

Nidderdale High School SEN information report - June 2016

'The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools have a legal duty to publish information on their websites about the implementation of the governing body's or the proprietor's policy for pupils with SEN. The information published **must** be updated annually and any changes to the information occurring during the year must be updated as soon as possible. The information required is set out in the draft Special Educational Needs (Information) Regulations and reflects the information required for the local offer'. The questions which need to be covered are included in the following proforma in italics. In order to be legally compliant, these must all be answered by the school. Schools should ensure that the information is easily accessible by parents and is set out in clear, straightforward language. This should include information on the school's SEN policy, named contacts within the school where parents have concerns and details of the school's contribution to the local offer.

In setting out details of the broad and balanced curriculum provided in each year, schools should include details of how the curriculum is adapted or made accessible for pupils with SEN.

Schools should also make data on the levels and type of need within the school available **to the local authority**. This data will be required to inform local strategic planning of SEN support, and to enable the local authority to identify pupils who have or may have SEN. Such data, collected through the school census, is also required to produce the national SEN Information report.

The North Yorkshire local offer can be found at:

<http://www.northyorks.gov.uk/article/23542/SEND---local-offer>

Universal Provision

This is how Nidderdale High School approaches the teaching/ learning and development of children and young people with special educational needs.

Relating to section 6.79 of the Special Educational Needs and Disability Code of Practice: 0 to 25 years (January 2015), bullet point 2:

Overall responsibility for SEN within the school lies with our joint Head of School, Siân Dover. Mrs Dover can be contacted on 01423 711246 or by emailing admin@nidderdale.n-yorks.sch.uk.

Our SENCO is called Jennifer Blunstone. Mrs Blunstone oversees the day to day running of the Learning Support Centre and has responsibility for the Learning Support Team. Mrs Blunstone can be contacted on 01423 714107 or by emailing jenny.blunstone@nidderdale.n-yorks.sch.uk.

The school has a named governor responsible for SEND. The name of the current governor is Mrs Patricia Martin.

Through the school 'Monitoring and Quality Assurance Cycle', the school leadership team ensure that the needs of all learners, including those with SEND, are addressed through lessons that are fit for purpose, engaging and transformative. Monitoring of teaching/learning takes place through lesson observation, book scrutiny and other methods. The school ethos of 'Achievement for All' is evident in everything we do at Nidderdale High, where there is recognition that attainment may take different forms for different students.

The school has a 'Universal Provision Map' which details differentiation strategies used by staff across all curriculum areas.

Wave 1, 2 and 3 interventions are introduced for students as required. These are overseen by the Learning Support Manager.

To read the school Special Educational Needs and Disabilities Policy, [click this link](#).

To read the school Curriculum Policy, [click this link](#).

To read the school Equality and Accessibility policy, [click this link](#).

To read the school Learning and Teaching policy, [click this link](#).

To read the school policy on supporting students with medical conditions, [click this link](#).

Relating to section 6.79 of the Special Educational Needs and Disability Code of Practice: 0 to 25 years (January 2015), bullet point 1:

Nidderdale High School is able to provide for a range of Special Educational Needs, where the Local Authority consider that the needs can be accommodated within a mainstream school, including but not restricted to: Specific Learning Difficulties; Autistic Spectrums Disorders; Physical Disabilities; Hearing Impairments; Vision Impairments; Social, Emotion a Behavioural Disorders; Moderate Learning Difficulties; Speech, Language and Communication Needs.

Relating to section 6.79 of the Special Educational Needs and Disability Code of Practice: 0 to 25 years (January 2015), bullet point 7:

The teaching of students with additional needs is the responsibility of all staff. Lessons are differentiated to cater for additional needs, and 'Provision Maps' are used to highlight, record and share what works for individual students as well

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| | <p>as what doesn't. These documents are updated regularly to create records of support for students as well as invaluable tools for staff to use in planning for differentiation. Staff use a variety of teaching styles and resources to support learning and are updated during weekly briefing meetings on any changes to approaches needed.</p> |
| <p>This is how Nidderdale High School adapts the curriculum/provision and additional learning support available to children and young people with special educational needs.</p> | <p>Relating to section 6.79 of the Special Educational Needs and Disability Code of Practice: 0 to 25 years (January 2015), bullet point 8:</p> <p>When designing the Key Stage 3 curriculum, the identified needs of learners with SEND are taken into account by the school and discussed with parents. Where it is appropriate, students may learn material from National Curriculum years lower than their chronological age. Students may also be taught in 'nurture' group style classes of ten or fewer students which allows teaching staff to get to know students and their learning needs well. However, it is also important that students be incorporated wherever possible into mainstream lessons and where this is the case, they will be supported as necessary by well trained, knowledgeable, empathetic, learning support assistants. It is the responsibility of teaching staff to plan and direct the classroom work of learning support assistants, under the overall management of the Learning Support Manager and the Heads of School.</p> <p>Students may have 'personalised timetables' whereby they dip into classes and subjects identified as being the most suitable for them, that they are most able to succeed in. Students may also make use of the 'Flexible Learning Zone' which offers a nurturing, open access space for a variety of learning activities when specific mainstream lessons are not the right choice for a particular student.</p> <p>When designing the Key Stage 4 curriculum, the identified needs of learners with SEND are taken into account by the school and some alternative courses to GCSE have been offered in the past for some students. Such decisions are made in conjunction with parents and students during Year 9 of a student's school career. The school reviews the Key Stage 3 and 4 curriculum annually to ensure that it is fit for purpose for students with SEND. Further details of the broad and balanced curriculum provided in each year at Nidderdale High School can be found on the school website by clicking on the Curriculum page.</p> |
| <p>This is how Nidderdale High School identifies children and young people with SEND and supports and improves their emotional and social development.</p> | <p>Relating to section 6.79 of the Special Educational Needs and Disability Code of Practice: 0 to 25 years (January 2015), bullet points 6 & 12:</p> <p>In February of Year 6, the Learning Support Manager approaches the SENCOs of any students with Statements of Special Educational Need or Education, Health and Care Plans, that will be making the transition to Nidderdale High School the following September. Extended transition opportunities are offered to such students and are tailored to the needs of each individual and their circumstances. The SENCOs of other SEND students (previously 'School Action and School Action Plus) are approached in April of Year 6. They are also offered extended transition opportunities from May of Year 6. The school extended transitions programme was designed in conjunction with the 'Autism Outreach' service but is open and suitable for all students with SEND.</p> <p>All students in Year 11, including those with SEND are allocated a mentor who will meet with them often throughout Year 11, offering guidance and support throughout the examination year. This is a formal process overseen by the senior leadership team.</p> <p>The school Pastoral Manager oversees the Pastoral support team who offer emotional, behavioural and pastoral support</p> |

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| | <p>to students who require it.</p> <p>All students are included in a 'form' throughout their time in school (unless their needs dictate that this is not beneficial to them). This allows students to form bonds with peers and to engage in social situations within school.</p> <p>The school has a weekly Vulnerable Learners Meeting (VLM) where the Learning Support and Pastoral Support Worker communicate regarding SEND students.</p> <p><i>Relating to section 6.79 of the Special Educational Needs and Disability Code of Practice: 0 to 25 years (January 2015), bullet point 13:</i></p> <p>The school works with outside agencies including the Prevent team which form part of the wider local authority local offer. These agencies can be accessed by students who have a specific need in a specific area – for example, anger management, mental health issues or speech, language and communication needs. One such agency are the Enhanced Mainstream Schools which operate locally to support all schools in developing their practices for educating students with autism, specific learning difficulties and behaviour or communication needs.</p> |
| <p>Recording Provision</p> <p>Nidderdale High School records and assesses the individual needs of students in the following ways:</p> | <p><i>Relating to section 6.79 of the Special Educational Needs and Disability Code of Practice: 0 to 25 years (January 2015), bullet point 5 & 10:</i></p> <p>Where the school feels that something additional or different is needed to support a child because they have SEND, this will be discussed carefully with the student and their parents/carers. This information will be recorded in a document, known as a Provision Map. This will include:-</p> <ul style="list-style-type: none"> • details of any strategies being used to support your child in class; • details of any extra support or interventions for your child • your child's learning targets; • the next date when your child's progress will be reviewed. <p>All students in Year 7 sit 'Cognitive Assessment Tests' known as 'CATS' tests. These results are not normally made available to students or parents but are used internally within school to enhance the data received about younger students from primary schools and to inform planning.</p> <p>Data from Key Stage 2 is received from primary schools and is used to support planning and classroom support for Year 7 students, until Nidderdale High staff have the opportunity to get to know students and establish routines and strategies that work in the high school environment for each student. Students in receipt of 'catch up' funding receive 1:1 intervention or are part of a small nurture group who have extra literacy and numeracy on their timetable.</p> <p>All students in Key Stage 3 take annual literacy assessments in reading and spelling. Results of these assessments are used to inform the Learning Support team about which students may benefit from literacy intervention. The Learning Support Manager then works with students, the Heads of School, parents and teaching staff to design a personalised timetable for intervention which will allow students requiring it time in which to complete literacy intervention with the minimum possible impact on other areas of the curriculum.</p> <p>Responsibility for assessing and reviewing student's progress towards outcomes is the responsibility of individual subject teachers. Teaching staff who have concerns about the progress or needs of any student will email or speak directly to</p> |

either the Learning Support Manager (about academic concerns) or the Pastoral Manager (about pastoral concerns) who will deal with the concerns. A process of reviewing the needs of the student, implementing corrective or reactive strategies and reviewing the effectiveness of these will commence. Concerns that cannot be dealt with at this level will be escalated to the next most senior member of staff using the school management and reporting structure.

If staff within school have explored intervention options without success and feel that further support is required for specific students in specific areas, further support will be requested from outside agencies, utilising a network of well-known and trusted partners.

Towards the end of Year 9, students for whom it is applicable are screened to assess whether they qualify for examination access support. Those who qualify will have utilised such support throughout Key Stage 3 so will already be well known to the Learning Support Team. Arrangements for support will be formalised through application to the relevant examination bodies.

As well as the Learning Support Team 'on the ground', the school Senior Leadership Team (SLT) take a strategic overview of assessment and needs which highlights the needs of students with SEND so that teaching staff are able to intervene swiftly if attainment gaps exist or appear. Attainment and progress data for each year group is collected regularly and collated by the Data Manager under the supervision of the Heads of School, into formats which highlight whether students with SEND have made less than expected progress so that intervention can be put in place if necessary. Such data can also be used to inform staff training, lesson planning and target setting to ensure that the attainment and progress of students with SEND is optimised. SLT review and share best practices amongst partner schools regularly to ensure that our data capture methods are robust compared to other schools. SLT also consider RAISE online data to inform planning for SEND students. The school employs a rigorous self-evaluation process which involves governors, peer reviews, and key performance indicators to ensure that strategic developments in school are in line with national and local developments which may affect students with SEND.

All teachers plan in ways which ensure that 'Assessment for Learning' strategies are integral parts of lessons so that learning needs of students with SEND are taken into account within lessons, ensuring progress. The lesson planning document was updated in 2015 to allow additional consideration to be given to the resources and differentiation provided for students with SEND. The lesson observation document and process was also updated in 2015 to include reference to differentiation techniques used to support all students and particularly those with SEND.

SLT conduct regular work and book scrutiny through the Quality Monitoring and Assurance Cycle to assess the quality of the feed-back and assessment given to all students, including those with SEND.

SLT review flight paths for all students, including those with SEND and oversee intervention for students who are flagged up on their flight path as under achieving, or being at risk of under achieving in terms of progress levels. Intervention may then take many different forms, depending on the nature and severity of the area of concern.

Students with Statements of Special Educational Need or EHCP will have personal targets laid down in their 'statement'.

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| | <p>These will be monitored by their key worker within school and reviewed as often as necessary, at least termly. All others students with SEND are allocated a key worker who reviews personal targets for the students that are assigned to them. Target setting is personalised for these students and is dependent on area of need, severity of need and personal circumstance of student.</p> <p><u>Formal Assessments</u></p> <p>During formal assessments, students with SEN may require additional or different provision to their peers. Where this is the case, Nidderdale High School has a raft of support measures that may be utilised:</p> <ul style="list-style-type: none"> - Separate / different rooms to the main exam hall - Wider desks - Height adjustable desks - Coloured assessment / exam papers - All exam access support types described in the JCQ handbook (additional time, scribe, reader, rest breaks, oral language modifier, etc). Entitlement to these types of support is subject the rules stipulated by the JCQ. <p>The assessment of what support a student requires during formal assessment is an on-going, personalised provision. The school SENCO communicates regularly with students with additional needs, and their parents, to ensure that the provision in place for each student is appropriate for their needs. There is no 'one size fits' all approach to the support of students with SEND during formal assessment. Instead, bespoke, individual plans will be put in place by the school SENCO in conjunction with the examinations officer and the Heads of School. These conversations will be held during the weekly Vulnerable Learner Meetings, and at additional times as necessary. Details of the personalised provision for individual students will be recorded on their Provision Maps and the 'Whole School Support Register'.</p> |
| <p>Interventions</p> <p>Nidderdale High School uses a range of interventions to support the progress of students with SEND.</p> | <p>Relating to section 6.79 of the Special Educational Needs and Disability Code of Practice: 0 to 25 years (January 2015), bullet points 5 & 7:</p> <p>School uses a range of evidence based interventions to support pupils with SEND to make progress in specific areas. Interventions are structured learning programmes. Parents are kept informed of:</p> <ul style="list-style-type: none"> • what interventions their child is receiving and what are the intended learning outcomes; • when during the week any interventions will be delivered and for how many weeks; • who will be delivering the interventions (usually a well-trained teaching assistant) and where (e.g. in class or outside the classroom) • how the interventions will relate to and support learning in the classroom; • how they will be monitored to make sure they are helping students to make progress. • At the end of a time phased intervention, parents are informed of the outcome/progress made and informed as to whether the intervention will cease or be adapted. |
| <p>Nidderdale High School develops staff expertise,</p> | <p>Relating to section 6.79 of the Special Educational Needs and Disability Code of Practice: 0 to 25 years (January 2015), bullet point 9 & 13:</p> <p>The school is part of the Red Kite Alliance and the Dales Teaching Alliance, and together, these coalitions provide many</p> |

trains staff well, and secures the services, provision and equipment required by children and young people with special educational needs:

opportunities for the sharing of expertise, equipment, training and services to support students with SEND.

The school has a programme of continuing professional development which all staff take part in, which identifies and meets training needs through appraisals and reviews of performance, securing 'in-house' provision for students with SEND. This system is enhanced by the 'Coaching' system within school which teaching staff are involved with and enables good SEND practice within the setting to be shared. All staff undertake regular training through INSET days (for example, recently on differentiation for SEND students, supporting literacy across the curriculum for students with SEND and autism specific training for staff.

Where an 'in-house' solution cannot be found for a student, Nidderdale High School accesses the services of specialist advisors from North Yorkshire County Council and from local Enhanced Mainstream Provision in the areas of Communication, Autism, Behaviour and Specific Learning Difficulties. The school also works with medical and psychology professionals in order to support students where necessary. The school also works with colleagues from social services, children's centres and hospitals and other medical facilities in order to support our students. The school has a school nurse who visits regularly, offering open access appointments to students. Further support is sought from different professionals on a 'need' basis as and when it is required. Permission for students to work with agencies or adults outside of Nidderdale High School is always sought from parents after due consultation.

There may be occasions when the school feels that some additional support within lessons may help a child to make better progress. If some additional small group or one to one support within lessons is planned, the school will explain to parents how this will work, what the aims of this support will be and how and when the impact of this support will be reviewed. Most importantly, this support will be aiming to make students more independent in lessons. Support will usually be given by well-trained Learning Support Assistants with whom parents are able to have regular communication in a way that suits individual family circumstances.

The Learning Support Team meets as often as is necessary (sometimes several times a day) with the Learning Support Manager to discuss matters arising with students with SEND and discuss ways forward in difficult situations. The team also have a weekly briefing to ensure that they are fully up to date with all pertinent matters relating to students within school with SEND. Learning Support Assistants attend regular training days and complete an annual performance management cycle to monitor and evaluate their professional development and training needs.

The Learning Support Manager meets weekly with the school Senior Leadership Team (or more often if it becomes necessary) to update them about students with SEND. Students who are considered vulnerable are discussed at least weekly, with minutes kept to ensure that developments through difficult periods for students is monitored and overseen at the highest level within school.

Students with profound learning needs can have their additional needs assessed by the local authority. When school considers this necessary they will complete the relevant application forms and initiate an 'Education, Health and care Assessment request' in line with local authority guidelines. Should parents, rather than school, wish to apply to make an 'Education, Health and care Assessment request', they can contact the Local Authority to make a request for the assessment.

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| <p>Equality</p> | <p>Relating to section 6.79 of the Special Educational Needs and Disability Code of Practice: 0 to 25 years (January 2015), bullet point 6:</p> <p>The school provide students with SEND with access to the school careers advisor from Year 9 onwards in order to support their transition to further education after they leave Nidderdale High School in Year 11. This is to ensure that in selecting post-16 educational options, they and their parents have considered career pathways and life choices open to them. The Learning Support Manager also works with students and families to ensure that transitions to further education establishments run as smoothly as possible. Parents at this time are encouraged to make use of the SENDIASS service for further advice and support should they feel that it is needed. The school pastoral team also work with students and families as this can be a difficult time emotionally.</p> <p>Relating to section 6.79 of the Special Educational Needs and Disability Code of Practice: 0 to 25 years (January 2015), bullet point 11:</p> <p>Within school all students are given equal access to, and indeed actively encouraged to take part in, extra-curricular activities. Students who need additional adult support in order to access activities out of school hours will be provided with it. The Learning Support and PE teams offer an invitation only 'Sports Choice' club once per week for students with SEND to play accessible sports in a supported environment. Students with SEND are welcomed into the Learning Support Centre and the Pastoral Centre at break and lunch times where Learning Support Staff oversee activities and free time.</p> <p>The school equality policy can be accessed by clicking on this link.</p> |
| <p>On-going communication with parents</p> <p>School communicates regularly with parents:</p> | <p>Relating to section 6.79 of the Special Educational Needs and Disability Code of Practice: 0 to 25 years (January 2015), bullet points 3 & 4:</p> <p>School will usually contact home at least once a term, to discuss how well a student is doing, using a range of communication methods such as email, telephone, letter, planner, parents evening or school report. For students with SEND it is often desirable that there is more frequent communication as it is vital that parents and school work together closely. Parents' knowledge and understanding of their child's needs is essential to support the school in making the best provision for them.</p> <p>On-going communication with school may include:</p> <ul style="list-style-type: none"> • regular contact through a home-school book or by e-mail to keep you informed of things that are going well or particular successes • more regular meetings to update you on your child's progress and whether support is working • clear information about the impact of any interventions • guidance for you to support your child's learning at home. <p>School appreciate communication being two way and are always pleased to hear parent's views and input.</p> <p>Additionally, the views of students are taken into account. Students are all allocated a Key Worker who will meet with them either regularly, or on a 'needs' basis. Students are invited to attend meetings that relate to them or affect them. The school has an active Student Voice council which is monitored to ensure that students with SEND are represented.</p> |
| <p>Parent Partnership</p> | <p>Should you, as a parent, feel that you need additional support with any aspect of school life or education that Nidderdale</p> |

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| | <p>High School is unable to support you with, a SENDIASS Co-ordinator can be contacted through North Yorkshire's education offices or on 0845 034 9469.</p> <p>The SENDIASS Coordinators can offer impartial advice and support which could include making a home visit to listen to any concerns you may have, or attending meetings with you. They may also be able to put you in touch with other organisations or parent support groups.</p> <p>Nidderdale High School works alongside the SENDIASS Coordinators to support families.</p> <p><i>Relating to section 6.79 of the Special Educational Needs and Disability Code of Practice: 0 to 25 years (January 2015), bullet point 14:</i></p> <p>Should parents/carers feel the need to make a complaint about the provision made in school for students with SEN, they are referred to the school Complaints Policy which is available on our school website.</p> |
| <p>Key contacts for parents of SEND students at Nidderdale High School</p> | <p><i>Heads of School – Siân Dover and Kath Jordan -01423 711246</i></p> <p><i>Pastoral Manager – Anneliese Walker – 01423 711246</i></p> <p><i>SENCO – Jenn Blunstone – 01423 714107</i></p> |