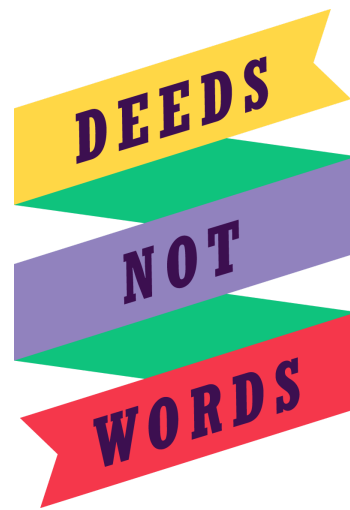




EMILY DAVISON SCHOOL

SEND REPORT AND INFORMATION



Date Created	November 2023
Date of Review	November 2024
Headteacher	Michael Hutchison
Chair of Governors	David Harrison

Introduction

All Northumberland Local Authority maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and are supported by the LA to ensure that all pupils, regardless of their specific needs, make the best possible progress and achieve their potential in school. This report is published following the guidelines from the current Code of Practice (2015) as well making sure that it complies with Children and Families Act (2014) and schedule 1 of the Special Education Needs and Disability Regulations (2014).

All schools are supported to be as inclusive as possible, with the needs of pupils with Special Educational Needs and Disabilities (SEND) being met in any educational setting. At Emily Wilding Davison School, we have a graduated approach to SEND, a continuum of support for children in order to enable them to make progress and to achieve in their future adult life.

Emily Wilding Davison School is a maintained special school for students from the ages of 11 to 16 years. The school caters for students with social, emotional and mental health (SEMH) needs. In addition, pupils might have other needs such as Autism, Dyslexia, Attention Deficit Hyperactivity Disorder (ADHD) and Speech and Language.

The Special Educational Needs Co-ordinator (SENDCo) is Cath Taylor who can be contacted on (0191) 2980838.

This information report is to be reviewed annually and contains the requirements set out in schedule 1 of the Special Educational Needs and Disabilities (SEND) regulations and paragraphs 6.79-6.81 of the SEND Code of Practice.

What do we mean by Special Educational Needs and Disability (SEND)?

The Code of Practice (2015) states that a child or a young person has a special educational need or disability if they 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 educational facilities of a kind generally provided for others of the same age in mainstream schools.

What is the Northumberland Local Offer?

The *Children and Families Bill* became enacted in 2014. From this date, Local Authorities and schools are required to publish, and keep under review, information about services they expect to be available for the children and young people with SEND aged 0-25. This is the 'Local Offer'.

- The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area.
- The Northumberland Local Offer can be accessed at:

<https://www.northumberland.gov.uk/Children/Northumberland-Local-Offer-SEND-0-to-25-years.aspx>

What is the SEND Information Report?

The SEND Information Report uses the LA Local Offer to meet the needs of pupils with SEND as determined by school policy, and the provision that the school is able to meet.

How are children/young people with SEND identified?

Special educational needs and provision can be considered as falling under four broad areas:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health (previously behavioural, social and emotional difficulties)
- Sensory and/or physical

What is communication and interaction?

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication.

The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with an Autism Spectrum Disorder are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication, social interaction and imagination, which can impact on how they relate to others.

What is cognition and learning?

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning

difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

What is social, emotional and mental health difficulties (SEMH)?

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour.

These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

What is sensory and/or physical needs?

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children and young people with an MSI have a combination of vision and hearing difficulties, which makes it even more difficult for them to access the curriculum or study programme than for those with a single sensory impairment.

Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

How is SEND assessed?

Each pupil's progress is continually monitored by their subject teacher, tutor, SLT and the SENDCo in a number of ways, including additional educational testing completed within school. The SENDCo oversees any additional support a child may need and, at the beginning of the new academic year, data is analysed and tracked to get a clear indication of the support that individual pupils need.

Termly assessments are discussed in regular weekly debriefs and staff meetings and they are assessed in reading, writing and numeracy using Star Maths, Accelerated Reader, AQA baseline tests and the phonics screening tool. If your child is not yet at National Curriculum levels, a more sensitive assessment tool is used which shows their level in more detail and will also show smaller but significant steps of progress. These tests and curriculum levels will also be discussed with parent / carers in detail, along with staff comments within the review meeting.

At Emily Wilding Davison School we feel that by embedding the Thrive Approach we are supporting the development of happy, confident young people who are more self-assured and therefore ready and open to learning. Using the Thrive Online

assessment tool, we are able to baseline students social, emotional and mental health needs and plan interventions accordingly and evidence progress made.

All pupils at the school have some special educational need and have an Education, Health and Care Plan. If additional needs are identified while a pupil is at Emily Wilding Davison School, the SENDCo will liaise with external stakeholders involved such as the Children and Young People's Service or Educational Psychology Service in order to provide the right support and intervention for each child. These reviews will affect the level of support given to each child and depends on the additional needs of the child and any other factors that may improve or hinder their progress. The school's SLT team will then ensure these children receive the appropriate interventions.

At the end of Key Stage 4 (i.e. at the end of year 11) all children are required to be formally assessed using nationally accredited examinations. This is something the government requires all schools to do and are the results are published nationally.

How are parents of children with SEND consulted and involved in their child's education?

Parents and carers can contact school if they have any concerns about their child by telephoning, writing or coming into the office and requesting a meeting or speaking to staff during the school day.

Parents and carers are also kept informed through parent/carer home visits, a weekly newsletter and phone calls and staff will contact parents or carers to discuss issues, concerns or progress of individual children.

Parents and carers are offered the opportunity to attend meetings with the Careers Advisor and local college open days. Parents/carers receive an academic report three times per year.

Annual Reviews are held for pupils with Educational, Health Care Plans. These reviews focus on achievements, the progress made towards the outcomes, support and future plans, and are held with parents/carers, the student and any other agencies involved.

Pupils are encouraged to share their aspirations and views in EHCP review meetings and this will be done in a way that is appropriate to their age but pupil voice is encouraged through the School Council and across curriculum areas. Pupils are also encouraged to attend these review meetings.

How can I let the school know that 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 tutor initially or Link worker. If you continue to be concerned that your child is not making progress, you may speak to the school SENDCo or the SEND Governor (Mrs Geraghty) who can also offer their support.

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

If your child is identified as not making progress, the school will set up a meeting to discuss this with you in more detail and to:

- Listen to any concerns you may have.
- Plan any additional support your child may need.
- Discuss with you any referrals to outside professionals to support your child.

Who are the best people to talk to in this school about my child's difficulties with learning/ special educational need or disability (SEND)?

There are a number of people in school who are responsible for special educational needs in school:

The **Head teacher (Dr Hutchison), the Deputy Headteacher (Mrs Kendrick) and the SENDCo (Dr Taylor)** are responsible for:

- The day to day management of all aspects of the school, including support for children with SEND.
- Making sure that your child's needs are met but they will give this responsibility to the SENDCo and subject teachers.
- Making sure that the Governing Body is kept up to date about any issues in the school relating to SEND.
- The school SENDCo can refer to outside agencies such as CYPS, Child Therapist, Educational Psychologist, etc.

The **Special Educational Needs and Disability Co-ordinator (SENDCo)** Dr Taylor is responsible for:

- Coordinating all the support for children with special educational needs and disabilities (SEND) and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.
- Ensuring that parents/carers are involved in supporting their child's learning and kept informed about the support their child is getting.
- Ensuring that parents/carers are involved in reviewing how they are doing and involved in planning for their future.
- Contacting other people who may be coming into school to help support your child's learning, for example an Educational Psychologist.
- Making sure that there are excellent records of your child's progress and needs.
- Provide specialist support for teachers and support staff in the school so they can help pupils with SEND in the school so they make the best possible progress.
- Support class teachers in writing Learning Plans that specify your child's targets.
- Ensuring that all staff working with the student in school is helped to deliver the planned work/programme so the student can make the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.

The **Subject Teachers** are responsible for:

- Making sure that all children have access to excellent classroom teaching (this is known as quality first teaching) and that the curriculum is adjusted to meet your child's individual needs (this is called differentiation).

- Checking on the progress of your child and identifying, planning and providing any additional help your child may need and letting SENDCo know if necessary. This could be things like targeted work, additional support.
- Identifying intervention practice. These will be shared and reviewed with parents at least once each term.
- Planning for the child's next term based on their progress.
- Ensuring that all staff working with the child in school are helped to deliver the planned work/programme so the child can make the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

The **Learning Community Managers / Support** work with the class teacher to identify areas of support for pupils with SEND. They:

- Support pupils to access the curriculum.
- Help to implementation of differentiation and specialist support strategies in the classroom.
- Keep pupils focused on learning activities during lesson.
- Attend all training opportunities related to SEND and differentiation.
- Help pupils to develop effective ways of becoming independent learners.

Who are the other people providing services to children with SEND in our school?

School Provision

- Learning Community Managers and Support working with either individual children or small groups.
- The SENDCo works with groups/individuals on a part-time basis.
- ICT support in the form of reading, writing, using electronic readers, maths and literacy programmes as well as Learning Community Managers and Support offering support for children with emotional and social development through Thrive and specific interventions.

Local Authority Provision delivered in school

- Educational Psychology Service
- SALT (Speech and Language Therapy)
- ESLAC (Educational Support for Looked After Children)

Health Provision delivered in school

- Additional Speech and Language Therapy input to provide a higher level of service to the school
- School Nurse
- Occupational Therapy
- Children, Young People's Service (CYPS)

How are children/young people supported in moving between phases of education and in preparing for adulthood?

Transitions can be difficult for a child with SEND and we take steps to ensure that any transition is as smooth as possible.

- Before your child moves to Emily Wilding Davison School, staff will visit them at their previous school / home. We will also arrange for your child to visit us to meet their new teacher and school. We also speak to parents / carers before their child begins at the school as they know their child better than we ever can. We will develop a personal transition plan for your child with their current school and review staff training to ensure that staff teaching your child has the appropriate knowledge of their needs.
- There is the opportunity to change education provider, for example, to go to alternative provision or return to mainstream education and this is discussed with the school SENDCo, parents, partnership schools and agencies involved with each child. We will encourage parents and carers to visit the schools that may be suitable and to make an informed decision based on the packages that are put in place. If your child is moving to another school we will contact the SENDCo at the new school and ensure they know about any special arrangements or support that needs to be made for your child. We will also make sure that all records about your child are passed on as soon as possible. Before moving school, your child will visit their new school on several occasions and staff from the new school will visit your child in this school. When your child moves another provider, staff from Emily Wilding Davison School will discuss the specific needs of your child with the SENDCo of their new provision.
- Post 16 pathways and Preparation for Adulthood are addressed in years 10 and again in year 11 during annual EHCP reviews. Pupils are supported throughout Key Stage 4 in working towards their career options through work experience placements, regular one to one sessions with the Careers Advisor, college open day events which offers pupils a wide range of access to progress through Post 16.

How are teachers in the school helped to work with children with SEND, and what training do members of staff have?

The SENDCo's role is to support the class teacher in planning for children with SEND.

- Emily Wilding Davison School provides training and support to enable all staff to improve the teaching and learning of children, including those with SEND. This includes whole school training on SEN issues, such as specific learning difficulties, autism spectrum disorder (ASD) and speech and language difficulties, attachment disorders, dyslexia, ADHD, trauma informed practice, adverse childhood experiences and emotional coaching.
- Individual teachers and support staff attend and complete training courses led by outside agencies and Senior Leaders in school that are relevant to the needs of specific children in their class, e.g. Safeguarding, Mental Health and well-being, Child Protection, Data Protection etc.
- LCMs/LCSs receive a range of training as part of their ongoing Continued Professional Development (CPD) linked to their performance management targets and to respond to the needs of the individual children they are working with. Many members of staff have basic training in SEMH or Specific Learning Difficulties, which is a common area of SEND in our school.

- All staff members are trained specifically in de-escalation strategies and positive handling techniques where appropriate and have First Aid Training.

How will you support my child academically?

All pupils are taught in smaller, more nurturing learning environments and in smaller groups that follow a differentiated curriculum that matches the need and ability for every pupil. The average class size is 8 pupils and all classes have a teacher and at least one qualified Learning Community Manager or Learning Community Assistant.

All pupils will receive a combination of whole class, small group and individual teaching.

Where the school environment does meet the needs of a student, Emily Wilding Davison has a number of bespoke options available to pupils, for example, teach in the community and a list of alternative provision that could be more suitable.

All pupils receive excellent targeted classroom teaching which means:

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching is based on building on what your child already knows, can do and can understand.
- Different ways of teaching are in place so that your child is fully involved in learning in class. This could involve things like using more practical and visual learning styles.
- Specific strategies are in place to support your child to learn.
- If your child's teacher has identified that your child has a gap in their understanding/learning after carefully checking on your child's progress they could receive some extra support to help them make the best possible progress.
- Children will be provided with additional resources to help progress in reading, writing and maths.

Specific work with a small group of children

This type of support is available for any child who has specific gaps in their understanding of a subject/area of learning and will be put in place if the class teacher or SENDCo think that they need extra support in school. The groups, are sometimes called Intervention groups and:

- Operate in the classroom, in specialist areas or outside in a less busy area of the school.
- Are planned and overseen by a teacher but they are often run by a Learning Community Manager or Learning Community Assistant who has been trained to run the groups using the teacher's plan and working with specific outcomes to help the pupil to make more progress.
- Are located in specific Intervention Rooms where intense 1:1 provisioning is required.
- Reading groups happen on a daily basis during tutor time and on a one-to-one basis either with the school SENDCo or a Learning Community Manager or Learning Community Assistant.

How will you support my child emotionally and socially?

We take great care to ensure all our pupils are confident, feel valued and respect others. As well as providing academic support, school can also provide emotional and social support for students. This can include:

- Social skills/nurture group interventions - provided by both internal staff and external agencies.
- Weekly Mindfulness sessions during tutor time.
- Peer mentoring systems involving older pupils who have received appropriate training.
- Self-esteem interventions - ranging from the use of sport/music/drama to speech and language interventions.
- Anti-bullying practice is taught within PSHE curriculum as well as embedded across the school to prevent all pupils from being treated unfavourably.
- Breakfast provision provided before school for students.
- Administration of medicines – separate policy.
- Staff adopt consistent approaches in supporting pupils.
- All pupil have an individual therapeutic profile, which are assessed half-termly, and Health Care Plans are used to ensure that all staff working with the pupil manages the pupil's needs and difficulties in a consistent way.
- Staff spend time with pupils who have become upset in class and access time out strategies to think about what has happened and to help them to return to class.
- Pupils have Personal, Social and Health Education lessons and have opportunities to enjoy cultural and social experiences at the school.

How is Emily Wilding Davison School accessible to children with SEND?

In School

The school is fully accessible to students with physical difficulties and is written in compliance with the Equality Act (2010).

The following facilities are available for pupils and their parents/carers with physical difficulties:

- Disabled parking bays.
- Lifts to all floors.
- Accessible toilets.
- Accessible break areas.
- Accessible dining area.
- A private room for administration of medication.
- A quiet space for pupils who need somewhere distraction-free.
- A large accessible play area.
- Interactive whiteboards and laptops/PCs/Chrome Books.
- Specialist approaches such as visual timetables.
- Pupils have access to sensory spaces.

A risk assessment will be carried out and personal evacuation plan will be drawn up for all pupils with physical difficulties.

All staff working with the student will be made aware of the plan.

Outside of School

Throughout the year, Emily Wilding Davison School offers various opportunities for after school clubs where pupils can take part in activities such as football, arts and trampolining. All of the clubs are accessible to pupils with special educational needs. There is usually no cost for this for pupils.

Pupils take part in trips and residential visits with the school and a comprehensive risk assessment is completed for all school visits. The Senior Leadership Team, overseen by the Headteacher, makes decisions based on whether it is safe for a child to leave the premises, taking into account the emotional needs of the child that day. The staff ratio is high.

How is the effectiveness of provision for children/young people with SEND evaluated?

Governors at Emily Wilding Davison School are active in monitoring the quality of the provision we offer. Annual Reviews scrutinise how well a child's individual needs are met on a yearly basis and our School Improvement Partner works closely with us to make sure that the provision remains extremely effective. Our rigorous assessment process monitors the academic, social, emotional, mental wellbeing and behaviour progress for all of our pupils and this is externally validated by our governors.

How do you make a Complaint?

Parent/carers should initially contact the Head of School, Dr Hutchison, with any complaints about the provision that the pupil is receiving at school. If the complaint is not resolved, the school has a complaints policy available at the school.

Northumberland County Council has developed a Local Offer which provides information about education, health and social care support for children and young people with SEND in Northumberland.