



The Market Weighton School

SPECIAL EDUCATIONAL NEEDS AND/OR DISABILITIES INFORMATION REPORT

January 2018

The kinds of SEN that are provided for:

The Market Weighton school is a supportive and inclusive 11 – 16 school. We support and value the abilities of all our students regardless of their individual needs. It is our duty to provide equal opportunities for every person in our care and to offer a safe and fully equipped learning environment which caters to the needs of every student as an individual. We are committed to inclusion within the school curriculum and participation in all aspects of school life.

TMWS adopts a 'whole school approach' to Special Educational Needs and Disabilities. All staff work to ensure inclusion of all students. The school is committed to ensuring that pupils with special educational needs and disabilities can fulfil not only their academic potential and achieve optimal educational outcomes, but also achieve physically, creatively, emotionally and socially.

We are able to cater for and provide for students with a variety of needs. The list below is used to help identify and classify the priority need in line with the most recent SEND Code of Practice pg 97 -98 (July 2014). Please take into account that students may have more than one need type. It is usually deemed appropriate that a student with severe or profound moderate learning difficulties would be educated in a specialist setting rather than at this school.

- SLCN Speech, Language and Communication Needs
- SEMH Social, Emotional and Mental Health
- ASD Autism Spectrum Disorder
- VI Visual Impairment
- MLD Moderate Learning Difficulties
- HI Hearing Impairment
- SLD Severe Learning Difficulties
- MSI Multi-Sensory Impairment
- PMLD Profound Moderate Learning Difficulties
- PD Physical Disability

Need Type:	SpLD	MLD	BESD/SEMH	VI	HI	PHYSICAL/ME
No of students	79	70	28	2	4	32

Policies for identifying children and young people with SEN and assessing their needs, including the name and contact details of the SENCO:

- Inclusion Policy
- Special Educational Needs and Disabilities Policy
- Safeguarding and Child Protection Policy (including E-safety Policy)
- Disability Equality Policy including Accessibility Plan
- Administering Medications Policy (in line with '*Supporting pupils at school with medical conditions*' guidance)
- Behaviour for Learning Policy
- Anti-bullying Policy
- Teaching and Learning Policy
- Admissions Policy

The named SENCO is Kirsty Gemmell

Other members of the SEN team are:

HLTA: Dorne Reddall – Foundation Learning Group Y7&8
HLTA: Kerry Lockwood – Literacy support and intervention
Level 2 LSA: Amanda Bowes
Level 2 LSA: Linda Bell
Level 2 LSA: Elaine Lightowler
Level 2 LSA: Sara Thirlwell
Level 2 LSA: Kate Harko-Boothroyd
Level 2 LSA: Katie Scutt
Level 2 LSA: Sara Wilmore

Please contact them through the main school telephone number : 01430 873450

Arrangements for consulting parents of children with SEN and involving them in their child's education:

The new SEND Code of Practice states:

6.64 "Schools **must** provide an annual report for parents on their child's progress. Most schools will want to go beyond this and provide regular reports for parents on how their child is progressing."

6.65 "Where a pupil is receiving SEN support, schools should talk to parents regularly to set clear outcomes and review progress towards them, discuss the activities and support that will help achieve them and identify the responsibilities of the parent, the pupil and the school. Schools should meet parents at least three times each year. (DfE: page 104)"

The full document can be accessed through:

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

At TMWS we:

- Hold statutory annual review meetings for those students with a statement for special educational needs.
- Hold interim or emergency review meetings when necessary for those students with a statement for special educational needs.
- Hold 'assess, plan, do, review meetings' and involve parents/carers in the 'My termly Support Plan' process.
- Attend meetings in primary schools to address future needs of those pupils with SEND.
- Attend Team Around the Child/ multi-agency meetings when appropriate.
- Hold annual parents' evenings for all students where the SENCO is available to consult with

- parents of those on the SEND register.
- Invite parents/carers to attend careers interviews.
- Allow parents/carers of new students to have the opportunity to complete a questionnaire at parents' evenings.
- Promote the use of home/school link books for everyday communication for some children.

Parents and carers may wish to access central East Riding services such as Parent Partnership, and the Children's' Disability Team. Please see link to East Ridings Local Offer.

LA – LOCAL OFFER WEBSITE eastridinglocaloffer.org.uk

Arrangements for consulting young people with SEN and involving them in their education:

At TMWS we listen to the views of the students and encourage active participation in planning, monitoring and reviewing their educational provision, which may include outside influences when appropriate. We will look carefully at how the Code of Practice details guidance on recording student views using one page profiles for example.

All students will be involved through:

- Discussions regarding their individual targets with teachers.
- Discussions with specialist staff such as the Hearing and/or Visually Impaired Service, Service for Children with a social and communication difficulty including Autism, Educational Psychologist, Occupational Therapist, physiotherapists, staff from Child and Adolescent Mental Health Service (CAMHS) etc. Families will be informed of these visits.
- Discussions with a careers advice worker when appropriate.
- Discussions with the SENCO.
- Discussions with educational support staff.
- Discussions with pastoral support staff.
- Attending their statutory review meetings if they have an Education, Health and Care plans EHC plans.
- Attending plan, do, review meetings.
- Students are encouraged to attend parents' evenings.
- SEND students are on the School Council.
- Headteacher interviews with all Year 10 and 11 students.

Arrangements for assessing and reviewing children and young people's progress towards outcomes. This should include the opportunities available to work with parents and young people as part of this assessment and review:

In line with the new SEND Code of Practice all students will be made aware of their assessment targets and the outcomes for which they are aiming. The school strives to improve students' literacy and numeracy skills, and targeted students are assessed using a standardised reading comprehension test every year up to them being in Year 9. Students receiving additional literacy and/or numeracy interventions are assessed to evaluate the effectiveness of the intervention and determine the next step.

The provision map will develop to allow the SENCO to evaluate the impact of interventions in relation to good value for money.

The school uses internal assessment data to show progress of groups of students against national expectations (i.e. by gender, SEND/non-SEND, ethnicity, Children who are looked after, Pupil Premium etc.) Progress is measured at least termly in line with the whole school academic tracking systems. The SENCO will look at the relationships between those on the SEND register and other vulnerable groups. The pastoral manager links closely with the SENCO to ensure that progress and

attainment reports are fit for purpose with regard to those on the SEN register. At present the 'SIMS' and 'SISRA' data management systems are used and 'Doddle' is used for Year 7 & 8.

The SENCO and senior leaders will evaluate the Governments 'RaiseOnLine' report and it's replacement ASP, together with the FFT evaluation report to establish how the identified SEND students have progressed and attained against National averages and expectations.

Pupils who do not have an EHCP plan but access intervention which is alternative to or different from what we would offer all pupils are put on SEN support. All students currently with a Statement of Special Educational Need will transfer to EHC plans within the next two years in accordance with guidelines laid down by the Government and Local Authority, with specific year groups prioritised.

Arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society:

Post 16

East Riding uses IAG careers advisers that meet with all students as well as those with special educational needs and/or a disability (SEND). More time may be spent with the most vulnerable or meetings may take place earlier in the academic year in order to plan ahead.

Some students may wish to attend a local college e.g Bishop Burton College, Selby College or East Riding College. Examples of Post 16 transition into the working environment in the past have been hairdressing, catering and assistant site manager or farming.

The SENCO liaises closely with East Riding LA SEND services to ensure that the school is aware of post 16 opportunities.

The school will use central specialist services to help with independent living skills such as independent travel training.

The approach to teaching children and young people with SEN:

High quality teaching, differentiated for individual students, is the first step in responding to students who may, or may not, have SEND. In agreement with 'The Code of Practice' all staff agree that additional intervention and support cannot compensate for a lack of good quality teaching. The quality of teaching and learning of all students is supported through the lesson observation cycle; learning walks; book looks and the work shadowing and tracking of individual students.

The school is working hard to ensure that the overall quality of teaching for all students is classed as good and better in line with OfSTED requirements. Full school procedures will take into account the teaching and learning of all vulnerable students including those with SEND.

Full school development plans will include an action plan related to SEND and the Equality Duty. It is the aim that SEND is a constant thread throughout all mainstream policies and practices as well as being an individual area of provision.

The SENCO has an overview of Wave One and Two provision as well as targeted support at Wave Three.

How adaptations are made to the curriculum and the learning environment of children and young people with SEN

Wave Three

The SENCO, alongside appropriate staff, will identify students that require 'additional to' and 'different from' provision. The intervention group meets every half term to consider appropriate interventions, agree actions and monitor progress in order to assess impact.

The school has a Foundation Learning Group that provides the opportunity for Year 7 and 8 vulnerable students to access basic skills learning in a specific base/classroom. Such identified students will spend a proportion of their time with one teacher and the same peer group. They will access other subjects in the usual mainstream lessons with support.

Identified students will be assessed under the Government regulations to determine if they are eligible for access arrangements in controlled assessments and exams. This could mean that some students would have extra time, a reader, word process or a scribe for example.

Since September 2016 the school has developed specialist provision for students with Autistic Spectrum Disorder ASD. This provision provides a safe haven for students with ASD and specialist staff to provide support in the Foundation Learning Group or in mainstream lessons depending on the academic ability of the student.

The school employs Learning Support Assistants (LSAs) who support identified students within mainstream classes and the Foundation Learning Group. These LSAs act as a good link between the SENCO and class teachers. They also become very aware of individual student's needs and will meet with the SENCO to share concerns and good points.

Other examples of specific provision are :

- Read Write inc Ruth Miskin
- Number Shark
- Word Shark
- Lexia
- Safe Haven for those vulnerable at break and lunch times.

Entrance to the school is well signposted and easily accessed for those with mobility difficulties. There is a disabled parking bay right in front of the school.

There are two accessible toilets and a fully equipped care room with overhead tracking hoist. Lessons that are timetabled on the first floor are moved to the ground floor if required and the music room is accessed by a stair climber.

TMWS has an administering medicines policy that ensures there are safe practices in relation to those who need regular medication on site to enable them to access their learning. TMWS ensures that their practice is in line with the new guidelines: '*Supporting pupils at school with medical conditions*'.

The expertise and training of staff to support children and young people with SEN, including how specialist expertise will be secured:

When appropriate, a programme of professional development/staff training will be organised in relation to different SEND need types to allow staff to feel confident that they are providing a rich and varied learning environment for students and that reasonable adjustments are made. The SENCO and senior leaders aim to empower staff so that there is a good level of understanding related to individual students as well as general needs and conditions.

Recent training has included understanding autism and appropriate strategies.

The SENCO is new in post (December 2017) and is being supported by a qualified SENCO with Post Graduate Certificate for Special Educational Need Co-Ordination which is a specialist qualification to allow her to assess students difficulties and create the correct provision for the child. This external consultant is also a Specialist Leader in Education SLE.

Evaluating the effectiveness of the provision made for children and young people with SEN:

The Learning Support Assistants meet regularly with the SENCO and Assistant SENCO in order to share information about the successes and barriers to individual student's learning.

The SEN register is regularly updated and is easily accessible to staff. There is also an autism register which includes all pupils who have this specific learning need.

The SENCO works closely with the behaviour manager and pastoral staff to ensure that all are working together to meet need. Works in collaboration with year group managers to manage strategies and evaluate progress for the most vulnerable when appropriate. These staff meet together regularly as the 'intervention group' to monitor the progress and impact of interventions with all vulnerable students including those with SEND.

Statutory review meetings are held for those students with a statement for special educational needs.

The SENCO works with the SLT to ensure that there is a strategic overview in relation to attainment and progress for SEND.

The SENCO monitors progress and attainment measures for SEND with subject leaders.

The SENCO provides a report for SLT and governors.

A costed provision map is being created to enable the SENCO to assess the success of interventions.

How children and young people with SEN are enabled to engage in activities available with children and young people in the school who do not have SEN:

The school provides extra-curricular opportunities for students such as Sport, Music, Drama and STEM. It believes in equal opportunities and supports those with SEND if they choose to engage.

Reasonable adjustments are made so that all students can participate in PE and on Sports Day. Adjustments can be made to support the PE curriculum, including the use of adapted equipment.

There is a Student Council in place. If it is found that students do not vote for those with SEND to be part of the council over time then favourable adjustments would be made and a student with a disability would be given the opportunity to be on the council if they wished.

The school adheres to policy and the Equality Duty when taking students on out of school visits.

All students with SEND have the opportunity to access careers advice alongside their peers and would visit appropriate post 16 provisions/ educational settings to allow them to make informed choices.

All students with SEND engage in one to one and group conversations with staff in relation to target setting equal to that of their peers and then more refined targets will be set for students with SEND when necessary.

Opportunities at breaks/lunch:

There is LSA support in the FLB and LSB at break times and lunchtimes where there are various activities available for pupils who have SEND as well as others.

Support for improving emotional and social development. This should include extra

pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying:

PASTORAL STRUCTURE

As an inclusive school we welcome and celebrate diversity. All staff believe that students need to be resilient with high self-belief to ensure their wellbeing. We have a committed, caring staff, who want the very best for each and every one of the students at TMWS.

Each pupil is allocated a Form group and a House on entry.

The form tutor is the first port of contact for any concerns or communications. In addition, the Head of Year can offer further support and advice.

Year 7 and Transition – Mr Andrew Yeadon

Year 9 and 10 – Mrs Sarah Hall

Year 8 and 11 – Mrs Tracey Brice

The school also has two Learning Mentors in the Student Support team, who work under the direction of Mr Paul Ollett (Assistant Headteacher - Behaviour, Inclusion and Welfare), with vulnerable students during the school day.

KS3 Mentor/Student Support Services Officer – Mrs Claire McCall

KS4 Mentor/Librarian – Mrs Mamta Joshi

We have staff trained in emotional first aid and solution focused approaches to resolving issues.

We have a student voice and trained peer mentors.

The school has an EWO (Education Welfare Office - Mrs Sarah Northen) who is in school on a Thursday to support pupils and parents in ensuring attendance is maximised.

The school has a comprehensive transition programme organised by Mr Andrew Yeadon, which aims to ensure all pupils make a seamless transition from Year 6 to Year 7. Mr Paul Ollett oversees the transition between the other key stages in the school and in particular the school has excellent links with all local Post-16 providers to ensure that pupils make an informed decision about their next destination.

See all relevant policies on the school website – www.tmws.co.uk

How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families:

TMWS has very close relationships with the local authority, social care and health services. These include:

- Educational Psychology Service
- Occupational Therapist
- Physiotherapists
- NHS School Nurse Service
- Social Care
- Visual Impaired Service
- Hearing Impaired Service
- Speech and Language Therapists
- Autism/Communications Team
- Youth and Family Support

- CAMHS

East Riding Authority has a central SEND team for young people with high needs and they are involved at statutory assessment meetings.

Families are encouraged to use the 'Parent Partnership Services' for impartial support and advice or to bring an appropriate relative or friend to meetings if they wish to do so:

Tel: 01482 393939

Address:
East Riding of Yorkshire Council
County Hall
Beverley
HU17 9BA

Arrangements for handling complaints from parents of children with SEN about the provision made at the school 6.80 The above should include arrangements for supporting children and young people who are looked after by the local authority and have SEN:

Most complaints can be quickly resolved by talking to the teacher or member of staff concerned. To do this you can contact the school to arrange a time to meet with the person concerned and discuss the problem.

If you cannot resolve the matter directly with the person concerned, you should take it up with the Headteacher. Again, you can do this by contacting the school and arranging an appointment.

In a very small number of cases, the matter may not be resolved even with the involvement of the Headteacher. When this happens, the complaint should be directed to the Governing Body. In most cases, this means putting your complaint in writing to the Chair of Governors and sending it to him/her through the School. The Chair of Governors will then contact you.

For further details please see the school complaints procedure available on our website:

www.tmws.co.uk