



# **Longbenton** HIGH SCHOOL

## **Special Educational Needs Information Report**

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<b>RESPONSIBILITY:</b>	<b>SENCO</b>
<b>IMPACT ASSESSMENT:</b>	
<b>GOVERNING COMMITTEE:</b>	<b>Curriculum Sub-Committee</b>
<b>REVIEWED:</b>	<b>January 2018</b>
<b>RATIFIED:</b>	<b>February 2017 (Going to next Governors Meeting for Ratification)</b>
<b>WEBSITE:</b>	<b>Yes</b>

## **Our mission statement:**

“Longbenton High School will encourage all members of the school to have the power and aspiration to seek truth, knowledge and understanding by acquiring skills to think independently in order to take responsibility for their own learning. This will enable members of the school to become successful, adaptable learners, who will become responsible, caring, moral citizens able to make positive contributions to the local and global community.”

Longbenton High School will:

- Provide an education for life by meeting the needs of all learners through a broad, balanced and relevant curriculum;
- Create a safe, positive and stimulating environment for learning by developing an atmosphere of tolerance, trust and respect;
- Develop shared responsibility for our students' education by working in partnership with parents, students and staff;
- Enable all students to achieve success by encouraging and rewarding individual talents, efforts and achievements.

Our School Information Report lets you understand how we support pupils with special educational needs and / or disabilities.

## **The 2014 SEND Code of Practice at Longbenton High School**

The Code of Practice emphasizes the greater involvement of all teaching staff to make sure students' progress and meet their outcomes. “High quality teaching that is

differentiated and personalised will meet the individual needs of the majority of children and young people”

We consult with pupils and their families on our local offer by:

- Gathering student and parent views from annual SEND reviews
- Sending out parent questionnaires
- Assigning a key worker who keeps in regular contact with parents
- Meeting and engaging with parents regularly through the formal SEND review process, parents’ evenings, pastoral support team meetings and other meetings and interventions as the need arises.
- Celebrating the success of students with parents during celebration events

### **What types of special educational needs and disabilities are catered for?**

Longbenton High School is committed to meeting the needs of all pupils, including those with SEND, reasonable adjustments are made to meet the needs of all pupils including those identified in the SEND code of practice (2014):

- Language and Communication Difficulties
- Cognitive and Learning difficulties
- Social, Emotional and Mental Health difficulties
- Physical and Sensory difficulties

### **What is the Local Offer?**

All North Tyneside Local Authority (LA) maintained schools have a similar approach to meeting the needs of students with Special Educational Needs and /or disabilities and are supported by the LA to ensure that all students, regardless of their specific needs, make the best possible progress in school.

All schools are supported to be as inclusive as possible, with the needs of students with Special Educational Needs and Disabilities (SEND) being met in a mainstream setting wherever possible.

### **The LA Local Offer**

Local Authorities (LA) and schools are required to publish and keep under review information about services they expect to be available for children and young people with special educational needs and disabilities (SEND) aged 0-25. The LA refers to this as the 'Local Offer'.

The intention of the Local Offer is to improve choice and transparency for families. It is an important resource for parents in understanding the range of services and provision in the local area.

Longbenton High School is a fully inclusive school which ensures that all students achieve their potential personally, socially, emotionally, physically and educationally.

Our Local Offer lets you understand how we support students with Special Educational Needs and Disabilities. Longbenton High School is committed to equality of opportunity and provides full access to the National Curriculum for all students, including those with Special Educational Needs. All children will be admitted to Longbenton High School, irrespective of their needs, where a placement is deemed appropriate.

We consult with students and their families on our local offer by meeting with parents regularly through SEN review, parents' evenings, target setting days and informal meetings prompted by concerns raised through external professionals, parents or teachers.

In addition to the SEN department, Longbenton High School also has The Melrose Centre. This is an Additionally Resourced Provision for students with autism that

cannot access full time mainstream. The Melrose Centre works alongside the SEN department, with its own Centre Leader and autism specialist staff.

## **The Department**

### **SENCO**

Mr Ian Little is the SENCO. He has a BSc (Hons) and PGCE and has worked with children experiencing barriers to learning in a variety of settings for the last 30 years, in addition to having worked as Assistant SENCO and Behaviour Support Coordinator within Longbenton High School. Mr Little is also the Designated Teacher for Looked After Children. Mr Little holds the Masters level Postgraduate Certificate in Coordination of Special Educational Needs (PGCert NASENCO)

### **Learning Support Assistants**

Mrs Louise Keys is an HLTA (Higher Level Teaching Assistant) and works with a wide range of students with special educational needs; additionally, she teaches timetabled Literacy lessons. Within one-to-one or as additional support within the classroom, Mrs Keys helps students to fully access the National Curriculum. Mrs Keys is line-managed by Mr Little. She has a Postgraduate Certificate in Leading and Managing in Inclusive Education, as well as NVQ Level III Certificates in Special Needs and Supporting Dyslexia students. She also holds a Certificate in Teaching English as a Foreign Language and a Community Sports Leader Award.

Ms Wright is an HLTA (Higher Level Teaching Assistant) and works with a wide range of students with special educational needs; additionally, she teaches timetabled Literacy lessons, in addition to running before-school Literacy groups, and being the mainstream link ASD specialist who is attached to the Melrose Centre. Within one-to-one or as additional support within the classroom, Ms Wright helps students to fully access the National Curriculum. Ms Wright is line-managed by Mr Little. She has a Level 3 qualification in Autistic Spectrum Disorder and Level 2 in Mentoring.

Mrs Jillian Carlson is an HLTA (Higher Level Teaching Assistant) and works with a wide range of students with special educational needs; additionally, she teaches timetabled Literacy lessons. Within one-to-one or as additional support within the classroom, Mrs Carlson helps students to fully access the National Curriculum. Mrs Carlson is line-managed by Mr Little. She has a Level 3 Teaching Assistant qualification.

Mrs Anne Roxborough works with a wide range of students with special educational needs. Within one-to-one or as additional support within the classroom, Mrs Roxborough helps students fully access the National Curriculum; additionally, she runs the before-school Reading Club

Mr Gregory Waugh works with a wide range of students with special educational needs. Within one-to-one or as additional support within the classroom, Mr Waugh helps students fully access the National Curriculum: additionally he helps out with the Reading Club and runs before school Numeracy sessions

Mrs Laura Pitchford works with a wide range of students with special educational needs. Within one-to-one or as additional support within the classroom, Mrs Pitchford helps students fully access the National Curriculum: additionally she helps out with the Dyslexia Support group and runs before school reading sessions

Mr Liam Blyth works with a wide range of students with special educational needs. Within one-to-one or as additional support within the classroom, Mr Blyth helps students fully access the National Curriculum: additionally he helps out with the Reading Club and runs before school Numeracy sessions

### **The Melrose Centre**

The Melrose Centre Leader is Brett Maclennan. He has a BSc (Hons) in Environmental Biology and a Secondary Science PGCE. He has worked with young people with autism for 17 years, ten of these as an autism specialist teacher.

Mick Williams is the second in department. He played a key role in the creation of The Melrose and has been developing the curriculum since it's opening 9 years ago. He has 35 years teaching experience, 30 of these with special needs children. The past 11 years have been as an autism specialist teacher and is TEACCH trained. Mick leads on the development of practical based skills, such as PE, Work Related Learning and Horticulture as well as Humanities.

Within The Melrose, Maths is delivered by John Adams. John initially started as a classroom as support assistant in The Melrose and then completed his NQT in Secondary Mathematics with the Centre in 2013. He is a trained lawyer, an elected councilor and has worked in the House of Commons before training as a Maths teacher. John works with the Centre's Occupational Therapist in developing sensory profiles for our students.

Alice Beadle is relative new in her teaching career. She studied a PGCE in Secondary Geography, but then split her NQT year between the mainstream school and The Melrose. Alice has worked very closely with the Centre's Speech and Language Therapist on preparing students for adulthood.

Jodie Burn has recently joined the department. She extensive experience in working with young people with a range of difficulties. Most recently at a PRU, working with students with autism as well as SEMH. Jodie is a qualified teacher, specialising in Maths, but has taught across the curriculum. She has been a Team Teach Instructor and led numeracy training for other staff within previous settings.

The students in the Melrose are supported by a team of 7 teaching assistants:

- Christine Howitt has worked in The Melrose for the past 9 years, since the opening of the centre. Christine had previously worked in mainstream as supporting students with special needs before specialising in autism and Learning Difficulties, gaining a Level 3 in Autism.



- Julie Davison has also worked in the Melrose Centre since it's beginning, and transitioned up from primary school with the original cohort, 9 years ago. Julie has spent the past 13 years working as ASD specific support with children aged 4 - 18 and has achieved Level 4 in Autism.
- Willam Wilson is another member of staff that has been with The Melrose since the start. He has a Level 3 Teaching Assistant qualification. Prior to starting with them Melrose, William worked in banking for 30 years. William's son has autism so this gives him a very good understanding of the needs of our students.
- Nicola Terry since 2010 and has CACHE Level 3 and has a sports and music background which she uses as part of The Melrose Curriculum, leading the Melrose choir and small group, specialist PE sessions. Nicola has a certificate in Basic Makaton and has helped deliver training to the rest of the staff.
- Emma Peart started with The Melrose in 2015. Her previous work was based in adult social care for 28 years, managing a variety of services for people with learning difficulties, giving her a very deep understanding of the pastoral care needs of people with difficulties. Emma has a Certificate in The Further Education and Training for Adults with Learning Difficulties.
- Anthony Palmeri joined the team in 2016. He has had a wide range of experience working as a stage hand and a legal assistant before working with children through an agency, giving him experience of students with ADHD, ASD and emotional difficulties. He currently supports students in accessing the mainstream curriculum and who are included into mainstream classes.
- Emme Dool joined The Melrose team in May 2017. She has a strong background in teaching Business and Enterprise. She has worked in a range of schools in the North East providing high quality support for vulnerable young people.

## **Educational Psychologist**

The Educational Psychologist attached to the School is Miss Katrina Heywood, though personnel may change according to the needs of the service. Her work in School is co-ordinated by Mr Little or Mr Maclennan. The main role of the Educational Psychologist is to support the School in its efforts to implement its Special Needs Policy. They will attend annual reviews and statement agreement meetings as required, and provide assessment and counselling sessions as requested

## **Governor responsible for SEND**

The Governing body will elect a School Governor with responsibility for SEND at the beginning of the academic year. They can be contacted by letter which can be left with the Headteacher's Personal Assistant. This governor will involve any other body including Health and Social Services, LA support services and voluntary organisations in meeting the needs of SEND students and in supporting the families of such pupils. The governor with responsibility is under review due to the current holder stepping down from the position after many years of support. .

In addition, to the school SEN Governor, the Melrose Centre has Stephen Houghton as its own governor.

## **Identifying and assessing the SEN of children and Young People**

The Learning Support team will co-ordinate Special Needs identification, assessment and support.

The Learning Support team will liaise closely with the Year Leaders and Pastoral Team, Curriculum Leaders, class teachers and external agencies. In addition to

day- to-day liaison, there will be scheduled strategy meetings and regular CAMHS (Child and Adolescent Mental Health Services) meetings.

Parents will be informed if their child has an identified special need and encouraged to discuss and support any additional teaching or educational programme provided.

Children with special educational needs will often be supported in the normal classroom situation. Support teachers and assistants will aid the development of literacy and numeracy skills, particularly by concentrating help in years 7, 8 and 9.

Curriculum Leaders and teachers will devise learning strategies to accommodate students of all needs and abilities and will liaise with the Learning Support Team as required.

When individual students present behaviour untypical of their peers, the appropriate Year Leader, following consultation with the SENCO, will discuss matters with parents and agree appropriate action plans. Where no improvement occurs, following a sustained period of intervention, or when the Year Leader or SENCO have additional concerns, the help, support and advice of external agencies will be sought.

The School will endeavour to use its resources to provide appropriate support to students with special educational needs, thus enabling all students to obtain maximum benefit from the full School curriculum.

Children are likely to fall into the following categories:

- Those with learning difficulties.
- Those with visual or auditory impairment.
- Those with a physical disability.
- Those with social, emotional or mental health difficulties.

Students will be identified as having special educational needs

if: They are unable to

- Satisfactorily access the National Curriculum and/or
- Make satisfactory progress through the National Curriculum without additional teaching or support different to that normally provided.

The SENCO together with the Head of Year 7 will liaise closely with teachers in feeder primary schools, identifying children with SEN, in accordance with the Code of Practice.

Form tutors, pastoral leaders, mentors, EWO and subject teachers liaise closely with the SENCO.

All staff are made aware of their responsibilities in delivering Quality First teaching through CPD sessions which take place throughout the academic year.

### **The Role of the Subject Teacher**

All teachers will recognise that there is a wide range of student ability and provide appropriately differentiated work. This involves ensuring access to the curriculum through the delivery of suitable courses, programmes of study and modifications to the National Curriculum.

Curriculum Leaders have a key role in ensuring that this takes place and that an appropriate range of teaching and assessment material is available to meet the needs of all levels of ability.

All subject teachers contribute to the assessment, monitoring, recording and reporting of progress of students with special educational needs.

### **The Role of Subject Departments**

All departments will have a special educational needs agreement which reflects the school's policy.

It is the responsibility of each Curriculum Leader to ensure that all students have access to the National Curriculum and that, when necessary, this is delivered in a modified form as required to meet the needs of individual students.

Teachers will recognise the wide range of student abilities and departmental schemes of work should reflect awareness of the need to provide appropriate work.

Each department will provide differentiated work for the full range of ability. Teachers will be aware of the importance of identifying students who have special educational needs and referring them to the SENCO.

Time will be allocated during departmental meetings so that SEN is a regular item. All teachers, where appropriate, will contribute to the identification, assessment, monitoring, recording and reporting of progress of students with special educational needs.

The monitoring of progress of SEN students is the responsibility of all of the teachers of these students.

Where support staff are involved, they are expected to contribute to the monitoring process.

SEN Support Plans provide information, targets and strategies; they should be used by teachers to inform their planning and teaching. SEN Support Plans replaced Individual Education Plans as a way of identifying and optimizing progress for those with SEN

### **The Role of Learning Support Assistants (LSAs)**

Priority is given to providing support for students with an EHCP, or at SEN Support (SENS). For most students, the need for support is greatest in core subjects and those subjects with high language content.

The primary role of LSAs is to enable access to the curriculum, facilitate independent learning, and promote inclusion.

LSAs can perform a wide range of duties within the classroom.

## **The Role of The Melrose Centre**

The Melrose Centre was developed to meet the needs for students where autism is the primary barrier to their learning. The teaching team in this department are autism specialists, receiving training in autism specific approaches. By having a separate provision for these students, Longbenton High School is better able to provide a suitable, autism friendly environment that provides the structure and flexibility that these students need.

All students attending The Melrose Centre have a diagnosis of autism and an Education, Health and Care Plan. As a commissioned service, admissions are made via the local authority and SARS panel.

## **Supporting Transition**

All children from the feeder primary school are encouraged to transfer at the end of Year 6, including those with SEN in accordance with School Policy. To assist a smooth transition process the following arrangements exist:

- The SENCO or member of the Learning Support team attends the final annual review of Year 6 students with Education, Health and Care Plans (EHCPs), usually held in the Autumn Term.
- A member of the Learning Support team will visit feeder schools and discuss all children with Special Educational Needs.
- SEN Support Plans and Statements or EHCPs are passed to the SENCO in July and School teachers are informed of all students with SEN in September.
- In order to determine students requiring access to Literacy, Numeracy or Reading intervention, Key Stage 2 Teacher assessment information is considered alongside baseline assessments undertaken by the English and Maths departments
- All parents are informed of identified Special Needs by the end of November of Year 7.

- Transition between phases of education can be particularly challenging for many Melrose students. To assist with this, The Melrose works closely with parents and feeder schools to arrange bespoke transition plans that meet the needs of an individual. This can take place outside of the scheduled transition dates for the mainstream school, with a flexible time frame that suits the needs of the individual student.

For children admitted other than in September of Year 7:

- Where children are thought to have SEN a member of Learning Support will liaise with Pastoral leaders and, where appropriate, feeder schools to gather relevant information.
- If appropriate, a reading test and other appropriate assessment will be given.
- If appropriate, SEN support will be considered and the student placed on the School Register.
- For students starting at The Melrose Centre, the Centre Leader will arrange with the previous school's SENCO and parents to develop an appropriate transition plan.

In addition to the above the Learning Support Department will offer support and advice to the Primary schools in identifying students who may be vulnerable during the transition stage from Year 6 to Year 7. Packages can be put in place to prepare students and visits are arranged for these students prior to the Year 6 Transition Day which takes place at the end of June. In addition to this Day the Learning Support Department organises an additional Transition Day for those students identified as being vulnerable or needing extra help. This is facilitated by LSD staff who devise a programme to make the students feel at ease and familiarise themselves with both the layout of the school and key contacts for when they start in September. This extra day usually takes place in July. These students will have extra input days throughout the school year, or may take part in the Summer School where appropriate.

All Year 7 students undertake a baseline numeracy assessment in Maths and a spelling, reading and writing assessment in English during the first few weeks of the Autumn term. These determine which students need the extra support of a Literacy or Numeracy group, which is timetabled for extra lessons through Year 7. Additionally, there is also a Reading group which runs before lessons start in the morning; this is aimed at students who have been identified by the baseline tests.

Needs assessment is ongoing with interventions being initiated by staff or parental request. These would initially be school based with outside agencies becoming involved as necessary. Communication with parents is ongoing and they will be informed of the interventions and process at all times.

Review of intervention will be by feedback from staff and parents and will be used to determine progress or the need for further input.

If a child is moving to another school we will contact the SENCO at the new school and ensure they know about any special arrangements or support that need to be made for your child. We make sure that all records about children are passed on as soon as possible. When a student joins us, we contact the SENCO and ensure all information is forwarded to us. We then aim to hold an SEN review within 3 weeks of arrival. From here, an SEN Support Plan is drawn up and shared with all staff.

During SEN annual reviews from Year 9 upwards, our Connexions officer Pam Gibson, attends and is able to provide strong, considered advice for the young person and the families. Longbenton Sixth Form works with the Learning Support Department to help ensure that students get a place on the correct course and are supported well. The SENCO and Learning Support Department will work with parents, outside agencies and the Local Authorities to help ensure that the correct setting is found and that the transition is smooth.

### **Adapting the Curriculum**

To accommodate the additional intervention Literacy and Numeracy lessons, students are withdrawn from selected lessons in Year 7 and do not take an



additional language in Year 8. Literacy is taught by English and Learning Support staff. Numeracy is taught by subject specialists.

Year 7 – 2 lessons of literacy per fortnight.

Year 8 – 3 lessons of literacy per fortnight.

Year 9 – 3 lessons of Functional Skills per fortnight.

The School adopts the following procedures:

- All students with Statements of SEN or EHCPs who are withdrawn from lessons for additional literacy or numeracy work, have a plan written and reviewed by their key worker.
- Identified students at SEN Support will have an SEN Support Plan relating to their specific need, written and reviewed by their key worker.
- Classroom teachers will give all SEN students, including those at SEN Support, additional advice and support to help student's targets during Target Guidance fortnight.

All teachers and departments make an important contribution to the education of students with SEN.

Support is provided for students with Statements of SEN, EHCPs, and those in Years 7 and 8 designed to develop literacy and numeracy skills, and independent learning skills. It may consist of in-class support (where the Learning Support teacher or classroom assistant supports the work of the teacher) or one-to-one or small group withdrawal (where the Learning Support teacher or assistant withdraws a child or small group of students for a limited period). Support may also be given during before or after school intervention sessions, or through ongoing liaison with home.

The joint planning of work and student programmes to support EHC Plans and SEN Support Plans ideally takes place once per term between Learning Support and Class teacher. A pragmatic approach is adopted, making the most of informal day to day contact.

The School provides option courses in Years 10 and 11 which target the needs of these students. The number of classes will depend on the needs of students in each year group. Foundation Learners will study the ASDAN CoPE Level 2 qualification which aims to develop students' life skills and independent learning skills. This course provides challenging activities outside of the classroom designed to raise students' self-confidence and ability to work in a team.

The Year 10 and 11 students who access these courses would find the requirements of a full complement of GCSE subjects too demanding. These students also attend a Vocational Work Placement one day per week; these training providers include Barnardo's Palmersville and the Motor Project in North Shields.

The Melrose Centre has developed an adapted, alternative curriculum that covers both academic subjects as well as having a focus on Social Skills, Life Skills and Independence Skills. This is delivered either in The Melrose Centre or using the High School facilities.

Where appropriate, some Melrose students are included into mainstream lessons, supported by Melrose support staff.

### **Extra-Curricular Support**

Additional support will be offered before and during registration time for reading. The reading programme is co-ordinated by Learning Support and takes place each Monday, Wednesday and Friday from 8.20am to 8.40am. Up to 20 students are accommodated on this paired reading programme, often supported by students in Year 10.

For those with handwriting issues, a Writing Club also runs before school. Students who may have issues with Language and Communication take part in Connect Club sessions once per week before lessons start. Students will be introduced to activities where they have the opportunity to engage with other students, developing play and social skills.

Children who have a spelling age below 9 years or who have a specific spelling difficulty will receive additional help with their spelling in Year 7.

Homework club takes place every evening after school. The Learning Resource Coordinator runs Homework Club, but is supported each evening by a member of the Learning Support Team.

Students working at Level 2 in Maths will receive support either in-class or through withdrawal. A Numeracy session runs every week in Learning Support to specifically target those struggling with basic number work.

A number of students who show Dyslexic traits work two mornings per week before lessons start on specific programmes designed to develop reading and spelling skills.

All children are fully integrated in the lower school with support teaching occurring in English and Maths. Withdrawal from lessons only occurs for the following reasons:

- To work on a specific topic with a support teacher or assistant.
- For counselling.
- Where a child EHCP and requires specific individual help or attendance at a special unit.

### **SEN In-Service Training**

Staff within school have different levels of expertise in order to support students with special educational needs:

- **Awareness** – this is basic awareness of a particular type of SEN. All staff who come into contact with the student will have this level of training offered and it will be carried out by the SENCO, Educational Psychologist or other specialist service.

- **Enhanced** – this level of training will be carried out by staff working with the student regularly, such as class and subject teachers, and will focus on how teaching and learning can be adapted to meet the student’s needs. The training can be carried out by Educational Psychologists, staff from special schools or other specialist services.
  
- **Specialist** – this is in-depth training about a particular type of SEN for staff who will be advising staff who support students at an enhanced level. At Longbenton High School, staff have had awareness training in working with learners who have a range of Special Educational Needs. SEN staff have also had enhanced training as outlined above.
  - Members of SEN department and teaching assistants will have access to courses arranged by the LA.
  - Departments will be updated about SEN issues, particularly the Code of Practice, by the SENCO.
  - Inset is provided for staff teaching students with specific disabilities – e.g. Aspergers, Dyslexia, Hearing impairment.
  - New teachers to the School will receive an induction course of SEN, as part of the NQT programme.
  - New teachers to the School will receive an induction course on the Disability Discrimination Act, as part of the NQT programme. As part of this they also receive an introduction to The Melrose Centre.
  - Initial Teacher Training students will all be briefed on SEN within the School and encouraged to spend part of their teaching practice working with children with specific learning difficulties.
  - Whole School issues will be addressed during INSET days.
  - In the case of non-specialist teachers providing SEN support, they will be paired to specialist teachers for advice on aspects of SEN.
  - Specialist teachers will receive training on the Code of Practice from the SENCO.

## **Use of External Agencies**

Learning Support provides the following services for students with SEND:

- Dyslexia Team
- Language and Communication Team
- Hearing Impairment Team
- Visual Impairment Team
- Occupational Therapy
- ICT-SEN Team
- Physiotherapy Team
- CAMHS
- Public Health Nurses
- Front Door Services
- TRAX

The Melrose Centre has a Speech and Language Therapist and Occupational Therapist that works with the centre on a weekly basis. These therapists either work directly with individual students or with support staff to develop support plans.

In addition, The Melrose Centre also works closely with care and respite providers, such as Heatherfield Mews, Addison Street and North East Autism Society.

### **Senior Education and Family Support Worker**

The Learning Support Department liaises with Miss Wood, Senior Education and Family Support Officer, as required on a regular basis. Contact is made by telephone or the School internal mail. Miss Wood attends review meetings and makes home visits when requested.

### **Connexions**

Mr Little and Mr MacLennan liaise with Connexions on a regular basis. Emma Williams and Jill Anderson (for The Melrose Centre) and Pam Gibson provides the following additional support to students with SEN:

- Special interviews where the student is supported by a member of the Learning Support team when needed.
- Individual interviews with identified students in Years 10, 11, 12 and 13.
- Support for students on Work Experience placements.
- Attendance at all Annual Reviews in Years 9, 10, 11, 12 and 13.
- Additional support for students with SEN and behavioural difficulties to access work related courses.

### **Enabling Access**

The Learning Support Team will encourage and provide opportunities for SEN students to have access to facilities and extra-curricular activities available to all children.

During whole school events a timetable is drawn up so that identified students most in need have extra support to assist them in fully accessing the day, whether it is school based or an external visit. Liaison will take place before the event between the department concerned and the Learning Support Department to ensure that all eventualities have been considered and that the student can access the facilities in the same way available to every other child.

Students who make up the Reading Club and the Literacy groups in Year 7 are invited every year to High Borrans Outdoor Education Centre in the Lake District. This is usually in May or June and is both an opportunity for them to experience self-reliance and resilience, and is also a celebration of the hard work they have put in during the year.

The Duke of Edinburgh Award Scheme has been successfully undertaken at Bronze, Silver and Gold levels and a number of students with SEN have fully taken part in all of the activities.

In the past, SEN students have successfully taken part in skiing and sailing trips and we will continue to make these sorts of experiences available to all students, whatever their ability.

The Melrose students also participate in additional enrichment opportunities such as Theatre Visits, accessing the local community and a week-long residential trip to the Lake District.

Activities delivered on a weekly basis are designed to help SEN students, and others, make the most of the school day to achieve academic progress. Homework club runs every night until 4.00pm and is staffed by the Learning Resource Manager and a member of staff from Learning Support who will specifically target SEN students needing extra help.

### **Supporting Development**

Some students exhibit behaviour problems which prevent them and often their peers from learning properly in School. Sometimes these problems are deep rooted and require the advice and support of outside agencies. For other students poor behaviour in School may be a symptom of events happening in their lives.

The purpose of behaviour intervention is to identify these students and provide them and their teachers with guidance and strategies to help improve their behaviour.

The School has in place a pastoral system with each year group having a designated Head of Year who will be responsible for the progress, well-being and personal development of every student within that year. This provides a robust model for dealing with issues like bullying and enhances emotional and social development.

The School aims to develop a mutually caring relationship among all members of the School community in order to create a secure, safe environment in which learning and personal development can be effective. The School regards bullying

as the wilful, conscious desire to hurt another person and to put them under stress. Bullying is more than one aggressive act; it is persistent aggressive behaviour. Bullying will not stop without active intervention to counter it. The Learning Support Department will act to ensure that all students realise that all forms of bullying, whether they be physical, verbal or cyber, are unacceptable and will involve appropriate School partners such as the Educational Psychologist and the Public Health Nurse.

Due to the emotional regulation difficulties often associated with autism, students in The Melrose can sometimes display some challenging behavior. The Melrose team is trained in de-escalation strategies and adopt a pro-active, positive behavior support approach. In order to maintain the safety of the student and in the event that physical intervention is required, they are Team Teach qualified and are re-verified every three years. Physical Restraint is only used as a last resort and where there is no alternative. Restraint is only used where a student poses a risk to their or others safety or damage to property and attempts at de-escalation have been attempted.

### **Evaluation and Effectiveness**

It is recognized that for many SEN students progress must be measured individually rather than against norm referenced standards. It is also noted that it is difficult to measure non-academic progress such as a rise in self-esteem. The School currently uses the following systems to measure academic progress of SEN students:

- Ongoing assessments of all students with SEN to monitor progress
- Entry to Sixth Form and Schools of Further Education.
- Number of serious behavioural incidents recorded.
- Analysis of GCSE and other accredited qualifications.
- Annual Review meetings for EHCP students



Progress is discussed in regular meetings, tracked by Departments and is reviewed formally every half term. The student is given a Target Grade in all subject areas which is shared with parent/carers through the school reporting system. As well as Target Grades, other tests may be used to monitor the progress e.g. tests which give a reading and spelling age or a standardised score. When a student has been assessed and is not making progress against their targets, we can refer students to a number of different services for more specialist assessment and advice. Referrals can be made to the Dyslexia Service, Educational Psychology Service or health services such as Speech and Language Therapy, School Nursing Service, Occupational Therapist, Emotional Wellbeing Team or Children and Young People's Service or social care teams. For Melrose Centre students this may be a larger, more specialist team, including respite care providers.

We might suggest completing an Early Help Assessment (EHA) in order to get a team of professionals (Team around the Family (TAF)) together to work with the student and their family but this will only be done with the parent/carers agreement. If the student does not make progress with support that has been suggested by specialist staff, we can make a referral to the Local Authority (LA), for an assessment for an Education, Health and Care Plan. This is a legal process, which is carried out by the LA which sets out the amount of support that will be provided for the student.

Parent/carers will be kept informed through school reports and phone calls. Staff will contact parents/carers to discuss issues, concerns or progress of individual students as soon as additional need is identified.

We hold regular parent evenings for all parents/carers. If your child has special educational needs, parents/carers and the student are involved with regular review meetings to discuss progress towards current outcomes and setting outcomes for the future. Students are encouraged to share their aspirations and views in review meetings especially letting school know how they prefer to be supported.

During the course of the school year, parents will be given the opportunity of meeting with the SEN team and other parents to discuss specific learning issues. This will relate to the four areas of needs as outlined in the Code of Practice.

Annual Reviews are held for students with Education and Health Care Plans (EHCPs) or Statements of Special Educational Needs. These review focuses on achievements, the progress made towards the outcomes, support and future plans and is held with parents/carers, the student and any other agencies involved. Progress reports can be provided to parents/carers in alternative formats if required.

## **Feedback**

Student Voice and parental input is greatly valued in the department and all feedback is considered and included in future planning if possible.

The following feedback was received during review meetings for SEND students during the academic year 2016/17.

Student input is invaluable and has been very positive:

*“I think my learning in lessons is going very well. I am making progress and doing even better now than I was at the start of September”*

*“I am getting on well with students in my new school. I have made new friends but I still get on well with my friends in primary. I am getting on well with all staff especially the staff that are supporting me in lessons. I am happy talking to others; I don't have any problems having a conversation”*

*“I feel that I have settled in very well and have made lots of new friends. I enjoy being in my form class. I am attending Homework club on Tuesday afternoons where I can get support to help me with my homework.”*

*“I feel like I am making good progress. I am doing well in Maths. I am now getting good grades and I am getting on well with my classwork”*

*“I can listen much better these days and I can take advice and direction which I used to struggle with. I always ask for clarification if I am not sure about something”*

Parental input has also been very positive and parents are always keen to comment on progress:

*“We feel our son is making very good progress with his learning. His writing is improving all the time and his understanding as well as his handwriting is getting better. He is now able to express things in his own words. He was struggling in primary school but his sentences are much more readable. He is gaining independence all the time.”*

*“Alan has made good progress with communication and interaction. He will now talk about what he has been doing in school when he comes home. He is quite happy to talk through the positives and clearly enjoys his lessons.”*

*“We are really pleased with the progress Geoff has made so far. Transition has been smooth and they have only been minor friendship issues so far. He has made a great start – really happy with this”*

*“We are pleased Gary is fitting in so well and making positive relationships. He is quite happy communicating and interacting with others. We continue to see improvements in his speech and understanding”*

*“Stephen’s communication is much improved. He is much more able to get his feelings across to us. He is interacting better at home and gets involved in family games and humour when he used to struggle with this”*

*“Ryan gets really involved in projects that he is interested in. He likes exploring subjects that are topic or fact based. He likes research and working with visual prompts, especially videos. He works well when subjects are chunked into smaller sections. Ryan seems to be improving in a lot of subjects. He is becoming more organised and independent in his learning”*

*“I am very happy with how our son has settled into The Melrose. At his previous school everyday was a fight to get him into school. But now he goes to school and returns happy everyday.”*

*“My son has only been at The Melrose for a short while. But for the first time, my son is talking about having friends at school.”*

Feedback from teaching staff regarding the Learning Support Department has also been very encouraging:

*“Abdul is responding well to the support that is given. He will ask for help if his learning has reached an impasse. Behaviour is good in lessons. He is working well within the groups set and is happy to work with his peers”*

*“All reports back from staff are very positive as is the first round of Progress Monitoring. Andrew is interacting appropriately and is making good progress especially in practical subjects. He has some great ideas in class and can share these where he is confident”*

*“Ashe has settled very well socially. He is mixing with his tutor group where he interacts well with other students. He is part of the Reading Club before school and is also in the Literacy intervention group”*

*“Overall attitude to learning is very positive with very good progress in Maths and Science. There has been a much better attitude present since Christmas and Angie appears to be trying to avoid confrontations”*

*“Communication in lessons is greatly improved. She will now take instruction and act on this. She has shown a lot more maturity since Christmas. Alice needs to use positive experiences in Year 9 as a stepping stone to KS4.”*

There has been close contact with a large number of outside agencies as usual. Feedback is a two –way process with the school and other bodies ensuring records

and details are up to date. Communication has been very effective in maximizing outcomes for students.

Over the next academic year the main focus of CPD will be transition. We will be working closely with primaries, parents and students to ensure that good practice is built upon and that the move from KS2 to KS3 is a positive experience for all.

### **Supporting Parents**

If you would like further information about what support is on offer at Longbenton High School then please contact the Special Educational Needs Coordinator, Mr Ian Little on 0191 218 9500 ex. 206.

The following link will take you to North Tyneside's Local Offer which outlines provision for children in the area with additional needs:

[http://www.northtyneside.gov.uk/browse-sub-cat.shtml?p\\_subjectCategory=1618](http://www.northtyneside.gov.uk/browse-sub-cat.shtml?p_subjectCategory=1618)

Parents can contact North Tyneside's Parent Support Service, the Special Educational Needs and Disabilities Information Advice and Support Service (SENDIASS), for impartial information, advice and support in relation to their child's special education need or disability on 0345 2000 109.

### **Further Information**

Behaviour and anti-bullying policies are regularly reviewed with a focus on how they affect students with special educational needs or disabilities.

Other useful documents such as our Special Educational Needs and Inclusion Policy are also available on the School website.

The School's self-evaluation process will look at teaching and learning for students with special educational needs and disabilities.

All School-related activities are evaluated in terms of their benefit to the learning and

inclusion of students with special educational needs and disabilities.

If you would like further information about what we offer here at **Longbenton High School** then please contact the Special Educational Needs Coordinator on: (0191) 2189500. Ext 206.

For information about The Melrose Centre, please contact Brett Maclennan on (0191) 218 9500 Ext 298.

There are currently 33 students with Education, Health and Care Plans within the School; 23 of these are in the Melrose Centre, and 10 are in mainstream.

<b>School entitlement offer to students with special educational needs or disabilities</b>	
	<b>Support Available Within School</b>

<b>School entitlement offer to students with special educational needs or disabilities</b>	
	<b>Support Available Within School</b>
<p><b>Communication and Interaction Needs:</b></p> <p>e.g.</p> <ul style="list-style-type: none"> <li>• Autistic Spectrum Disorders</li> <li>• Speech, Language and Communication Needs</li> <li>• Social communication difficulties</li> </ul>	<ul style="list-style-type: none"> <li>• Visual timetables</li> <li>• Areas of low distraction</li> <li>• Support/supervision at unstructured times of the day.</li> <li>• Social skills programme/support including strategies to enhance self-esteem.</li> <li>• Small group work to improve skills.</li> <li>• ICT is used to support learning where appropriate.</li> <li>• Strategies/programmes to support speech and language development.</li> <li>• Strategies to reduce anxiety/promote emotional wellbeing.</li> <li>• Where appropriate we will use support and advice from other partners to meet the needs of students.</li> <li>• Planning, assessment and review.</li> <li>• Work with students, parents, carers and staff to develop and review plans based on the need of the student.</li> <li>• Teaching resources are routinely evaluated to ensure they are accessible to all students.</li> <li>• Differentiated curriculum and resources</li> </ul>
	<ul style="list-style-type: none"> <li>•</li> </ul>

<b>School entitlement offer to students with special educational needs or disabilities</b>	
	<b>Support Available Within School</b>
<p><b>Cognition and Learning Needs:</b></p> <p>e.g.</p> <p>Moderate Learning Difficulties</p>	<ul style="list-style-type: none"> <li>• Strategies to promote/develop literacy and numeracy.</li> <li>• Provision to support access to the curriculum and to develop independent learning.</li> <li>• Small group targeted intervention programmes are delivered to students to improve skills in a variety of areas, i.e. reading skills groups etc.</li> <li>• ICT is used to reduce barriers to learning where possible.</li> <li>• Support and advice is sought from outside agencies to ensure any barriers to success are fully identified and responded to.</li> <li>• Planning, assessment and review.</li> <li>• Access to teaching and learning for students with special educational needs is monitored through the School's self-evaluation process.</li> <li>• Teaching resources are routinely evaluated to ensure they are accessible to all students.</li> <li>• Work with students, parents, carers and staff to develop and review plans based on the need of the student.</li> <li>• Differentiated curriculum and resources</li> </ul>



<b>School entitlement offer to students with special educational needs or disabilities</b>	
	<b>Support Available Within School</b>
<p><b>Social, Emotional and Mental health</b></p> <p>e.g.</p> <ul style="list-style-type: none"> <li>• Behavioural needs</li> <li>• Social need</li> <li>• Mental health needs</li> <li>• Emotional Health and Wellbeing</li> </ul>	<ul style="list-style-type: none"> <li>• The School ethos values all students.</li> <li>• Behaviour management systems encourage students to make positive decisions about behavioural choices.</li> <li>• The School's behaviour policy identifies where reasonable changes can be made to minimise the need for exclusions.</li> <li>• Risk assessments are used and action is taken to increase the safety and inclusion of all students in all activities.</li> <li>• The School provides effective pastoral care for all students.</li> <li>• Support and advice is sought from outside agencies to support students, where appropriate.</li> <li>• Small group programmes are used to improve social skills and help them deal more effectively with stressful situations.</li> <li>• Outdoor learning is used to offer a different approach to the curriculum.</li> <li>• There is a peer mentor room available at lunch times to support students.</li> <li>• Information and support is available within School for behavioural, emotional and social needs.</li> </ul>

<b>School entitlement offer to students with special educational needs or disabilities</b>	
	<b>Support Available Within School</b>
<p>Sensory and Physical Needs:</p> <p>e.g.</p> <ul style="list-style-type: none"> <li>• Hearing/Visual Impairment</li> <li>• Multi-sensory impairment</li> <li>• Physical and Medical Needs</li> </ul>	<ul style="list-style-type: none"> <li>• Support and advice is sought from outside agencies to support students, where appropriate.</li> <li>• ICT is used to increase access to the curriculum.</li> <li>• Support to access the curriculum and to develop independent learning.</li> <li>• Advice and guidance is sought and acted upon to meet the needs of students who have significant medical needs.</li> <li>• Access to Medical Interventions.</li> <li>• Access to programmes to support Occupational Therapy/Physiotherapy.</li> <li>• Support with personal care if and when needed.</li> <li>• Staff receive training to ensure they understand the impact of a sensory need upon teaching and learning.</li> <li>• Staff understand and apply the medicine administration policy.</li> <li>• The Special Educational Needs Coordinator completes any necessary training in order to offer advice and guidance to staff about the needs of students.</li> <li>• The School has toilets/facilities which are accessible for students with disabilities.</li> </ul>

<b>School entitlement offer to students with special educational needs or disabilities</b>	
	<b>Support Available Within School</b>
<b>Extra-Curricular Activities:</b>	<ul style="list-style-type: none"> <li>• Enrichment activities are offered each Tuesday at the end of the School day.</li> <li>• Peer Mentoring.</li> <li>• Homework Club.</li> <li>• Social Connect Group.</li> <li>• Literacy Club.</li> <li>• Numeracy Club.</li> <li>• Reading Club.</li> <li>• Handwriting Club.</li> <li>• Twitter Club.</li> <li>• Art Club.</li> <li>• Residential visits – e.g. High Borran, Sailing Trip, Duke of Edinburgh, Ski Trip, History Trip.</li> </ul>
<b>Melrose Centre:</b>  Communication and interaction needs	<ul style="list-style-type: none"> <li>• Staff are trained to meet the specific needs of students with autism spectrum. Communication and Interaction are a key part of our work.</li> <li>• We receive support and guidance from a Speech and Language Specialist one day per week. Staff follow guidance and work with targeted students on a daily basis.</li> <li>• A personalized and differentiated timetable that addressed student needs.</li> </ul>

<b>School entitlement offer to students with special educational needs or disabilities</b>	
	<b>Support Available Within School</b>
Cognitive and learning needs	<ul style="list-style-type: none"> <li>• In addition to their ASD many of our students have additional difficulties. Plans are written to address these needs.</li> <li>• The staff have experience of a range of learning difficulties.</li> <li>• The curriculum is modified to meet the cognitive and learning needs of students.</li> </ul>
Social, Emotional and Mental health	<ul style="list-style-type: none"> <li>• In addition to communication this area is fundamental to our work with our students.</li> <li>• Great emphasis is placed on the development of self-esteem.</li> </ul>
Sensory and Physical needs	<ul style="list-style-type: none"> <li>• This is recognised as another key area of difficulty for many people with ASD</li> <li>• We have support from an Occupational Health Therapist one day per week who offers advice and guidance with regard to Sensory programmes.</li> <li>• A member of the support staff has oversight of the Sensory and Physical needs of the students and liaises with OT.</li> <li>• Sensory and Physical needs programmes are carried out on a daily basis for those identified by OT as needing support.</li> </ul>

<b>School entitlement offer to students with special educational needs or disabilities</b>	
	<b>Support Available Within School</b>
Extra – Curricular	<ul style="list-style-type: none"> <li>• At parental request and to maintain routine, Melrose students remain at school, supported by staff, on a Tuesday afternoon.</li> <li>• Each year the students have the opportunity to spend a week at Bendrigg Lodge outdoor education centre in South Cumbria.</li> </ul>
	<ul style="list-style-type: none"> <li>• We have mainstream students who read with some of our students to develop not only reading but social skills.</li> <li>• We liaise with respite care services to help ensure a 360 approach in supporting students.</li> <li>• As mentioned above we have 'Time for Parents' in which parents can share or organise out of school activities.</li> <li>• We share information on activities outside School hours</li> <li>• <a href="http://www.sportnorthtyneside.org.uk">www.sportnorthtyneside.org.uk</a> or Pathways4all schemes.</li> </ul>

If you have any concerns about your child's special educational needs or disability, their progress or the support you receive, we would ask that you to come into School and discuss matters further with your child's class teacher and / or the Special Educational Needs Coordinator.

Although School complaints procedures are in place and can be accessed through our website we would always hope to resolve any issues or concerns informally by working in partnership with parents.

The Governing body is responsible for ensuring that a complaint has been dealt with through the colleges specified complaint procedure:

- Any parent who is unhappy with the SEN provision in college should first discuss their concerns with their son's / daughter's Key Worker.
- If parents remain concerned further discussion should take place with the SENCO and Key Worker
- Further representation can then be made to the SEN Governor who can consider appropriate action with other members of the governing body.
- If parents still remain concerned they can refer to the LA.

Parents can contact the Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS) for impartial information, advice and support in relation to their child's special educational need and/or disability on tel.0345 2000 109 or e-mail [SENDIASS@northtyneside.gov.uk](mailto:SENDIASS@northtyneside.gov.uk)

SEN Information Report last reviewed 1<sup>st</sup> December 2017

By 

Date: 1<sup>st</sup> December 2017

SENCO  
Mr I Little

By                      Date:

SEND Governor