

Dyke House Sports and Technology College

SEND Information Report 2017-18

Contributing to the Hartlepool Local Authority Local Offer

School Mission Statement

Dyke House Sports & Technology College actively seeks to include students from all cultures and backgrounds regardless of race, gender, ability or social and economic background. We believe that students with special educational needs or disabilities (SEND) have the right to a broad and balanced curriculum and to be educated alongside peers in their local community mainstream school wherever possible in accordance with the DFES Special Educational Needs Code of Practice 2014.

Introduction

Welcome to the Dyke House SEND information Report which is part of the Hartlepool Local Offer for learners with Special Educational Needs and Disabilities (SEND).

Dyke House is an inclusive school where every child is valued and respected. We are committed to the inclusion, to, progress and independence of all of our students, including those with SEND. We work to support our students to make progress in their learning, their emotional and social development, and their independence. We aim to create a learning environment, which is of high quality, but we also actively work to support the learning and needs of all members of our community.

The college believes that all pupils should be encouraged and enabled to realise their full potential academically, socially, emotionally and physically according to their age, aptitude and ability.

We further believe that all pupils should feel respected, in order that their self-image and self-esteem is enhanced in a safe, happy and nurturing environment. The views, opinions and feelings of our students are important and valued and we firmly believe the role of parents and carers is vitally important in supporting their child's learning.

All teaching staff at Dyke House Sports & Technology College teach students who have SEND and are accountable and responsible for their progress, attainment and enjoyment.

Aims:

- The staff and governors at Dyke House Sports & Technology College support a whole school approach to special educational needs. We work together as a team, collaborating all that we do for the benefit of all children.
- We believe in a fully inclusive approach.
- We aim to provide teaching methods, resources and learning opportunities that are adapted to meet the needs of all children.
- We aim to work closely with parents/carers, keeping them informed about their child's learning and encouraging a partnership between home and school.
- We endeavour to identify children with special educational needs as early as possible and review progress regularly in order to support their learning.

- We endeavour, through interventions and support, to close the gaps in learning with their peers, for the children on the special needs register.
- Through using guidance, nurture, support and challenge we will enable all children to fulfil and reach their potential.

Objectives:

- To identify and provide for pupils with special educational needs and additional needs (in consultation with parents, teachers, the SENDCo and outside specialists where appropriate).
- To work within the guidance provided in the SEND Code of Practice 2014.
- To operate a 'whole pupil, whole school' approach to the management and provision of support for SEN.
- To have a designated SENDCo who will work within the SEN inclusion policy and co-ordinate provision.
- To provide support, training and advice for all staff working with special educational needs pupils.
- To develop and maintain partnerships and high levels of engagement with parents.
- To ensure access to the whole curriculum for all pupils.
- To improve standards of achievement of pupils by raising their expectations and what is expected of them.
- To enable all students to achieve their full potential in examinations.
- To encourage, develop and strengthen links with special schools and shareholders in the immediate and wider community.

High quality teaching

Dyke House staff strive to provide high quality teaching to all of our students.

Teachers prepare Schemes of Work and lessons, which support the learning and progress of all students through a variety of methods including collaborative learning, creative and innovative teaching techniques and the use of a wide variety of resources. Individual departments are responsible for their curriculum and teaching staff adapt their teaching and resources to suit the needs of all learners, including those with SEND in their classrooms (known as differentiation). Such in – class differentiation may involve many adaptations and strategies, dependent upon the needs of the student.

Staff have access to regular training opportunities to improve their knowledge and skills, including regular CPD sessions on a wide variety of educational concerns, including SEND issues. For example, in 2015 – 16 the CPD programme for non-teaching support staff provided opportunity for staff to gain the level 3 Elklan 'Supporting Pupils with Speech and Language Difficulties in Secondary Education: 11-16 year olds' qualification. In 2016 – 17 the programme included opportunity to gain level 1 and level 3 qualifications in ASD awareness and taking a lead, understanding mental health issues in secondary school settings and

literacy, anger management and counselling. Opportunity was also provided to attend sessions regarding SEMH and Chimp Paradox.

Tracking and monitoring progress

All staff are responsible for assessing, monitoring and tracking the progress of our students. Each student is regularly assessed in class in all subjects and levels and assessments are recorded on SIMS and reported to parents at least once per half term. Staff are responsible for setting each student achievable yet challenging targets and having high expectations of progress. Heads of Departments, Learning Guides and Heads of School regularly check on the progress of students and raise a concern if students are not making expected progress at RAG meetings. Some students who are not making expected progress attend intervention sessions, progress clubs or targeted intervention with a HLTA.

Identifying SEN

Despite high quality teaching, some students are unable to make expected progress and this could be for a variety of reasons, one of which is a special educational need or disability.

Staff use tracking data and knowledge of students to identify such students and if they have a concern that there might be an undiagnosed special educational need, they will raise that concern with the AHT SENCO. The AHT SENCO will then investigate further by liaising with parents, gaining the views of student, gathering more information about the student from other staff who teach or support them, carrying out testing as appropriate and referring the student to outside agencies as appropriate. Once this information has been gathered, if a special educational need or disability is suspected or diagnosed, a meeting be arranged, including parents, to discuss the student's needs and subsequent actions.

Some students transitioning to Dyke House are already diagnosed with a special educational need or disability and this information will have been passed on by their previous school. Such students may or may not be placed on the SEN register, but will all be monitored and tracked in terms of their progress and supported as appropriate.

If a parent suspects an undiagnosed special educational need or disability in their child, they should initially contact the AHT SENCO or Learning Guide to share their concerns. The AHT SENCO will then investigate further, as above.

The definition of a special educational need or disability is where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require such support. (Definition taken from the Special Educational Needs and Disability Code of Practice: 0 to 25 years. Published June 2014 for implementation September 2014).

Students with SEND will be placed on the school's SEND register or Additional Needs Register which is accessible to all staff in school.

Supporting SEN students

Where a student is diagnosed with a special education need or disability, support will be put in place to help them make progress. Such support might involve: further differentiation in class by teachers, advice to teachers on a student's need and strategies to be implemented, one – to – one or small group targeted intervention sessions with a Learning Support Assistant, in – class support , or referrals to outside agencies.

Interventions may involve bespoke packages or a programme developed specifically for the student or group of students. Current interventions include literacy interventions (such as Lexia word shark, Nessy), reading interventions (such as morning reading programme and Accelerated Reader) Maths interventions (such as Hegarty Maths), writing interventions, and Speech and Language Therapy support (including Visualising and Verbalising and Word Mapping).

Interventions follow a monitoring cycle involving: assess – plan-do-review. Where an intervention with a student is not found to be effective, the school will endeavour to find out why and put in place a more effective programme. Interventions are regularly reviewed to ensure effectiveness and to ensure that the school continually strives to improve their intervention programme.

Some students receive technology support, such as the use of a laptop or tablet, mainly via equipment supplied by school. Students who are allocated technology may also be provided with software, such as Clicker 6, to support their progress. Students with visual or hearing impairments are also assessed and supplied with equipment to support their needs; this is currently supplied by the Visually Impaired Service or Hearing Impaired Service.

Parents/Carers of students with SEND will have regular contact with school staff to discuss their child's progress, support needs and any concerns they may have. However, Parents/Carers are welcome to request a meeting or discussion with school staff at any time, including the AHT SENCO, if they have a concern.

Education, Health and Care Plans

- Where a student with SEND is failing to make progress, despite high quality teaching and support through their SEN support, an application to the Local Authority for an Education, Health and Care Plan may be considered. Parents, the Local Authority and outside agencies will be fully involved in such decisions and meetings will be organised to consider and plan such a referral. More information on the application process and criteria for Education, Health and Care Plans is available on the Local Authority website.

Students with Statements of Special Educational Needs will continue on these until the Local Authority reviews their provision to decide if they fulfil the criteria to convert to an Education, Health and Care Plan. There is a three year transition period for reviewing all students on Statements of Special Need to decide if they fulfil such criteria and the Local Authority has a programme for this transition.

Students with SEND who have Statements of Special Educational Need or Education, Health and Care Plans will receive a higher level of support than other students and such support is co-ordinated by the AHT SENCO. Their Statement of Special Educational Needs or Education, Health and Care Plan will be reviewed regularly, at least once per year, with the Parent/Carer, student and appropriate outside agencies.

Working with outside agencies

Where a student with SEND is not making progress and Dyke House feel that they need advice and support from external professionals, we will discuss such a need with parents. If it is felt appropriate, we will then refer a student to an external agency and/or professionals for diagnosis, support or advice. Subsequent to such a referral, we will work with the external agency to support such students, using their support and advice. Dyke House has a contract with the Local Authority EPSS (Educational Psychology Support Service) to whom we make referrals for Educational Psychologists. Dyke House also works with other external agencies such as Child and Adolescent Mental Health Services (CAMHS), Speech and Language Therapy, Occupational Therapy Service, Visually impaired Service and Hearing Impaired Service and youth family support teams.

Parent and Child Involvement

Dyke House puts working with Parents/Carers and students at the centre of its work.

Students are regularly involved with reviewing their progress and encouraged to express their needs and concerns with relevant staff. Students with SEND are encouraged to express any concerns they may have to the AHT SENCO, Learning Support Assistants, their Learning Guide, their Head of school or any other member of staff with whom they feel comfortable to talk about their concerns.

Parents and Carers are equally at the centre of supporting their children. They are fully involved in decisions about support for their child, including decisions to investigate a potential diagnosis, referral to external agencies, planning and evaluating support. They are encouraged to contact any member of staff at school if they have any concerns about their child. The AHT SENCO is always pleased to discuss any concerns involving SEND with parents and carers.

Equality (Incl. accessibility)

All schools have duties under the Equality Act 2010 towards individual disabled children and young people. They must make reasonable adjustments to prevent them being put at a substantial disadvantage. Schools also have wider duties to prevent discrimination, to promote equality of opportunity and to foster good relations (Quotations taken from the Special Educational Needs and Disability Code of Practice: 0 to 25 years. Published June 2014 for implementation September 2014).

Dyke House is an inclusive school and actively seeks to promote the inclusion of students with SEN and disabilities. We use our best endeavours to ensure that all students with SEND are able to fully participate in the life of the school, both in their learning and in the wider provision and life of the school. Adaptions and provisions are made for SEN and disabled students to enable them to participate in all school trips and other out of class activities.

Students with SEND are actively encouraged, supported and given opportunities to become involved with extra – curricular activities. For example, current students with SEND have been involved with the following clubs: Morning Reading Programme, Progress Clubs, STEM club, Sports clubs, library volunteers, prefects and charity events. All students are involved in the Pledges programme. SEND students have also participated fully in Careers Days and Deep Experience Days.

Transition

Dyke House understands that transition between schools and other establishments is sometimes an anxious time for parent/carers and students, especially for students with SEND.

For all students coming into Year 7 at Dyke House, the Head of School for Year 7 and Primary liaison Teacher endeavour to visit all Primary schools where there are students coming the school. They meet with Year 6 teachers or leaders to gain as much information as possible about these students. For students with SEND, the AHT SENCO at Dyke House liaises with SENCOs from feeder primary schools, who pass on all relevant information, including SEND files. Parents/carers of students with SEND in Primary schools whose child will be coming to Dyke House are also welcome to contact our AHT SENCO who will discuss your child and their provision on the telephone or arrange a meeting for you (and your child if appropriate) to come in to discuss this.

All Year 6 students who will be attending Dyke House are invited in for a transition period in the summer term, when they spend 2 weeks taking part in activities to help them adjust to life at Dyke House. Many students with SEND are invited in for extra transition sessions to introduce them to life at Dyke House and try to allay any anxieties as much as possible. Parents/carers of students with SEND often visit the school with their child for an individual tour of the school with the AHT SENCO.

Dyke house creates its Learning Guide Groups for Year 7 with great care and the Head of Year 7 places students with SEND in Learning Guide Groups in conjunction with the AHT SENCO, using all the information they have available.

For students with a Statement of Special Educational Need, or an EHCP, the AHT SENCO will attend Year 6 Statement Review meetings to begin to understand the needs of these students and plan their transition. For students with high transition needs, the AHT SENCO will put in place a more personalised transition programme, in conjunction with the primary school and parents/carers.

For students leaving Year 11, the AHT SENCO works with our Careers and Guidance Advisor to ensure that all students have thought through their next steps and have at least two applications to Post – 16 providers. We also liaise with their next provider to ensure that they understand about a student's support needs. All students with a Statement of Special Educational Needs or an Education, Health and Care plan will have to access to our Guidance Advisor from year 9 onwards. For those pupils who have higher needs but do not have a Statement of Special Educational Need or EHCP, the AHT SENCO will complete a Co-ordinated Support Plan in conjunction with the pupil's FE provider, the Local Authority and external agencies to assist in the transition process and ensure needs are met in the next step of the pupil's education.

For students with SEND entering our Sixth Form their support will be discussed with them and provision put in place as appropriate.

Funding for SEN

The Local Authority funds schools in two ways to support their SEND provision. Each individual school receives their own SEND funding from the Local Authority. In addition, the Local Authority provides funding through the high need top up fund. Dyke House identifies specific interventions to use this funding and their impact is monitored and reviewed by the AHT SENCO, Headteacher and Governors. At Dyke House we use our professional judgement to ensure that the funding is distributed to have the greatest impact on our SEND pupils. We regularly review this at school level to ensure maximum effective and efficiency. We strive to ensure equity, transparency and clarity.

Anti-Bullying

Dyke House Sports & Technology College is committed to creating a safe environment in which everyone is appreciated for themselves, and in which care and consideration for others is nurtured within our community. Emphasis is placed upon the development of a school culture and expectation that bullying is unacceptable, challenged and resolved.

For more information about how our school responds to bullying incidents, please refer to our Anti-Bullying Policy in the Policies section of our website.

www.dykehouse.com

Staff

Key staff working with students with SEN are as follows:

Assistant Headteacher SENCO: Mrs Sarah Dunston.

Responsible for monitoring the progress of all students and interventions for students requiring any additional support. Also responsible for implementation of the school's SEND policy, management of the day to day support, progress and inclusion of all students with SEND, identification of students with SEND. Liaison with parents, students and outside agencies, special exam access arrangements, providing support and training for all school staff on SEND needs and liaising with feeder schools.

SEN Administration: Mrs Sharon Marsden

Higher Level Teaching assistant i/c Lexia: Mrs L Mason

SEND Teaching Assistants: Working with SEN students both in-class and on intervention programmes: C Burdon, M Butcher, G Haggard-Citro, F Johnson,, K Boylan, D Lott, J Macnamee, V Palmer, J Pritchard

SEN Governor Mr J Taylor

Designated Teacher for CP Mrs A Johnson

Designated Teacher for LAC Mrs S K Dunston

Date of next review: September 2018