



SEN Report

Mission Statement

Shelley College recognises the achievements and abilities of all of our students. We value the contributions that every child can make to the educational and cultural life of our school. We are committed to offering an inclusive curriculum to ensure the best possible progress for all our students whatever their needs or abilities. All staff will actively seek to raise achievement, remove barriers to learning and increase physical and curricular access for all. All students with SEN are valued, respected and equal members of our school community.

We believe that creating the right conditions and encouraging students to maximise their potential is a matter for the whole school and is the responsibility of all staff. Our educational pedagogy is firmly rooted in the SEND Code of Practice 0-25 (update 2015) and as such this statement complies with the statutory requirements in the SEND Code of Practice 0-25 (update 2015) and should be read in conjunction with the following guidance, information and policies:

- **The Equality and Diversity Policy**
- **The Accessibility Plan**
- **Pupils with Medical Needs and Disabilities Policy**
- **The SEN/Inclusion policy**
- **The Safeguarding Policy**

<p>What types of SEN do we provide for?</p>	<p>Children are identified as having SEND when they have a significantly greater difficulty in learning than the majority of children the same age or have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the Local Authority (SEND regulations 2014). Students at Shelley College have a range of difficulties including Communication and Interaction; Cognition and Learning; Social, Emotional and Mental Health difficulties and Sensory or Physical difficulties.</p>
<p>How do we identify and assess students with SEN?</p>	<p>All teachers are teachers of children with Special Educational Needs, and actively seek to adapt the curriculum to meet their needs. All teachers are aware of the procedures for identifying, assessing making provision for students with SEND, and are actively involved in the review process. When a student first joins Shelley College, we use information from a range of sources to help identify SEND. These can include information from parents/carers; feeder school teachers and professional colleagues; the results of GL Assessments and specialist literacy and numeracy tests as well as feedback for tutors and subject teachers. We may also seek information from specialist colleagues such as specialist provision outreach teams or other external agencies.</p> <p>All students with SEND are identified on the school SEN register which is shared with all staff. Teachers are also provided with detailed profiles of students to help them to tailor their lessons to meet individual needs. If appropriate, targeted interventions are planned and delivered.</p>
<p>Who is our special educational needs coordinator (SENCO) and how can he/she be contacted</p>	<p>Our designated school SENCO is Mr Garr Stead who can be contacted by telephone on 01484 868777 or alternatively by email at garry.stead@shelleycollege.org . The Assistant SENCO with responsibility for Social, Emotional and Mental Health issues is Miss Louise Eyre and she can be contacted at louise.eyre@shelleycollege.org. The Student Support Manager is Mrs Brenda Ayre and she can be contacted at Brenda.ayre@shelleycollege.org.</p>
<p>What is our approach to teaching students with SEN?</p>	<p>Class and subject teachers are accountable for the progress and development of children and young people in their class. They oversee the work of any support staff in their lessons and collaborate with any specialist staff. Their planning takes additional adult support into account and is discussed with those staff. However, any intervention and support does not replace high quality teaching. The SLT and Quality Assurance team have a rigorous programme of observations throughout the year to monitor the quality of teaching and learning. Each member of staff is expected to be able to evidence how they have supported students with SEN to make good progress and this forms part of</p>

their annual appraisal. A personalized programme of CPD is delivered to all staff to equip them to meet the needs of students with SEN.

The school may decide, in collaboration with the parent/carer, to place a pupil on the SEN register at SEN Support. Every child/young person on SEN Support has a different profile of needs and we adopt a personalised approach to ensure that we meet those needs. In accordance with LA Guidance (see page 14 Children & Young People with SEN; Guidance – School Based Support), if a child/young person's needs are more complex, we will make steps towards a Support Plan to record outcomes, provision, resource and strategies in place. The school takes a graduated approach, starting with ensuring First Quality Teaching. Through the system of assess, plan, do, review, different intervention models will be explored, firstly by the class teacher followed by graduated steps towards specialist interventions, if these are deemed appropriate. Students identified are recorded on a school provision map. When greater monitoring of specialist interventions are required or students are not making expected progress, then they may be moved onto a 'My Support Plan' (MSP). Teachers and specialist staff contribute to MSP's and use the targets to inform their planning of lessons. These are reviewed on a termly basis and more frequently if required.

The school has access to Specialist Provision teams who can offer support and guidance for students with more complex needs. As well as receiving support from specialist staff in school, a student with SEMH difficulties can receive targeted support from external agencies through Single Point Referral. Some children and young people on the SEN Register may have more significant SEN, and there may be a number of specialist services involved with the child and their family. As a result of the monitoring cycle on an MSP, it may be felt that when students are not making the expected progress towards identified outcomes, despite the relevant and purposeful action taken to identify, assess, and meet their needs, a request can be made for an Education, Health and Care (EHC) assessment. The LEA then assess all relevant documents and information provided by parents/carers, and all agencies involved with the child, as well as the child's views and may lead to the issuing of an Education Health and Care Plan (EHCP) which will bring together health and social care needs, as well as their special education needs and provisions. Children and young people with an EHCP continue to be the responsibility of the teacher and may access some further intervention or support within school. Their progress will be monitored by the school and also through an annual review, where the outcomes on the EHCP will be considered.

<p>How do we adapt the curriculum and learning environment?</p>	<p>Most of our students follow a traditional curriculum, however a small number of learners have a highly differentiated curriculum to match their individual needs, interests and abilities. This group of students still follow a mainstream timetable, but this may include different option choices; additional literacy; intervention groups within the Student Support Centre (SSC) and different level of qualifications studied. Students who have social, emotional or mental needs which significantly affect their access to main stream school can be referred to 'The Bridge'. In 'The Bridge' Programmes a bespoke support package will be developed to support engagement and bridge any gaps in progress or welfare; with a view to them participating in as much as possible in the educational and cultural life of the school and, wherever possible, full re-integration. A student referred to 'The Bridge' could be taught Maths, English, Science by specialist teachers through a nurture based approach, as well as covering Life Skills and, as part of the support strategies on offer, they could attend a work experience placement for up to two days a week.</p> <p>We also have a range of different facilities to help SEND students throughout our school for example, disabled toilets. An Accessibility Plan is in place.</p>
<p>How do we enable students with SEN to engage in activities with other students who do not have SEN?</p>	<p>Students with special educational needs and disabilities are actively encouraged to participate in extracurricular activities, such as our Duke of Edinburgh Award scheme.</p> <p>All children in the school are encouraged to take part in extra activities at break time, lunch time and after school. Day and residential trips are open to all children and your child's specific needs can be discussed if they wish to join such a trip.</p> <p>We also have a wide range of activities to support SEND students including Sport Club, Homework Club, Games Club and Break Time Social Club.</p> <p>Students regularly take part in cultural and sporting events both in and out of school such as the Christmas showcase, music concerts, school productions and new age curling and boccia.</p>
<p>How do we consult parent of students with SEN and involve them in their child's education?</p>	<p>We work in partnership with our parents and families to ensure they are fully informed about all matters relating to SEN. All children that have an Educational Health Care Plan and some children that are at SEN support have a named key worker who will contact parents and carers on a regular basis. We use students' planners. Telephone and e-mail to communicate messages home and operate an app called 'MyEd' to communicate with parents and families about homework and a range of educational issues.</p>
<p>How do we consult students with SEN and involve them in their education?</p>	<p>We have a team of senior students that are given leadership opportunities across school. Additionally, we invite students to regularly meet with the SENCO and provided a representative</p>

	<p>student voice. Students are always invited to their annual reviews and a great deal of emphasis is placed on their voice and students are encouraged to be active advocates for their learning. In addition, students are invited to their academic mentoring meetings with parents and form tutors.</p>
<p>How do we assess and review student progress towards their outcomes?</p>	<p>The school closely monitors the progress of all students. Data is collected three times per year normally every term and data sheets are sent home at the end of the term. Any subject areas where a student is not making the expected progress, a plan for intervention shall be made. Class and subject teachers are accountable for the progress of the students in their class. They will oversee the work of the support staff in their lessons and collaborate with any specialist staff. The school takes a graduated approach. Starting with ensuring there is quality teaching first of all. The SLT and Quality Assurance team have a rigorous programme to monitor the quality of teaching and learning. SEN is a key area within this. Through the system of assess, plan, do, review, intervention will be firstly explored by the class teacher and graduated steps towards specialist interventions if deemed appropriate. These will be monitored and recorded on a provision map.</p>
<p>How do we support students moving between different phases of education?</p>	<p>We have carefully planned transition arrangements for students joining the Shelley College at year 9 and leaving at year 11 or Y13. The whole school has a two week transition period at the end of the summer term in which students move up to college. In addition to this, our Inclusion staff make visits to the feeder schools and gather information to be shared with teachers and the SENCO. We also attend some of the annual reviews of students in year 8 to ensure that there is a smooth, carefully planned transition for our students with special educational needs. All children with Education Health Care Plans are invited to three additional transition sessions and are accompanied by a key member of staff from their school. This gives us an opportunity to get to know our students and share good practice with the key members of staff from the feeder schools. On these transition sessions students will be introduced to the inclusion staff and parents are issued their contact details in case they have any worried or questions before their child joins us in the summer term. The pastoral managers also hold an annual event for the year 8 parents shortly before transition at which we encourage parents to network, meet key SEN staff and feel ready for the transition to Shelley College. We have excellent relationships with local colleges and post 16 providers. We ensure careers advisors attend the annual reviews of our year 9, 10 and 11 reviews and parents and students are well informed of the choices available.</p>
<p>How do we support students preparing for adulthood?</p>	<p>The Skills for Life curriculum provides careers modules which work towards a smooth transition to further education or work based placements. The school has a school based careers advisor who offers both group and individual advice. Students have the opportunity to visit local colleges and representatives from the colleges visit school. The school has excellent links with colleges and other</p>

	<p>post 16 providers. We make transition arrangements for students with SEND. We also seek specialist careers guidance for these students and support families in making choices.</p>
<p>How do we support students with SEN to improve their emotional and social development?</p>	<p>We support our students by assigning them to a form tutor who will (in most cases) remain with them as they progress up the school. In addition, all students with a statement or EHCP and some on SEN Support will receive a mentor who is a link between parent, home and school. Mentors meet up regularly with their key students and support them in their emotional well-being as well as providing curriculum support. Mentors can also attend review meetings.</p> <p>The school has a specialist team to look after the social and emotional well-being of students and a staged approach to supporting emotional wellbeing in our school. Student Managers monitor student's mental health via teachers, tutors and parents information and are the first port of contact regarding a student's. Depending on individual needs, students may then be referred to the Student Engagement Officer and/or the Assistant SENCO who have responsibility for Social, Emotional and Mental Health issues. Through liaison, bespoke packages of support can be developed which may include, individual mentoring, group work, Quiet Area drop ins or referrals can be made to the Nurse or the School Counsellor or Thriving Kirklees. Student's needs are monitored through regular liaison with the student and parents and they may be referred to 'The Bridge' Programmes for additional support if required. Students may also be placed on the SEN register if their needs significantly impact their progress and they require further awareness and monitoring. We have excellent relationships with a number of external agencies, such as CAMHS, Northorpe Hall and the Educational Psychology service. Shelley College identifies young people's emotional wellbeing as a priority and the senior leadership team champion and promote Emotional Wellbeing.</p> <p>CPD training is delivered across whole school staff to ensure that skills are shared and a consistent approach is used with children who need support with emotional and social development. In addition, the emotional wellbeing staff have more in depth training in the areas of emotional wellbeing including anxiety, self-harm, anger, behaviour & attachment. Consultations and supervision sessions held on a fortnightly basis to discuss students who may benefit from extra support</p>
<p>What expertise and training do our staff have to support students with SEN?</p>	<p>Our SENCO has completed the National Award in SEN Co-ordination. Our Assistant SENCO is a Special Educational Needs Teacher with a PGCE in the Autism Spectrum and a Certificate in Applied Behaviour Analysis. Our Inclusion Managed hasand our Bridge HLTA has experience with nurture based approaches.</p>

	<p>We provide training programs each year to our teaching Assistants for Specific Learning difficulties and Special Educational Needs to maintain their awareness and understanding and to support students effectively in lessons. Staff also receive specific training in Seizures and anaphylaxis and work closely with medical professionals who support students with physical disabilities. Staff can also request training within specific areas as part of their professional development and supervision and support in lessons is also provided.</p> <p>This expertise is disseminated throughout the whole school. Through in-house and input from outside providers, we also have high levels of expertise in the understanding of behavioural difficulties and have robust systems in place to support and monitor children whose barriers to learning lie in this area.</p> <p>Our staff regularly deliver training to other schools and support staff in school through bespoke profiling of students and strategies to help teachers in the classroom.</p>
How will we secure specialist expertise?	All teachers and members of staff are invited to make referrals to the SENCO should they have any concerns about a student. Should it be appropriate, the SENCO can make referrals and seek advice from outside agencies and specialist services. We work closely with educational psychologists, speech therapists, CAMHS, CHEWS and all Kirklees specialist provisions including visual and hearing impaired service.
How will we secure equipment and facilities to support students with SEN?	The school has access to a range of specialist services that can advise on specialist equipment to meet the needs of our students. If you think your child needs specialist equipment please contact the SENCOs.
How do we involve other organisations in meeting the needs of students with SEN and supporting their families?	The school work closely with a number of outside agencies including healthcare, CAMHS, SALT (Speeds and Language Therapists) and the psychological service.
How do we evaluate the effectiveness of our SEN provision?	The effectiveness of our SEN provision is evaluated through a school wide self-evaluation programmed where SLT and colleagues review the work of the department and the provision it provides.
How do we handle complaints from parents of children with SEN about provision made at the school?	Please contact the class teacher, the Student Support Manger Mrs Ayre, the Assistant SENCo Miss Eyre or the Assistant Principle and SENCo Mr Garry Stead in the first instance.
Who can young people and parents contact if they have concerns?	If you have any concerns you can contact your child's class teacher, or the pastoral manager for the students year. Alternatively you can contact any of our inclusion staff listed above.

<p>What support services are available to parents?</p>	<p>KIAS is a statutory, free, impartial and confidential service, working with Parents/Carers, Children and Young People https://ww.kias.org.uk</p> <p>(SENACT) SEN Assessment and Commissioning Team are available to offer advice to parents of students with SEND at senact@kirklees.gov.uk or telephone at 01484 221000</p> <p>PCAN (Parents of Children with Additional Needs) They are the independent, parent-lead forum in Kirklees for all parents and carers of children and young people with additional needs aged from birth to 25 years. info@pcankirklees.org</p>
<p>Where can the local authorities Local Offer be found?</p>	<p>https://www.kirkleeslocaloffer.org.uk</p>