SEND Information report

Gillingham School SEND information report 2019/20

SUPPORT FOR LEARNING DEPARTMENT

Deputy Head Responsible for the Support for Learning (SfL) department- Sarah Turnbull

SENDCO- Karen Seldon

HLTAs- Julie Chatfield
       Jackie Marsh
       Sandra Trowbridge
       Nicola Sansom
       Lucy Manvile

Specialist Dyslexia Teacher/ Assessor- Elizabeth Ingham and Karen Seldon
Specialist Dyslexia Teacher – Hannah Scriven

In addition to this we have 5 faculty TAs and 9 personal learning mentors. We also have a teaching assistant who is employed to work with our EAL students and their families

Gillingham School is a mainstream comprehensive secondary school. We are able to support mainstream SEND areas within our existing daily resources in all 4 categories of need. For more information on these see Dorset local offer

The SEND policy can be found on the school website

HOW DOES THE SCHOOL KNOW IF STUDENTS NEED EXTRA HELP?

The needs of students at Gillingham School are identified in a number of ways, amongst others these include:

- ➢ Liaison with previous school setting
- ➢ Child performing below 'age expected' levels or equivalent (e.g. percentile rankings)
- ➢ Concerns raised by a parent
- ➢ Concerns raised by a teacher e.g. if behaviour or self-esteem is affecting performance
- ➢ Liaison with external agencies e.g. for a physical/ sensory issue, speech and language
- ➢ Use of tools for standardised assessment e.g. tests of literacy/numeracy
- ➢ Students with a Statement / EHCP (Education Health and Care Plan) already have many of their needs clearly identified. The school will work to meet these needs; placement at Gillingham school for these students is a decision made by the Local Authority

More detailed information on how we identify student's needs can be found in the SEND policy.

For the academic year 2019/20 Gillingham School had 131 students on the SEN register 26 of whom had EHCPs.

HOW WE SUPPORT AND MONITOR THE PROGRESS OF STUDENTS WHO NEED EXTRA HELP

The SENDCO is responsible for overseeing the progress of any student who is identified as having SEND. These students will be placed on the schools SEND register and the support they receive can take many forms including:

- Differentiation of the curriculum to match tasks to ability.
- Grouping of children according to ability for some subjects to ensure that tasks are suitably matched to ability.
- Use of a range of teaching styles which recognise the individual learning styles of the children in the class.
- Use of TAs to provide additional support within lessons.
- Withdrawal of small groups and 1:1 teaching by the SEND staff.
- Accessibility to resources to support pupils with sensory or physical difficulties
- Alternative means of accessing the curriculum through ICT, and use of specialist equipment
- Peer group support through mixed ability grouping, paired working and "buddy" systems.
- Use of positive behaviour modification strategies within the classroom and as part of the whole school Behaviour Policy.
- Use of attachment awareness training throughout the school.
- Access to extra-curricular clubs, and to the social life of the school.
- In-Service training for all staff on the needs of children with SEND

The School has a number of criteria by which the effectiveness of this support can be measured:

- All pupils, including those with SEND, are monitored regularly within their year group. This allows the school to review the quality of work, attitude and behaviour. It also means that students with specific problems can be highlighted and provided for within the terms of our SEND Policy
- All pupils have two OMR reports a year – as well as a much more detailed summary later in the school year. The system allows us to monitor the progress of SEND pupils already identified as well as identify new SEND pupils, and to implement the appropriate stages of the graduated response (see below) if it is deemed necessary.
- Pupil achievement e.g. weaknesses in Reading, Spelling or Numeracy standardised scores will improve over time. This support/monitoring will form the basis of a provision map which will be sent to parents with an explanatory letter
- Tracking of pupils' achievements through use of SIMS data
- The number of SEND pupils who pursue education after the age of 16
- Feedback from pupils and parents - for pupils on the SEND register there will be an opportunity to do this at the termly outcomes/progress meetings

This year were 42 students who were on the SEN register or who had previously been on the register in Year 11. Taking the CAGs in good faith, a high proportion of grades awarded were in line with, or above, students' estimated Range of Attainment, this was broadly in line with non-SEND students. All our SEND students were supported to begin their next phase of education at the level and placement of their choice.

There were 12 SEND students in Year 13. Again, taking the CAGs in good faith, the APS for SEND students was 31.7, compared to 34.3 for non-SEND students. The VA score for SEND students (0.06) is marginally higher than their non-SEND peers (-0.06). Students with the lowest VA scores can generally be attributed to those sitting fewer than 3 Level 3 subjects. However, we believe this to be in the best interests of those young people and their future pathways.

HOW WE SUPPORT STUDENTS WHO ARE TAKING EXAMS.

Students who are taking public exams are supported through the use of access arrangements. They are identified as needing support by teaching staff and teaching assistants throughout their time with us. Assessment for access arrangements occurs at the end of Year 9 and throughout Year 10 and 11. For more information see the access arrangements policy

WHAT SUPPORT WILL THERE BE FOR A STUDENT'S OVERALL WELL BEING?
 We are an inclusive school that considers students' social, emotional and mental health as important as their academic progress. We make it a priority to listen to the views of all our students and have rigorous measures in place to deal with bullying. For more information on any of the interventions mentioned here and others please see appendix 2 of our SEND policy

- The school currently has 4 members of staff trained as ELSAs (Emotional Literacy Support Assistant). Referrals can be made for this style of support through the Head of Year.

- There is a space in the school supporting our most vulnerable students from avoiding permanent exclusion or returning from medical illness. There is also availability for short term support for students with mental health issues within this area.

- The Pastoral Hub is a central base in the school that any student can access during the school day for emotional support. The staff are all Level 3 safeguard trained and are also skilled with areas such as bereavement and emotional literacy.

- We are also fortunate enough to have a School Counsellor. Referrals to this service are made through the Head of Year.

- Any additional staff working with vulnerable children requiring support during the school day, will work under the direction of the SENDCO/ Deputy Head

- We also have a dedicated team of first-aid trained staff who can support students with medical needs, medication etc. This consists of

Sue Jesson	Jo Stirk
Jo Felton	Kelly Lever
Roxy Clifton	Rachel Wright
Alex Stickland	Liza Greaves
Hannah Sweet	

Further details of how the school supports students with medical needs are available in the Supporting students with medical needs policy. You may also wish to refer to the school's bullying policy which is embedded in our behaviour for learning policy.

WHAT SUPPORT IS THERE FOR BEHAVIOUR, AVOIDING EXCLUSION AND INCREASING ATTENDANCE?
The school has adopted behaviour and exclusion policies available on the school website. If a student has significant behaviour difficulties, a Pastoral Support Plan (PSP) can be written to identify the specific issues, put relevant support in place and set targets with a view to identifying and

addressing the underlying reasons behind the behaviour. The school has an isolation room and individual learning suite where students can be supported and worked with to reduce the behaviours that are having a negative impact upon their education.

- The school has an attendance policy, this can be found on the school website. Attendance of every child is monitored on a daily basis by the school. Lateness and absence are recorded and reported.
- The school are also able to support families in making contact with other agencies who can provide appropriate support. The school are led by Dorset County Council as to policies and procedures surrounding issues in reference to poor attendance and attendance levels.

HOW ACCESSIBLE IS THE SCHOOL ENVIRONMENT?

Our school has an accessibility plan. This can be found on the school website.

- The majority of areas of the school are accessible by wheelchair. Ramps are provided near stepped areas and disabled parking bays are available outside
- Accessible toilet facilities are available in most blocks with hoisting facilities available in the PE and Science blocks. There are disabled changing and showering facilities in the PE block.

HOW WILL STUDENTS BE INCLUDED IN ACTIVITIES OUTSIDE THE CLASSROOM, INCLUDING SCHOOL TRIPS?

All students are included in all parts of the school curriculum and we aim, within reason, for all students to be included on school trips. We will provide the necessary support to ensure that this is successful and may discuss this in advance with parents. It might be appropriate for additional consideration to be made depending upon the student's individual needs and this is discussed with the parents where appropriate.

- A risk assessment is carried out prior to any off site activity to ensure everyone's health & safety will not be compromised. In the unlikely event that it is considered unsafe for a young person to take part in an activity, then alternative activities that will cover the same curriculum areas will be provided within the school environment, wherever possible.
- There are a variety of lunchtime and after school clubs, listed on our Website. We aim for these to be as inclusive as possible. Some young people find the lunchtime period challenging. Depending upon their needs, it might be appropriate for them to use the safe room (MR1) during this period of time. Each student's needs will be considered on an individual basis.

HOW WILL THE SCHOOL PREPARE AND SUPPORT STUDENTS WHEN JOINING THE SCHOOL OR TRANSFERRING TO A NEW SCHOOL?

We encourage all new students and their parents to visit the school prior to starting. The school holds open evenings in the autumn term and individual/small group tours can be arranged through the Year Head or SENDCO.

- We run a Transition Programme to support students prior to transition. This runs during the second part of the summer term. Admission to this is via referral from the primary school to the SfL department.
- We liaise closely with the staff when receiving and transferring students to and from different schools, ensuring all relevant paperwork is passed on and all needs are communicated and understood. A member of the SfL department will visit any primary school which requests a visit.
- If students have complex needs or EHCP the Year 5 Annual review will be used as a transition planning meeting which a member of the SfL department will attend.

- At any point where a young person with SEND is preparing to leave our school, we would seek to arrange additional visits for them to support smooth transition.

WHAT SPECIALIST SERVICES AND EXPERTISE ARE AVAILABLE AT OR ACCESSED BY THE SCHOOL?
Within the school we have a culture of sharing good practice and expertise; this enables us to ensure our staff have as much knowledge as possible within the field of supporting students with SEND.
- We have a Learning Support classroom that can facilitate students who need additional support with their learning, either on a 1:1 or small group basis
- We have a 'Graduation Group' which is designed to be a 'half-way house' between primary and secondary school. Students who are selected for the Graduation Group will spend their English, Geography, History, PSRE, French and Maths lessons in one room with a small number of teachers and full-time TA support. During this time they will focus on improving: Literacy, Numeracy, Self-esteem and Social Skills. This will largely be through extended projects and topic based work. In addition to this they will learn new vocabulary which will be needed when attending other subjects, namely: Science, Art/Design, Music, Drama, ICT and PE/Games - these will be taught in standard classes alongside the rest of the Year group. Students who are selected for the Graduation Group will have the opportunity, at the end of each term, to demonstrate that they have the necessary skills to join in with their peers on a full-time basis (with the exception of French). In September 2020, in the interest of maintaining a broad and balanced curriculum we will be introducing one Spanish lesson per week to these students in both Year 7 and 8.
  Many of the graduation group teachers have primary school teaching experience.

- As a school we work closely with any external agencies that we feel are relevant to supporting individual student's needs within our school including: GPs, school nurse, specialty nurses, CAMHS (Child and Adolescent Mental Health Service), clinical psychologist, paediatricians, speech and language therapists, occupational and physiotherapists, locality teams, social workers, Ansbury (formally connexions) ; educational psychologists and specialist advisory teachers.

TRAINING FOR STAFF SUPPORTING STUDENTS WITH SEND.
We look to ensure that we have a variety of skills among our staff body, in order to enable us to support young people in the best possible way.
We currently have staff that are trained/training to support students in the following areas
- Teaching students with Specific Learning Difficulties (4 staff)
- Emotional Literacy (ELSA 4 staff)
- Social Skills/ASD (2 staff)
- Art Therapy (1 staff)
- Lego Therapy
- Reading inference
- Specific medical needs including physical therapy
- Mentoring

OTHER USEFUL LINKS
These links may also be useful.
SENDIASS
Complaints policy