



SEND School Offer: January 2018

Handsworth Grange Community Sports College is committed to inclusion and ensuring all students can fulfil their potential and play a full part in the life of their school and community.

The school's inclusion team work closely to ensure that all students have the best possible education and opportunities regardless of need. In doing so we fully support the SEN code of practice 2014 and our schools aim to remove any potential barriers to achievement by:

- Further developing effective early identification/intervention.
- Setting high expectations and raising achievement.
- Removing potential barriers to learning.
- Improving our partnership working with all agencies.
- Including parents, students and teachers throughout the SEND process.
- Making reasonable adjustments to support students with 'additional or different needs'.
- Monitoring progress through the Schools 'Closing the Gap' team.
- Ensuring the school and environment is accessible for students/parents with disabilities.

SEND Contact Details

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| Email: | jbrocklesby@hgsc.co.uk | |
| SENCO: | Mrs Joanne Brocklesby | Email: jbrocklesby@hgsc.co.uk |
| SEND GOVERNOR: | Kabier Aslam (tbc) | |
| OFSTED RATING: | Outstanding | |

School-Based Information

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| <p><u>Teaching and Learning:</u></p> | <p>Y6 transition days (2 days) allow students to experience time in the school setting with their peers. The days consist of base line assessments and experience in a range of lessons. Our open-door policy encourages parents of SEND students to arrange any extra visits that may help with transition.</p> <p>Students identified as vulnerable are also invited along with their parents to spend an extra day in school with the school's Learning Mentor. This group of students are also invited to a summer school, where relevant, to support further the transition process.</p> <p>All SEND students are encouraged to start thinking about post 16 provision as early as Y9. Students identified as requiring extra support receive early interviews regarding the process. Extra support is offered to research appropriate courses, CV's and letter writing. 'Business Day' offers experience of applications and mock interviews with employers.</p> <p>Throughout the transition process SEND students are also invited to make supervised visits to their chosen colleges or Sixth Forms. Discussions regarding support that is 'additional or different' during transition takes place in the summer term. Exchange of documents and information also takes place at this time. Meetings between the College liaison officer and the schools SENCO take place regularly throughout the school year to discuss the needs of students moving to post 16 provision.</p> <p>All Students in our school are provided with access to 'quality first teaching' and teachers must consider the needs of all students in their care when preparing lessons. All schemes of work and lesson plans must be differentiated to ensure that the needs of all students are catered for in the classroom.</p> <p>If students fail to make expected progress in lessons then subject teachers must put plans in place to support their learning. Should progress continue to be less than expected then students will be referred to the schools SENCO for assessment.</p> <p>All teaching groups are set in the core subjects according to ability and lower ability groups with 'additional or different' needs are taught in much smaller groups. The schools tracking system clearly identifies students who need to move up/down based on progress.</p> <p>At any time provision and routine can be changed and agreed to suit the needs of our students. The Special Needs Department, Heads of Year, the Learning Mentor, teachers and Form Tutors are consulted as appropriate where support for students may require an alternative curriculum or timetables need to be considered.</p> <p>As a school we are committed to improve teaching and learning: lessons observations, quality assurance, learning walks, staff coaching and development, teaching and learning briefings, professional development</p> |
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Identifying SEND needs:

opportunities, student/parent voice, staff audits and sharing good practice all help us to identify and support areas for improvement.

Department meetings and Subject Leaders' meetings are avenues to discuss teaching and learning and identify any training needs that may be required. To support teachers with students who have additional needs, outside agencies are employed to deliver staff training in areas such as 'attachment disorder', ADHD, Autism and other medical needs. Other training undertaken by individual staff is always shared and cascaded to everyone by the school's SENCO. Rigorous quality assurance via work scrutiny, learning walks and lesson observations is undertaken by all departments to ensure all students including those with additional needs are considered at all times.

All teachers are considered teachers of SEND.

School SEND provision:

As part of the school's transition process Primary Schools and parents clearly identify students who have any 'additional or different' needs. SEND information such as student files and care plans are shared and exchanged prior to students starting in September. The process is then managed by the schools SENCO and the schools 'Inclusion team'. All students with additional needs are then placed on a register clearly outlining their area of need.

Once at the school students are assessed regularly within subject areas. Added to this baseline assessments take place on entry in Y7 to try and identify any students who may require additional support and intervention. This also helps us to identify the strengths and weaknesses of our students. Baseline testing and early identification of need allows the school to place students on the most appropriate pathway to suit their needs.

It is often the case that classroom teachers are the first people to notice that a student may appear to require extra support. If this is the case then they must put strategies in place to support the students learning. If these strategies don't appear to be working and a student is falling further behind then a referral to the schools SENCO for further assessment will result.

Following assessment and discussion with teachers, parents and the student, the SENCO along with all parties present, will decide on the next appropriate steps. Following discussions, a one page student passport to learning is produced where by students are interviewed, explain their areas of need and how they like teachers to support them in lessons.

If parents/students have any concerns regarding progress they can raise these concerns at any time. The schools SENCO has an open-door policy and parents can make an appointment to discuss any issues at any time. Following discussion/assessments, all parties will make a decision about the next appropriate steps.

The schools tracking system and data analysis support the SENCO to identify any students who may require any additional or different support/intervention. SEN intervention plans are completed and put in to place by departmental members following identification at data collections. Their impact is measured by staff at later data collections.

Heads of year and pastoral teams may also refer students to the SENCO for SEN assessment.

All students with 'additional needs' are identified to staff in September by the schools SENCO. A booklet of 'needs and strategies' are provided for all staff which includes student photographs, need and strategies available to try and remove any potential barriers to learning. Medical information and care plans are also included in the booklet. All this information is also easily accessible on the school network for all staff. Teachers are provided with individual student passports to learning and a needs an strategies booklet. The school SENCO also delivers a PowerPoint production to staff on the first training day in September to remind staff of their duties regarding inclusive practice/intervention. All students with medical conditions and care plans are also clearly highlighted.

The main source of provision for all students is access to 'quality first teaching' where lessons are differentiated for all learners, including those with SEND, so they can access learning at their level and make expected progress based on previous assessments. Supported groups are much smaller in size. Following assessments and identification of needs there is a wide range of support available to our students:

- During transition vulnerable students are offered extra school visits to support them to forge friendships and become more accustomed and comfortable with the school environment prior to starting in September. (This is run by the schools Learning Mentor)
- The schools Learning Mentor offer 1-1 counselling as and when it is required.
- The schools Behaviour Psychologist offers 1-1 support for students displaying Social, emotional and mental health issues in addition to group support as appropriate
- Teaching Assistants provide individual/group support to help students access mainstream lessons. Focused support for individual students is also provided following data analysis.

Communication with/reporting to Parents:

- The Entry Level Pathway, which is focused on literacy and numeracy development, is provided for pupils who join the school with below Secondary level ready scores (100) in English/Maths. This is bespoke and is delivered by Primary trained specialist teachers.
- Handwriting intervention supports our students who have poor fine-motor skills.
- T.A's and trained Peer Mentors withdraw students from tutorial for extra reading/numeracy.
- Key stage 4 students receive extra support writing C.V's, letters and mock interview preparation.
- Lexia literacy intervention is also provided for targeted pupils to enhance their literacy skills.
- Students placed on the purple pathway receive extra literacy and numeracy lessons throughout the week.
- Homework clubs and breakfast clubs are available for our more vulnerable students.
- Literacy and numeracy are the focus of each morning tutor period.
- Adapted computer software, use of laptops, coloured overlays, adjustable desks, handwriting pens, spell checkers and visual timetables are all available to students with additional needs.
- Identified students undergo diagnostic testing to see whether they are eligible for exam concessions.
- Support in making appropriate choices for Key stage 4 courses is offered via options interviews. The aim is to ensure students choose the most appropriate pathway based on their needs.
- Personalised pathways are offered and off-site provision is sought based on needs at Y9/10/11.
- Extra provision is provided at key stage 4 to support transition at post 16. Early careers interviews and supported college visits are offered to students with additional needs. Regular meetings take place between the SENCO and college liaison officer to exchange information.
- Designated areas are provided at lunchtime for our more vulnerable students.
- Support by Teaching Assistants is offered to encourage SEND students take part in extracurricular activities both sporting and otherwise. Risk assessments are undertaken when required.
- At key stage 4, teachers mentor individual students with additional needs to support them through the examination period.
- A medication policy is in place to support students taking medication on the school premises.
- BME mentoring and a specialist teaching assistant support our EAL students.
- SEND students are also offered support during transition to Post 16 colleges.
- All relevant information is discussed and transferred to their chosen post 16 destination.
- Many Y11 students are provided with a staff mentor.

Student behaviour:

The school also have access to further advice and support from professional outside agencies. These include Educational Psychologists, Speech & Language Therapists, Hearing/Visual impairment specialists, Social Care, Family Support, MAST team, Mental Health and Looked after children workers.

Should the social inclusion team and SENCO feel it necessary to involve an outside agency then a parental meeting will take place before further action is agreed.

Following regular assessments in all curriculum areas staff input student data three times a year. The school tracker clearly indicates which students are presently making expected, above or below expected progress. Data analysis by heads of year, heads of department and by the schools SENCO indicate which students may require additional intervention to support their learning. Department intervention plans are then written and acted upon to try and accelerate progress.

Parents receive data collection sheets relating to their children's progress three times a year and these include individual subject levels as well as end of year target levels. This makes it easy to determine whether a student is on target or not. Parents can make appointments following data collections to review progress.

The schools SENCO has an 'open door' policy and should parents feel the need to discuss their child's progress all they need to do is phone to make an appointment.

Other forms of communication between school and parents are via email and text messages.

Regular parent's evenings are another time when parents can discuss student progress and meet with the schools SENCO to decide whether additional support is required, targets have been met or how potential barriers to progress can be removed. This provides parents with four opportunities a year to discuss student progress and take an active part in their children's learning and development.

Parent voice questionnaires are always issued following parents evening and feedback from parents is carefully considered and responded to wherever possible.

Annual reviews provide an opportunity for parents of students with an ' Education Health Care Plan' (EHCP) to discuss wellbeing, progress, achievement and attendance, in addition to other concerns.

Parents can also access information via the school's website: www.hgcsc.co.uk

As a school we aim to create a safe and supportive environment for all students. To achieve this, our rewards and sanctions policy is consistently applied and carefully monitored. Students and parents are made fully aware of the school's behaviour and classroom expectations and all classrooms have posters on view clearly highlighting them.

Effectiveness of Provision:

All departments have sanctuary room timetables and detentions to deal with inappropriate behaviour. Should behaviour escalate then whole school detentions may result. All heads of year keep a watchful eye on students within their year group. Behaviour target cards and positive comments books are another form of behaviour monitoring. If behaviour doesn't improve then an individual behaviour plan is written.

Heads of Year and the Leadership Team run the 'reflection room' which is where students are placed following more extreme behaviour such as fighting, abusive language or failure to attend school detentions. Fixed term exclusions are used as a last resort once all other avenues of support have been exhausted.

The school's behaviour tracker clearly identifies students requiring additional or different support with behaviour.

The schools Learning Mentor and Behavioural Psychologist provide short term intensive intervention programmes for identified students requiring extra support with behaviour.

Rewards afternoons provide an excellent opportunity for staff, students and parents to celebrate excellence or improvements in terms of achievement points, approach to learning, attendance, punctuality and progress. Rewards are an important part of the school's behaviour policy. Students doing things correctly are rewarded appropriately at a termly rewards assembly.

Regular lessons observations and learning walks indicate that teachers are differentiating work to ensure access for all students including those with additional needs. Lesson plans and schemes of work have recently been updated to ensure all students have access regardless of need.

Student and parental voice are acted upon and taken in to consideration when planning SEND provision for our students.

A recent SEND audit with teachers has indicated that the majority of staff have a very good understanding of the SEND procedures in school. Feedback also indicates that the 'needs and strategies' booklet along with student passport to learning documents provided for staff are excellent sources of support when looking for strategies to remove potential barriers to learning.

Intervention impact data clearly indicates that the present interventions are having a positive impact on learning and progress. This data is provided through the school's behaviour tracker.

Data collection and analysis clearly outline progress and attainment for SEND students compared to non-SEND students. It is our mission to ensure that there are no gaps between the two groups of students and

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| <p><u>Concerns and Contact:</u></p> <p><u>Key SENCO responsibilities:</u></p> | <p>that all students have the support to attain and make progress. Students who are not making expected progress at each of the data collection points are targeted for support in lessons and sometimes beyond lessons as part of extra interventions.</p> <p>The school's 'closing the gap' team have regular progress meetings following data collections to identify students requiring further intervention. The effectiveness of interventions is measured by the members of staff responsible for the interventions. Should provision not produce a positive impact then new areas of intervention are sought by the closing the gap team. Although the effectiveness and impact of provision is an ongoing process the closing the gap team annually discuss the impact of all interventions undertaken.</p> <p>Should provision in school not be deemed appropriate for a student then the SENCO will escalate the assessment process by seeking further support from the appropriate outside agencies (Local Offer). This may result in the writing of a 'My Plan' which outlines student provision and outcomes. This may eventually result in further assessment for an Education Health Care Plan (EHCP).</p> <p>The 'Locality D' family of schools SENCO's meet on a regular basis to share good practice and to identify areas for continued professional development across the family. Any training needs are met through 'Locality D' funding. The effectiveness of provision and identification of skills gaps provides the family of schools with the clear opportunity to improve provision in the future.</p> <p>Parents can raise any concerns regarding their child's progress by contacting the school's SENCO, Mrs Joanne Brocklesby via telephone: 0114 2694801 or via email: jbrocklesby@hgcsco.co.uk</p> <p>The school will always try to make reasonable adjustments to support students to enable them to fulfil their potential.</p> <p>Along with the support of the school's 'inclusion team', the SENCO has a number of key responsibilities:</p> <ul style="list-style-type: none">● Coordinating the provision for students with additional or different needs.● Advising teachers on a graduated approach to providing additional SEND support.● Advising and contributing to professional development of teachers.● Liaising with parents of students with SEND three times per year.● Being a key point of contact for external agencies.● Ensuring a smooth transition from from/to other education providers (Year 6 and Post 16).● Collaborating with Subject Leaders to ensure access and priority is provided for all students. |
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- Ensuring SEND documentation is kept up to date and that provision is tracked by the school.
- Ensuring the Headteacher and Governors meet their responsibilities under the 'Equality act (2010) regarding making reasonable adjustments and access arrangements.

Should parents wish to discuss any part of the schools SEND offer then please do not hesitate to contact Mrs Brocklesby to arrange an appointment.

Joanne Brocklesby SENCo

Updated: January 2018

Review: September 2018