

FURROWFIELD SCHOOL

SEND Information Report



2016-2017

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School Aim

At Furrowfield School a single, simple global aim is pursued.

*To assist all pupils to achieve their fullest potential,
in all aspects of development,
in order that they may contribute more positively to the society in which they
live,
both now and in their future adult life.*

This is underpinned by the belief that pupils will
'progress through encouragement'

This policy has been written to work towards achieving that aim.

At all times the school will seek to promote,
amongst staff and pupils, as appropriate,
a sense of spirituality and wonder of the world about us
through the curriculum described in this and other policy documentation.

Introduction

All Gateshead Local Authority (LA) maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and are supported by the LA to ensure that all pupils, regardless of their specific needs, make the best possible progress and achieve their potential in school. This report is published following the guidelines from the current code of practice (2014) as well making sure that it complies with Children and Families Act (2014) and schedule 1 of the Special Education Needs and Disability Regulations (2014).

All schools are supported to be as inclusive as possible, with the needs of pupils with Special Educational Needs and Disabilities (SEND) being met in any educational setting. At Furrowfield School we have a graduated approach to SEND, a continuum of support for children in order to enable them to make progress and to achieve in their future adult life.

Furrowfield School is a maintained special school for students from the ages of 11 to 16 years. The school caters for students with social, emotional and mental health (SEMH) needs. In addition, pupils might have other needs such as Autism, Atypical Autism, Dyslexia, Attention Deficit Hyperactivity Disorder (ADHD), Speech and Language, Pathological Demand Avoidance (PDA) and these needs will be met by the skilled staff within school. Pupils are placed at the school by the Special Educational Needs and Disability Team at Gateshead Council. In September 2015 Furrowfield School formed a Soft federation with Eslington Primary school. The Federation will allow us to have a shared leadership, strengthen the governance of both schools, and enhance training opportunities and to develop opportunities that benefit all pupils.

The school motto '*together we succeed*' reflects the high aspirations and expectations of all our pupils.

The Special Educational Needs Co-ordinator's (SENCo) are Mrs Donaldson and Miss Griffiths who can be contacted on 0191-495 4700.

What do we mean by Special Educational Needs and Disability (SEND)?

The Code of Practice (2014) states that a child or a young person has a special educational need or disability if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age, or

- Has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.

What is the Local Authority Local Offer?

The *Children and Families Bill* became enacted in 2014. From this date, Local Authorities and schools are required to publish, and keep under review, information about services they expect to be available for the children and young people with SEND aged 0-25. This is the 'Local Offer'.

- The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area.
- The Gateshead Local Offer can be accessed at:

<http://www.gateshead.gov.uk/Education%20and%20Learning/Special-educational-needs/home.aspx>

What is the SEND Information Report?

The SEND Information Report uses the LA Local Offer to meet the needs of pupils with SEND as determined by school policy, and the provision that the school is able to meet.

How are children/young people with SEND identified?

Special educational needs and provision can be considered as falling under four broad areas:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health (previously behavioural, social and emotional difficulties)
- Sensory and/or physical

What is Communication and interaction?

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with an Autism Spectrum Disorder, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication, social interaction and imagination, which can impact on how they relate to others.

What is Cognition and learning?

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Furrowfield School focuses around those with specific learning difficulties (SpLD), which can affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

What is Social, emotional and mental health difficulties?

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

What is Sensory and/or physical needs?

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children and young people with an MSI have a combination of vision and hearing difficulties, which makes it even more difficult for them to access the curriculum or study programme than for those with a single sensory impairment.

Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

How is SEND assessed?

Each pupil's progress is continually monitored by their subject teacher, tutor, head of year and the SENDCo in a number of ways, including additional educational testing completed within school. The SENDCo oversees any additional support a child may need and, at the beginning of the new academic year, data is analysed and tracked to get a clear indication of the support that individual pupils need. Termly assessments are discussed in regular weekly debriefs and staff meetings and they are assessed in reading, writing, numeracy and science. If your child is not yet at National Curriculum levels, a more sensitive assessment tool is used which shows their level in more detail and will also show smaller but significant steps of progress. Other tests may be used to monitor progress, such as tests which give a reading and spelling age or a standardised score. These tests and levels will also be discussed with parent/carers in detail, along with staff comments within the review meeting.

All pupils at the school have some special educational need and have a Statement of Special Educational Needs or an Education, Health and Care Plan. If additional needs are identified while a pupil is at Furrowfield School, the SENDCo will liaise with external stakeholders involved such as SENIT or Educational Psychology Service in order to provide the right support and intervention for each child. These reviews will affect the level of support given to each child and depends on the additional needs of the child and any other factors that may improve or hinder their progress. The school's Assistant Head teachers (key stage leaders) will then ensure these children receive the appropriate interventions. Depending on the pupil's needs, referrals can be made to the Special Educational Needs Improvement Team (SENIT) or the Educational Psychology Service within Gateshead Council.

At the end of key stage 4 (i.e. at the end of year 11) all children are required to be formally assessed using nationally accredited examinations. This is something the government requires all schools to do and are the results are published nationally.

How are parents of children with SEND consulted and involved in their child's education?

Parents can contact school if they have any concerns about their child by telephoning, writing or coming into the office and requesting a meeting or speaking to staff during the school day.

Parents and carers are also kept informed through home/school diaries, parent/carers evenings and phone calls and staff will contact parents or carers to discuss issues, concerns or progress of individual children.

The school holds regular parent evenings for all parents/carers. In addition, parents and carers are involved with regular termly review meetings to discuss progress towards current outcomes, setting outcomes for the future and future National Curriculum targets.

Annual Reviews are held for pupils with Single Plans or Statements of Special Educational Needs. These reviews focus on achievements, the progress made towards the outcomes, support and future plans, and are held with parents/carers, the student and any other agencies involved.

Pupils are encouraged to share their aspirations and views in review meetings and this will be done in a way that is appropriate to their age.

Parents and carers are regularly invited to attend training and events hosted by the school. Examples range from developing numeracy and literacy accredited courses to 'Chelsea's World' which will provide information about sexual exploitation and sports day.

How can I let the school know that I am concerned about my child's progress in school?

If you have concerns about your child's progress, you should speak to your child's Tutor initially. If you continue to be concerned that your child is not making progress, you may speak to the school SENDCo or the SEND Governor who can also offer their support.

How will the school let me know if they have concerns about my child's progress in school?

If your child is identified as not making progress, the school will set up a meeting to discuss this with you in more detail and to:

- Listen to any concerns you may have.
- Plan any additional support your child may need.
- Discuss with you any referrals to outside professionals to support your child.

Who are the best people to talk to in this school about my child's difficulties with learning/ special educational need or disability (SEND)?

There are a number of people in school who are responsible for special educational needs in school:

The **Head teacher (Mrs Richards) and Deputy Head teacher (Mrs Murphy)** is responsible for:

- The day to day management of all aspects of the school, including support for children with SEND.
- Making sure that your child's needs are met but they will give this responsibility to the SENDCo and subject teachers.
- Making sure that the Governing Body is kept up to date about any issues in the school relating to SEND.

The **Special Educational Needs and Disability Co-ordinator's (SENDCo) Mrs Donaldson and Miss Griffiths** are responsible for:

- Coordinating all the support for children with special educational needs and disabilities (SEND) and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.
- Ensuring that parents/carers are involved in supporting their child's learning and kept informed about the support their child is getting.
- Ensuring that parents/carers are involved in reviewing how they are doing and involved in planning for their future.
- Contacting other people who may be coming into school to help support your child's learning, for example an Educational Psychologist.
- Making sure that there are excellent records of your child's progress and needs.
- Provide specialist support for teachers and support staff in the school so they can help pupils with SEND in the school so they make the best possible progress.
- Support class teachers in writing Learning Plans that specify your child's targets.
- Ensuring that all staff working with the student in school is helped to deliver the planned work/programme so the student can make the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.

The **Subject Teacher and year group leaders** are responsible for:

- Making sure that all children have access to excellent classroom teaching (this is known as quality first teaching) and that the curriculum is adjusted to meet your child's individual needs (this is called differentiation).
- Checking on the progress of your child and identifying, planning and providing any additional help your child may need and letting SENDCo know if necessary. This could be things like targeted work, additional support.
- Identifying intervention practice with SENDCo. These will be shared and reviewed with parents at least once each term.
- Planning for the child's next term based on their progress.
- Ensuring that all staff working with the child in school are helped to deliver the planned work/programme so the child can make the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.

- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

The **Teaching Assistants** work with the class teacher to identify areas of support for pupils with SEND. They:

- Support pupils to access the curriculum.
- Help to implementation of differentiation and specialist support strategies in the classroom.
- Keep pupils focused on learning activities during lesson.
- Attend all training opportunities related to SEND and differentiation.
- Are mainly classroom based, however Higher Level Teaching Assistants are able to deliver specific SEND programmes outside of the classroom.
- Help pupils to develop effective ways of becoming independent learners.

The **Head (Mr Mitchell)** and **Deputy Head of Care (Mr Evans)** are the pastoral leads with in the school. They have a key role regards information sharing across the school, with parents/carers and with external specialist agencies.

The **Keyworkers** work with a targeted group (no more than 5) of children. They meet regularly with these children and develop a supportive/advocate relationship.

The **Residential Staff** work across school. In the evening they are house parents for the residential children and for part of the school day they are available in the school to support teaching as well as take an active role in supporting 'their' residential children.

The **Parent Liaison Officer** works alongside the Local Authorities **Education Welfare Service** to ensure our children attend school and issues preventing this are promptly addressed.

The **SEND Governor (Mr K Childs)** is responsible for:

- Making sure that the school has an up to date SEND Policy.
- Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school.

Who are the other people providing services to children with SEND in our school?

School provision

- Teaching Assistants working with either individual children or small groups.
- The SENDCo works with groups/individuals on a part-time basis.

- ICT support in the form of reading, writing, using electronic readers, maths and literacy programmes as well as Teaching Assistants offering support for children with emotional and social development through Nurture Groups.

Local Authority Provision delivered in school

- Specialist Teaching Team
- Educational Psychology Service
- Sensory support for children with visual or hearing needs
- Parent Partnership Services
- SALT (Speech and Language Therapy)
- ESLAC (Educational Support for Looked After Children)
- Family Intervention Worker to support families

Health Provision delivered in school

- Additional Speech and Language Therapy input to provide a higher level of service to the school
- School Nurse
- Occupational Therapy
- Physiotherapy
- CAMHs (Child and Adolescent Mental Health)
- Paediatricians (Community Child Health)

How are children/young people supported in moving between phases of education and in preparing for adulthood?

Transitions can be difficult for a child with SEND and we take steps to ensure that any transition is as smooth as possible.

- Students with Statements of Special Educational Needs or Education, Health and Care Plan (Single Plans) in our feeder primary schools will have a review in the Autumn term before they move to secondary school to discuss the transition. You will be told by 15 February of the year that they transfer which secondary school they will attend in September.
- Before your child moves to Furrowfield School, staff will visit them at their previous school. We will also arrange for your child to visit us to meet their new teacher and classmates. We also speak to parents before their child begins at the school as they know their child better than we ever can. We will develop a personal transition plan for your child with their primary school and review staff training to ensure that staff teaching your child has the appropriate knowledge of their needs.
- There is the opportunity to go back into mainstream schools and this is discussed with the parents, partnership schools and agencies involved with each child. We

will encourage parents and carers to visit the schools that may be suitable and to make an informed decision based on the packages that are put in place. If your child is moving to another school we will contact the SENDCo at the new school and ensure they know about any special arrangements or support that needs to be made for your child. We will also make sure that all records about your child are passed on as soon as possible. Before moving school, your child will visit their new school on several occasions and staff from the new school will visit your child in this school. When your child moves to secondary school, staff from Furrowfield School will discuss the specific needs of your child with the SENDCo of their secondary school.

Please note - if your child has an Education, Health and Care Plan, they must have an annual review before they move and the SENDCo from our main feeder school works with our school to ensure a smooth transition of year 6 pupils operates and secure transfer/sharing of SEND and safeguarding information occurs.

How are teachers in the school helped to work with children with SEND, and what training do members of staff have?

The SENDCo's role is to support the class teacher in planning for children with SEND.

- The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEND. This includes whole school training on SEN issues, such as Specific Learning Difficulties, Autism Spectrum Disorder (ASD) and speech and language difficulties.
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class, e.g. from the Specialist Teaching Team or the Local Authority.
- TAs receive a range of training as part of their ongoing CPD and to respond to the needs of the individual children they are working with. Many members of staff have basic training in SEMH or Specific Learning Difficulties, which is a common area of SEND in our school. Other training includes assessing reading and running records, social stories and social skills and supporting transitions.
- All staff members are trained specifically in de-escalation strategies and positive handling techniques where appropriate.

How will you support my child Academically?

All pupils are taught in small groups. The average class size is 7 pupils and all classes have a teacher and at least one qualified Teaching Assistant.

All pupils will receive a combination of whole class, small group and individual teaching.

All pupils receive excellent targeted classroom teaching which means:

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching is based on building on what your child already knows, can do and can understand.
- Different ways of teaching are in place so that your child is fully involved in learning in class. This could involve things like using more practical learning.
- Specific strategies are in place to support your child to learn.
- If your child's teacher has decided that your child has a gap in their understanding/learning after carefully checking on your child's progress they could receive some extra support to help them make the best possible progress.
- Children will be provided with additional resources to help progress in reading, writing and maths.

Specific work with a small group of children

This type of support is available for any child who has specific gaps in their understanding of a subject/area of learning and will be put in place if the class teacher or SENDCo think that they need extra support in school. The groups, are sometimes called Intervention groups and:

- Operate in the classroom, in specialist areas or outside in a less busy area of the school.
- Are planned and overseen by a teacher but they are often run by a Teaching Assistant who has been trained to run the groups using the teacher's plan and working with specific outcomes to help the pupil to make more progress.
- Are located in the TLC where intense 1:1 provisioning is required.
- Reading groups happen on a daily basis during Tutor time and on a one-to-one basis either with the school SENDCo or a TA.

How will you support my child emotionally and socially?

We take great care to ensure all of our pupils are confident, feel valued and respect others. As well as providing academic support, school can also provide emotional and social support for students. This can include:

- Peer mentoring systems involving older pupils who have received appropriate training.
- Social skills/nurture group interventions - provided by both internal staff and external agencies.
- School counsellor.
- Self-esteem interventions - ranging from the use of sport/music/drama to speech and language interventions.
- A Pastoral system which allocates support from a keyworker, as well as the Pastoral Team.

- Anti-bullying practice is taught within PSHE curriculum as well as across the school.
- Provision provided before and after school for vulnerable students.
- Administration of medicines - separate policy.
- Staff adopt consistent approaches in supporting pupils. We operate a reward system where pupils are praised and earn points for positive behaviour but consequences are given when the rules are not followed. Pupils use their rewards to access activities at the end of the week.
- If a pupil has additional needs, Individual Behaviour Support Plans are used to ensure that all staff working with the pupil manages the pupil's behaviour in a consistent way.
- Staff work spend time with pupils who have become upset in class to think about what has happened and to help them to return to class.
- Pupils have Personal, Social and Health Education lessons and have opportunities to enjoy cultural and social experiences at the school. We also run specialist social skills programmes in order to develop the pupils' social interaction skills. The school is part of a community cohesion project allowing opportunities for inclusion on a regular basis.

How is Furrowfield School accessible to children with SEND?

In School

The school is fully accessible to students with physical difficulties and is written in compliance with the Equality Act (2010).

The following facilities are available for pupils and their parents/carers with physical difficulties:

- Disabled parking bays.
- Ramped access to buildings.
- Lifts to all floors.
- Accessible toilets.
- Accessible break areas.
- Accessible dining area.
- A private room for administration of medication.
- A Quiet Room for pupils who need somewhere distraction-free.
- A large accessible play area.
- Interactive whiteboards and laptops/PCs/Ipads.
- Specialist approaches such as visual timetables.

A risk assessment will be carried out and personal evacuation plan will be drawn up for all pupils with physical difficulties. All staff working with the student will be made aware of the plan. We have an Accessibility Policy which is available in school.

Outside of School

Throughout the year, Furrowfield School offers various after school clubs where pupils can take part in activities such as football, arts, horse riding and trampolining. All of the clubs are accessible to pupils with special educational needs. There is usually no cost for this for pupils.

Pupils take part in trips and residential visits with the school and a comprehensive risk assessment is completed for all school visits. The Senior Leadership Team, overseen by the Headteacher, makes decisions based on whether it is safe for a child to leave the premises, taking into account the emotional needs of the child that day. The staff ratio is high and staff who handhold children are indicated.

How is the effectiveness of provision for children/young people with SEND evaluated?

Governors at Furrowfield School are active in monitoring the quality of the provision we offer. Annual Reviews scrutinise how well a child's individual needs are met on a yearly basis and our School Improvement Partner works closely with us to make sure that the provision remains extremely effective. Our latest OFSTED report in April 2012 graded our provision as good with outstanding features staff and governors continue to work together to make sure that it progresses to outstanding. Our rigorous assessment process monitors the academic, social, emotional, mental wellbeing and behaviour progress for all of our pupils and this is externally validated by our governors.

How do you make a Complaint?

Parent/carers should contact the SENDCo with any complaints about the provision that the pupil is receiving at school. If the complaint is not resolved, the school has a complaints policy available at the school.

Parents/carers can contact the Special Educational Needs and Disability Information and Advice Service which is run by Barnardos in Gateshead (tel 0191 478 4667). This is a free, confidential service for young people who have SEND and their parent/carers. The service is available whether or not the young person has a Single Plan.

Gateshead Council has developed a Local Offer which provides information about education, health and social care support for children and young people with SEND in Gateshead. The Local Offer can be found at senteam@gateshead.gov.uk.

Created and implemented by SENDCo Miss Griffiths - This information report is to be reviewed annually

Chair of Governor **Date**

Chair of School Council **Date**

Parent Governor **Date**

Headteacher **Date**