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-six students on roll with an Education Heath 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 Years 8 & 9. 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.

Our Governor with responsibility for SEND is Nathan Howarth.

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
  - Students with SEND have a Learner Profile (My Plan) which is reviewed three times a year in line with the Special Educational Needs Code of Practice 2014.
- 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
  - All Year 7 students sit their CAT4 (Cognitive Ability Tests). The data from these is explored by the Student Support Team
- 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

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.

Student Support Team

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

The team is comprised of:

- Assistant Head with responsibility for Behaviour for learning, exclusions, leadership of House system
- Assistant Head: Inclusion and SEND, also the school DSL
- Assistant SENDCo
- Deputy DSL
- Education Welfare Officer
- Heads of House for: Abbott, Aston, Livingstone & Stokes
- Restorative Practice Leads
- EAL Teacher
- SEND Administrator
- Inclusion Room Teacher
- Teaching Assistants ~ currently 13 full time

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 measureable data such as reading or spelling scores, the use of the Boxall profile or PASS (Pupil Attitudes to School and Self) data or it may be anecdotal where the young person is being mentored for social and emotional difficulties or through reduced use of the SSC (Student Support Centre).

Resources

The Student Support Team are fortunate to have the use of the Student Support Centre which comprises, alongside staff offices: a kitchen/study area utilised for small interventions of 1:1 or small group; and Room 48, a repurposed classroom dedicated to supporting learners who are unable to attend their scheduled class either due to being referred out of class or due to requiring an alternative space in which to work. 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 Student Support Centre is not a stand-alone unit and there are times when the area is not staffed. Students accessing the SSC 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 Student Support Centre (SSC) 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 face to face 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 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, 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:

- CAMHS (Child and Adolescent Mental Health 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?family channel=2

Our Local Offer information can be found via:

https://www.glosfamiliesdirectory.org.uk/kb5/gloucs/glosfamilies/service.page?id=XA 4sJOFrIow&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

Further Advice

The Glosfamilies Directory 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.glosfamiliesdirectory.org.uk/kb5/gloucs/glosfamilies/home.page