paths

Targeted individual support may include:

- Catch Up Literacy
- Catch Up numeracy
- Phonic reading support
- The provision of specialist equipment or auxiliary aids and services for pupils with a disability
- Adapted physical resources and materials, such as enlarged texts
- Access to assistive technology, software, audio digital books and iPad applications
- 1:1 tuition led by a specially trained Teaching Assistant
- 1:1 sessions with other specialist staff in the school, linked to pupils' ECHP targets
- Individual Teaching Assistant support in some lessons or at break times/lunch times
- Exam Access Arrangements
- Personalised timetables
- 1:1 mentoring
- Counselling from the Pastoral Mentor
- Support and advice from external SEN professionals - see the Appendix for details
- Outside agency input (e.g. CAMHS, Lime Trees etc.)
- Careers information, advice and guidance
- Health Care Plans
- Information, advice and guidance from the qualified School Nurse
- Year 7 Transition support
- Post 16 Transition support

All the different forms of support we provide are regularly evaluated for impact and further interventions are planned if additional support is needed.

How will you support my child to choose their KS4 (GCSE) pathway?

- Details of the Key Stage 4 pathways will be made available to all pupils in the January prior to them starting Year 10
- Learning and Work Advisers (LAWAs) will be invited to the Annual Reviews of Year 9 SEND pupils
- The SEND Lead Practitioner will liaise with Form Tutors, Subject Teachers, pupils and parents to ensure that an appropriate choice is made.
- Identified pupils will also be referred to LAWA team for additional career advice and guidance, where appropriate.

How will you support my child when they are leaving York High School?

- Post-16 providers are invited to Annual Reviews, as appropriate, and all relevant information is passed on to ensure that appropriate support is in place after pupils leave school.
- The SEND Lead Practitioner will work closely with the parent and the pupil to ensure that all opportunities are considered.
- Bespoke individual transition, such as an invitation-only evening to York College, is offered to identified pupils and parents who would benefit from additional transition support

What support do you have for parents/carers of a child with SEND?

We understand that being a parent or carer can be difficult and with the added pressure of your child's additional needs it can, at times, sometimes feel overwhelming. We aim to support parents/carers in the following ways:

- Operating an 'open door' policy
- Maintaining regular contact
- Holding coffee mornings/meetings for parents of children with additional needs
- Signposting parents/carers to local and national organisations and charities who can provide you with support

How can the Local Authority support me and my child?

If you would like to find out about what the Local Authority has to offer, the weblink below will take you to the Local Offer for pupils with special educational needs and/or disabilities:

<https://www.yor-ok.org.uk/families/Local%20Offer/sendlocaloffer>

You may also find it useful to contact York Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS) as they offer impartial advice, information and support for parents and carers of children with Special Educational Needs and/or disabilities.

SENDIASS can be contacted on 01904 554319 or 01904 555698, Monday to Friday. Alternatively, please email yorksendiass@york.gov.uk or visit the website:

<https://www.yor-ok.org.uk/families/Local%20Offer/SENDIASSsite/sendiass-for-parents.htm>

Appendix

A-Z of SEN Professionals

Audiologist

An Audiologist carries out hearing tests and explains the results of those tests. If your child needs hearing aids they will identify the best type and arrange to get them for you. They also monitor your child's hearing, to make sure that any hearing aids supplied are appropriate.

Clinical psychologist

A clinical psychologist is a health professional who helps children with specific problems with learning or with overcoming behaviour difficulties.

Community nurse

Community nurses are based at a local GP's surgery. They can give advice and training to parents and pre-school groups on administering epi-pens (for severe allergic reactions) and other medical issues.

Dietician

A dietician is a health professional who gives advice about nutrition and swallowing or feeding difficulties. Occasionally children need nasogastric or gastrostomy feeding to receive the nutrition they need. This means liquid feed is given through a tube that is inserted directly through the abdominal wall or through a narrow tube that is passed through the nose, down the food pipe and into the stomach. Dieticians make a full nutritional assessment and are often responsible for ordering the supplies and equipment and will make sure you have a regular supply of the things you need to feed your child.

Duty social worker

A duty social worker is a personal who deals with telephone calls and takes details when you ring to make contact with social services.

Educational psychologist

An educational psychologist is a qualified teacher who has additional training as a psychologist. Educational psychologists help children who find it difficult to learn or to understand or communicate with others. They can assess your child and provide support and advice.

Health visitors

Health visitors are responsible for pre-school aged children and all children with disabilities. A few health visitors do pre-school screening or development tests. Some will visit early years' settings and discuss individual children with parental permission. They are often an informal point of contact for a parent who has a concern about their child, and can be accessed through your local GP or clinic.

Key worker/Lead professional

Key workers or lead professionals maintain regular contact with your family and take responsibility for checking you have all the information you need, that services are well co-ordinated and that information about your child is shared efficiently (with your permission) with everyone who is working with your family.

Learning disability nurses

Learning disability nurses are specialist nurses who work with children and adults with a learning disability and with their families. They can help you find services for your child and also support for you as a parent.

Occupational therapist

An occupational therapist (OT) helps children with difficulties they have in carrying out the activities of everyday life. This could include sitting in a chair, holding a spoon or fork or drinking from a cup. They can also advise on how you, as a parent, can carry your child up and down stairs safely. OTs work for both health and social services and assess children for things like specialist seating and equipment that may be supplied.

Outreach service

Some early years' centres, special schools and Portage services offer and SEN outreach service to pre-school groups. Individual children can be discussed with their parents' permission. Advice can be given on setting IEPs or in accommodating the child within the group.

Paediatric neurologist

A paediatric neurologist is a doctor who specialises in how the brain works in very young children.

Paediatrician

A paediatrician is a doctor who specialises in working with babies and children. They are often the first point of contact for families who find out their child has an impairment or disability very early on in hospital. They can offer advice, information and support about any medical condition a child has. It is usually a paediatrician who refers your child to any other specialists they need to see.

Physiotherapist

A physiotherapist is a health professional specialising in physical and motor development. They will assess your child and develop a plan that might include helping with head control, sitting, rolling, crawling and walking. They can also advise you on how to handle your child at home for feeding, bathing and dressing and on equipment that might help your child's mobility. A physiotherapist may see your child at home, in a setting such as a nursery or in a child development clinic.

Portage Home Visitor

A Portage Home Visitor is someone who has received training in supporting children with SEN and their families. They come from a wide range of backgrounds including teaching, nursing, early years' education and health therapy services. They will work closely with you and your child to understand and develop your child's skills and will visit you regularly (usually weekly) at home. They will also liaise closely with all of the other people who are involved in your child's care and development.

Social worker

A social worker is a professional who supports children and families by advising on appropriate services. They are normally employed by the local authority and can provide practical advice about counselling, transport, home helps and other services. They may also be able to help you with claiming benefits or obtaining equipment you need at home.

Specialist teachers

There are specialist teachers for the deaf and hearing impairment, visual impairment and physical or medical needs. They are specially trained and qualified in their respective area. They support children, their families and other professionals who are involved in your child's education.

Speech and language therapists

A speech and language therapist specialises primarily in language, communication and speech problems and, in some circumstances, may also offer support with feeding problems. They assess, diagnose and develop programs to help children develop communication skills. This may include verbal (ie using speech) or non-verbal skills, using signs, symbols or communication aids. They work closely with families and the settings children attend depending upon the child's needs and circumstances. Often the best way for a speech therapist to work is by assessing the child's needs and developing a programme that is then carried out in the child's setting or home. This allows for more opportunity to practise their skills in a natural and relaxed environment. This programme will be regularly reviewed by the speech and language therapist.