

Special Educational Needs and Disabilities

INFORMATION REPORT

2023-2024

To be read in conjunction with the SEND policy.

Special Educational Needs and Disabilities Coordinator (SENDCo): Ms Linda Zuanella

SEND Governor: Ms Angela Sadler

The following information is published as required by the *Special Educational Needs and Disability Code of Practice 0-25 years (Jan 2015)* and the *Special Educational Needs and Disability Regulations 2014*.

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At Sheldon School, we strive to support all of our pupils to enable them to reach their full potential. We place precedence on providing 'Quality First Teaching' and believe this meets the learning needs of the vast majority of pupils. For some pupils, however, there are occasions when further additional support may be needed to help them overcome barriers to learning and achieve their targets. This report provides information about the support Sheldon School can offer such pupils.

Definition of Quality First Teaching: "Teachers Aim to provide a consistently high standard, through setting expectations, monitoring performance, tailoring teaching and support to suit pupils in their classes and sharing best practice."

1. Who are the best people to talk to at Sheldon School about my child's educational difficulties and/or Special Educational Needs?

Teachers

Your child's teachers will ensure all students have access to 'Quality First Teaching' and that the curriculum is adapted to meet your child's needs. They will also monitor the progress of your child and identify, plan and deliver any additional help your child may require (targeted work, adapted resources etc.). The class teacher will follow the school's SEND Policy and liaise with support staff and the SENDCo where necessary.

Tutor

Your child's tutor will monitor their overall progress in school. He or she will also support your child's general wellbeing. Your child's tutor will liaise with class teachers and the SENDCO where appropriate to ensure your child is supported to reach their full potential.

Head of Year

The Head of Year is available to contact regarding any issue and therefore if you have concerns regarding your child's learning needs, please do not hesitate to get in touch with them. They will be able to discuss concerns with all relevant parties and help take steps towards appropriate adjustments and support for your child where necessary.

SENDCo

It is the responsibility of the SENDCo to ensure that all members of staff working with your child are aware of your child's Special Educational Needs and Disabilities, and the specific adjustments that need to be made to enable your child to be included and make progress. The SENDCo will support your child's teachers in providing 'Quality First Teaching' and advise them on how to best cater for your child's specific learning needs within the classroom. Working with subject teachers, the SENDCO will identify when, despite high quality teaching, your child is not making sufficient progress. The SENDCO will then take steps to co-ordinate extra support to help your child make better progress.

Any teacher or parent can raise a concern with the SENDCO at any time:

Mrs Linda Zuanella

senco@sheldonschool.co.uk or 01249 766020

2. What types of SEND does Sheldon School support?

Sheldon School has experience in supporting a wide range of Special Educational Needs and Disabilities including:

- Autism Spectrum Conditions
- Cognition and Learning Difficulties, including Moderate Learning Difficulties
- Physical difficulties and medical needs
- Sensory Difficulties, including Visual Impairment and Hearing Impairment
- Specific Learning Difficulties such as Dyslexia, Dyscalculia and Dyspraxia
- Speech, Language and Communication Difficulties
- Social, Emotional and Mental Health Difficulties

3. How will Sheldon School know if my child needs extra help?

We will know your child needs extra help if:

- Concerns are raised by your child's previous school during the transition process
- Concerns are raised by you as parent/carer
- Your child's progress or attainment is significantly below age related expectations
- Your child is not making good progress despite 'Quality First Teaching'
- There is a significant or prolonged change in your child's behaviour
- Your child asks for help

If your child is not making expected progress or there is another indicator of concern, the school will discuss with you:

- Any concerns you may have
- Any further interventions or referrals to outside professionals
- How we can work together to support your child at school and at home

4. How will staff approach teaching my child with SEND?

First and foremost, the subject teacher is responsible for teaching all pupils in a way which meets their needs. There is an expectation at Sheldon School that 'Quality First Teaching' is the first response to meeting the needs of all pupils and that all are entitled to a broad, balanced and differentiated curriculum.

Teachers will use the information and strategies provided to them by the SENDCO to support the teaching of your child. If teachers are concerned about your child's progress, or how to meet the learning needs of your child, they will liaise with the SENDCO for additional support.

5. How will the curriculum be matched to my child's needs?

Our curriculum is designed to match your child's needs through differentiated lessons. Teachers will adapt and differentiate the curriculum according to the needs of learners in their classes. Teachers may differentiate the curriculum by adapting language, offering a choice of tasks, grouping pupils, questioning and providing extra resources such as word-banks and

prompts. The classroom environment may also be adapted to meet individual needs. For example, a visual timetable or individual workstation might be provided.

Teaching Assistants are trained in various types of SEND and are available in identified lessons to ensure pupils are able to fully participate in a lesson and develop independence.

Some pupils receive support in addition to the mainstream curriculum, such as social skills or reading intervention. These programmes may be short, medium or long term and could take part in afternoon tutor time or as a withdrawal from a lesson. If we believe your child will benefit from additional support we will discuss this with you.

6. How will I know how well my child is doing?

Your child's academic progress will be reported to you through the school's reporting system. Each pupil will receive two interim reports and one full report each academic year. There will also be an annual parents' evening.

In addition to this, subject teachers, tutors and the SENDCO are always happy to discuss your child's progress with you.

If your child is on the SEND register, you may be invited to attend - or wish to schedule - a meeting with the SENDCO. This meeting will focus on what is and what is not working for your child and desired outcomes will be agreed. An action plan will be drawn up to identify the appropriate steps everyone will take towards achieving these outcomes. At the next meeting, the progress towards these outcomes will be reviewed and if achieved, further outcomes may be agreed or there may be no further action. All pupils on SEND Support or with an EHC Plan are invited to meet with the school three times per year. Two of these meetings will be with a member of Learning Support.

7. What specialist services can the school access to help my child?

We have access to a wide range of specialist services such as:

- Autism Outreach Service
- CAMHS
- Counselling Services
- Educational Psychologists
- Occupational Therapists
- School Nursing Team, Paediatricians and GPs
- Social Care teams
- Child Protection Officers
- Speech and Language Services
- Children Missing Education Officers
- Sensory Support Services
- Physiotherapy
- Parent Partnership

Any involvement of outside agencies is made in consultation with parents.

Sheldon School is a resource base for deaf pupils. This is led by Mrs Lindsay Freeman, our Teacher of the Deaf, who supports deaf pupils in accessing the curriculum. Classrooms at Sheldon School are fitted with a Soundfield system designed to improve the quality of sound and link up with hearing devices. All teachers receive training in how to use this to support deaf pupils.

8. What support will there be for my child's wellbeing?

Sheldon School has an excellent pastoral support system in place, including Student Services workers attached to specific year groups. Every pupil belongs to a tutor group and tutors stay with their tutor group as they move up the school. Your child's tutor and Student Services will get to know your child over their years at Sheldon School. Your child can turn to either their tutor or Student Services if they have issues impacting on their wellbeing. Any report of bullying or persistent unkind attention will be investigated and resolutions actioned in accordance with Sheldon School's Anti-bullying Policy.

The school also employs a full time fully trained counsellor to support pupils with identified needs and difficulties. We have access to additional counselling hours where there is serious need. Adult mentors also support some of our more vulnerable pupils.

There are pupils who can sometimes feel vulnerable during unstructured times and are in need of a base that feels safe and secure. These pupils are invited to come to Learning Support where members of the Learning Support team are always on duty. In particular, we have a lunchtime Hi-5 club and Early-Birds designed for our most vulnerable pupils.

Sometimes, the school will need to seek outside help to support your child's wellbeing. Where necessary, referrals may be made to CAMHS (Child and Adolescent Mental Health Services) or an organisation such as the Youth Service.

For some children, it may be appropriate for an Early Support Assessment (ESA) to be used to support the wellbeing of a child and their family. An ESA creates a plan for the child and family and is written by the 'Lead Professional' in consultation with other professionals working with the family.

9. How will my child be included in activities outside the classroom?

Sheldon School is a fully inclusive school and activities and trips are available to all students. For activities outside of school, risk assessments are carried out and procedures are put in place to enable students to participate.

10. What is the expertise of staff to support my child with SEND?

Sheldon seeks to employ teachers and support staff with the highest standards to deliver 'quality first teaching'. All staff are expected to attend training on a variety of SEND topics each year.

The Learning Support team includes staff trained as ELSA (Emotional Literacy Support Assistants) as well as a THRIVE practitioner. The SENDCo is a qualified dyslexia specialist. All members of the Learning Support team undergo training on various aspects of SEN: effective in-class support, literacy, autism, ADHD, SEMH, sensory impairments etc.

The Learning Support Department Team

Linda Zuanella **SENDCo/Head of Learning Support /SpLD teacher**

Corinna Evans **Deputy SENDCO/Teacher**

Lindsay Freeman **Resource Base Manager/Teacher of the Deaf**

Sam Sellwood **Teaching Assistant Manager**

Lisa Evans **Senior TA**

Jan Tong **Senior TA**

We have a further 14 full-time equivalent TAs supporting pupils' learning in lessons.

11. How accessible is the school environment?

Sheldon School is an open plan school made up of several buildings. Each building has wide door wheel-chair access and lifts are fitted at two key points. We have toilet facilities adapted for wheelchair users. Soundfield is installed in classrooms for students with hearing impairments. Key routes are adapted for our visually impaired students. We do our best to meet individual need and are always happy to discuss and plan for individual access requirements. This section should also be read in conjunction with the Access Plan and the Equalities Policy and Objectives (<https://www.sheldonschool.co.uk/home/information/policies/>).

12. How will Sheldon School support my child's key transitions?

Primary Transition

Induction for all students takes place in Term 6 and often starts earlier in the year for students with additional needs. The SENDCo and Deputy SENDCo will liaise with feeder Primary Schools to co-ordinate these additional visits and discuss the provision required at Secondary School. Planning for transition of pupils with SEND begins as soon as Sheldon is the named provider. It is also common practice for the SENDCo or Deputy SENDCo to attend the Annual Reviews of Year 6 Pupils with an EHC Plan.

Preparing for Adulthood

Preparation for post-16 choices begins in Year 9 for pupils with EHC Plans through the Local Authority's 'Transition Planning'. Pupils with SEND, who require support with transition in addition to that which is on offer to all pupils at Sheldon School, will receive help from the Learning Support Faculty. This support is individualised and could take the form of extra visits to College, support in finding an apprenticeship, etc.

If a child has a current Early Support Assessment we ensure that all professionals are involved in supporting the transition process.

13. How will Sheldon School allocate resources to support my child's needs?

Sheldon School is committed to providing the support required by pupils with SEND to ensure they are able to access the curriculum. The vast majority of pupils with SEND will find their needs met through differentiated lesson resources, access arrangements for examinations, additional equipment such as access to IT in lessons, extra reading and/or spelling interventions and occasional TA support.

Certain pupils will require support in addition to this in order to access lessons and reach their potential. Pupils who have an EHC Plan may have additional TA Support and access to further support as detailed in these documents. If, despite considerable intervention a pupil continues to experience significant difficulties and lack of progress, we may discuss with you the possibility of applying for an EHC Plan. The SENDCo is responsible for managing the SEND budget to provide this support.

14. How can I be involved in discussions about planning for my child?

All parents are encouraged to contribute to their child's education. Parents of pupils with EHC Plans and pupils on SEND Support will be invited to discuss provision and review their child's progress three times a year. This will happen at Parents' Evenings and at separate review meetings hosted by the SENDCo.

You are encouraged to contact the SENCo or Deputy SENCo at senco@sheldonschool.co.uk if you would like to come in and talk about your child

15. How will my child be involved in decision making?

At Sheldon School we believe it is important to involve our pupils in decisions about their learning. Pupils are invited to attend key meetings and are supported in expressing their views and identifying targets. These views are central to our planning for and reviewing of provision.

16. How will you evaluate the success of the support offered to my child?

In planning for the provision for your child our meetings will follow the Graduated Approach (Assess-Plan-Do-Review). Provision will be planned with you and recorded on an Individual Pupil Plan. Relevant support will then be put in place. At our next meeting, we will review how successful the support has been in helping your child achieve the desired outcomes. We may use formal assessment data to evaluate the success of support, such as improvement in Reading or Spelling Age. Alternatively, we may evaluate success based on soft factors, such as increased motivation or decreased anxiety.

Our approach to support at Sheldon School is individualised and responsive. We are delighted when support is effective in helping a pupil achieve set outcomes; in cases where support is not

having the desired outcome, alternative or additional forms of support will be discussed and sought.

17. If I am not happy with the SEND support offered to my child, what should I do?

If you are dissatisfied with any aspect of SEND provision you should first seek to discuss it with **Ms Linda Zuanella** (SENDCo) senco@sheldonschool.co.uk . If concerns remain then please contact the Headteacher, Mr Peter Lynch.

If you feel that the school is not addressing the concerns you have raised, please contact the SEND Governor Ms Angela Sadler via a letter sent to the school. They will bring the matter to the attention of the Governors if necessary. The Local Authority may also be contacted.

18. What support services are available to parents of pupils with SEND?

Every local authority is responsible for writing a 'Local Offer' and making sure it is available for everyone to see. It explains how the local authority is developing the way in which they support children and young people, aged 0-25, who have special educational needs and/or disabilities. The Wiltshire Local Offer helps parents, carers and young people to find out about the support and services available in their local area and how to access them.

Information

<http://www.wiltshire.gov.uk/local-offer>

Support and Advice

SENDIASS (SEND Independent Advice and Support Service) offers free independent and impartial information relating to education, health and social care for children and young people (0-25) with special educational needs and/or disabilities (SEND), and their families to empower them to make appropriate and informed choices. They can be contacted via the link below.

<https://www.family-action.org.uk/what-we-do/children-families/wiltshire-sendiass/>

Wiltshire Parent Carer Council (WPCC) is a forum that represents and supports parent carers of children and young people aged 0-25. http://wiltshireparentcarercouncil.co.uk/en/Home_Page