

SEND Information Report 2018

1.	What kinds of special educational needs are provided for at High Storrs School?	<p>We are an inclusive school and currently support students with a range of needs in the following categories:</p> <p>Communication and Interaction</p> <p>Cognition and Learning</p> <p>Social, Emotional and Mental Health</p> <p>Sensory and physical needs.</p> <p>Students may find it difficult to access the curriculum and need extra support and assistance if they have:</p> <p>Speech Language and/or communication needs, ADHD, Autistic Spectrum Disorder</p> <p>Dyslexia, Dyspraxia, Dyscalculia, Disorder of Attention, Motor Skills and/or Perception</p> <p>Hearing or Visual Impairment</p> <p>Medical conditions or physical disabilities</p> <p>Social, emotional and mental health issues</p> <p>Different cultural experiences or backgrounds</p> <p>Students who have English as an additional language and/or have recently arrived in England</p> <p>Other learning or medical needs that may be diagnosed through further testing or involvement from outside agencies</p>
2.	How does the school identify students with special educational needs?	<p>The SEND information report explains the provision that the school is able to provide and provides a guide to the expertise available.</p> <p>We work closely with the primary schools to identify students transitioning with additional needs to ensure that the right support is put in place for new year 7s.</p> <p>In addition to the above, all HS students' progress is tracked three times each year and there are frequent consultations with parents.</p> <p>Parents and teachers can refer concerns to the SENDCO and she will undertake an investigation into the concerns. It maybe that in-house testing is completed or signposting to external agencies. School will work closely with these agencies to ensure that any difficulties/barriers are identified. Outside agencies may include our link Educational Psychologist, Language Therapist, the Sheffield Autism Team etc.</p>

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3	Contact details of SENDCO	<p>Louise Hamnett PG Cert Special Educational Need Co-ordination 0114 2670000 Option 4 l.hamnett@highstorr.sheffield.sch.uk</p>
4	How many children in the school have special educational needs?	<p>In the academic year 2018-2019 we have 29 students with Education, Health and Care Plans. 11 of these students are under the review of the Hearing Impaired Unit which is situated in Learning Support. In total, we currently have 127 students who come under the SEN Support (K) on the SEND register. This includes years 7-13.</p>
5	The Local Offer	<p>A directory of services, the Local Offer, available in Sheffield can be found at http://www.sheffielddirectory.org.uk/kb5/sheffield/directory/advice.page?id=jBd7MDpgUml</p> <p>The purpose of the local offer is to provide a comprehensive list of the services available to families to support their children. The site offers help in how to seek advice and guidance regarding SEND.</p> <p>The Sheffield Parent Carer Forum is an organisation which was created to bring together the parents and carers across the City of children with additional needs. The organisation is parent-led run by a Management Committee whose members have links with parent support groups across the city.</p>
6	What are the arrangements for consulting with parents of children with SEND and involving them in their child's education?	<p>The parents/carers of students who appear on the SEND register are invited into school three times per year to discuss the progress of their child. At this meeting the one-page student profile is reviewed and parental input is invited. A review process of plan, do, review is agreed.</p> <p>In addition to the above, many parents have email and telephone contact throughout the year with the SENDCO as a first point of call for supporting the educational needs of their child. Where needs are deemed to be unable to be met by quality first teaching then a My Plan may be completed outlining a support package and steps towards making that progress.</p>
7	What are the arrangements for consulting young people with SEND and involving them in their education?	<p>Review meetings are student centred and the views of the student are sought. They have input into the compilation of their student snapshot, which is a one-page profile of their barriers to learning and how to support them.</p> <p>Student views are sought following regular tracking and they are instrumental in developing and creating outcomes to help them achieve their full potential.</p> <p>The Learning Support team work collectively with students of SEND to gather pertinent information around best practice in teaching students with additional needs. This is then disseminated to staff via pupil profiles and SEND snippets in the weekly bulletin.</p>

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8	<p>What are the arrangements for assessing and reviewing student progress towards outcomes, including the opportunities available to work with parents and young people as part of this assessment and review?</p>	<p>A process of plan, do, review takes place three times each year to support students who are included in the send register as SEND K. The Sheffield Support Grid is used to assess the level of need and provision.</p> <p>Parents can contact the school via email or telephone and seek advice and support from the SENDCO and the Learning Support team.</p> <p>The SENDCO seeks specialist support from within school and from outside agencies. There is a large, experienced pastoral team who support students, working closely with the SENDCO through weekly pastoral support meetings. Both teams come together each week to discuss the needs of individual students where there are challenges which are not being met by quality first teaching and not through the regular pastoral route.</p> <p>There are termly reviews with the school link Educational Psychologist and he works closely with identified students where further support and avenues of support are required.</p> <p>At High Storrs we have access to a wide range of professionals including; speech and language therapists, visual impairment teams, autism services, ADHD nurses etc.</p> <p>The school has a Hearing Impairment Unit on site which provides a rich source of advice to our students and families with hearing difficulties.</p> <p>The school works hard to ensure that all reviews are pupil centred and their parent/carers' voices are heard and respected.</p>
9	<p>Arrangements for supporting children and young people moving between phases of education and in preparing for adulthood.</p>	<p>As young people move towards adulthood, outcomes should reflect steps towards achieving long-term goals. This could include higher education, employment, independent living and participation in society.</p> <p>Detailed planning and execution ensures a smooth transition across each transition phrase. Teaching Assistants from High Storrs are sent into primary schools so that there is a link between the most vulnerable Y6s prior to transition. As well as this the Y6s have many visits to the school in the summer term prior to transition. The HSS SENDCO joins the review meetings with parents of Y6 students so there is a link which allays any fears and concerns. This is all in addition to the school transition days and summer school.</p> <p>Transition to post 16 provision is also carefully managed starting with an early supported careers interview. Accompanied visits to colleges take place for the most vulnerable students and college SENDCOs are invited to annual review meetings.</p> <p>Professionals from Sheffield Futures join the annual review meetings of students with Education, Health and Care Plans from Y9 onwards with the intention of providing information, advice and guidance to some of our most vulnerable students. They are instrumental in formulating steps to outcomes for students post 16.</p>
10	<p>What is the approach to</p>	<p>As a school we aim to be inclusive and treat students as individuals, taking into account their additional needs.</p>

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	teaching children with SEND?	<p>Lessons are planned to ensure that the needs of all students are met. Quality first teaching includes differentiation and personalised teaching programmes and lessons are monitored to ensure this happens.</p> <p>Support may include additional adults in the classroom, a range of different learning activities and the use of specific resources; all of which are pre-planned by teachers. Classroom teachers and support staff have half-termly teaching and learning continual professional development to ensure that quality first teaching is maintained.</p> <p>All class teachers and support staff feedback both social and academic information to the school SENDCO prior to the review process.</p>
11	What adaptations are made to the curriculum and learning environment for students with SEND?	<p>The number of adaptations that are made to support students are made in line with the Sheffield SEND Support Grid. This is split into five levels being:</p> <p>Level 1 Students progress through quality first teaching and differentiation of the curriculum by the classroom teacher.</p> <p>Level 2 This is mainly through small groups withdrawn to have intervention which may be around reading/spelling/numeracy.</p> <p>Level 3 This includes individual/small group, specific targeted interventions which require some modification of the curriculum. For example, speech and language support, hearing/visual impairment input. Other agencies could include, physiotherapy, Educational Psychology, CAMHs etc.</p> <p>Level 4 Access to appropriate specialist support and which includes a significantly modified curriculum and will usually require a high level of additional adult support.</p> <p>Level 5 This usually requires an alternative specialist educational provision.</p> <p>Students may move within these levels whilst at High Storrs and all our students with SEND are closely monitored.</p>
12	How does school ensure that staff have the relevant training to support students with SEND?	<p>Each teacher is aware that they have responsibility for all their students and has a detailed picture of students with SEND.</p> <p>Training days and twilight sessions provide opportunity to specifically focus on teaching and learning. This provides a forum for sharing best practice around supporting students with SEND. Teachers are</p>

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		<p>targeted with putting strategies into practice and being observed teaching by the peers.</p> <p>Along with this, we hold carousel type sessions on different aspects of SEND which are tailored to the SEND make-up of a particular class.</p> <p>Support and advice is provided by the SENDCO on a daily basis and strategies are incorporated into the student snapshot.</p>
13	How does the setting evaluate the effectiveness of its provision for learners with SEND and how often does it do this?	<p>The Senior Leadership, SENDCO and HSS Governors review the effectiveness of SEND provision on a regular basis. The senior leadership team review progress following each tracker. Provision and mentoring is put in place to support students underachieving.</p> <p>Parental feedback is sought following parents evening and at tri-annual review meetings.</p>
14	How do you ensure that learners with SEND are included in non-classroom based activities?	<p>All activities are fully accessible to all learners including those with SEND. Consultations occur between staff and parents to ensure that reasonable adjustments are made and that SEND is not a barrier to participation.</p>
15	What support is available for improving social and emotional development including pastoral support arrangements for listening to the views of children with SEND and measure to prevent bullying?	<p>A nurturing environment within the classroom is the responsibility for the class teacher. Tolerance to difference and diversity is encouraged and forms a large part of the school ethos. It is reinforced through the curriculum and in directed form time discussions.</p> <p>A strong House system (pastoral team) coupled with an experienced and welcoming SEND team ensure that students can thrive, feel valued and are not marginalised. The school has a Learning Support area which provides students with SEND, a place to re-centre and be away from noisier and busier areas of the school.</p> <p>The school has a mental health champion who is putting in place resources and will arm staff with the strategies to support emotional well-being. High Storr is working closely with professionals from CAMHs to become a Healthy Minds School. This will provide the school with a bespoke package of training tailored to the needs of our students, including those with SEND. Parents/carers, students and staff have had the opportunity to feedback their thoughts and needs.</p>
16	How does school involve other agencies in meeting students' SEND and supporting their families?	<p>The support of outside agencies is sought on an individual basis. The SENDCO has strong links with professionals in the Educational Psychology service along with MAST, The Sheffield Autism Team, Speech and Language service, Hearing Impairment and Visual Impairment services and the SEND locality team of schools.</p>

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17	What arrangements are there for handling complaints from parents of children with SEND about the provision ?	<p>Initial concerns should be forwarded to the SENDCO.</p> <p>If this initial approach proved unsuccessful parents should bring the matter to the attention of the Headteacher.</p> <p>In the case of a complaint that is unresolved, parents may wish to ask the governors to investigate and should approach the governor with the special interest in SEND. They would also be able to advise on further procedures and can be contacted via school.</p>
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