

Gladesmore Community School



SEN Information Report 2018-19

[C6.1]

**HOW WE SUPPORT CHILDREN WITH
SPECIAL EDUCATIONAL NEEDS OR DISABILITIES**

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Gladesmore Community School

SEN Information Report

HOW WE SUPPORT CHILDREN WITH SPECIAL EDUCATIONAL NEEDS OR DISABILITIES

Our vision

To provide an outstanding all round education where our students make impressive progress in a positive, friendly, family community atmosphere.

In order to achieve our School Vision we have 4 School Goals that set out the focus for our work.

GLADESMORE GOALS	
Goal 1	Improve outcomes for pupils
Goal 2	Improve quality of teaching, learning & assessment
Goal 3	Strengthen personal development, behaviour & welfare of pupils
Goal 4	Improve effectiveness of leadership & management

What type of school are we?

A co-educational community secondary School for pupils aged 11 to 16 years.

Our Ofsted rating

Outstanding

How we know if a student has special educational needs?

Students with statements of special educational needs (SEN) will be identified on transfer from the primary school. The primary school will send through information to the SENCO.

Some students may not have been identified as having special needs at primary school, or their SEN develop or change during their time at secondary school. These students will be identified and monitored through the school's monitoring procedures. Students who may be SEN will be identified through the standard on-going reporting and assessment procedures.

Primary Transfer

The school liaises with feeder primary schools to attempt to gather information and documentation relating to the special educational needs of students transferring to Gladesmore Community School. This information might include:

- expressions of concern by the student, parents, school staff or external agencies
- test scores and Key Stage 2 results in English and Maths
- SEN Register
- records of specific difficulties or impairments

Secondary Transfer

The school is considerably oversubscribed but in rare circumstances admits students' mid-year. In such instances staff aim to identify students with special educational needs on

admission. In practice, information can frequently be sparse or missing, even for students with statements of SEN. Our standard half-termly reporting can point to an emerging need.

Emergent Needs

Some students may develop a special educational need during their school career or a need may be identified that has previously gone undetected. These are identified through:

1. expressions of concern by the student, parents, school staff or external agencies
2. monitoring of individual progress through:
 - Half-termly School Progress Reports
 - statistical data (e.g. test scores, behaviour patterns, absences)

Developing Needs

Some students' special educational needs may change. These changes will be identified through:

1. views of the student, parents, school staff or external agencies
2. monitoring of individual progress through:
 - School Progress Reports
 - Annual Reviews
 - statistical data
 - incidents

How can a parent raise concerns?

- If your child is underperforming or experiencing difficulty in accessing in a particular subject:
Contact the subject teacher, or the Head of Faculty
- If your child is experiencing emotional, social, or behaviour problems:
Contact the Head of Year
- If your child is underperforming; experiencing difficulties in a number of areas across the school and/or causing concern regarding emotional, social or behaviour difficulties:
Contact the SENCO

What we do to help students with special educational needs

When a student has been identified as having SEN, the following things will be done to support them:

Most of our pupils with SEN have their needs met in class through high quality teaching. This may include teachers adapting what they do and differentiating tasks and materials to support the needs of individual students. Class teachers will be able to identify the students with SEN and have information as to how best to support these students through the following:

SIMs Information

Every student in the school has a profile page on our SIMs software programme. This programme is used for taking the register for every lesson; collecting exam and assessment levels; recording SEN and medical details.

When a student has been identified as having Special Educational Needs their primary needs are written onto the students profile page. This means that staff are able to see whether a student in their class has any specific educational or medical needs.

Student Information Sheet

The SENCO will endeavour to ensure that students' who have been identified with SEN has an Information Sheet attached to their personal profile to outline

- a summary of the student's needs;
- difficulties that the student may experience in their learning;
- strategies to help teachers support the student with their learning;
- any resources that are recommended to use to help the student with their learning.

If a student with SEN is unable to make progress through high quality teaching, the SENCO, Head of Year and Heads of Faculty will determine additional and different methods of support. These will include:

Keyworkers and Teaching Assistants

Every student with a statement or EHC plan is allocated a Keyworker. This member of staff is a link between home and school. The Keyworker provides an identified adult for the student to discuss any areas of school life that they may find challenging. The Keyworker will meet the student regularly and work on areas that the student needs to develop. The Keyworker will also contact home periodically to discuss any issues that may arise.

Students with a statement or EHC plan will also receive targeted in-class support from a teaching assistant. The level of in-class support is attained by considering a number of factors: Statutory guidance from the student's Statement or EHC plan; the student's attainment data, and discussions between the SENCO, teachers, the young person and parents

Interventions

Interventions that we use are listed onto a Provision Map, this helps the school track the support that they offer students and shows teachers whether there is a gap in the provision that is being offered. The SENCO monitors and updates the Provision Map.

When a student starts a new year at Gladesmore, the Keyworkers and the SENCO read through the records and / or statement for each student with SEN and work out which interventions are going to help the student make progress at school.

Interventions at Gladesmore include:

- Reading Mentoring
- Speech and Language individual or group work
- ASD individual or group work
- Lexia spelling programme
- Touch Typing – keyboard skills
- Boys' Social Skills Group
- Girls' Social Skills Group
- Homework Support
- Literacy Support
- Key Steps behaviour support
- Counselling
- Foundation Curriculum

Some of the interventions take place during the school day, sometimes in the lunch break or after school and will run for a block of several weeks.

The interventions are monitored by the SENCO and a member of the senior leadership team. Data is used to check whether students are making progress. Interventions are reviewed each term to check whether it is having a positive impact. Students also monitor their own progress on the interventions and evaluate whether it is supporting their needs.

How do we adapt our teaching for students with special educational needs?

Teachers are expected to differentiate their teaching resources to meet the needs of all of the children in their class. This aims to give every child an opportunity to access the curriculum.

Teachers are provided with a "Student Information Sheet" for all students with a statement or EHC plan and for some students who do not have a statement but have significant SEN. This document explains the student's area of need and provides the teacher with strategies to support the student with their learning. Training is given to teachers to support students with a variety of needs and shown how to differentiate their curriculum area.

Extra staff in the classroom

Teaching Assistants' work within the classroom and may also withdraw students to give special needs students extra help and encouragement in their learning

Assessment, Planning and Review

Students who have a statement of SEN are given an assessment of their needs. This is to help develop strategies to meet their needs and review their progress. This is usually done in consultation with staff, parents and the student. Specialists from within the school or external agencies, such as an Educational Psychologist, or Speech and Language Therapist may assist with this work.

Grouping/Withdrawal

Different types of grouping may be used to promote learning and progress such as:

- Classes set according to the student's ability. Students who are of a similar ability are put into the same class for a particular subject, so that the teacher can differentiate the work more effectively and work at a pace that helps the students work more effectively.
- Small groups or an individual may be withdrawn from their subject to enable staff to more directly address their particular needs. There are a wide range of such alternative curriculum groups including for instance: Literacy, Reading, Numeracy booster, Key Steps and Subject Support.
- Individual students may be withdrawn from a lesson for one-to-one work. This provides intensive support for learning or guidance.
- An alternative curriculum may be provided for students who are considered liable to otherwise struggle to attain success, this may include off-site provision.

Curriculum & teaching methods

Activities and resources are often differentiated or adapted to meet the needs of students with SEN. In some cases a Teacher or Teaching Assistant may assist with supporting a student with an individualised programme.

SEN staff have experience in teaching students with specific difficulties and have developed guidance may be developed for those students in the mainstream classes.

Members of the AEN Faculty are linked to:

- Year Teams
- Faculties

To facilitate and to develop staff awareness of special needs matters that affect individual students,

How do we decide which resources we can give to a student with SEN?

Students are allocated the resources according to their needs and through recommendations in their Statement; the professionals working with the student and the parent.

The SENCO, lead professionals and parents review the student's statement during the Annual Review or at other times in the year, if it is felt that the child's needs have changed.

Several people may be involved in making decisions regarding the support an individual student will receive. These typically might include: the SENCO, Keyworker, parent/carer, the student. In addition to this, specialists such as speech and language therapists, ASD professionals and Educational Psychologists may also be involved in making decisions regarding the type of support a student with SEN will receive. This is often decided in the student's Annual Review.

The school can judge whether the support has an impact through:

- Progress Checks which are completed every 6 weeks by subject teachers;
- Subject Intervention reviews which look at the progress that students are making in each area and analyse whether students are making progress.
- IEP reviews with students and keyworkers. The student and keyworker discuss areas of concern and progress and decide whether the student needs additional support;

How do we check that a student is making progress and how we keep parents informed?

Progress Checks

Your child will receive a progress check half-termly. This report is completed by the subject teachers and explains how much effort your child has put into a subject, their behaviour and also their completion of homework. It will also give the National curriculum level or GCSE grade that your child is working at and their target for the end of the year. This report also gives your child's current reading comprehension age and their attendance percentage.

Review Days

Parents/Carers are expected to attend review days and parents evenings for their child. This is an opportunity to discuss your child's academic progress with tutors and subject teachers. Each year group also has one or more Information Evenings every year; where staff explain how your child's learning is planned and how parents can help support their child's learning at home. If you are a parent of a child with a statement, you will also be able to discuss your child's progress with their keyworker or another member of the AEN team.

Parents' Evenings & Review Days

Parents will get an opportunity to discuss their child's education and support at Parents' Evenings and Review Days; parents of children with statements during the Annual Review meeting.

AEN Coffee Mornings

We invite parents of children with statements to attend AEN coffee. These are an opportunity for parents to meet their child's keyworker largely training events which show parents how they can support their child in subjects such as reading and maths. They also provide an opportunity for parents to be consulted about various topics regarding AEN at Gladesmore.

Support we offer for children's/young people's health and general wellbeing

Tutor and Co Tutor

When a student joins Gladesmore, they are allocated a tutor group and are part of a Year Team. Every student has a tutor and a co tutor, who they see every morning at registration. Part of their role is to support the students in their group in terms of their social, emotional well being. Students and parents are able to discuss any concerns relating to pastoral care with the Form tutor and Co-tutor.

Head of Year

The tutor group is part of a Year Team. There are 9 tutor groups in each year. The Head of Year oversees the entire Year Group and is supported by a member of the school Leadership Team. The Head of Year's role is to help co-ordinate support for the health and well-being of students in their Year group.

School Nurse

Gladesmore has a school nurse who is available at designated times in the week and also attends meetings relating to the health and well-being of students at the school.

The school nurse also liaises with medical professionals when necessary to ensure that students are getting appropriate medical support. If a student has to take regular medication during school hours, s/he will draw up a care plan for the school and the student to follow. The medicines will be administered by a designated member of staff.

Behaviour Support Team

If a student is struggling to manage their behaviour and is at risk of exclusion, there are a number of strategies that are put into place and are managed by the Behaviour Support Team. Behaviour is monitored through progress checks and referrals to the Duty Room. If a student has become a cause for concern, they may be put onto a report to monitor their behaviour.

Some students who struggle to manage their behaviour are selected to take part in the Keysteps programme. They provide students with strategies to help manage their behaviour and to improve self-esteem.

Attendance Team

The attendance and punctuality of students is recorded onto the SIMs system. If a child has gaps in attendance this will be recorded. The attendance team monitor attendance closely and identify students that are having difficulties with attendance and/or punctuality. Parents are informed and invited to come for a meeting to establish the cause and resolve any difficulties.

Specialist external services we use when we think extra help is needed

Speech and Language

Gladesmore buys in the services of a speech and language therapist to work with the students who do and don't have statements. In addition, two members of the AEN team have ELKAN training.

Educational Psychology

We have an educational psychologist assigned to the school from the Local Authority. An educational psychologist is also employed to assess students for examination Access Arrangements.

Visual Impairment

We access services from Action for the Blind. A specialist comes in on a half termly basis to work with our students with a visual impairment. S/he provides resources, equipment and training for students and parents of children who have a visual impairment. A member of the AEN team is trained to teach braille.

Hearing Impairment

We have access to specialists from the Hearing Impairment team. Who visits the school every half term and provides resources and support for students and parents of children who have a hearing impairment. Two members of the school staff have Sign Language qualifications.

ASD

The Haringey Autism Team work regularly with our students with ASD and provide specialist support for students and parents; training for staff and resources for students. Two members of the AEN team have training to work specifically with students who have ASD.

Counselling

A professional counsellor works at the school to see students' who have been referred for counselling, by the school. Two further members of the school staff are also trained counsellors.

Art therapy

An Art therapist works with designated students to address trauma and children's emotional needs that are barriers to their well-being and academic success

Medical

Our school nurse runs a weekly drop-in surgery. She also meets young people and parents to discuss medical issues.

Exam Access Arrangements

A member of the AEN team is qualified to organise specialist provision and access arrangements for external examinations.

Special Educational Needs Co ordination

The SENCO is full time and has completed the NASENCO award.

Child Protection

Our designated Child Protection Officer is Mrs P. Jones

The training our staff have had or are getting

A number of our staff have attended a variety of training courses relating to working with students with SEN.

The SENCO has completed the NASENCO award at the Institute of Education.

SLCN - Two of the TA's are ELKAN trained

The AEN KS4 Coordinator is in the process of completing the CCET course which enables her to assess students for Access Arrangements for external examinations.

How we include students in activities and school trips

There are a number of educational visits and school trips throughout the year. A risk assessment is completed before a visit or trip takes place. A number of the trips are rewards for students who have made good progress in a particular subject area. The educational visits are usually linked to specific subjects. Students with SEN are able to access the trips if they are studying the curriculum subject that it is linked to. If a student has specific needs, the student's keyworker or another member of the support staff may also attend the trip to support the student.

Parents and carers are provided with information throughout the planning stages of the educational visits and are given daily information about the group whilst they are away.

Our school environment

Wheelchair Access:

All subject areas are accessible by wheelchair. There are ramps and lifts in all of the buildings. There are also toilets, showers and changing facilities for the use of young people with physical disabilities.

Adaptations for students with a Visual Impairment

Adaptations have been made to staircases and corridors around the school. Keyboards in music have been adapted to make it easier to find the correct notes. Computer Software which enlarges text and graphics on computers.

How do we prepare for students joining and leaving our school?

Year 6 Transition

All Year 6 students will be attending Gladesmore in Year 7 are invited to a taster day. During this day they will meet their Form Tutor and Head of Year; attend some lessons; find out about the Gladesmore ethos; and meet a variety of teachers around the school. This gives students the opportunity to become accustomed to the school and visit

The Year 6 student will also be invited to attend 2 Saturday taster sessions and the Summer school before they attend Gladesmore in Year 7. This gives a further opportunity to find their way around the building, meet new students and staff and understand the way that the school operates.

All parents/carers are invited to a Transition evening to find out about the ethos and expectations of the school. They are also be able to meet the Form Tutor and Head of Year as well as other members of the Leadership Team.

If a student has SEN they may be invited to attend the school on additional days with a keyworker from their primary school. This is particularly useful if they have difficulties managing change or are very anxious about attending. During this visit, they will be able to ask to see specific things of interest and to meet the members of staff that they will be seeing on a regular basis once they join the school. It will also give them an opportunity to meet the SENCO and their Keyworker.

The SENCO and /or the Keyworker will attend the Annual Review of any students with statements who will be joining Gladesmore as a Year 7 student. This gives the parent and the student an opportunity to discuss any provision that they think will be necessary to put into place when the student arrives.

Year 9 Transition

At the end of Year 9, students change from being in Key Stage 3 to Key Stage 4. Students are given the opportunity to choose a number of subjects that they can succeed in at GCSE level. Parents and students are invited to attend a meeting with the Year 9 Team to learn about the option process. During Year 9, students meet with a member of the school leadership team and/or their Head of Year to discuss which options may be appropriate for them. Parents/carers and students attend a meeting to finalise the curriculum.

Some students with SEN follow a Foundation Curriculum, which comprises of a curriculum designed to match their academic ability.

Year 11 Transition

Throughout Year 11 students are guided through the transition process by members of staff from their Year Team. Students are supported with:

- completing a CVs;
- choosing appropriate college courses;
- arranging visits to colleges and 6th forms;
- preparing for interviews

If students have SEN and find the transition process challenging, they are supported by designated AEN staff and the SENCO who will liaise with the SEN staff in the further education providers. Students have a statement may visit 6th form centres and colleges with their keyworker. Their parents/carers will be involved in discussions about transition to further education during their Annual Review.

How parents are involved in school life?

Parent teacher association

Gladesmore has a thriving parent teacher association. The PTA meets on a half termly basis and aims to:

- raise funds to help the school provide 'extras' for the students;
- run social events for parents and children;
- provide support for school trips, outings and other special events;
- organise meetings to inform parents about education issues;
- provide helpful feedback to help the school continue to develop.

Journal

Every student is given a journal at the beginning of each academic year. They are expected to write down their homework and show their parents/carers when they have completed it. The journal also serves as a way of parents and teachers communicating on a daily basis. Students are expected to show their journal to parents /carers on a daily basis. Parents should sign it each week to show that they have looked at it.

Website

Gladesmore has its own website which contains news and information useful for parents and students. This site is regularly updated and can contain the most recent news and information about the school for parents and students.

School Newsletter

The school newsletter is sent home every half- term. This contains information about events that have taken place throughout the term and to provide information for important events in the future.

If your first language is not English

Gladesmore supports parents who do not speak English as their first language. There are a number of members of staff at the school who speak a variety of languages. These members of staff are usually at parental events to translate information given by teachers to parents. They may also attend meetings with parents and teaching staff.

Who to contact for more information or to discuss a concern.

If you are worried about your child, you can talk to a number of people depending upon what you are concerned about. Your child will have the names of the following people in his/her journal. All of the people below may be contacted through the school's main switchboard.

- Form Tutor
- Head of Year
- Subject Teacher
- Head of Faculty / Department
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In addition:

- Child Protection Officer: Pauline Jones
- School Nurse: Margaret Palmer
- The SEN Coordinator: Jane Wright