

SPECIAL EDUCATIONAL NEEDS AND DISABILITY INFORMATION

What kinds of special educational needs does the school make provision for?

Stephenson Studio School welcomes students with special educational needs as defined by the new SEND Code of Practice 2014. We expect students to access mainstream lessons and activities, with support, where necessary.

Stephenson Studio School caters for a wide range of Special Educational Needs, Disabilities and medical needs. These include ASD, dyslexia, ADHD, physical difficulties such as hypermobility, diabetes and emotional difficulties.

Working closely with parents and professionals we will always seek to teach every child so they can achieve his or her best.

How does the school know if students need extra help and what should I do if I think that my child may have special educational needs?

Progress and achievement is rigorously tracked and the data is used to identify both underachievement and lack of progress. We gather information from:

- KS2 teacher assessments including SATs results
- Primary Annual Reviews and transition meetings
- EHC Plan documentation
- Information from outside agencies including ADHD Solutions, Behaviour Support Service, Educational Psychology Service and the Autism Outreach Team
- Baseline Assessments in English, maths and science, including standardised literacy testing

Where we have concerns about progress we will seek advice from other agencies as appropriate.

When a child is transferring from a different setting a process is put in place to ensure successful transition.

Within the school the progress of every child is carefully tracked and any concerns due to these assessments, or professional observations, will be raised with the parent by the Tutor, Learning Support Assistant or SENDCO. Similarly, a parent with concerns about their child should initially speak to the SENDCO who will stay in contact with the parent whilst looking into those concerns.

How does the school evaluate the effectiveness of its provision for students with special educational needs?

Monitoring and tracking progress is vital to ensure positive outcomes for all of our students and we recognise the importance of keeping you informed of your child's progress. The SENDCO will liaise with Teaching Staff, Learning Support Assistants and Tutors to monitor the progress of children with Special Educational Needs and Disabilities.

Any interventions which are carried out to support a child are carefully tracked and monitored to ensure that they are having the required positive impact. Regular reports are provided to Trustees who oversee the progress of children.

How will both the school and I know how my child is doing and how will the school help me to support their learning?

All children at Stephenson Studio School are set ambitious yet achievable targets in all areas of their learning. There are reviews each half term but the SENDCO is happy to talk to any parent about their child and additional meetings can be arranged at mutual convenience.

If your child is still not making expected progress the school will discuss with you any concerns that you may have.

A range of methods will be used to keep you informed, including a telephone call, text message, letter or email or by holding a meeting at school. We monitor and track progress as follows:

- The SENDCO tracks and monitors students' data from subject teachers
- Progress checks are completed every term and a copy will be sent to you
- Progress is reviewed formally during Parents' Evenings
- Your child's teachers or form tutor will contact you with information regarding progress

The progress of students with an EHCP (Education Health and Care Plan) will be formally reviewed at an Annual Review with the student and all adults involved present. The SENDCO, in consultation with appropriate staff members, will also check that your child is making good progress within any individual or group work they take part in.

What is the school's approach to teaching students with special educational needs?

As a school we believe in quality first teaching; we seek to deliver a broad, balanced, engaging and fully inclusive curriculum so that all children are given the opportunity to reach their potential and see themselves as learners. Appropriate interventions are put into place for any child, with or without special educational needs, who are not making expected progress.

We support students with special educational needs and disabilities by providing specifically prepared learning materials and the use of appropriate ICT equipment. Children are taught with Learning Support Assistant support in whole class situations, small groups or one to one work.

Specialist equipment and resources are used when requested by specialists and training undertaken by staff. There is assisted communication along with adjusted materials for children who need it.

There is a graduated response to a child's needs depending on the complexity of the need; outside support and expertise is sought from outside agencies available by the SENDCO attending a multiagency meetings throughout the year. Parents and carers are consulted about all choices that are made concerning their child.

How will the curriculum and learning be matched to my child's needs?

Every learning coach is responsible for the learning in their classroom; the delivery of the curriculum is differentiated to cater for the varying abilities and learning styles of the children in the class.

At Key Stage 4, students follow a curriculum pathway matched to their need and that will give them the best opportunity. There is also an opportunity for work-placements available for all students.

Setting students in class groups is dependent on assessment data. Students are grouped according to ability, and are promoted to a higher group, when necessary to achieve a range of appropriate qualifications.

Students with special educational needs have access to our 'intervention programme'. Here they follow a bespoke and supported curriculum with additional opportunities to improve their literacy, language and numeracy skills.

How are decisions made about the type and amount of support my child will receive?

All students attend mainstream lessons. They are supported individually, in small groups or in mainstream lessons. For students with a statement or EHC plan, support will be allocated according to need and the demands within a subject area or activity. A number of students follow specific interventions, tailored to their needs, as part of a bespoke curriculum.

When deciding what support a student will need to make progress, we will look at the statement or EHC plan, review a student's progress data and meet with subject teachers and personal coaches. We will also contact Parents and Carers.

If the needs and required provision meets the criteria for additional funding from an outside source then a bid for that funding will be written by the SENDCO to further aid the support for that individual child.

All decisions about the type and amount of support that children receive will be an on-going collaboration between the child, parent, SENDCO, outside agencies, Senior Leadership Team, Headteacher and Trustees.

Working closely with parents and professionals we will always seek to teach every child so they can achieve his or her best.

How will my child be included in activities outside the classroom, including school trips?

All children are included in school activities and trips. Where students have a specific need that may require specialist support an assessment meeting will be held with Parents and Carers and, where feasible, an individualised package of support will be put in place.

We believe that learning outside the classroom and extended learning opportunities are essential for all of our students to make progress and achieve. Our vision is to 'nurture the talents, skills and abilities of each and every one of our students to enable them to grow and develop and become learners for life.'

What support will there be for my child's overall well-being?

The adults that work in Stephenson Studio School strive to foster very positive relationships with students. They are encouraged to discuss any issues they have, whether educational or social, with their Tutor, or another adult.

Students also have access to the following support:

- 1-2-1 tuition
- Attendance tracking and monitoring
- E-safety including Cyber-mentoring
- Form tutors who liaise with key staff, Parents and Carers
- Personal Coaching
- Medical and First Aid support

What specialist services and expertise are available at or accessed by the school?

Stephenson Studio School works closely with a range of outside agencies and specialist services as appropriate. These include:

- Educational Psychologist
- CAMHS
- Student Behaviour Support team
- Diabetes Support – NHS
- Social Care
- School nurse
- ADHD Solutions
- Autism Outreach Team
- Specialist Assessors for Access Arrangements

If students require additional advice and support to make expected progress we will meet with Parents and Carers to agree a way forward. A plan will be agreed and outside agencies will be invited to the school to discuss next steps.

What training have the staff supporting children/young people with SEND had and what is planned?

All teachers at Stephenson Studio School are teachers of students with special educational needs. The school runs an extensive professional development programme for all staff with a focus on teaching and learning including differentiation and strategies for students with a wide range of specific SEND needs.

Supporting Special Educational Needs in the Classroom include:

- Social, Emotional and Mental Health Difficulties
- ADHD
- ASD
- Dyslexia
- ODD
- Dyspraxia
- Physical conditions i.e. hypermobility
- Medical conditions i.e. diabetes, epilepsy

Staff working within the Learning Support Department regularly attend in house, local and national training. This understanding is then delivered to the school staff in staff meetings, or individual coaching when the need arises .

Who is the school's special educational needs and disabilities co-ordinator (SENDCO) and what are their contact details?

Mr Collishaw – scollishaw@stephensonstudioschool.co.uk or telephone the school 01530 519099.

How will equipment and facilities to support students with special educational needs and disabilities be secured?

How accessible is the school? The school provides any appropriate equipment and facilities that a child with special educational needs or disability may need. This equipment will have been identified by an outside agency as required by the child in order for them to best access their learning. Please see the accessibility plan for further information.

What are the arrangements for consulting parents of students with special educational needs?

How will I be involved in the education of my child? Parents are encouraged to speak to their child's Tutor with any questions or concerns; these meetings can be informal or arranged. In addition to the Review Days, additional meetings are held to discuss targets and achievements with SENDCO for students with complex needs. Parents can make an appointment to see the SENDCO by emailing the above email address. For a child to reach his or her potential it is important for the parent to be fully involved.

What are the arrangements for consulting young people with SEND and involving them in their education? Children are involved with their target setting. Children attend meetings with the Tutor at Review Days. In order to encourage motivation in the child, tutors and learning support assistants ensure that they get to know the child so they can tailor the provision in school to meet their learning style and interests.

How does the governing body involve other organisations and services in the meeting the needs of students with special educational needs and supporting the families of such students? The SENDCO is usually the person who involves other organisations and services and reports directly to the Senior Leadership Team; the SENDCO also reports to the Trustees with specific responsibility for Special Needs. Trustees can see the data that informs them of the progress made by children with additional needs in order that they can ask questions to ensure that all children's needs are being met.

How will the school/setting prepare my child/young person to:

i) Join the school? Stephenson Studio School works hard with the feeder schools in the local community, and beyond, to ensure that children have a smooth transition into the school. The school works closely with parents and any outside agencies involved, with children who enter with a recognised need, and we seek to do all we can to meet their need in the setting from the day they arrive. Any adjustments from that point will be completed quickly to ensure that the child can access their education effectively; their well-being is paramount.

ii) Transfer between phases of education (e.g. high school to upper school, upper school to further education)? Stephenson Studio School understands the importance of carefully considered transition plans for children with additional needs. In any transfer the important element is communication so that information about that child and how they learn best is communicated on paper and in meetings so that professionals that will be teaching the child have the opportunity to ask questions. If your child is moving to another school, we will:

- Contact the SENDCO and ensure s/he knows about any special arrangements or support that needs to be made for your child
- Make sure that all records about your child are passed on as soon as possible

If your child is transferring from Year 9 with a EHC Plan we will:

- Attend the annual review or a transition meeting where possible
- Organise transition sessions for your child to attend in the summer term Where a student with a EHC Plan transfers to the school mid-term we will discuss this with you, the Special Education Service and any other relevant agencies. Transition meetings will also be held in Year 11. We will invite outside agencies, where appropriate, to attend these meetings.

The amount and nature of the visits to the new setting is decided with the child at the centre of the process; each of these transitions seeks to predict possible issues that may arise and to pre-empt as many as possible so that the student feels equipped to begin the next part of their journey.

iii) Prepare for adulthood and independent living? Stephenson Studio School works hard to encourage independence and confidence in all children. Various life skills are introduced; work placements, questioning and independent thought is fostered through positive relationships, a growth mind set and a safe environment to learn and explore their relationship with the wider world. Where can I access further information? For further information please refer to the school website; specifically, the Special Educational Needs and Disabilities Policy.

To have specific questions or concerns answered please contact the SENDCO on the above email address. Information on Leicestershire's SEND local offer can be found on our website.