

Newport Girls' High School Academy

SEN/D Information Report



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SEN/D INFORMATION REPORT: NEWPORT GIRLS' HIGH SCHOOL ACADEMY

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INTRODUCTION

About the school

Newport Girls' High School Academy is a selective girls' grammar school located in Newport, Shropshire.

The aims of the Newport Girls' High School can be summarised as enabling each pupil to seek excellence in all aspects of life:

1. To provide a community in which pupils achieve their full potential in academic, aesthetic and sporting spheres.
2. To provide a community in which pupils develop personal values which enable participation in a caring society.
3. To provide a community in which pupils learn to recognise their responsibilities in the local, national, international and global environments.

We believe that every pupil, regardless of background, race or disability, has a right to equal access to a broad and balanced curriculum. We consider it essential that the curriculum is presented in a supportive and stimulating atmosphere, which values each child and encourages her to achieve her full potential.

Student Ethos and Values

Our School is a community of learning, we value...

Respect and Equality

This is demonstrated by:

- Respecting each other's right to learn.
- Following the school's behaviour guidelines and showing respect for school property and our surroundings.
- Valuing and celebrating each other's contributions in lessons and other school activities.
- Treating one another with dignity and respect.

- Accepting individual differences and supporting one another with patience and compassion.

Friendship

This is demonstrated by:

- Actively helping to integrate new members to the form and to school.
- Showing commitment and courtesy to others.
- Looking for opportunities to get involved in school and House activities to forge links within the school community.

Contribution

This is demonstrated by:

- Putting our best effort into our studies and allowing others to achieve their potential also.
- Taking pride in our work and in our School overall.
- Following the behaviour and conduct guidelines at all times.
- Utilising the opportunities to show our talents and helping others to develop theirs too.
- Encouraging and participating in form, House and community activities

Newport Girls' High School's SEN/D Information Report

This document is intended to outline the procedures followed at Newport Girls' High School Academy to cater for pupils with SEN/D, specifically to help prospective parents make informed decisions about educational establishments.

It is intended to supplement the Telford and Wrekin Council SEN/D Local Offer which can be found at <http://www.telfordsend.org.uk/>

The information contained in this document should be read in conjunction with the following policies:

- Anti-Bullying Policy

- Gender and Race Equality Policies
- Child Protection Policy
- Code of Conduct
- Equality Policy
- Whistle blowing Policy
- Safeguarding Statement
- Inclusion Policy
- Behaviour Policy
- Keeping Children Safe in Education

Newport Girls' High School Academy's SEN/D Information Report is written with due regard to the Special Needs and Disability Regulations 2014 and the Special educational needs and disability code of practice: 0 to 25 years, dated June 2014 and the Equality Act, dated October 2010.

We are committed to making Newport Girls' High School Academy as accessible as possible, both in terms of the physical environment and in access to information, including the school curriculum.

If you require this, or any other school information, in a more accessible format, please contact the school office by telephone (01952 797550) or email schooloffice@nghs.org.uk

SEN/D SUPPORT

The SEN/D Code of Practice (relating to Part 3 of the Children and Families Act 2014) defines pupils with SEN/D as those who have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

A description of the procedures followed by staff at Newport Girls' High School Academy in order to support pupils with SEN/D is outlined in the following section.

Identifying SEN/D

At Newport Girls' High School Academy we believe it is important to identify SEN/D at the earliest opportunity in order to make effective provision for the young person involved. The process followed in school is illustrated in Figure 1.

Children in Year 5 who have been identified as having special educational needs are welcome to sit the school entrance test. The school requests that parents notify the school of their daughter's needs on the application form for the test. The application and any supporting evidence will then be assessed by an Educational Psychologist to determine if any special arrangements will be required during the entrance test.

Pupils are assessed through baseline testing in all subjects at the beginning of Year 7, building on evidence provided by previous settings and key stages. Regular assessment of all pupils is then made, which

Identifying SEN

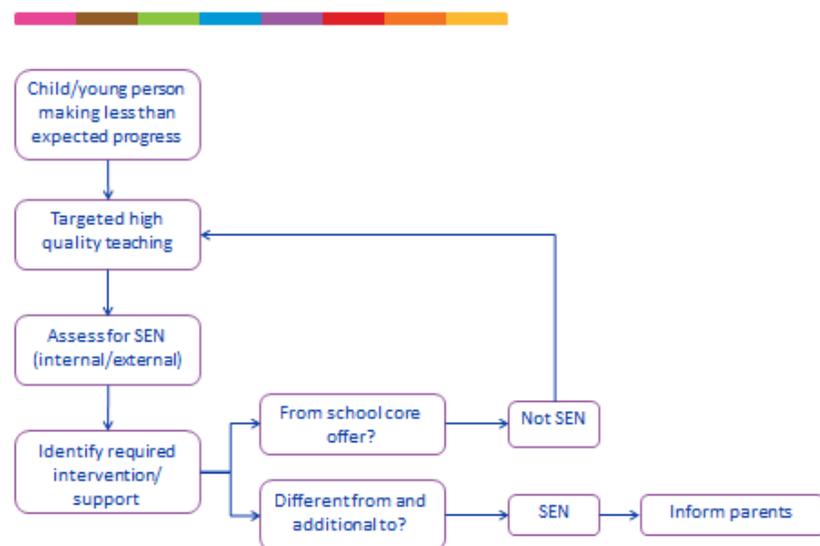


Figure 1

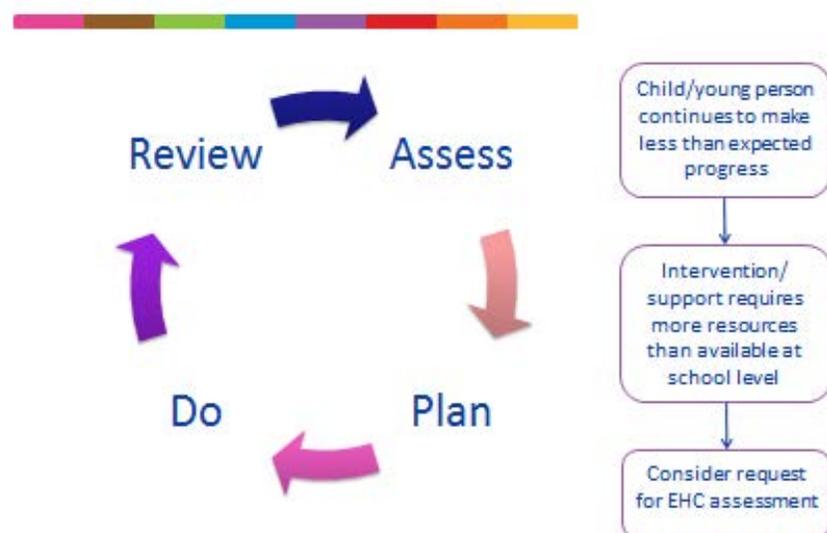
allows subject and pastoral staff to identify those pupils making less than expected progress.

All staff are expected to identify pupils making less than expected progress in their subject area and be alert to any lack of progress in areas other than attainment, such as with wider development or social skills. Staff members are encouraged to discuss these concerns with the SENCo as soon as they arise.

We recognise that parents and the young person themselves are often in the best position to identify any difficulties, especially those which become evident as they develop. It is our policy to listen carefully to both pupils and parents in order to address any concerns they may have.

As soon as any concerns are raised, the SENCo will gather evidence from all members of staff concerned with the pupil, parents and the young person themselves. Careful evaluation of the evidence gathered will inform whether a formal assessment of the pupil should be made by an external professional and/or whether intervention designed to secure better progress is required.

SEN provision cycle



SEN/D Support

When a pupil has been identified as having SEN/D, our aim is to remove any barriers to learning and put effective SEN/D provision in place. The procedure for provision applies to all pupils requiring SEN/D support, regardless of whether they have an EHC plan or not. The SEN/D Code of Practice outlines a graduated approach to SEN/D provision, which involves a process of revisiting, reviewing and refining the understanding of a pupils needs and the provision being made in order to secure the best outcomes for that pupil. Figure 2 illustrates this cycle of SEN/D support.

Assess

The information gathered on the young person during the identification stage, comprising staff/parental observations, formal assessment data and the result of any external assessments will be recorded and reviewed by the SENCo. This will be used to paint a clear picture of the pupil's needs

and inform the support and intervention to be put into place, including measures to be taken to support teaching and learning and any examination access arrangements.

Assessments for learning difficulties are carried out at Newport Girls' High School Academy by qualified teachers from the local authority Learning Support Assessment team.

Plan

The SENCo will then prepare a draft Individual Education Plan (IEP), in consultation with teaching staff and using advice received from external professionals. This document will outline the support to be put into place, as well as the expected impact this will have on the pupil's progress or behaviour, along with a date for review. Reviews will normally be timetabled annually but pupil progress will be monitored more frequently than this. Teaching staff will be made aware of the plan and any approaches or strategies to be implemented.

An important part of this planning stage will be consultation about the IEP/support to be provided with the young person themselves and their parents. This will take place either via a face to face meeting or a telephone call home.

Do

At this stage, the support provided for the young person is implemented by all interested parties. Teaching staff will be supported by the SENCo to ensure the provision is effective.

Review

At the agreed review date, the effectiveness of the measures implemented will be evaluated, in consultation with the parents and the pupil themselves. The review will reassess the pupil's needs and any support required will be revised in the light of the expected outcomes detailed in the IEP. At this point a new cycle of provision may be started if the pupil's needs are ongoing or the SEN/D support may no longer be deemed necessary.

SEN/D provision for a pupil with an EHC plan will be subject to an annual review. The review meeting will usually be held in school in consultation with the local authority and all other interested parties.

PEOPLE WHO SUPPORT CHILDREN WITH SPECIAL EDUCATIONAL NEEDS AND/OR DISABILITIES IN THIS SCHOOL

The roles and responsibilities of staff in the school towards all pupils and particularly those with SEN/D are outlined below.

Subject Teachers are responsible for:

- Managing student learning through effective teaching in accordance with the department's schemes of work and policies.
- Setting high expectations for all students, to deepen their knowledge and understanding and to maximise their achievement.
- Developing teaching resources, particularly with regard to the differentiation for all pupils of different abilities and the increased use of ICT.
- Using a variety of teaching methods and approaches (including differentiation) to match curricular objectives to a range of student needs and ensure equal opportunities for all students.
- Working with the SENCo and support staff in order to benefit from their specialist knowledge and maximise the support given in lessons.
- Using positive behaviour management of behaviour to create an environment of mutual respect which enables students to feel safe and secure and which promotes their self-esteem
- Assessing students work systematically and using the results to monitor progress and inform future planning, teaching and curriculum development
- Being familiar with and implementing the relevant requirements of the current SEN/D code of practice
- Considering the needs of all students within lessons and implementing specialist advice
- Contributing evidence from their professional practice in the classroom to aid in identifying pupils with SEN/D
- Planning and co-ordinating intervention strategies for individual children who are underperforming in their subject area. This may take numerous forms, both within and outside the classroom; however, specific examples of support might include extra lunchtime support or mentoring from older students.

Form Tutors are responsible for:

- Monitoring the pastoral well-being and personal development of the students in their form.
- Implementing efficient systems of feedback within the school;
- Working closely with the Head of Year to monitor student progress and encourage participation in school activities.
- Writing pastoral reports and/or meeting with parents

- Following up any issues arising from absence, e.g. Missed exams, work missed for prolonged absence
- Monitoring the academic progress of individual pupils in their form and holding pupil progress interviews to identify/target specific problems.

The Pastoral Administrator is responsible for:

- Supporting the pastoral staff by maintaining and updating student records, organising and facilitating meetings with external agencies and/or parents.
- Administering first aid and maintaining medical/SEN records.

Heads of Year are responsible for:

- Developing and maintaining an ethos within the year group that promotes high aspirations and achievement for all.
 - Setting consistently high expectations with regard to attendance, behaviour, punctuality, manners and other routine matters
 - Implementing the tracking/monitoring systems to identify pupils' academic progress
 - Planning and implementing strategies to improve student attainment
 - Communicating with pupils in an inclusive school environment in a way that promotes their academic and social development and their personal welfare.
 - Liaising with the SENCo and Head teacher where specialist Advice and services are required.
- **Mrs Capaldi is the Head of Years 7 and 8 and is responsible for transition arrangements for pupils entering the school from Year 6.**
 - **Miss Tomkinson is the Head of Years 9 and 10.**
 - **Miss Clarke is the Head of Year 11.**
 - **Mrs Haycock is the Head of Sixth Form.**

The Special Educational Needs Co-Coordinator (SENCo) is responsible for:

- Coordinating all the support for children with special educational needs (SEN/D) and or disabilities, and developing the school's SEN/D Policy to make sure all children get a consistent, high quality response to meeting their needs in school.
- Ensuring that parents are:
 - involved in supporting your child's learning

- kept informed about the support your child is getting
- involved in reviewing how they are doing
- part of planning ahead for them.
- Writing Individual Education Plans (IEP) that specify the targets set for your child to achieve and the support they are to receive.
- Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Sensory Inclusion Service, Educational Psychology etc.
- Liaising with the Examinations Officer in making provision for SEN/D pupils.
- Monitoring the effectiveness of any SEN/D provision made for the pupil.
- Monitoring the progress of pupils with SEN/D.
- Updating the school's SEN/D register and individual's IEPs and making sure that there are excellent records of your child's progress and needs.
- Providing specialist support for teachers and support staff in the school so they can help your child (and other pupils with SEN and/or disabilities in the school) to achieve their potential.
- Organising training for staff so they are aware and confident about how to meet the needs of your child and others within our school.
- Ensuring that all members of staff working with your child in school are aware of your child's individual needs and/or conditions and what specific adjustments need to be made to enable them to be included and make progress.
- Ensuring that all staff working with your child in school are supported in delivering the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Promoting an inclusive ethos within the school community.

Mrs Herring is the school's SENCo.

Teaching Assistants:

A Teaching Assistant (TA) may be allocated to a pupil with exceptional special educational needs and/or disabilities and whilst they take a very valuable role in your child's education we would prefer that questions regarding your child's learning and progress are directed to the Head of Year or SENCo.

The Head teacher is responsible for:

- The effective implementation of SEN/D provision within the school.

Mr Scott is the Head teacher.

The SEN/D Governor is responsible for:

- Making sure that the school has an up to date SEN/D Policy
- Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school
- Making sure that the necessary support is made for any child who attends the school who has SEN and/or disabilities.
- Making visits to understand and monitor the support given to children with SEN/D in the school and being part of the process to ensure your child achieves his/her potential in school.

You can contact any member of school staff by telephone (01952 797550), email (schooloffice@nghs.org.uk) or via the school office. School Governors can be contacted via the school office.

HOW CHILDREN ACCESS HELP IN SCHOOL

Teaching and Learning

All children at Newport Girls' High School receive teacher input via good and outstanding classroom teaching as detailed in subject teacher role on page 9. Those children requiring additional support may or may not be included in the SEN/D category but will receive some form of intervention.

Intervention Groups

Any child who has specific gaps in their understanding of a subject/area of learning may receive intervention support.

Support in a specific subject area will be co-ordinated by the class teacher and/or discussed by the form tutor during the pupil progress interview (see subject teacher/form teacher roles above on page 9).

Support across a number of subject areas or in a more holistic sense will be co-ordinated by the pupil's Head of Year. Examples of the kinds of support provided include weekly mentoring sessions from the Head of year or a member of the senior leadership team, additional study skills sessions/advice and target setting.

SEN/D Support

Children and young people who have been identified as having SEN/D may be at the stage of the SEN/D Code of Practice called **SEN/D Support**, which means they have been identified as needing some extra support either from school staff or with the help of external agencies. Funding for this type of support comes from within the school's delegated SEN/D budget.

Other SEN/D pupils with more complex needs may receive an **Education, Health and Care plan (EHCP)** following assessment by the local Authority. This was formerly known as a statement of Special Educational Needs. Funding for pupils with an EHCP is provided over and above the school's delegated SEN/D budget; pupils and their families will receive a personal budget with which to deliver the provision in the EHCP (although very often this will be managed and controlled by the school).

There are different types of support available for children with SEN and /or disabilities in this school.

Children in school will get support that is specific to their individual needs. This may be provided by the subject/form teachers or may involve:

- Other staff in the school such as are detailed above
- Staff who will visit the school from the Local Authority central services such as the ASC Outreach Team or Sensory Inclusion Service
- Staff who visit from outside agencies such as the Speech and Language therapy (SaLT) Service.

Transition from Year 6 to Year 7

All children starting at the school in Year 7 are invited to attend a transition day during the previous term. The day is structured into several short lessons to model the regular school day along with a session for the girls to start getting to know each other. It is an opportunity for the pupils to meet their peers and some of the teaching and support staff who they will be working with when they start in Year 7. Teaching staff also (wherever practicable) visit the pupils in their primary schools to answer any questions pupils may have and to speak to the pupils' Year 6 class teacher.

Pupils in Year 7 are placed in forms within their house which are made up of other pupils in Year 7 and some from Year 8. This enables each pupil to be assigned a year 8 "buddy" in their form group whose role is to support the new student during the first few weeks of the new term. During the first half term, the pastoral team hold an information session for parents of new pupils, during which they introduce themselves and disseminate information about procedures and systems within the school. This is also an opportunity for parents to ask questions and pass on relevant information about their child.

Children and young people who have been identified as having SEN/D may be offered the opportunity for additional visits to school to familiarise themselves with the site and or the structure of the school day. Other additional support or visits may be provided dependent on the pupil's needs.

At times, it may be appropriate to provide peer awareness training for other pupils in the same year group, form or class in order to support a pupil with SEN/D. This is offered with the consent of the pupil and their parents and is handled with sensitivity to ensure a balance is met between offering information, giving support and maintaining confidentiality.

Social and emotional development

It is our belief at Newport Girls' High School Academy that the social and emotional development of our pupils is as important as their academic progress. All pupils are supported via

- PSHE lessons: the programme of study for personal, social and health education is varied, with age appropriate lessons throughout key stages 3 and 4 including topics such as settling in and getting to know others in year 7, dealing with stress and anxiety, mental health and its importance, depression and coping with examination pressures.
- The school nurse runs a confidential weekly drop in session at lunchtime for pupils to raise any medical issues or ask questions.
- Our pastoral structure has been developed to facilitate as much support as possible through the form and house structure. Forms are made up of pupils from different year groups and the girls are encouraged to work together in family groups during form activities. Activities may include discussion of current affairs/issues, sharing of experiences within the form group or sharing good practice in terms of study skills or revision.

We also aim to inform parents as far as possible to enable them to support their children effectively, through

- Evening information sessions for parents and carers covering issues such as exam stress, ICT safety guidelines and raising self esteem.

Sometimes, additional support is required and can be provided by

- Subject/general mentoring within the school, whereby older girls support the younger ones in specific subject areas or more generally in terms of helping with organisation or with friendship issues.
- Weekly sessions with a trained counsellor.
- Regular sessions with pastoral staff or members of the senior leadership team as additional mentors.

FREQUENTLY ASKED QUESTIONS

How can I let the school know I am concerned about my child's progress in school?

- If you have concerns about your child's progress you should speak to your child's subject teacher/form tutor initially.
- If you are not happy that the concerns are being managed and that your child is still not making progress you should speak to the SENCo or Head of Year.
- If you are still not happy you can speak to the Assistant Head Teacher (Pastoral) or the Head Teacher.

How will the school let me know if they have any concerns about my child's learning in school?

- When a teacher or a parent has raised concerns about your child's progress, and targeted teaching has not met the child's needs, the teacher will raise this with the SENCo.
- If your child is then identified as not making progress the school will make a decision about whether to monitor this or set up an intervention group and will inform you.
- If your child is still not making expected progress the school will discuss with you
 - Any concerns you may have
 - Discuss with you any further interventions or referrals to outside professionals to support your child's learning
 - How we can work together, to support your child at home/school.

How is extra support allocated to children and how do they move between the different levels?

- The school budget includes money for supporting children with SEN.
- The Head Teacher decides on the budget for Special Educational Needs in consultation with the school governors, on the basis of the needs of the children currently in the school.
- The Head Teacher and the SENCo discuss all the information they have about SEN/D in the school, including

- the children getting extra support already
- the children needing extra support
- the children who have been identified as not making as much progress as would be expected. and decide what resources/training and support is needed.
- All resources/training and support are reviewed regularly and changes made as needed.

Who are the other people providing services to children with SEN/D in this school?

The school liaises with the following external agencies in order to support pupils with SEN/D:

- Sensory Inclusion Service (visual/hearing impairment)
- Speech and Language Therapy (local NHS trust)
- Educational Psychologist
- CAMHS
- Dedicated school nurse
- Learning Support Assessment team
- Occupational Therapists

How are the adults in school helped to work with children with an SEN/D and what training do they have?

- The SENCO's job is to support all teachers/support staff in planning for children with SEN/D.
- The school has a school development plan, including identified training needs for all staff to improve the teaching and learning of children including those with SEN/D. This may include whole school training on SEN/D issues or to support identified groups of learners in school, such as ASC, dyslexia etc.
- Whole staff training to disseminate knowledge, strategies and experience, to ensure consistency of the school's approach for children with an SEN/D.
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g. from the ASC Outreach service, STEPS and Sensory service or medical/health training to support staff in implementing care plans.

- Our staff have a range of high quality qualifications and receive ongoing training to support students with SEN/D.

Training takes place on a regular basis. If you would like to hear about the training which is currently taking place or has taken place by the staff members in the school, please speak to the Head teacher or Deputy Head teacher.

How will the teaching be adapted for my child with learning needs (SEN and/or disabilities)?

- Class Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure and will ensure that learning tasks are adjusted in order to enable your child to access their learning as independently as possible.
- Specially trained support staff can implement the teachers modified/adapted planning to support the needs of your child where necessary.
- Specific resources and strategies will be used to support your child individually and in groups.
- Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs and increase your child's access to what is on offer.

How will we measure the progress of your child in school and how will you know about this?

- Your child's progress is monitored jointly by her form teacher and head of year.
- Her academic progress is reviewed formally four times per year and an appropriate level/grade given in all subject areas except PSHE. Academic grades are supplemented with a grade for behaviour for learning and a third for independent learning, in each subject area. Sometimes supporting comments/targets are also offered by class teachers on these grade sheets.
- Once a year, usually just prior to parents' evening, you will receive a formal written report for your daughter. This report will summarise your child's achievement in each subject and offer up to two targets for improvement over the coming year.
- Children receiving SEN/D support will have a student passport which will be regularly reviewed with your child and any outside agencies involved. Parents are encouraged to participate as often as possible in any review taking place.
- The progress of children with an EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education.
- The SENCo will also check that your child is making good progress within any individual work and in any group that they take part in.
- A range of ways will be used to keep you informed, which may include:
 - Note in student's diary/planner
 - Letters/telephone calls sent home

- Additional meetings as required
- Report/grade sheet

What support do we have for you as a parent of child with an SEN and/or disabilities?

- We would encourage you to let us know regularly how you feel your daughter is progressing at school. In this way we can address any concerns you may have and celebrate the successes of your child. We feel that this mutually supportive relationship between school and home is the best way to support all our pupils.
- The SENCo (or Head teacher) is available to meet with you to discuss your child's progress or any concerns/worries you may have.
- All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report. The SENCo will also arrange to meet with you to discuss any new assessments and ideas suggested by outside agencies for your child.
- IEPs will be regularly reviewed with your involvement.
- Homework will be adjusted as needed to your child's individual needs.
- The student's planner may be used to support communication between school and home.

In addition:

If your child is undergoing statutory assessment you will also be supported by the Children's Services SEN/D Team. They will ensure that you fully understand the process.

How have we made this school physically accessible to children with SEN/D?

- The school has benefitted from extensive, modern extensions to the original 1920s building. These extensions have complied with all accessibility legislation and include ramps, lifts and disabled wc/shower room.
- We ensure that equipment used is accessible to all children regardless of their needs.
- We have worked hard to ensure that the original part of the school is as accessible as possible, although there are unavoidably still some steps into classrooms and corridors.

How have we made school information accessible to children with SEN/D?

- School information such as letters, reports and curriculum materials are provided in a clear and easy to read format.

- Where an individual has needs which affect the accessibility of printed information, teachers and support staff endeavour to provide this information in an accessible format.
- Examples of this include:
 - Providing worksheets and other materials on coloured paper for pupils with a visual impairment, dyslexia or visual stress
 - Using software to improve the accessibility of electronic material on interactive whiteboards
 - Using pdf copies of textbooks in lessons
 - Supplying electronic copies of worksheets so they can be modified into a different font or font size
 - Providing large print versions of English set texts
 - Providing modified copies of school information such as timetables, grade sheets and maps.

Complaints Procedure

Should parents/carers wish to make a complaint with reference to Newport Girls High School Academy's SEN/D Information Report they are advised to refer to:

- Head teacher: Mr Scott
- SEN/D Governor: Mrs MacPherson (contact via the school office)

Review

This SEN/D Information Report will be reviewed on an annual basis, and up-dated where appropriate, however if a weakness is identified in school procedures, it will be reviewed and revised immediately.

Date of SEN/D Information Report: September 2017

Date of next review: September 2018

GLOSSARY OF TERMS	
IEP	Individual Education Plan
SEN/D Code of Practice	The legal document that sets out the requirements for SEN
EHC plan	Education, Health, Care Plan
SEN	Special Educational Needs
SEN/D	Special Educational Needs and or disabilities
SaLT	Speech and Language Therapist
CAMHS	Child & Adolescent Mental Health Service
EP	Educational Psychologist
SENCo	Special Educational Needs Coordinator
ASC	Autistic Spectrum Condition