

SEN Information Report

Autumn 2020

1. What kinds of special educational needs does the school make provision for?

The Minster School believes that all students should be valued equally and enabled to develop to their full potential.

We make special educational needs provision in line with the SEN Code of Practice 2015, The Equality Act 2010 and the Children and Families Act 2014. Students may experience difficulty in one or more of the four broad areas of need outlined in the SEND Code of Practice:

- Communication and Interaction
- Cognition and Learning
- Social, emotional and mental Health
- Sensory/ long term medical and/or physical

2. How does the school know if pupils need extra help and what should I do if I think that my child may have special educational needs?

We will consider the following areas to identify students who may have special educational needs:

- Information from feeder schools, outside agencies and parents at transition (where needs are already recognised);
- Diagnoses and reports from specialists;
- School assessment data (attainment and progress levels for each subject), including Statutory Tests (SATs) and Cognitive Attainment Tests (CATs), together with reading and spelling levels;
- Comments from form tutors, teaching staff, students and parents.
- The results of diagnostic assessments.

If you have a concern about your child's learning, you are encouraged to share those concerns with your child's form tutor, the Curriculum Team Leader for Learning Support/SENCO. This can be done by contacting the school on 01636 814000.

3. a) How does the school evaluate the effectiveness of its provision for pupils with special educational needs?

Evaluation involves the active participation of the governing body and the whole school staff who have responsibility for the education of all students in the school.

We encourage feedback from teaching staff, parents and the students themselves to evaluate SEN provision. This includes analysis and review of attainment and progress data at identified points during the year, meetings with parents and student views.

The school's Governing Body has a duty to evaluate every year the provision the school makes for students with SEN and to report on that through the annual report to parents.

b) How will both the school and I know how my child is doing and how will the school help me to support their learning?

Attainment and progress will be regularly reviewed by the school and we will make any necessary adjustments to provision to best meet individual student needs. This will be done in consultation with parents and the student.

Attainment and progress reports are sent out to parents at regular intervals as detailed in the school calendar. In addition to this, students receive an annual school report. For all parents there will be a chance to discuss progress with subject teachers at the annual parents' evenings. For students with special needs there will be additional contact with the SENCO/Curriculum Team Leader for Learning Support.

c) What is the school's approach to teaching pupils with special educational needs?

We believe that an inclusive education system provides a framework within which all students can be valued equally, treated with respect and provided with equality of opportunity in school. All students are entitled to a broad and relevant curriculum and are taught within mainstream lessons wherever possible.

Where necessary, support is based on a student's individual need and the resources available within school. Methods of support may include:

- Differentiated classroom resources (e.g. writing frames);
- Advice to teaching staff on appropriate teaching strategies for individual students;
- Support from a Support Assistant
- Small group literacy and numeracy intervention;
- Use of assistive technology to support learning;
- Advice to parents on how best to support their child.

d) How will the curriculum and learning be matched to my child/young person's needs?

We will consider each student's individual needs and work with teachers, parents and the student to ensure that they are following an appropriate curriculum. Where there are complex and significant needs it may be necessary to consider an individualised learning programme. Where this is necessary, we may seek advice from a recognised professional support service in consultation with parents and the student wherever possible.

e) How are decisions made about the type and amount of support my child/young person will receive?

Any additional support given to a student will be negotiated with them and their parents by the SENCO/Curriculum Team Leader for Learning Support. Support will vary for each individual depending on need. Some students will receive planned interventions that last for a limited amount of time; others will receive longer amounts of support to ensure that

they have full access to learning. Students with significant and complex needs may receive external funding to enable their support over all the years that they are with us.

Parents are kept informed of the type of support their child receives and this is reviewed with them via letter, email, telephone or meetings: we aim to review in the manner that best suits parents wherever possible.

f) How will my child be included in activities outside the classroom, including school trips?

We offer a variety of in-school and after-school activities to which all students have access.

As a fully inclusive school all students have the opportunity to attend school trips that are an integral part of a subject. If additional support is needed for such trips to help facilitate access then this will be negotiated with those concerned.

Residential trips take more planning and usually involve advice and guidance from the professional agencies involved for students with complex and significant needs.

The Learning Support department offers the following additional provision outside the classroom for students with special educational needs:

- The Retreat is a quiet area within the Learning Support Department. Its use may form part of an individual student's provision.
- Breakfast Club is available every morning for targeted students.
- Break Club runs every day in the Learning Support classroom. We offer a variety of activities and these sessions are supervised SEN Support Assistants.

g) What support will there be for my child's overall well-being?

Each student has a form tutor who monitors their general well-being on a daily basis. Our pastoral system is overseen by the Assistant Head for Pastoral Care, and a Progress and Achievement Leader (PAL) at each key stage. They are supported by a Pastoral Support Assistant (PSA) for each year group as well as the Learning Support Department, the Behaviour for Learning Mentor and individual subject teachers. The amount of support varies depending on the student's individual needs. If the pastoral system does not meet the needs of students with more complex emotional difficulties, additional input will be needed and it may be necessary to make a referral either to the Educational Psychology Services or to trained health professionals such as psychiatrists, clinical psychologists or counsellors. Parents will be consulted throughout such referrals.

4. Who is the school's special educational needs co-ordinator (SENCO) and what are her contact details?

Mrs J. Woodhouse

Email: j.woodhouse@minster.notts.sch.uk

Telephone 01636 814000 Ext. 2416

Our SENCO is responsible for those students with complex and significant special educational needs, including those with an EHC plan. Students with learning difficulties such as dyslexia are also monitored by Mrs Woodhouse in her capacity as the **Curriculum Team Leader for Learning Support**:

In addition to the SENCO/CTL for Learning Support the School also has an Access Arrangements Assessor (AAA). The AAA carries out student assessment where appropriate to support exam access arrangements (eaa) or to determine a picture of a student's strengths and weaknesses to inform teaching. Students are usually referred by the Learning Support Department, teaching staff or parents. In the case of exam access arrangements, assessment results may form part of the 'picture of need' required by Exam Boards. The AAA works with the Exams officer to obtain the necessary permissions for eaa from the Exam Boards and to ensure these arrangements are put in place.

a) What training have staff supporting special educational needs had and what is planned?

The SENCO/Curriculum Team Leader for Learning Support has an MA in SEN and Inclusion and has undergone further postgraduate training in understanding, supporting and managing students with specific learning difficulties.

School staff and support staff attend training events throughout the school year.

More specialised SEND training is offered to appropriate individuals in accordance with the needs of specific cohorts of students and has included moving and handling, attachment disorders and supporting students with ASC.

b) What specialist services and expertise are available or accessed by the school?

The following professional agencies can be accessed through a referral process:

- Schools & Families Specialist Support Services (SFSS) via referral by the SENCO;
Physical Disability Support Service (PDSS);
Hearing Impaired Service;
Visual Impaired Service;
Communication and Interaction team;
Educational Psychology Service (EPS);
- Virtual School;
- Targeted Support. Information can be obtained from the help desk of the Early Help Unit 01623 433500. Referral is usually needed by either Education, Health or Social Care professionals;
- Child Health Services obtained via local Health Centre. You may already have a GP you can talk to initially;
- Community Child Health Nurse accessed via local Health Centre. Your GP or our School Nurse can help with this;

- Clinical Psychiatrist via CAMHS – Child & Family Therapy can be via referral from Local GP, Community Health Nurse, Community Paediatrician or School;
- Occupational Therapy Services via referral from Local GP, Community Health Nurse, Community Paediatrician or School;
- Social Care;
- Voluntary Sector agencies: we also value the support of the voluntary sector, e.g. Muscular Dystrophy Association, Downs' Syndrome Association and Autism East Midlands

Further details of local specialist services can be obtained through the Local Authority's Local Offer: www.nottinghamshire.sendlocaloffer.org.uk.

5. How will equipment and facilities to support pupils with special educational needs be secured? How accessible is the school?

Needs are addressed on an individual basis and we consult appropriate outside agencies for assessment where specialist equipment is required, e.g. for students with physical disabilities.

The Learning Support department has access to a limited number of laptops, iPads and digital Reading Pens which are used to support students where appropriate.

Our school building opened in September 2007 and is wheelchair accessible with lifts available to all floors. We have an access policy which is available on request from the School's Business Manager.

6. What are the arrangements for consulting parents of pupils with special educational needs? How will I be involved in the education of my child

Form tutor contact details are given to all parents when their child starts at the Minster School as the first point of contact for any concerns.

Where students have a recognised special need or learning difficulty and more frequent contact with parents is necessary, the SENCO/CTL for Learning Support are available to consult with parents regarding the provision in place for their child and to review progress.

We aim to offer additional support to parents and students with special educational needs at the key transition phases of the student's school life, for example at transition from primary school, at the Year 9 Options evening and when making post 16 choices.

For those students where the SENCO deems a Key worker is necessary, a home school link will be set up to maintain regular and effective communication.

Parents will be involved in annual reviews of an EHC plan and their views (as well as the student's) will be obtained.

7. What are the arrangements for consulting young people with SEN and involving them in their education?

Student voice helps us to ensure that our students are happy and thriving. This can be obtained via the SENCO/CTL for Learning Support, Key worker/SEN Support Assistant form tutor and/or subject teachers and is recorded accordingly. It is a good opportunity to share achievements and raise concerns.

We invite students with SEN to attend their progress review meetings where they are given an opportunity to be involved in setting their own targets and reviewing progress.

8. What do I do if I have a concern or complaint about the SEN provision made by the school?

Depending on the nature of the complaint, parents can contact the following staff:

- The SENCO/Curriculum Team Leader for Learning Support
- The Head teacher
- The Assistant Head (Curriculum)
- The Governors
- The Local Authority

Parents may also wish to contact 'Ask Us Nottinghamshire' who will support them and help with any specific concerns. They can be contacted on:

Tel: 0115 8041740

If you feel that your concerns are not being responded to, we have a formal complaints procedure. A copy is available on request.

9. How does the governing body involve other organisations and services (e.g. Health, social care, local authority support services and voluntary organisations) in the meeting the needs of pupils with special educational needs and supporting the families of such pupils?

We have a governor who has specific responsibility for special educational needs and who liaises regularly with the SENCO/CTL for Learning Support. The SEN Governor checks that the school is working with relevant outside agencies as part of its SEN provision and feeds back to the governing body. The school also reports to the governors on how SEN provision is working as part of its annual report to the governing body. The current SEN Governor can be reached via the school office.

10. How does the school seek to signpost organisations, services etc. who can provide additional support to parents/carers/young people?

The SENCO /Curriculum Team Leader for Learning Support can offer help and advice in relation to support and services in the local area for students with SEN and disabilities. See section 5b of this document for a list of agencies we work with.

In addition Nottinghamshire County Council has published its Local Offer which is a comprehensive directory of local services, opportunities and access for children and young people with SEN and disabilities in the area. This can be accessed at www.nottinghamshire.sendlocaloffer.org.uk.

11. How will the school prepare my child for admission/transition?

The SENCO / CTL for Learning Support liaise with primary schools during Y6 to begin the transition process. Information is shared concerning students with known SEN issues and meetings are arranged with students and parents where appropriate. In addition, the Family SENCO for The Mitre Trust may offer additional advice and support. All students have the opportunity to attend an induction day in early July (Year 6) to experience some taster lessons and meet their form tutor. Parents are also invited to meet the form tutor prior to their child's admission and may also meet with Learning Support staff to discuss individual concerns. In a small number of cases, it may be necessary for additional transition visits to be arranged.

We note the individual needs of students on our database, to which all teaching and support staff have access. This enables teachers to employ appropriate teaching and learning strategies for individual students. Some students with higher levels of need may have a Student Learning Profile which will be shared with appropriate staff.

Students who join the school from Year 7 meet with their Progress and Achievement Leader and the Pastoral Support Assistant prior to arrival where at all possible and the CTL for Learning Support/the SENCO is advised of any known learning difficulties.

For students with complex and significant needs the next transition process begins in year 9 when the student is asked to select their options for Years 10 & 11. Throughout Years 10 and 11 preparations are made to secure students places in Further Education, 6th Form or training placements. Students with an EHC Plan may be referred to Targeted Support to ensure all their future needs have been recognised. This is a process that includes the students and their parents.

12. Where can I access further information?

Please visit our website to find more information about the school.

www.minster.notts.sch.uk

The Local Authority provides a framework to support schools in carrying out their duties. Nottinghamshire has introduced a Local Offer as required by the SEN Code of Practice (2015) which has two key purposes:

- To provide clear, comprehensive and accessible information about the provision available locally; and
- To make provision more responsive to local needs and aspirations by directly involving children and young people with SEN, parents and carers, and service providers in its development and review.

Please visit www.nottinghamshire.sendlocaloffer.org.uk for more details.

The Integrated Children's Disability Service (Nottinghamshire County Council) also advise parents/carers with regards to EHC Plans and Assessments. They can be contacted on lcds.duty@nottsc.gov.uk

In this document the term 'parent' includes all those with parental responsibility including carers.

Reviewed October 2020