

Pittville School SEND Information Report 2017-2018



Introduction

Pittville School is a thriving, caring and inclusive school. Young people with special educational needs and disabilities make good progress at the school and are successful in making the transition from secondary school to Post 16 study.

This report provides our most recent information regarding the support and provision we offer for young people with special educational needs and disabilities (SEND) and their families.

Our school population includes young people who have special educational needs and disabilities (SEND) in each of the four main categories: communication and interaction, cognition and learning, social emotional and mental health and sensory/physical needs. We currently have twenty students on roll with an Education Health and Care Plan (EHCP) and these are predominantly students in Key Stage 3.

All young people at Pittville School have the opportunity to follow all National Curriculum subjects in line with their peers as well as undertaking an appropriate GCSE curriculum pathway that is discussed and selected during Year 8. Our school is committed to ensuring that students with special educational needs and disabilities (SEND) make progress in line with their non-SEND peers.

We have good attendance at Pittville School and students' feedback indicates that they enjoy coming to school to experience our high quality learning environment. Pupils say that they feel supported, safe and that they are happy to be here.

Our SENDCo is Emily Bottell. The Pittville Learning Centre (PLC) direct line is 01242 548725; our email ebottell@pittville.gloucs.sch.uk

Our Governor with responsibility for SEND is Adam White.

Identifying Young People with SEND

We have a variety of ways of identifying whether a young person has special educational needs and disabilities (SEND):

- Through our primary transition programme
 - Young people who have had special educational needs and disabilities identified at primary school are highlighted to the school once a place has been offered
 - The SENDCo will work with our primary colleagues to ensure that information is exchanged with regards to support packages offered at primary school and how the young person's needs were best met

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- Students with an education, health and care plan can identify their preference for Pittville School from their Year 5 annual review meeting. Pittville School will be consulted as part of the Gloucestershire Local Authority EHCP process
- By working effectively with parents and carers
 - Parents and carers are encouraged to raise their concerns about their child with regards to their educational progress or their social and emotional needs
 - Parents can contact the SENDCo, their child's Support Lead, Form Tutor or a member of the Pastoral Team with any concerns
 - There are calendared Parent Consultation Evenings throughout the school year
- Through assessment data
 - Some students who do not meet the expected standards will have significant learning gaps in comparison to their peers and these young people are likely to be picked up by the SEND Faculty for monitoring
 - Screening for spelling and reading takes place in Year 7. Assessment results are collated and analysed and students requiring SEND support are identified. If required, parents are then contacted and permission is sought to test a student further in order to identify any teaching and learning need
- Through effective links across the school
 - RAP meetings occur termly and all Heads of Faculty attend to discuss academic progress data
 - Further to the data explored, Heads of Faculty are able to use this opportunity to raise their concerns about a young person who is failing to make expected progress
 - Pastoral briefings occur weekly and provide a forum for staff to raise concerns about a young person

SEND Types Supported at Pittville School

As mentioned above, we support young people with a wide range of special educational needs and disabilities. In 2015 the school received the British Dyslexia Association Quality Mark and we are currently working towards recognition for our work with young people on the autistic spectrum. We have a highly effective Pastoral Team who work with the SEND Faculty to support our learners with social, emotional and mental health needs and our developing Nurture Group provision for Year 7 and Year 8 students supports an early intervention model for these young people.

Our Team

Name	Job Role	Responsibilities
Mr Apperley-Tibbotts	HLTA	KS3 & 4 English
Miss Bottell	SENDCo	Head of Faculty and English Teacher
Mrs Coleman	TA	Sign Supported English and BSL, EHC student support
Mrs Davies	Teacher of EAL	EAL support in class and small group sessions, primary liaison, training and support for staff (across the locality)
Miss Harding	TA (P/T)	EHC student support
Miss Hill	TA	Nurture Group Practitioner, EHC student

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		support
Mr Hoyle	TA	PE Support Specialist, Pastoral Link, EHC student support
Mr Phillips	TA (P/T)	1:1 Mentoring and EHC student support
Mrs Regan	TA	KS3 EHC student support
Mrs Roach	Teacher	Nurture Group Practitioner, History Teacher, ASDAN, EHC student support
Mrs Schilder	Cover Supervisor	SEND Support and student advocate (when not covering)
Mr J. Smith	TA/Pastoral Lead	EHC student support alongside work in school as Pastoral Lead
Mr S. Smith	TA	Performing Arts and Sensory Support Lead, IT Lead, EHC student support
Mrs Taylor	Teacher of EAL	EAL support through small group sessions, training and support for staff (across the locality), home language GCSE tutoring, KS4 foundation pathway teacher
Miss Webb	TA	3 Day Intervention Programme, New Admissions, Psychometric Testing, EHC student support
Miss Wilcox	TA Apprentice	KS3 EHC student support

The majority of the SEND Faculty have worked at or with Pittville School for several years and this year we have appointed two new Teaching Assistants and a TA apprentice.

Staff undertake a wide range of training both within the school as part of Pittville School's continuing professional development, and through external training opportunities such as the Nurture Group Network training that Mrs Roach and Miss Hill have undertaken and Miss Webb and Mr Phillips who are currently completing master's degrees. Mrs Coleman is also currently undertaking further training to develop her use of BSL in the classroom. The SENDCo, Miss Bottell, qualified under the National Award for SEN Co-ordination in 2011 and has been a mentor for the programme with Bath Spa University for several years. She also has a Master's Degree in Special Educational Needs and is currently undertaking additional training in order to assess learners at Pittville School for access arrangements in official examinations (in light of recent JCQ recommendations).

Our team of TAs take ownership of the intervention groups that they run and 1:1 work that they conduct and take an evidenced based approach to assessing how effective provision is. This monitoring is dependent upon the provision being offered, and start, mid and end points will always be logged. This may be clearly measureable data such as reading or spelling scores, or the use of the Boxall profile in the case of the Nurture Group, or it may be anecdotal where the young person is being mentored for social and emotional difficulties or through reduced use of the PLC.

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Working with Students

We promote a child-centred approach to support at Pittville School and will always consult with our students with regards to any support or intervention. Our way of working is therefore bespoke to the individual student. Many of our students access the Pittville Learning Centre (PLC) throughout their school day. During break and lunch times the SEND Faculty provide an alternative space for those that find the school playground or field a difficult environment.

All of our students with SEND co-write their Learner Profiles with their Support Lead (this is currently being developed to replace the previous Passports) to ensure that their views are taken into account and to ensure that we are giving them a voice.

We do not enforce interventions for students who do not wish to have them and will always try our best to work creatively to find solutions that will satisfy all parties. Likewise, where students ask us for help and support, we will always find a way to provide it.

A key role of the SEND Faculty is ensuring that our young people with SEND are able to fully access the curriculum and social demands of the secondary mainstream school. At times, this means that our TAs will mediate the environment for our students and will support the facilitation of skills such as working with others, turn taking and being able to ask questions in class.

Heads of Faculty and trip leaders liaise with department for off site visits and we will jointly make decisions about additional staffing and making adjustments for any young person with SEND.

The school liaises with the Early Help Pathway and have regular meetings with our Early Help Coordinator.

As a school, we believe fully in inclusion and we will always be prepared to discuss reasonable adjustments for our young people with SEND.

Working With Parents/Carers

At Pittville School we operate an open door policy and encourage all parents/carers to talk to us about their child's special educational needs.

Each young person on the SEND register will have an allocated Support Lead (this is currently being developed) and this member of staff will ensure that you are up to date with the provision and support that is being put in place. The Support Lead may be a TA or HLTA, member of Pastoral Team or the SENDCo.

Members of staff from the SEND Faculty are available at all Parents'/Carers' Evenings and you will be invited to make an appointment with a member of the team.

We invite all parents/carers to contribute to the Learner Profile that we write for their child and where a My Plan, My Plan + or EHC Plan is in place, parents/carers are invited to review meetings across the academic year in line with the Gloucestershire Local Authority graduated response.

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We urge parents/carers to contact us at their earliest convenience if they have any queries or concerns.

Monitoring

We have a variety of ways in which we monitor the progress of our students with SEND.

There are regular data entry points across the academic years which are coordinated by the Assistant Head, Mrs Pitt. At these entry points, the SENDCo will evaluate progress for those young people on the SEND register. We also have regular RAP meetings which are chaired by the Assistant Head in conjunction with the aforementioned review points. All Heads of Faculty attend these meetings and they provide an open forum for us to discuss any young person.

For those young people with a My Plan, My Plan + or EHC Plan, we will use this process to effectively monitor an individual students' progress against the outcomes that were set at their last review meeting. For students with a My Plan or My Plan + these will often be short to medium term outcomes whereas for those with an EHC Plan, there may be longer term, end of key stage outcomes for us to track and monitor at their review meetings and Annual Reviews.

Transition

Primary Transition

Pittville School works effectively with our feeder primary schools to ensure a supportive and smooth transition for young people who are moving to secondary school with previously recognised SEND. Primary SENCOs in the locality are very proactive at informing us of the needs of students that select Pittville School as their secondary school of preference and will meet with the SENDCo at Pittville School prior to the summer 'moving up' days. Primary SENCOs or SENDCO will share their knowledge about each child with SEND as well as advising us of their previous support and interventions so that we have an overview of what works well. My Plans and My Plan + will be passed to Pittville School at transition and there are examples of best practice in the local area where primary SENCOs will invite us to attend final reviews at their school to handover.

When a young person has an EHC Plan in place, Pittville School may have been discussed and named as a preference as early as their Y5 Annual Review. Pittville School will therefore be invited to attend the Y6 Annual Review and the SENDCo will attend to discuss our transition plan for that young person.

We are very flexible when it comes to ensuring an effective transition for our students and will work with parents/carers and primary schools to ensure that we are doing all we can to lessen a young person's anxieties.

Mid-Year Transition

One of our Teaching Assistants, Miss Webb, has responsibility to meet all students that join the school within the year. Miss Webb conducts a one-to-one discussion

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with the young person about their learning as well as supporting their completion of some assessments to help us to identify any potential learning needs. This will usually be a reading and spelling assessment. We aim for these meetings to occur within the first fortnight of their admission to the school. All information gained during this meeting is forwarded to relevant teachers, Pastoral and SEND Faculty members.

Should a young person leave Pittville School for any reason, we will ensure that any information appertaining to their SEND is forwarded to their new setting.

Post 16 Transition

Pittville School works closely with settings such as Gloucestershire College, to ensure effective transition for students with recognised SEND. GlosCol hold link days across Y10 and Y11 and we will refer young people with SEND who we feel would benefit from early transition days to college.

Post 16 settings (where an interest has been expressed) are invited to Annual Reviews for students with an EHC Plan from Y10 onwards.

We will ensure that relevant documentation is provided either to the students directly to take to their new setting, or we will liaise with the Post 16 provider with regards to paperwork that they require.

All of our Learner Profiles include a section relating to a young person's future aspirations. As part of the My Plan, My Plan + and EHC Plan process, we will seek to explore any support a young person may need to prepare for adulthood and will work creatively to explore how to best support them.

Teaching and Learning

We are a fully inclusive mainstream school and all of our students are expected to attend their mainstream classes. Pittville School set by ability for most subjects and we work to ensure that our learners with SEND are in classes which are smaller and have additional support.

Our teachers will appropriately differentiate work where required and are all informed of the SEND needs of their class as well as their reading and spelling scores so that their lessons may be planned and delivered accordingly. Furthermore, faculty schemes of learning will include differentiated tasks, powerpoints and outcomes for learners with SEND, including those with dyslexia.

Class teachers will make adaptations to their lessons and the learning environment in response to the individual students that they teach in each class, for example, ensuring calm and quiet activities where a young person has autism (and has this need) or targeting texts taught to an appropriate reading age. Teaching Assistants will also support teaching staff to mediate the learning environment where this is a requirement of a young person's plan.

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The Pastoral Team

The young people of Pittville School are fortunate to have access to a strong and well established pastoral team who work with the SEND Faculty to offer holistic support for our students. All young people in the school are allocated a house, and Livingstone, Aston and Abbott Houses all have an assigned Pastoral Manager as well as a Head of House. The Pastoral Team take the lead with regards to our children in care or with social care involvement and also provide support and guidance to those young people with social, emotional and mental health needs.

Some young people with a Learner Profile, My Plan or My Plan + may have a Support Lead from the Pastoral Team.

The Pastoral Team can be contacted via the school switchboard.

Working with Others

Pittville School works with a wide range of external agencies whose expertise is sought in order to better inform our practice and to provide support to us when meeting the needs of a young person.

Some examples would be:

- CYPS (Children and Young People's Service)
- GP
- Educational Psychologist
- Advisory Teacher Service
- Hearing Impairment Service
- Visual Impairment Service
- Speech and Language Therapy
- Behaviour Support Service
- Impact Mentoring
- Gloucestershire Local Authority SEND Team
- TIC (Teens in Crisis)
- Social Care
- School Health Nurse
- School counsellor
- Gary Bloom, psychotherapist
- Early Help Coordinator

Complaints

Should you have concerns, we would encourage you in the first instance to contact our SENDCo, Emily Bottell, whose contact details are at the beginning of this document. Should you remain unsatisfied, our Headteacher, Mr Richard Gilpin, will manage your complaint. He may be contacted via our school telephone number on 01242 524755 or via achieve@pittville.gloucs.school.uk