

Special Educational Needs Information Report



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SEND Governor Jackie Gelder

Identification & assessment

All students are screened on entry for literacy and numeracy using standardised tests. All students are screened for dyslexia and further assessment is carried out for identified students.

Students who score **below average** on the standardised tests are further assessed using diagnostic assessments to determine level of need. In addition, contact is made with feeder schools to ensure all relevant information is shared. Where deemed appropriate, Chaucer will make referrals to **external professionals** for further assessment and to seek specialist advice. These currently include:

- Hearing Impaired team
- Visually impaired team
- Autism team
- Speech and language therapist
- Educational psychologist

School will seek **advice** and **specialist support** from external **agencies** when necessary and this enables us to work in **partnership**, alongside parents/ carers to access the **best possible support** and provide the best **opportunities for our students to achieve their full potential**.

Using the **Sheffield Support Grid (SSG)** the **provision** of all students on the SEN register is levelled from **1 – 5**. Students at level **3+** **may benefit** from a **My Plan** and these are initiated by school **or** external agencies in consultation with parents and any agencies involved in supporting the child.

Our building

The school buildings are **wheelchair accessible** and we have **2 lifts** to enable access to different floors. We have 4 disabled toilets with at least one on each floor.

In PE we have **disabled toilets** that double up as changing rooms in the newer part of the building. In the older part there are large cubicles in the shower area for disabled students and adults to get changed.

A range of **reasonable adjustments** are made to support **all our students** to access their learning. Students with physical difficulties have access to equipment to support their needs. Equipment is funded through the school's own resources and in some cases, through locality funding.

Support

During unstructured times students needing somewhere quiet and/or **a safe haven** are able to **access support** via the Learning Inclusion Support (**LINCS**) area/s or through their year leader. At lunch time students are able to bring their packed lunch or a 'grab bag' from the canteen and eat in LINCS. At these times students are encouraged to participate in activities such as circle time to encourage them to gain a **sense of belonging** and **develop social skills**. Students who may find it difficult to access aspects of school due to anxiety access support again through LINCS or through the year leader. This support is carefully managed and arranged in **partnership** with relevant staff and parents.

The **Learning Resource Centre (LRC)** has a number of activities which encourage social activities as well as literacy-based activities on a daily basis.

Staff use all available information and data to **inform planning** and students receive **support** that is personalised and determined by need. Subject staff use data and individual student information to plan and inform mainstream lessons and provide **quality first teaching** to support SEND students to access their learning. SEND provision within the classroom is monitored through learning walks, work scrutiny and student voice.

Additional information regarding individual student needs is shared regularly with staff that are likely to come into contact with identified students. These are done via **student case conferences**, individual **student profiles** which are issued to relevant staff and through whole school staff briefings. Student case conferences are led by school staff as well as specialist medical staff eg. diabetic nurse, ADHD nurse.

This information provides **key information** about students' strengths as well as needs, and highlights a number of **suggested strategies** to use to ensure students are fully supported to **access the curriculum**.

Interventions

Where appropriate a small number of students may need to have their timetables modified to support their learning. Interventions are **needs led** and time related and we offer the following:

- Phonics
- Reading skills
- Reading for meaning
- Paired (peer) reading
- Spelling
- Numeracy
- Speech and language
- Structured language (EAL)
- Handwriting
- Social skills
- Behaviour for learning
- Anger management
- Self-esteem & self confidence
- Social use of language
- Stress management
- Study skills
- Study support
- Nurture
- Flowers 125
- Alternative Provision – vocational experiences
- Exam techniques and study skills

In **partnership** with parents/carers, **medicines** are administered by trained staff and where appropriate, students have **care plans**.

Support for behaviour for learning

Chaucer has a wide range of **support** and **interventions** for our students who **may have difficulty managing their behaviour for learning**. We have **clear referral systems** in place and students are **offered different levels of support**. These include individual and small group support through the following:

- Social skills
- Behaviour for learning skills
- Anger management
- Self-esteem & self confidence
- Stress management
- Alternative Provision – curriculum
- Alternative Provision – vocational experiences
- Emotional wellbeing
- Counselling (Year Manager)
- Flowers 125
- Access to triage support
- Access to sensory room

Identified students have a **keyworker** who is responsible for tracking students on a daily basis and liaising with parents/carers and external agencies.

Chaucer works closely with **external agencies** to provide targeted intervention for some of our most vulnerable students. This has enabled members of Chaucer staff to further develop their skills to ensure we are providing high quality support to identified students.

If appropriate school may **refer** to outside agencies for further support from external sources for example, MAST, CYT etc.

The **Governors Disciplinary Panel** (GDP) is in place to **support** our students who present more **challenging behaviours**. This provides a clear structure for students who may have experienced a number of **fixed term exclusions**:

- Governors written warning – a meeting is held with the student and parent and led by two members of SLT. A written warning is the outcome of the meeting.

- GDP panel – the student and parent/s meets with the headteacher and governor. Agreed actions follow the meeting to further support the student.
- GDP panel – as above but with 3 governors.

Where students present extremely **challenging behaviour**, school may look to **modify their timetable** in the **short term**. This means the students access our LINCS provision and for some students this provides access to our **vocational on-site provision** in construction, health and beauty, furniture restoration, site management, animal care or horticulture. When students are on a **modified timetable** these are **revised fortnightly** and students have a **personalised learning agreement**.

Staff training

Staff **regularly** receive training and we have **weekly SEND focused briefings**.

During the past 3 years whole school training to **ALL staff** has been delivered on:

- Further raising **awareness** of SEN needs
- **Readability** and how to use reading ages
- Strategies to **support** SEN students
- **Safeguarding** (including Radicalisation)
- Maximising the impact of **teaching assistants**
- **ADHD**
- **Autism** awareness
- **Dyslexia**
- Scaffolding lessons to **meet the needs** of all learners
- **Autism** – managing crisis
- Use of **I-pads** with SEND students
- **Access arrangements**

In addition, the **LINCS team** have had training in the following:

- Role of **in class support** – how to be effective in class
- **Target setting** for individual and small group programmes
- **Safeguarding**
- **Hearing impairment** – awareness raising
- Strategies to support learners with **autism**
- **Speech & Language** and links to behaviour

- **Assessment** for learning
- **Dyslexia**
- How to give **specific feedback** to students
- Training in the use of **computerised literacy and numeracy** resources
- Teaching and learning
- Use of **access arrangements**
- NASEN **SEND** training modules
- Three members of the team have completed the **level 3 TA course**
- One member of staff has completed an **accredited nurture training** course

Parent partnership

Chaucer **communicates** with parents in a number of ways.

All parents/ carers of identified SEND students are invited to **termly coffee mornings/afternoons** to share ideas and thought with other parents/carers and to look at the resources we are constantly updating. We also have **specific foci** for some of these sessions eg autism, ADHD and where possible invite **external agencies** in to offer **further advice and support**. In addition, LINCS staff invite parents of SEND students to make appointments at both tutor and subject evenings. We also have '**drop down**' SEND parent days each term where parents are invited in to discuss progress.

Every half term school publishes the **Chaucer Chat newsletter** that keeps parents informed of what is happening in school and the LINCS team regularly share **good news** in this way.

Regular contact with parents of SEND students takes place. Some students may have a **home/school book** that enables staff and students to record relevant information. LINCS staff make **regular phone calls** home to keep parents/carers informed of progress. In addition staff also **communicate via email**.

Parents/ carers of SEND students and students are **encouraged** to be part of the **review process** and are **actively encouraged** to participate in the **target setting** process.

Reviews

Statutory reviews of Education Health Care Plans (EHCP) take place **annually** but parents are invited to reviews at least **termly** usually through invitation to the **coffee afternoons, parents' evenings** and '**drop down**' days. Annual reviews are held as **student centred reviews**.

When necessary **school** or other **professionals** may call a '**Team around the Child**' meeting and parents are fully involved in this process. Where **outside agencies** are involved for example, MAST, **reviews** are held at least **half termly**.

The **effectiveness** of SEND provision is **evaluated termly** and is done in a number of ways. *Subject Leaders* **analyse data** and identify and act on areas of **underachievement** through a range of interventions. Regular learning walks, student voice and work scrutiny take place to **monitor teaching and learning**. As a result of this process, senior leaders (including the Executive SENCO) are able to **evaluate SEND provision** and **SEND progress** to check that it is at least in line with national expectations.

When students receive **additional interventions**, they have an individual/group plan, do, review (**APDR**) plan with **specific targets** which ensures that provision is personalised and relevant. These targets are then used to **measure progress** and **evaluate** the **impact** of the **intervention**. The LINCS team are subject to the same **quality assurance** processes; learning walks, work scrutiny and student voice in the same way as in all curriculum areas to evaluate the effectiveness of provision.

Pastoral care

All students have a **form tutor** who is responsible for their **social and emotional wellbeing** on a day to day basis. In addition each year group has a year leader and these staff are responsible for ensuring all students feel **safe**, have **appropriate support** and are able to **achieve** and **make progress**.

As part of the **Life curriculum** students learn about **social and emotional wellbeing**, they are taught about '**differences**' and how these affect individuals. **Disability awareness** is raised through assemblies and this is led by the member of the leadership team responsible for SEND/Support.

During the **school holidays** LINCS keyworkers and the Safeguarding Manager make **regular contact** with **identified vulnerable cohorts** and groups of **students** are **invited** into school to **participate** in a range of **activities**.

A number of **students** receive **specialist training** to become **peer mentors** and offer **additional support** at **unstructured times** under the **supervision** and **guidance** of **key staff**.

Attendance

Chaucer values **good attendance** and we place emphasis that good attendance contributes significantly to achievement. To **support attendance** we offer a range of rewards and incentives including the following:

- Rewards
- End of year trip

For our students whose attendance and punctuality is a **concern** we offer support in the following ways:

- SEND mentoring
- Text messages to parents/carers
- EWO support
- Home visits
- Attendance plan
- School attendance panel
- Attendance interviews
- Additional transition for Year 6 students where there are attendance concerns, in particular targeting Persistent Absentee (PA) students
- School Attendance Plan completed for mid- term admissions with less than 95% attendance in previous school.

Student participation

All students are encouraged to attend **all activities** on offer at Chaucer. Where appropriate identified students are **supported to access activities** with the support of a teaching assistant or other agreed adult. **Parents/carers** are **invited** to support in the **planning of activities** and **trips** and **school** holds parent information meetings for all **residential visits** so that parents/carers are fully aware of what is happening.

Breakfast clubs	Break-time	After school clubs	Holiday clubs
Dining room open to all. LINCS by invitation for 'vulnerable' students	LINCS - by invitation LRC - open to all	School offers an extensive range of extra-curricular activities including homework clubs Our SEND students are positively and pro-actively encouraged to participate.	Holiday activities for all year groups Easter, Spring and Summer holidays

Students are provided with a number of **opportunities to contribute their views**. Senior leaders and curriculum leaders carry out '**student voice**' activities throughout the year and **SEND students** are **given support** from the teacher or a TA to enable them to **fully participate** and have their views heard.

SEND students are **actively encouraged** to **contribute** to the **review process** and students with an **EHCP** take part in their **statutory annual reviews**. To facilitate this, students can be **supported to participate** by a **trusted adult**; this is usually a member of school

staff but **advocates from external agencies** are **equally welcome** to support our students to ensure that they are fully consulted and are able to be **fully involved** in target setting and the decision making processes.

Transition from primary school to Chaucer School (KS2 to KS3)

Transition is led by a member of the senior leadership team. Year 6 transition **visits start** once school has its published list of incoming students. The **assistant head teacher/Executive SENCO** meets with **Year 6 class teachers** and a member of the LINCS team meets with the primary SENCO to ensure **quality SEN information** is shared. The assistant SENCOs attend SEND reviews in the summer term to **support transition**. The Safeguarding Officer makes individual contact with feeder primaries to ensure all relevant information is shared prior to transition.

A **SEND open evening** is offered early in the summer term providing an opportunity for parents/ carers to **meet with key staff** and find out more about the **transition process**. Parents/carers and Y6 pupils have opportunities to attend **further sessions** to ensure a smooth transition.

We have **three induction days** to enable incoming students to have a **broader experience at Chaucer**. Members of LINCS run **additional induction afternoons** for vulnerable pupils and for those we feel will benefit from additional time in Chaucer prior to transition.

We seek **advice from Year 6 teachers** on '**best fit**' **student groupings** when putting **form groups** together prior to transition to support the **settling in process**. When new students arrive mid-year they are placed very carefully and student leaders support students to settle in.

The school's **attendance officer** collates information on Y6 students with attendance that causes concern and **plans are implemented** prior to transition.

KS4 transition (from Y9 into Y10)

At transition from Key Stage 3 to 4 Year 9 vulnerable students are **supported** through the **options process** via a meeting with the AHT/SENCO/assistant SENCOs to ensure that **appropriate and relevant choices** are made to enable our students to achieve their potential and have access to appropriate post 16 provision.

Transition to post 16

Support is offered throughout the UCAS process and links continue to be **established** with **post 16 providers** and **students** are **supported** to attend **open evenings** and **college visits**. Students are given support in their work experience choices in Year 11 and

post 16 options. SEND students can also be supported through the careers interview process. Links are also made with the **careers advisor** to ensure SEN students have appropriate access to relevant courses.

SEND students transition to a number of local colleges including Hillsborough, Longley, Tapton Sixth Form, Sheaf.

Key contacts

Alyson Tolley	Nicola Spencer	Lisa Walker	Yasmin Celik	Anne Todd	Michelle Grayson	Steve Middleton
Identification & assessment of students	Speech & language Hearing Impairment	Transition from primary to secondary	Safeguarding Behaviour for learning interventions	Attendance support Pastoral care-form tutors	Medical needs Care plans	Accessibility of the building
Access Arrangements	Visual impairment	Ks3 assessments	External agencies for complex needs eg MAST, MST			
Autism	Physical difficulties	Y7-8 student and parent voice				
ADHD	Homework club	Additional transition experiences for Y6 pupils	Holiday support/ interventions			
KS3 -4 transition	Y9-11 additional support/interventions					
Nurture	Y9-11 students and parent voice	Y7-8 additional support/interventions	Governors disciplinary processes (GDP)			
	Breakfast club	Coffee mornings				
	Break & lunch time support	Drop down SEND review days				
	Post 16 support/ transition					
	EHCP reviews					

Updated September 2019 in consultation with staff, parents/carers and students.

To be reviewed July 2020

The Learning Inclusion Support (LINCS) team



Mrs Crossley
Student Welfare leader



Mrs Celik
Associate Leader



Mrs Leek
LINC's- intervention



Mr Wrigglesworth
LINC's- intervention

Mrs Leek
LINC's



Ms Sykes
LINC's- intervention

Mr Wrigglesworth
LINC's



Ms Hale
LINC's-intervention



Miss Harriott
LINC's-intervention



Gill Payne
Education Welfare Officer



Mr Kamakaris
LINCS- support



Miss Magkanioti
LINCS- support



Miss Kenwright
LINCS- support