



## 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 thirty one students on roll with an Education Health and Care Plan (EHCP).

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. Students 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; email [ebottell@pittville.gloucs.sch.uk](mailto:ebottell@pittville.gloucs.sch.uk)

Our Governor with responsibility for SEND is Andrea Pegler.

## 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 and staff within the Student Support Team 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
  - 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 Student Support 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 Student Support Team 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
  - Academic progress data is monitored by teachers, Curriculum leaders, SENDCo and Deputy Head at regular points throughout the year and in line with the publishing of data to parents/carers. Curriculum Leaders will explore progress for learners with SEND through their fortnightly SLT line management meetings
  - Further to the data explored, Curriculum Leaders 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. We have a highly effective Student Support Team who 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.

**Student Support Team**

The Student Support Team comprises our previously titled Pastoral Team and SEND Faculty and includes our Safeguarding Team.

<b>Name</b>	<b>Job Role</b>	<b>Responsibilities</b>
Mr Apperley-Tibbotts	Assistant SENDCo	SEND Leadership
Mr Bond	Education Welfare Officer	Attendance, Safeguarding
Miss Bottell	SENDCo & Designated Safeguarding Lead	SEND & Safeguarding Leadership
Mrs Bury-Brunsdan	Head of House	Head of Aston House, attendance lead
Miss Clements	Restorative Practice Lead	RP Lead for Abbott House, ELSA training (Emotional Literacy Support Assistant), EHCP student support
Mrs Coleman	TA	Sign Supported English and BSL, EHCP student support

Mrs Cooper	Pastoral Manager	Pastoral administration, Safeguarding
Mrs Crowe	Head of House	Head of Stokes House
Miss Daniel	TA	EHCP student support
Mrs G. Davies	Deputy Designated Safeguarding Lead	Safeguarding
Mrs Z. Davies	Teacher of EAL	EAL support in class and small group sessions, primary liaison, training and support for staff (across the locality)
Miss Eckley	TA	EHCP student support
Mr Evans	TA	EHCP student support
Miss Hill	Restorative Practice Lead	RP Lead for Livingstone House, Nurture Group Practitioner, EHCP student support
Mr Hoyle	TA	student support
Mr Kavanagh	Head of House	Head of Livingstone House, Y6 transition lead
Mrs Regan	TA	EHCP student support
Mrs Ridal	SEND Admin	Administrative support for SEND
Mrs Roach	Teacher	Nurture Group Practitioner, History Humanities Teacher, EHCP student support
Mr Smith	TA	EHCP student support
Mrs Swartz	Restorative Practice Lead	RP Lead for Stokes House
Mrs Taylor	Teacher of EAL	EAL support through small group sessions, training and support for staff (across the locality), home language GCSE tutoring
Miss Warry	TA	EHCP student support
Mr Watkins	Assistant Headteacher  Deputy Designated Safeguarding Lead	Behaviour for learning, exclusions, safeguarding, leadership of House system
Miss Webb	Restorative Practice Lead	RP Lead for Aston House, EHCP student support
Miss Willcox	TA	EHCP student support

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. The SENDCo, Miss Bottell, qualified under the National Award for SEN Co-ordination in 2011. She also has a Master's Degree in Special Educational Needs and a Level 7 qualification in psychometric testing for assessment and access arrangements.

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 measurable 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.

### **Resources**

The Student Support Team are fortunate to have the use of the Pittville Learning Centre which comprises, alongside staff offices: a study utilised for small interventions of 1:1 or 1:2 or counselling or therapy sessions; a kitchen/study area utilised for our Nurture Group provision; our Student Reception; the Referral Room (a space utilised for young people who have been referred out of class or as an alternative to exclusion); and Room 48, a repurposed classroom dedicated to supporting learners who are unable to attend their scheduled class and require an alternative space in which to work or calm. There is also use of a computer suite at the end of the school day for our SEND Homework Club provision which runs on certain days of the week for invited students. We are seeking to develop our IT resources and have recently purchased some iPads and computer reader software to this end and will be reviewing the impact of these.

The PLC is not a stand-alone unit and there are times when the area is not staffed. Students accessing the PLC do so when they have planned interventions or timetabled lessons in the area.

### **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 Student Support Team 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 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 try to find a way to provide it.

A key role of the Student Support Team 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.

Curriculum Leaders 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 frequently with Early Help 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 from within the Student Support Team and this member of staff will ensure that you are up to date with the provision and support that is being put in place.

Members of staff from the Student Support Team are available at all Parents'/Carers' Evenings.

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.

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

### **Monitoring**

As mentioned previously in this document, academic progress data is monitored by teachers, curriculum leaders, SENDCo and Deputy Head at regular points throughout the year and in line with the publishing of data to parents/carers. Curriculum Leaders will explore progress for learners with SEND through their fortnightly SLT line management meetings.

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.

Curriculum Leaders meet weekly to discuss operations as well as self-evaluation within their curriculum area and periodically review the impact of support and interventions as required.

### **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 SENDCOs 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 SENDCOs 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 +s will be passed to Pittville School at transition and there are examples of best practice in the local area where primary SENDCOs 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**

Young people joining Pittville School mid-year will be met by a member of the Student Support Team or SEND/EAL specialists as necessary and any relevant information will be forwarded to relevant teachers and members of the wider school.

Should a young person leave Pittville School for any reason, we will ensure that any information pertaining 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, curriculum 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. Every teacher at Pittville School is a teacher of special educational needs.

### **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 (Young people and Young People's Service)
- GP
- Educational Psychologist
- Advisory Teacher Service
- Hearing Impairment Service
- Visual Impairment Service
- Speech and Language Therapy
- Gloucestershire Local Authority SEND Team
- TIC (Teens in Crisis)
- Social Care
- School Health Nurse
- School counsellor
- Early Help Coordinator
- GDASS
- Street
- Trailblazers
- Educational Inclusion Service
- Police
- Families First

### **Local Offer**

The Gloucestershire Local Offer can be located via:

<https://www.glosfamiliesdirectory.org.uk/kb5/gloucs/glosfamilies/family.page?familychannel=2>

Our Local Offer information can be found via:

[https://www.glofamiliedirectory.org.uk/kb5/gloucs/glofamiliedirectory/service.page?id=XA4sJOFrIow&familychannel=2\\_1#localoffer](https://www.glofamiliedirectory.org.uk/kb5/gloucs/glofamiliedirectory/service.page?id=XA4sJOFrIow&familychannel=2_1#localoffer)

### **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](mailto:achieve@pittville.gloucs.school.uk)

### **Further Advice**

The Glofamiliedirectory website is a hub of information and guidance for families and young people with extensive links to wider services that can provide support.

<https://www.glofamiliedirectory.org.uk/kb5/gloucs/glofamiliedirectory/home.page>

## **ANNEX**

### **COVID-19 school closure arrangements for Young people with Special Educational Needs and Disabilities**

#### **PURPOSE**

This is an Annex to the SEND Information Report, setting out the arrangements in place to support our young people with Special Educational Needs and Disabilities during the COVID-19 related partial school closure starting from 20<sup>th</sup> March 2020.

Date Written	22 <sup>nd</sup> April 2020
Written By	Emily Bottell
Next Review	As required

#### **Context**

From 20<sup>th</sup> March 2020 parents were asked to keep their young people at home, wherever possible, and for schools to continue to provide care for a limited number of young people – those who are vulnerable and young people whose parents are critical to the COVID-19 response – who absolutely need to attend and who cannot be safely cared for at home. ‘Vulnerable young people’ includes those young people with a social worker, young people in care, disabled young people and those with education, health and care (EHC) plans.

This addendum of the Pittville School SEND Information Report contains details of our individual arrangements and changes to our usual way of working in the following areas:

- Vulnerable young people and eligibility
- Safeguarding, attendance and monitoring of wellbeing
- Arrangements for consulting parents of, and young people with, SEND
- Arrangements for assessing and reviewing progress
- Arrangements for supporting young people in moving between phases of education
- Transition periods within school

- The approach to teaching young people with SEND
- Support for emotional and social development
- Working alongside other professionals

Please note: This annex should be read in tandem with the Pittville School COVID-19 Safeguarding Policy Annex.

**Key Contacts**

Role	Name	Email
SENDCo / Designated Safeguarding Lead	Emily Bottell	<a href="mailto:ebottell@pittville.gloucs.sch.uk">ebottell@pittville.gloucs.sch.uk</a>
Assistant Headteacher / Deputy Designated Safeguarding Lead	Martin Watkins	<a href="mailto:mwatkins@pittville.gloucs.sch.uk">mwatkins@pittville.gloucs.sch.uk</a>
SEND Governor	Andrea Pegler	Contacted via <a href="mailto:Achieve@pittville.gloucs.sch.uk">Achieve@pittville.gloucs.sch.uk</a>

**Vulnerable young people and eligibility**

Vulnerable young people include those young people and young people up to the age of 25 with education, health and care (EHC) plans.

Those with an EHC plan will be risk-assessed in consultation with the Local Authority and parents, to decide whether they need to continue to be offered a school place in order to meet their needs, or whether they can safely have their needs met at home. This could include, if necessary, carers, therapists or clinicians visiting the home to provide any essential services. Many young people and young people with EHC plans can safely remain at home.

These risk assessments will consider a number of different risks to each individual, including:

- the potential health risks to the individual from COVID-19, bearing in mind any underlying health conditions. This will be on an individual basis and with advice from an appropriate health professional where required
- the risk to the individual if some or all elements of their EHC plan cannot be delivered at all, and the risk if they cannot be delivered in the normal manner or in the usual setting
- the ability of the individual’s parents or home to ensure their health and care needs can be met safely
- the potential impact to the individual’s wellbeing of changes to routine or the way in which provision is delivered
- the availability of appropriately trained staff (school will liaise with the local authority if a place is needed for an eligible child, but the school is unable to provide the specialist staffing for it)

The Coronavirus Act 2020 allows the Secretary of State, where appropriate, to temporarily lift the statutory duty on local authorities to maintain the precise provision in EHC plans, with local authorities needing instead to apply ‘reasonable endeavours’ to support these young people and their families.

**Safeguarding, attendance and monitoring of wellbeing**

Pittville School continue our commitment to ensuring the safety and wellbeing of our young people during this period of general school closure.

Pittville School will refer to the Government guidance for education and childcare settings on how to implement social distancing and continue to follow the advice from Public Health England on handwashing and other measures to limit the risk of spread of COVID19.

Local authorities and education settings do not need to complete their usual day-to-day attendance processes to follow up on non-attendance. Having worked with parents and other professionals to decide whether young people with EHC plans will be attending school, we will then follow up on any pupil that we were expecting to attend, who does not attend on the expected day.

Where young people with EHC plans do not take up a place in school and are cared for at home, an individual risk assessment will be completed and a communication plan will be put in place for the child. This will be recorded on risk assessments for each pupil which are shared with the Senior Leadership Team and the Local Authority.

The communication plans can include; remote contact, phone contact, door-step visits. Other individualised contact methods should be considered and recorded.

For young people with SEND, but without an EHC plan, who have not been offered a place in school, contact details for key staff will always be available on the school website. This will ensure that parents of young people with SEND will always have a way of contacting and communicating with school staff where needed.

The school will share safeguarding messages on its website.

**Arrangements for consulting parents of, and young people with, SEND**

Working in partnership with young people with SEND and their parents continues to be central to how we work at Pittville School.

For young people with EHC plans who are being cared for at home, their individual risk assessments will include communication plans to ensure that regular contact is maintained with key school staff. These communications may include: individual expectations for home learning, discussions around appropriate learning activities, adaptations to learning resources/activities and discussions of strategies for supporting young people at home. In addition, where requested families will be hand delivered homework packs with several weeks' worth of work.

For young people with SEND, but without an EHC plan, school staff will be mindful of the availability of support and resources when setting accessible home learning for young people with SEND.

The school website will include contact details so that, should parents of young people with SEND need to contact a member of school staff for additional support or guidance for home learning, they can do so.

Where statutory processes relating to SEND are in action, the school will continue to maintain communication with parents of, and young people with, SEND so that their views are actively sought, considered and promoted.

#### **Arrangements for supporting young people in moving between phases of education**

For young people due to move between phases of education at the end of this academic year, we will continue to make contact with the new settings to share necessary information to make young people's transitions as smooth as possible. The SENDCO will make contact with SENDCOs in the new settings to share information on SEND needs. Where young people with SEND would benefit from additional transition visits, every effort will be made to facilitate these where possible within DfE, PHE and government guidance.

We recognise that transition may be a particular concern for parents of young people of SEND, and communication remains open for parents to contact key school staff to discuss this.

The school website will include contact details so that, should parents of young people with SEND need to contact a member of school staff for additional support or guidance for home learning, they can do so.

#### **Support for social and emotional development**

Pittville School understands that young people's social and emotional development is particularly at risk within the current national climate and period of school closure.

Individual risk assessments for young people with EHC plans will consider young people's social and emotional development and will ensure that communication plans are in place to enable a regular review. Regular contact between school staff and parents/young people will be central to identifying when additional support may be needed. Where concerns are raised or are apparent within these communications, the child's risk assessment will be reviewed by key school staff and appropriate action and onward referrals considered.

For all parents, key contact details are available on the school's website and for young people via Show My Homework so that they are always able to reach school staff and other wider agencies for support if needed.

The school will also share parent and child-friendly leaflets with links to mental health and wellbeing support strategies and agencies.

#### **Working alongside other professionals**

We will continue to maintain contact with other professionals during this period of school closure.

The SENDCO holds contact details for external professionals already working with young people with SEND including health and social care staff and will maintain both planned contacts and referrals of arising need. Contact details for the SENDCO and key school staff are available via the school website should professionals need to make contact.

**Review**

This addendum to the information report will be reviewed in light of new government guidance as and when it is published.