

## Settle College SEND Information Report – Feb 2024

Outlined below is an information report for parents/carers of children who have Special Educational Needs & Disabilities (SEND) and all those who support children with additional needs. This information details the support and provision they can expect to receive, if they choose Settle College for their children. Settle College's Special Needs Register is a record of all students who receive additional support in the following four areas:

- ❖ Communication and interaction
  - ❖ Cognition and learning
- ❖ Social, mental and emotional health
  - ❖ Sensory and/or physical.

### ***Name and Contact of School SENCO***

Rachel Grimshaw

Settle College

Tel: 01729 822451

Email; [SENCO@SettleCollege.n-yorks.sch.uk](mailto:SENCO@SettleCollege.n-yorks.sch.uk)

<b>Table of Contents</b>	
<b>Teaching and Learning</b>	
1. What is SEN and how is it identified?	
2. What additional support can be provided in the classroom or small group / 1-1 provision?	
3. Staff specialisms/expertise around SEN or disability	
4. What ongoing support and development is in place for staff regards supporting children and young people with SEN?	
5. What arrangements are made for reasonable adjustments in the curriculum and support to the pupil during exams?	
6. How do you share educational progress and outcomes with parents?	
7. What arrangements are in place to ensure that support is maintained in "off site provision"?	
<b>Annual Reviews</b>	
1. What arrangements are in place for review meetings for children with Statements or Education, Health and Care (EHC) Plans?	
<b>Keeping Children Safe</b>	
1. What handover arrangements will be made at the start and end of the school day? Do you have parking areas for pick up and drop offs?	
2. What support is offered during breaks and lunchtimes?	
3. How do you ensure my son/daughter stays safe outside the classroom? (e.g. during PE lessons and school trips)	
4. What are the school's arrangements for undertaking risk assessments?	
<b>Health (Including Social, Emotional, Health &amp; Wellbeing)</b>	
1. What is the school's policy on administering medication?	
2. How do you work with the family to draw up a care plan and ensure that all relevant staff are aware of the plan?	
3. What would the school do in the case of a medical emergency?	
4. How do you ensure that staff are trained/qualified to deal with a child's particular needs?	
<b>Communication with Parents</b>	

1. How do you ensure that parents know “who’s who” and who they can contact if they have concerns about their child/young person?	
2. Do parents have to make an appointment to meet with staff?	
3. How do you keep parents updated with their child/young person’s progress?	
4. Do you offer Open Days?	
5. How can parents give feedback to the school?	
<b>Do you have Home/School Contracts</b>	
1. Do you have home/school contracts?	
2. What opportunities do you offer for pupils to have their say? E.g. school council?	
3. What opportunities are there for parents to have their say about their son/daughter’s education?	
4. What opportunities are there for parents to get involved in the school or become school governors?	
<b>Abbreviations</b>	

Teaching & Learning	
<p><b>1. What is SEN and how is SEN identified?</b></p> <p>The SEN Code of Practice (2014) says a child has a learning difficulty if he or she:</p> <ul style="list-style-type: none"> <li>• has a significantly greater difficulty in learning than most others of the same age, or</li> <li>• has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions</li> </ul> <p><i>Special Educational Provision means:</i></p> <p>For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers.</p>	<p><b>Primary information (Transition) Information collated prior to entry.</b></p> <p>Key Stage 2 scores (where applicable)  SEND Hub referrals by SENCO/Headteacher  CATs tests  Reading tests results  Spelling tests results  Medical records  Information from outside agencies  Pupil Progress Analysis  Annual reviews  Parental requests and concerns</p>
<p><b>2. What additional support can be provided in the classroom or small group / 1-1 provision?</b></p>	<p>SENCO  1 Intervention HLTA  1 Nurture HLTA  1 Literacy HLTA  12 Learning support workers  3 Student Services HLTA  High Quality Teaching  Additional provisions and interventions are in place to develop literacy and numeracy skills, e.g. Toe by Toe, Lexonik and Lexonik leap, Precision Teaching, Zones of Regulation, Paired Reading, Reciprocal Reading, IDL, guided reading.</p>

	<p>Personalised teaching to pupils' specific needs.          Advice from the Educational Psychologist.          Laptops.          Specialised equipment including wobble cushions, coloured paper, overlays, specialised pens etc.          Small class sizes for lower sets.          Nurture provision for individual and group activities.          Differentiated worksheets and resources.          Autism Champion          Intervention sessions EHCP, individual support see below for further details.          SEND Hub support</p>
<p><b>3. Staff specialisms/expertise around SEN or disability</b></p>	<p>SENCO          LSA Trained in Lexonik and catch up Literacy.          Qualified Counsellor and Youth Mental Health First Aid (YMHFA) trained.          6 staff trained in YMHFA training.          LA staff support from trained VI and HI personnel.          SEND Hub support; SEMH. C&amp;I, and C&amp;L.          Qualified Art and Maths teachers delivering small group and one to one intervention          English Literature specialist support KS4 and A-Level literacy</p>
<p><b>4. What ongoing support and development is in place for staff regards supporting children and young people with SEN?</b></p>	<p><b>Class teacher input</b></p> <ul style="list-style-type: none"> <li>❖ Quality First Teaching</li> <li>❖ Assess students to identify strengths, areas for development and barriers to and gaps in learning</li> <li>❖ Deliver tailored teaching to meet different learning styles</li> <li>❖ Ensure high expectations for all students in the class</li> <li>❖ Highly focused lesson design with clear objectives</li> <li>❖ High levels of interaction for all students</li> <li>❖ Appropriate use of teacher questioning, modelling and explaining.</li> <li>❖</li> </ul> <p><b>Targeted Group Work</b></p>

*Additional Support –*

After reviewing pupil's assessments and progress additional support may /is provided, via small groups. This may be delivered by SENCo, Learning Support Assistant or HLTA, Support worker/ Key worker or another professional, i.e. speech and language specialist.

Progress will be assessed through the intervention.

SENCo, Assistant SENCo will invite parent/carer into school to discuss pupil's needs.

Specialist such as an Educational Psychologist may be asked to see your son/daughter. Or another professional.

Once all professional information sought, a programme with specific targets and strategies will be implemented.

Group or individual work will be delivered to your son/daughter.

**Individual Support –**

- ❖ Usually for those with an EHCP
- ❖ EHCPs are for pupils who have physical, emotional or educational difficulties who cannot access the curriculum or remain safe without a high level of support.
- ❖ If additional needs cannot be met via the school budget, then the school may apply for statutory assessment, EHCP.
- ❖ Assessment for a statutory assessment requires detailed reports from the school and professionals who know and work with the pupil.

	<ul style="list-style-type: none"> <li>❖ Local Authority has a SEN panel who decide whether a statutory assessment will be given.</li> <li>❖ An EHCP is a legally binding document and your son/daughter will remain on the SEN register.</li> <li>❖ EHCP are for students with complex needs, however, if your son/daughter does not receive an EHCP they will remain on the SEN register if additional provision remains in place.</li> </ul>
<p><b>5. What arrangements are made for reasonable adjustments in the curriculum and support to the pupil during exams?</b></p>	<p>Access arrangements – which includes Readers, Scribes, extra time and small classrooms for anxious students/behaviour students.          Coloured overlays for pupils with Dyslexic tendencies.          Differentiated worksheets and resources.          Learning Mentor support.          Use of Laptops.          Teachers informed of all pupils’ reading ages.          Teachers informed of all pupils having special needs.          Training for Readers and Scribes before exams.          Personalised timetables.</p>
<p><b>6. How do you share educational progress and outcomes with parents?</b></p>	<p>One page profiles.          Parents' Evenings.          Data reports – sent home four times per year.          Meetings with parents.          Annual reviews of statements &amp; EHCP’s.          Phone calls/Emails.          Virtual meetings          Home visits (when medically or socially required)</p>
<p><b>7. What arrangements are in place to ensure that support is maintained in "off site provision"?</b></p>	<p>Staff will liaise with outside providers to maintain support for students that may be educated at another establishment, whilst remaining on the school roll. S          Support could include: Key Worker support, assessments or attendance at meetings as required.</p>

Annual Reviews	
<p><b>1. What arrangements are in place for review meetings for children with Statements or Education, Health and Care (EHC) Plans?</b></p>	<p>Meeting before the review to explain how the review procedure operates.  Invites to all parties involved, including students' views.  Students to complete a One Page Profile.  Students will be monitored using an IEP if they receive support beyond a second intervention.  Review meeting held at a convenient location.  Annual review meeting held at a convenient time for parents who work/have commitments during the day.  Additional review meeting if required/requested.  Transport provided if needed.  Translator provided if needed.  Consultation with staff prior to the meeting.</p>
Keeping Children Safe	
<p><b>1. What handover arrangements will be made at the start and end of the school day? Do you have parking areas for pick up and drop offs?</b></p>	<p>Disabled parking facilities are available close to main reception.  Parental car park where parents can wait for pupils.  Assigned key worker, where necessary.  Meet and greet, if required.</p>
<p><b>2. What support is offered during breaks and lunchtimes?</b></p>	<p>'Lunch Club' SEN room to support social interaction and supply emotional support; this is open at break and at lunch.  Pupils with anxiety can access staff during the above times.  Organised ex-curricular events; including Multi-skills, knitting club, chess club, WarHammer.</p>
<p><b>3. How do you ensure my son/daughter stays safe outside the classroom? (e.g. during PE lessons and school trips)</b></p> <p><i>This can be impacted by individual student risk assessments which will be shared with parents</i></p>	<p>At all lesson change overs pastoral staff and senior leaders are on duty, teachers meet and greet pupils at the start of the lesson and dismiss them at the end, hence staff on corridors at all change overs.  Risk assessments are undertaken for all trips and individual risk assessments are taken out for pupils in conjunction with the parent, School Nurse or any outside agency, i.e. YOT, Youth Service, etc.  PE lessons are always supervised and risk assessments for individuals are undertaken if and when necessary.</p>

	<p>Any pupil who 'cannot' take an active part in PE for medical reasons, is still required to take part in lessons through other means, e.g. acting as trainer or helping staff.</p> <p>Key worker support if required.</p>
4. What are the school's arrangements for undertaking risk assessments?	These are in line with the NYCC Policy
<b>Health (Including Social, Emotional, Health &amp; Wellbeing)</b>	
<b>1. What is the school's policy on administering medication?</b>	The school has a Policy on administering medication, this can be found on the school website.
<b>2. How do you work with the family to draw up a care plan and ensure that all relevant staff are aware of the plan?</b>	A meeting is held with the parent/carer, SENCo, School Nurse and any other professional who is involved with the pupil. The Care Plan is then shared with relevant staff via the staff network and is monitored by the SENCo every half term or sooner if needed. Parents are consulted, should there be any adjustments made to the plan. Equally, parents can come into school and meet with the SENCo if they feel the plan needs to be amended. Two members of staff are qualified to administer medication as per instructions provided
<b>3. What would the school do in the case of a medical emergency?</b>  <i>This can be affected by specific Risk Assessment's for individual students</i>	<p>Call 999.</p> <p>Contact a qualified first aider.</p> <p>Contact parent/carer, to collect pupil or pay for a taxi if required.</p> <p>In absence of parent/carer, a first aider would accompany the pupil to the hospital.</p>
<b>4. How do you ensure that staff are trained/qualified to deal with a child's particular needs?</b>	<p>All staff are trained every year on Safeguarding/Child protection, DSL and DDSL trained annually, along with pastoral leads.</p> <p>Relevant staff, undertake external courses provided by the LA and private companies.</p> <p>Medical needs such as Asthma/Diabetes/Anaphylaxis and Epilepsy training is undertaken every two years by relevant staff.</p> <p>Relevant staff trained on how to use an Epipen.</p> <p>Training by outside professionals for ASD, ADHD, EAL, etc.</p>

<b>Communication with Parents</b>	
<b>1. How do you ensure that parents know “who’s who” and who they can contact if they have concerns about their child/young person?</b>	Information is distributed at parents’ evenings/ Induction Days. Staff information is available on the school website. SENCo contact details are included on all correspondence to parents (senco@settlecollege.n-yorks.sch.uk) Regular phone calls home. Arbor Parental Communication Letters for specific events
<b>2. Do parents have to make an appointment to meet with staff?</b>	Parents can telephone or email and staff will respond if available. An appointment will be made if they request to speak to a teacher, due to their teaching commitment. All parents are dealt with as swiftly as possible; usually on the day of initial contact or at the latest, the day after
<b>3. How do you keep parents updated with their child/young person’s progress?</b>	Termly Reviews. Annual Reviews. Parents’ evening. Progress Reports sent home 3 times a year. House Awards Telephone calls. Emails
<b>4. Do you offer Open Days?</b>	Open Day takes place in Autumn term each year. Parents are invited to tour the academy during a normal working day
<b>5. How can parents give feedback to the school?</b>	Yearly progress evenings. PTA Meetings. Parent conferences. Parent questionnaires. Parental meetings. Emails to relevant staff. Telephone calls, after parental meetings (SEN). Arrange to see staff at a mutually convenient time

<b>Do you have Home/School Contracts</b>	
<b>1. Do you have home/school contracts?</b>	Home school agreement to be signed by Student, Parent and School. Behaviour contracts to be signed by Parent and School. Arbor Communication will inform parents of any important events.
<b>2. What opportunities do you offer for pupils to have their say? E.g. school council?</b>	Student Leadership Team. Student Wellbeing Ambassador Team. Student Voice. Listen to pupils on an informal basis when they come into the Nurture room. Student Support Area or staff available at lunch times in the Student Support Area. Student Questionnaires. School reviews by external agencies and schools.
<b>3. What opportunities are there for parents to have their say about their son/daughter's education?</b>	Parents' Evenings. Feedback questionnaires given out after parents evening and with Progress reports. Review meetings. Meetings with staff. Ofsted portal for parent's views
<b>4. What opportunities are there for parents to get involved in the school or become school governors?</b>	Parent Teacher association Invitation to be a governor given at new pupils' parent's evenings. Invitation via the newsletter. Invitation via the website. Parent Partnership – via school website

Have your say Settle College is an Inclusive school. We shape and develop provision for all our learners ensuring achievement for all. This SEND report declares our annual offer to learners with SEND, but to be effective it needs the views of all parents/carers, learners, governors and staff. So please engage with our annual process to 'assess plan, do and review' provision for SEND

## Abbreviations

AfL	Assessment for Learning
APS	Average Points score
ASD	Autistic spectrum disorder
ASDAN	Award Scheme for Development & Accreditation Network
CAF	Common Assessment Framework
CPD	Continuous Professional Development
CUREE	Centre for the Use of Research & Evidence in Education
DfE	Department for Education
EAL	English as an Additional Language
EEF	Education Endowment Fund
FE	Further Education
IEP	Individual Education Plan
LSA	Learning Support Assistant
NASENCO	National Award for Special Educational Needs Coordinators
NQT	Newly Qualified Teacher
SEMH	Social, Emotional, Mental Health
SEN	Special Educational Need
SENCO	Special Educational Need Coordinator
SEND	Special Educational Needs & Disability
SLT	Senior Leadership Team
TAC	Team around the Child