

Shelley Academy

Special Educational Needs Information Report 2016

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| Name of school | Shelley College |
| Type of setting | Upper School Academy: 13-18 years |
| Name of SENDCo | Mr Garry Stead |
| Address | Huddersfield Road, Huddersfield, HD8 8NL |
| Phone Number | 01484868777 |
| Website | www.shelleycollege.org |
| Link to SEN page of school website | http://home.shelleycollege.org/about/sen-disability |
| School mission statement | "Valuing people, supporting personal best" |

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| Key Terms |
| SEND: Special Educational Needs and Disabilities |
| SENDCo: Special Educational Needs and Disabilities Co-ordinator |
| EHCP: Education, Health Care Plan |

1. What kinds of SEN do we make provision for?

Shelley College provides high quality learning support to students through its highly skilled classroom teachers, teaching assistants and the Student Support Centre. The College has many years' experience of meeting the educational needs of students, which may include:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

Students that have previously been identified as having an additional learning need will be fully supported through the transition process from the middle schools.

Students with an identified special educational need make up approximately 8% of the student population.

The layout of the school environment means that it is easily accessible during the school day for learners with physical difficulties, including those in wheelchairs or alternative equipment. An accessibility review is undertaken by the SENDCo and Director of Operations every three years to ensure the building is inclusive to all members of the school community.

2. How does the school identify and assess SEND?

All staff at Shelley College are committed to providing a positive and meaningful education to all learners. Upon starting Year 9, all students complete a series of baseline assessments, including those that focus on literacy skills. The SENDCo and Specialist Assessor analyse these results, identifying scores that fall below the national average. These students may then complete further in-depth testing to identify a specific area of need and are either closely monitored or entered into a personalised programme of intervention that focuses on the following literacy skills:

- Reading (including reading for comprehension)
- Writing
- Spelling
- Processing

Our teachers make regular assessments of students within their lessons, which may indicate that students are achieving significantly below that of their peers (starting from the same baseline). All teachers fulfil their responsibility to highlight any such concerns on student progress to the SENDCo and Student Support Team, which is done by our internal referral procedure. The first response lies within high quality teaching within the classroom. If this does not prove to impact upon the progress made by individual students, we would then look to introduce wave 2 and 3 provisions, which include but are not limited to short-term interventions. All referrals and concerns are fully investigated, and where appropriate, we seek input from specialist resources including the educational psychologist and other professionals.

The SENDCo and Student Support Team work very closely with our colleagues at the local middle schools, especially during the transition period. Information on all learners with an identified additional educational need is collated and all these students are tested on entry to Shelley College and at regular intervals throughout each academic year to develop a clear picture of progress and any additional needs that may be impacting on this. We have an on-going referral system to ensure all

students that might benefit from additional support are identified and are supported accordingly.

As part of the student support team we have a specialist assessor who is qualified to administer a full battery of tests to assess students for access arrangements for formal assessments and examinations.

SENDCo: Mr Garry Stead – garry.stead@shelleycollege.org

Student Support Manager: Mrs Brenda Ayre – brenda.ayre@shelleycollege.org

3. How are parents involved in the provision of support for their children?

When a young person with an additional need starts at Shelley College, a close relationship with all parties is sought in order to provide the most effective and relevant support. This process starts during Year 8 where a Shelley College representative attends LA reviews and other relevant meetings and begin the close liaison with the school. An initial and informal meeting takes place with the SENDCo at a welcome parents evening, which is open to all parents and/or carers. Following this, regular meetings are arranged, to which both parents and students are invited to contribute to the review of provision currently in place. In addition to this, the SENDCo is available at all formal parents' evenings on both a drop-in and pre-arranged basis and informal parent information evenings are held once a year, providing a flexible structure to review progress at least three times per academic year. Additional reviews can be organised as and when requested by both staff and parents. There is an open line of communication between parents and staff within the student support team, which includes regular phone calls, email exchanges and face to face meetings to share up-to-date information and regularly monitor progress of young people.

4. How are young people involved in the decisions made about their education?

The views of our learners are integral to ensuring that the most appropriate provision of support is in place. We work extremely closely with our young people to give them a voice and advocacy for their own needs. Key workers are assigned to many students to act as transitional bridge between the young person and others invested in their education. All of our students with EHC Plans are invited to attend regular reviews of their provision of support and, along with parents, are encouraged to communicate their views and aspirations for the future and generate effective and appropriate strategies to allow for further progression. We also use student voice opportunities to gain young people's views regarding whole school issues including teaching and learning and safety.

5. How does the school assess and review young people's progress towards outcomes?

Every student at Shelley College is formally assessed by class teachers on a termly basis, with shared and reported to parents along with information about whether or not your child is on track to achieve their target grade. At each monitoring point, the SENDCo, along with members of the Senior Leadership Team, analyses the data of students with SEND to ensure they are making progress in line with their peers. If students are not making, or are not on track to make expected progress, appropriate intervention will be identified and put in place.

Our staff play a huge part in assessing and reviewing the progress of young people. In preparation for EHCP reviews, teaching and support staff provide feedback relating to the specific outcomes identified in the support plans. The school's specialist assessor provides up-to-date scores from testing, which is used to assess the impact of the intervention programme that has been undertaken.

Where a young person has an EHCP or My Support Plan, parents/carers and young people are invited in to school to meet with the SENDCo and Student Support Manager to review the progress that has been made, assess the impact of the provision in place and determine the focus for new outcomes for the upcoming term.

6. What support is available for young people in the transition to post-16 education and training

A key focus of the support provided for Key Stage 4 students is in preparation for the transfer to post-16 education or training. We have built close links with local colleges to give students the opportunities to attend personalised visits, accompanied by school staff. All students with SEND have the opportunity to meet regularly with our specialist careers adviser who is also available to support parents in the post-16 application process, arranging private college visits throughout the transitional process.

All students are given access to our in-school careers advisor, who meets with individual students to discuss post-16 options. Those with an EHC Plan are additionally supported by an advisor from an independent careers service, who attends the formal annual reviews in Year 10 and 11, offering support and information to both parents and students on the transitional routes to post-16 education. Student support staff liaise closely with local colleges to provide detailed and relevant information to ensure appropriate support is provided to meet individual needs.

7. How does the school teach young people with SEND?

At Shelley College we employ a whole-school approach that focuses on high quality teaching and personalised learning activities to meet the needs of all learners within the classroom. Subject teachers are responsible for the progress of students in their classroom, ensuring that the curriculum is accessible to all learners.

Supported by the SENDCo, teachers understand the individual needs of learners, developing and implementing strategies to meet these needs through the planning and delivery of their lessons.

There are times when additional support is required to ensure that young people are making adequate progress across the curriculum. We have a small team of support staff who work throughout the school, providing support to the teacher to ensure all students are able to fully access and experience achievement within the lesson. Some students also receive targeted intervention that takes place out of the classroom for intervention sessions that may focus on reading, writing, processing, organisation skills and life skills.

All students are offered equal access to the school curriculum, with adjustments made on an individual basis. These may include a range of courses and alternative accreditation to ensure that all learners leave Shelley College with recognition of their studies, providing them access to further education.

From the Class of 2016 we have supported all students with SEND to secure further education, training and/or an apprenticeship. In this year group we had a small cohort of four students with EHCP/Statements and for SEN Support eleven students. Although parental feedback regarding the support, care and personalisation of the curriculum for these students is very strong, the academic performance is below our aspirations for this group. These results have made us review the curriculum offered and support arrangements for SEND students as well as making SEND student progress a school priority for 2016-2017.

8. How does the school make suitable adaptations to the curriculum and learning environment?

Shelley College is a single-level site which enables full access to all learners, specifically those with physical disabilities. Through consultation with feeder school staff and parents, appropriate adjustments are made, which include alternative seating facilities, adjustable height desks, and specialised equipment in practical lessons.

In Key Stage 3, all students are given equal opportunities to access a broad curriculum. Key Stage 4 offers a range of pathways that can be tailored and adjusted to meet

individual students' needs, including courses such as Food Production and The Prince's Trust, which is offered to a small number of students in the year group to support the development of social skills and independence. Some students are also offered the opportunity to complete access courses in Mathematics and Unit Awards in subjects including Science and Art. The school's accessibility policy aims to reduce and eliminate barriers to access the curriculum. This is done through regular building and maintenance work around the school site, which is monitored and overseen by the Director of Operations in liaison with the SENDCo.

9. How do we support staff to meet the needs of our young people?

All teaching and support staff receive regular training led by the SENDCo, updating them on changes to the SEND Code of practice and developments within the provision within school. Additional CPD opportunities are offered to staff throughout the academic year, focusing on key strategies and techniques to further support the needs of learners both within the classroom and throughout the wider school environment.

During the academic year 2015-2016, members of teaching and student support staff attended training courses that included focuses on autism and supporting young people with a stammer.

An SEN register and student information document are produced and shared with relevant staff to identify individual needs and offer effective strategies and approaches for support.

Here at Shelley College we work very closely with an Educational Psychologist who provides support for both individual students and teaching staff. Professional input is regularly sought from specialist provisions through referrals and applications made by the SENDCo, offering advice and support for students with a range of needs including ASD, physical disabilities, visual and hearing impairments.

10. How are young people with SEND enabled to engage in school activities that exist outside of the classroom?

At Shelley College, we strive to ensure that all of our young people can play a full part in activities outside the classroom. If assistance is required for your child to fully participate, then the academy will, within the best of its ability, give such assistance. This may include consideration of different resources or an alternative activity to ensure that a student gets the most from a trip.

A risk assessment is carried out prior to any off site activity to ensure everyone's health and safety will not be compromised. In the unlikely event that it is considered unsafe for

a student to take part in an activity, then alternative activities which will cover the same curriculum areas will be provided in school.

Any specific needs of students that may affect their participation on an academy trip or activity within school will be considered by the responsible staff member in the initial planning stages. All students are welcome to attend all extra-curricular activities which are available, where any required support will be considered and provided where possible. For students with SEND, extra-curricular clubs that may be of benefit include Homework Club in the Student Support Centre.

11. What support is available to improve the emotional and social development of our young people?

The pastoral and student support teams at Shelley College work very closely together to ensure that students receive the social and emotional support that they require. In addition to accessing local resource provisions to work with specific young people, we also employ a counsellor who comes into school on a weekly basis. A lot of work is done with students during social and non-structured times to promote and model successful and appropriate interactions. Members of the student support team act as key workers, providing regular contact time with students to help establish a positive attitude to learning and emotional support.

At Shelley College, we understand that our duties to young people extend beyond the walls of the classroom. Staff are employed during social non-structured times, offering opportunities to encourage the development of social interaction skills that include sports club, creative activities and team games.

12. What access to specialist services is available for young people at the school?

In addition to the close relationships that we have established with schools within the pyramid, Shelley College also has strong ties with specialist services within the area. These include, but are not limited to:

- Educational Psychologists
- Physical therapist teams
- Physically Impaired Specialist Provision (Newsome)
- Child and Adolescent Mental Health Service
- Visual Impaired Team
- Hearing Impaired Team
- Autism Resource Provision (Honley)
- KIAS (Kirklees Information Advice and Support Service)

This list is not exhaustive and Shelley College is committed to communicating and

working with professionals involved with a child or family.

Referrals to external services and other bodies are made by the SENDCo who, in liaison with parents/carers and young people, will complete the paperwork required to apply for specialist input and resources.

13. How do I voice my concerns regarding the provision of support provided?

We aim to work closely with the parents and carers of our young people to regularly monitor and review the provision of support in place. If you are not happy with this support, in the first instance contact the Student Support team and Mrs Ayre (Student Support Manager) will deal with your concerns. If it is not resolved to your satisfaction please contact the SENDCo who will arrange to meet with you to discuss matters together. If this does not resolve your complaint, you are welcome to write to the Principal as outlined in the complaints policy.

14. How is the effectiveness of provision for students with SEN evaluated?

Teachers, as part of their professional standards, regularly monitor and review all students progress throughout the year. In addition, we aim to regularly evaluate the effectiveness of SEND 'Wave One' provision through regular lesson observations by senior leaders and line managers including Q&A team, work scrutiny and student voice activities. All support and intervention strategies attempt to evidence and inform student progress against specific targets and evaluate the appropriateness of the curriculum offered and its assessment. In the case of withdrawal to the SSC for support, each intervention occurs within a specific time frame, usually ½ term and progress is regularly monitored throughout to establish when the student can return to the classroom. If it is established that further work needs to be undertaken in this format, both the content, focus and timescale of the intervention is reviewed.

Data collection each term from teachers demonstrates current levels of progress. Teachers and senior staff can then track the progress of students throughout the year and establish appropriate programmes of support for students to get them back on target.

15. How effective is SEN provision at Shelley College?

Our last OFSTED inspection, in May 2013, judged SEN provision to be outstanding. Our analysis of key information, such as student destinations, access to the full curriculum, student progress and wellbeing indicate that standards remain at a similarly high level.

Our current strengths:

- Effective internal assessments
- Access arrangements for assessments and exams
- Positive and dedicated team of support staff
- Promoting independence in our young people
- Student-centred approach
- Effective network liaison
- Positive relationships with parents
- Majority of student needs are met well within the school environment

Targeted areas for improvement:

- Closing the attainment gap so students perform in line with predicted targets
- Consistent approach to supporting all needs in the classroom
- Developing staff confidence in delivering good quality wave one teaching and learning
- More stretch and challenge for SEN students

We want to further improve outcomes for SEN students, ensuring they make at least the same progress as all pupils nationally and one of our targets for this year is to encourage teachers to set more challenging questions and set higher targets for our lower ability SEN pupils.