



GUISELEY
SCHOOL

A THINKING SCHOOL

SEND Information Report

Academic Year 2018/19

Approved on:	25th October 2018
Governors' Committee:	Curriculum and Policy
Responsible Officers:	Annie Adams (SENCO)
Review Date:	Autumn Term 2019

Guiseley School:

“Funding to assist pupils who have special educational needs (SEN) and/or disabilities is used appropriately to ensure they are well supported.”

OFSTED, October 2017

Contents

1. Introduction
2. What are Special Educational Needs (SEN)?
3. What is disability?
4. What is our approach to learners who have SEN?
5. How do we identify and assess SEN at Guiseley School? (including a sample “Helpful Learning Guide”)
6. How do we support learners with SEN and/or a disability at Guiseley School?
7. Links to films of our practice
8. Learning Support Assistants
9. Wider collaboration
10. How do we know if the support we offer and provide is effective?
11. Other opportunities for learning
12. Transitional support: the next steps
13. Contact us and have your say
14. Useful links to the Leeds and Bradford Local Offers

Introduction

This SEND Information Report forms part of the Leeds Local Offer for learners with Special Educational Needs or Disability (SEND) in accordance with the Special Educational Needs and Disability Code of Practice, January 2015. The Governing Bodies of all maintained schools and academy school proprietors have a legal duty to publish an Information Report on their website about the implementation of the Governors' or the proprietors' policy for students with SEND. The information published will be updated annually. The Information Report also applies to all learners who are looked after by the local authority and have SEND.

When we talk about "provision", we mean what we provide in order to meet the needs of a student and help them make progress at school which is appropriate to their age.

1. Aims

Our SEND policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

The aims of our Inclusion policy and practice in this school are:

- 1) to demonstrate our commitment to an Inclusive education for all.
- 2) to secure high levels of achievement for every student.
- 3) to work collaboratively with the parents/carers of our SEND students to support information sharing and strong educational outcomes.
- 4) to ensure staff expertise, by regularly reviewing our practices in school and tailoring our continuing professional development programme to address areas for development in our teaching practice.
- 5) to work closely with external agencies, where necessary, to provide a range of support for our students.

What is SEN?

The January 2015 Code of Practice defines Special Educational Need (SEN) as:

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child or young person of compulsory school age has a learning difficulty or disability if they:

- (a) Have a significantly greater difficulty in learning than the majority of others of the same age.

- (b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in a mainstream school or post-16 mainstream institution.

If a learner is identified as having SEN, we will make provision which is “additional to” or “different from” that provided for non-SEN learners (the normal differentiated curriculum), which is intended to overcome any barriers to their learning.

What is disability?

The Equality Act, 2010, gives the following definition of disability:

“A person has a disability for the purposes of this ACT if they have a physical or mental impairment which has a substantial and adverse long-term effect on their ability to carry out normal day-to-day activities.”

This definition of disability includes children and young people with long-term health conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disability and SEN. A child or young person may therefore be covered by both SEN and disability legislation. Students at Guiseley School who have a disability but do not have SEN are recorded on our Learning Support Register as having “Additional Educational Needs”. Our facilities for helping disabled learners to access the school are described fully in the school's Accessibility Plan, available at

<http://www.guiseleyschool.org.uk/documents/policy-documents>

2. Roles and responsibilities:

What is the role of the SENCO?

The SENCo is Annie Adams (email: adamsa1@guiseleyschool.org.uk)

They will:

- Work with the Head teacher and SEN governor to determine the strategic development of the SEN policy and provision in school.
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of special provision made to support individual pupils with SEN, including those who have EHC plans.
- Provide professional guidance to colleagues and work with staff, parents and other agencies to ensure that pupils with SEND receive appropriate support and Quality First Teaching (explained later in this document).
- Identify training needs within school regarding SEND provision and liaise with the Assistant Head of Teaching and Learning and external agencies to address areas for development in the school SEND provision.
- Advise on the graduated approach to providing SEND support and access additional waves of intervention where necessary.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Be the point of contact for external agencies, especially the local authority and its support services.

- Support transitions in education to ensure pupils and their parents are informed of their options for next steps.
- Foster a culture of high aspiration for SEND students.
- Work with the Head teacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Work closely with the Deputy Headteacher who line manages the SENCo and oversees pastoral provision within the school.

What is the role of SEN Governor?

The SEN governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the Head teacher and SENCO to determine the strategic development of the SEND policy and provision in the school

What is the role of the Head Teacher in SEND provision?

The Head teacher will:

- Work with the SENCO and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

What is the role of the classroom teacher in SEND provision?

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with their Curriculum Leader and the SENCO to review each pupil's progress and development and strategies to support positive outcomes.
- Seeking advice from their Curriculum Leader or the SENCO if they are not securing progress for a child.
- Ensuring they understand and follow this SEND policy

3. SEN Information Report

What is Guiseley's Vision around SEND provision?

Guiseley School is committed to providing an Inclusive education for all of our students. We therefore,

- Value every individual and celebrate their achievements
- Identify and respond to the needs of the individual

- Utilise the principles of Quality First Teaching to overcome barriers to learning.
- provide reasonable adjustments to allow all students the equal opportunity to achieve their best.
- work with determination to foster a highly aspirational culture in our students.

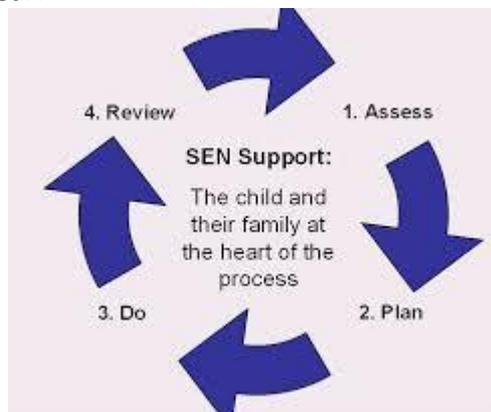
This policy forms part of the Local Offers from Leeds Children’s Services and Bradford City Council which can be found via the following links:

Leeds City Council Children’s Services: <http://www.leeds.gov.uk/residents/Pages/Leeds-Local-Offer.aspx>

Bradford City Council Children’s Services: <https://localoffer.bradford.gov.uk/thelocaloffer.aspx>

What are the principles and policies that underpin our SEND Provision?

- All staff will take responsibility for the identification, teaching and inclusion of students with SEND as an integral part of securing achievement for our students.
- Students with SEND are a shared staff responsibility and each member of staff is required to differentiate their lessons to meet the individual needs of the child.
- Staff are encouraged to use an ‘Assess, Plan, Do, Review’ model and refer any student who is not making sufficient progress to their Curriculum Leader and the school SENCO for further intervention. These cycles all form a part of the attainment tracking that takes place throughout the academic year.



- The ‘Assess, Plan, Do, Review model’ relies on the teachers assessing the needs of the student in their classroom, planning reasonable adjustments to meet the needs of the student and reviewing whether appropriate strategies are being utilised to secure strong educational outcomes.
- All students with SEND will be actively involved in the development of their own learning.
- All students with SEND/AEN are identified through co-operation and partnership with both parents and outside agencies.
- Working with Parents/carers is an integral part of our practice. We work together throughout the student’s educational career to map the provision required for each student.
- Students with SEND are recorded on a Whole School Learning Support Register (LSR) with teaching strategies provided on how best to remove specific barriers to learning.
- Students with other issues which may affect their learning, attainment and achievement are also recorded on the LSR, identified as students with AEN.

- Students with SEND are fully included in the educational and social life of the school.
- We seek to learn about the child as an individual and utilise a range of strategies to promote success.

How many students at Guiseley School have an SEND?

This information is currently being updated to include the new year 7 SEND cohort, it will updated prior to the meeting.

How does Guiseley School identify and review the needs of the students?

Every teacher has a responsibility for the identification and review of students' needs in line with the guidance in the SEND Code of Practice 2014. Quality First Teaching will provide a mechanism for all teachers to identify and review the learning needs of their students. Teachers will refer any students they have identified as requiring support and/or intervention 'different from' or 'additional to' that for the majority of their student peers to their Curriculum Leader and the SENCo.

We will assess each student's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all students and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs. Slow progress and low attainment will not automatically mean a student is recorded as having SEN. As part of this process we have strong partnerships with local primary schools, to ensure information sharing and smooth transitions between Primary and Secondary school.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the student and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

Students who are identified as having SEND and are receiving support that is 'different from' and/or 'additional to' normal class differentiation are recorded on the LSR.

The LSR is a resource that provides meaningful strategies to remove barriers to learning.

How do we ensure our SEND students can access the curriculum?

- The curriculum for students with SEND is differentiated according to need.
- This differentiation of our curriculum could include grouping, 1:1 intervention, small group intervention, teaching style and content of lesson.

- We will be guided by research to use a range of teaching strategies that allow for longer processing times – such as pre-teaching of key words and memory recall quizzes at the start of the lessons.
- We are committed to providing a curriculum that allows all of our students an equal chance of success, relative to their ability.
- We will use aids, as appropriate, to support learning – such as assistive technologies.
- The provision for students whose needs are ‘additional to’ and ‘different from’ the normal differentiated curriculum will be recorded on the LSR and on SIMS.

How do we ensure the inclusion of our SEND students?

- It is the responsibility of each class teacher to include students with SEND within the classroom and to seek support if they require further strategies for promoting strong outcomes for a child.
- Each individual teacher is responsible for planning, managing support and providing resources to enable all SEND students to access a broad and balanced curriculum.
- It is the responsibility of Departments to create schemes of work that reflect the needs of SEND/AEN students.
- In line with the Equality Act, we use our best endeavours to:
 1. Not treat current and prospective disabled students less favourably;
 2. Make reasonable adjustments where needed.

How do we ensure all staff are aware of their responsibilities concerning SEND teaching?

- The school has a commitment to staff development in SEND to ensure that both teachers and support staff effectively meet the needs of students.
- It is the responsibility of the SENCo to identify training needs relating to SEND and liaise with the Assistant Head responsible for Teaching and Learning to provide materials and assistance to Departments and individual teachers. Training will be provided internally, but also from external agencies.
- The importance of training is shared with staff and a strong ethos of striving to improve our practice is encouraged within the school.

How do we support students with SEN and/or a disability at Guiseley School?

Every teacher is required to adapt the curriculum to ensure access to learning for every student in their class. The Teacher Standards 2012 detail the expectations of all teachers and this is why at Guiseley School we place such emphasis on the professional development of all staff.

At Guiseley School we employ waves of intervention, as recommended by the SEND Code of Practice. The First Wave of intervention is called Quality First Teaching, where each classroom teacher differentiates their lessons to ensure that all students can access the curriculum.

Teachers may use various strategies to adapt (differentiate) the curriculum. This might include:

- The use of IT and assistive technology
- A variation in the degree of support for an individual learner
- Targeted use of additional adults
- Writing frames
- Breaking tasks into smaller activities (“chunking”)
- Peer support and buddy systems
- Alternative resources
- Simplified language
- Extension activities to challenge the more able learner
- Students being in our Transition Nurture Group for at least the autumn term of Year 7

The National Association for Special Educational Needs (Nasen) has developed film resources which showcase our Special Needs identification, provision and support:

<https://www.youtube.com/watch?v=xK2S3S4X104&list=PLo71rs7uZTvUr8Q9ZJ05omybCIHmaMg9&index=2>

<https://www.youtube.com/watch?v=VA8vxaLiP2M&list=PLo71rs7uZTvUr8Q9ZJ05omybCIHmaMg9&index=3>

All our students who are identified as having SEN are entitled to support that is “additional to” or “different from” the normal differentiated curriculum. The precise type of support is dependent on the individual’s learning needs and is intended to enable access to learning, overcoming the barrier to learning identified in the SEN.

If, after the first wave of intervention, a student is still not making progress, then we will adopt a Wave 2 intervention – this is a referral to the Curriculum Leader and/or SENCO for additional support. At Wave 2 it is likely that a Curriculum Leader and/or the SENCO will observe the student in the lesson to gain an indication of what barriers are affecting that student’s progress. This might result in a specific reading, handwriting or maths intervention (in order to address a skills deficit). Alternatively, observations could suggest that a student requires further testing in order to ascertain whether there are barriers to learning we are not aware of that are impacting upon that student’s ability to learn.

If after additional intervention we are still not able to make the desired progress with a child, we will adopt a Wave 3 intervention. This is where we evidence that we have not been able to meet the child’s needs within school and we need to access support from external agencies in order to develop an understanding of why a student is not making progress.

How does Guiseley School utilise Learning Support Assistants?

Guiseley School employs a team of Learning Support Assistants (LSAs), one Lead Learning Support Assistant and three Higher Level Teaching Assistants (HLTA’s). One HLTA is a member of the English department team, one is a member of the Mathematics department team and the third is working under the direction of the SENCo. These staff, together with the SENCo, our Social Worker and Emotional Mentor, form the Learning Support team.

Our LSAs work in subject classrooms and the Student Support Centre, working with teachers to provide personalised learning programmes for students with special or additional needs. We always aim to be considerate when allocating an LSA and consider the needs of a student or group of

students, the subject being studied, and the skills, experience and knowledge of the LSA. This is to achieve as far as possible a student-centred approach across the curriculum. Our LSAs therefore develop an improved knowledge of how our students learn best and are better placed to work collaboratively with teachers to deliver lessons designed to minimise an individual's barriers to learning.

In addition to the specialist provision available within school we also seek advice and guidance as appropriate from specialist teams at Leeds Children's Services, all of which are described on the Leeds Local Offer website, particularly:

- Special Educational Needs Statutory Assessment and Provision (SENSAP) team
- Special Educational Needs Inclusion Team (SENIT)
- Educational Psychology team
- Aireborough Cluster

These teams provide an invaluable source of additional support to advise us how best to improve the outcomes for our SEND students.

How does the school support transitions?

Transitions can be a complex and daunting time for some of our students. These transitions can include:

- Moving to Guiseley School from primary school or another high school
- Moving from Guiseley School to another high school
- Moving classes or groups within school
- Having a new teacher
- Moving from school to work or college or university

Guiseley School is committed to working with students, their parents and families, and other settings/providers to ensure that we use foresight and our collective expertise to ensure that positive transitions occur.

Planning and support for transition is a particular and important element of our provision for all SEND students at Guiseley School. Planning for transition from Year 6 to secondary school begins as soon as possible in Year 6 and often in Year 5. For those students with Statements of SEN or EHCP's, the SENCo will attend the Annual Review in Year 6 and, wherever possible, in Year 5, to begin to build a picture of individual need.

If a student is identified as someone who may find the transition to Secondary School a daunting or challenging experience, we will offer a nurture provision in the Student Support Centre targeting the skills needed to thrive in Secondary school. All parents will be consulted about whether they feel the nurture provision is appropriate for their child before the child accesses the intervention.

From Year 9, transition planning starts for the move into Key Stage 4 and from there into Sixth Form, college or employment. The SENCo and Learning Support team work closely with other providers and settings to ensure a transition which is as smooth and positive as possible for students with SEN and/or disability.

How does Guiseley School know if the support we offer and provide is effective?

- Monitoring the progress of students is an integral part of teaching and learning at Guiseley School. We always welcome feedback on the effectiveness of the support we give our students (please see “contact us” below).
- Parents/carers, students and staff are involved in reviewing the impact and outcomes of SEN provision on a regular basis. We follow the “assess, plan, do, review” model of SEN Support from the 2015 Code of Practice to ensure that parents/carers and their children are involved at each step. Before any additional provision is put in place to support a student with SEN, the SENCo, teaching staff (as appropriate), parents/carers and the student will agree what they would expect to be different following the intervention.
- Students, their parents/carers and their teaching and support staff will be directly involved in reviewing progress.
 - It could be in the form of face-to-face meetings (such as at parent-teacher consultation events or 1:1 meetings with the SENCo)
 - Alternatively we encourage parents to be in regular and informal contact with either the SENCO or their child’s Key Stage Co-ordinators by means of telephone calls or emails to allow for continual review and discussions regarding next steps to occur.
- We recommend that parents look at useful websites to help them understand all the issues around their child’s special educational needs and work with us to support their child. Two very good examples of such sites are Special Needs Jungle, available on: <http://www.specialneedsjungle.com/> and the Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS), available on: <http://www.leedssendiass.co.uk/contact/>
- If a student has a Statement of SEN or an EHCP, the same regular review conversations take place but the Statement or Plan will also be formally reviewed at least annually.

How does the school work in partnership with parents?

- We will take our responsibility to work with parents very seriously and strive at all times to provide the information needed for parents to make informed decisions about their child’s education.
- We will work to ensure that everyone is clear on what our agreed outcomes are for the child and what the next steps are to achieve these.
- We will work to develop a strong understanding of the student’s areas of strength and where additional support is needed.
- We will take into account parental concerns and work towards solutions.
- Notes of every discussions will be added to the student’s records to provide a record .
- We will notify parents when it is decided that a student will receive SEN support.
- We will draw attention to available support outside school (eg Special Educational Needs and Disability Advisory Support Service - S.E.N.D.I.A.S.S. – formerly Parent Partnership Service).

- Our relationship and partnership with the parents of all students is based on the principle of co-production as outlined in the 2014 Code of Practice section 4.9.

What other services can Guiseley School offer?

- We will actively seek support and advice from all available means of support to maintain high standards of provision.
- We aim to develop strong links and partnerships with Leeds Children's Services and other agencies to provide support and advice to enable the school to meet student needs effectively.
- Standing service agreements with the Children's Services department of the local authority;
- Buying in additional support where necessary by means of traded agreements;
- Referral through Aireborough Children's Services for additional support on a wide range of issues which can affect learning and progress.
- Referral to Health and Social Care bodies by the appropriate school staff.

We also strive, where possible, to positively contribute to the emotional and social development of children and young people. Services available include:

- 1:1 mentoring and counselling sessions (weekly or fortnightly or more frequently as appropriate) to listen to the views of our students as well as offer guidance and support with issues such as bullying and family issues;
- On-going development of our student council and student leaders executive to promote and enable student voice and self-advocacy;
- Open access to our Emotional Support Mentor and Social Worker who are both based in the Student Support Centre;
- Weekly or fortnightly group workshops to discuss issues around bullying, behaviour and attitudes to learning; these are established according to needs identified by teachers through referrals to and discussions with the SENCo, Senior Leaders and Key Stage Co-ordinators.
- Discussion and action-planning, around issues which affect our students' social and emotional health and well-being, at all subject, pastoral and senior team meetings. There is a particular focus on the needs of and provision for SEN and more vulnerable students.

What links does Guiseley School have with other Schools and Educational Establishments?

- Primary Schools
- Specialist Inclusive Learning Centres
- Area Inclusion Partnerships
- Family of Schools
- Network Learning Community
- Family Learning Centres
- Colleges of Further and Higher Education
- Alternative Curriculum providers

What links does Guiseley School have with support agencies?

We foster and develop links with the available support agencies and voluntary organisations, for example:

- Social Services
- Health Services – including Speech and Language Therapy, Occupational Therapy, Child and Adolescent Mental Health Services, Physiotherapy etc.
- Aireborough Cluster

What is the complaints procedure?

We hope by maintaining regular dialogue between Parents and school that you will not have cause to make a complaint. However, if you do, the process is outlined below:

1. Contact the SEND Co-Coordinator, Annie Adams, Guiseley School, Fieldhead Road, Guiseley, LS20 8DT, Tel: 01943 872315. A personal appointment will be made to discuss and work towards a resolution of your complaint.
2. Parents/Carers may wish to contact Parent Partnership (Tel: 0113 3951200 – Helpline or Tel: 01132 391222 – General Enquiries) for advice and are welcome to bring an advocate or other person for support.
3. Should the complaint not be resolved satisfactorily at the meeting please put the complaint in writing to Mr P. Clayton, Headteacher, Guiseley School, Fieldhead Road, Guiseley, LS20 8DT. The School will investigate the complaint and a further meeting will be arranged to resolve the complaint.
4. Should the complaint not be resolved satisfactorily please contact the Special educational Needs and Disability Information and Advisory Service - S.E.N.D.I.A.S.S. - (formerly Parent Partnership) and/or Leeds Children's Services, Adams Court, Kildare Terrace, Leeds, LS12 1DB. Tel: 0113 3951030
<http://www.leedssendiass.co.uk/> or the Bradford office:
<https://www.sendirect.org.uk/providers/information-advice-and-support-services-network/my-services/bradford-parent-partnership-service/>

Summary

It is the school's aim for all SEND students to thrive in their time with us and enjoy every possible success. We want parents to see Guiseley School and the teachers who work with their child as a source of support. We strive to work as a close partnership to ensure the best outcomes for our students – both academically, socially and emotionally.

By implementing this policy, we wish to demonstrate our high aspirations for our SEND students, along with our commitment to enable our students to fully enjoy their time at school and the process of preparing themselves for adulthood.

