





**The Ecclesbourne School
SEND Information Report
(in accordance with Section 65(3) of the Children and Families Act 2014)**

The Ecclesbourne School is a fully inclusive mainstream 11 to 18 secondary school. The School strives to be a successful and caring learning community in which individuals are inspired to meet the challenges of the future and to meet their potential both academically and socially. Through the school's SEND Policy, we actively seek to identify and remove barriers to learning and achieve inclusion within the school community.

The Learning Support Faculty consists of the following members of staff:

Cathy James		Head of Learning Support Faculty/SENDCO
Julie Hayes		Assistant Head of Learning Support
Alan Bradshaw		Learning Support Teacher (0.3 FTE)
Lisa Smith		Higher Level Learning Support Officer
Kathy Boddy Jenny Cooke Claire Yallop Lom Ourabi Dee Robinson Chris Smith Helen Smith Amelia Naylor Vicky Threfall Jane Arnold		Learning Support Officers (LSOs) Level 2/3

Parents are encouraged to contact Cathy James if they are concerned that their child may have additional requirements relating to Special Educational Needs and Disability (SEND).

Contact details – 01332 843223 - cjames@ecclesbourne.derbyshire.sch.uk

What types of Special Education Needs and Disabilities does the school cater for?

The school uses the definitions of SEND as outlined in the Code of Practice 2014. These are:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Mental and Emotional Health difficulties
4. Sensory and Physical needs.

At The Ecclesbourne School we work to support students whose special educational needs fall into any of these categories. We have experienced teachers, LSOs and equipment to support these needs. However, as a mainstream school there will always be limitations to the type of support we can offer. Some conditions and needs may be better managed in specialist provision. We are happy to meet to discuss your child's Special Educational Needs.

What is the school's policy for identification and assessment of students with Special Educational Needs?

To identify and assess the needs of students with SEND the school use the following information.

- Liaison with primary schools. The SENDCO and Head of Year liaise with all feeder primary schools prior to transfer
- Liaison with parents/carers
- Testing of all Year 7 students on entry to Ecclesbourne – Reading and Spelling
- Use of CAT data.
- Assessment during interventions.
- Whole school tracking and assessment
- Assessment at end of Year 9 for some students

The school responds to all requests from parents/carers, students and teachers to assess the needs of a child. Testing is available using:

- Wide Range Achievement Test 4 (WRAT45)
- NFER Cognitive Ability Tests (CAT) of Verbal reasoning, Quantitative, Non-verbal reasoning and spatial awareness (in common with all Derbyshire schools).
- Edinburgh Reading Test (ERT)
- Detailed Assessment of Speed of handwriting (DASH)
- LUCID – Literacy screener
- Test of Word Reading efficiency (TOWRE)

Further diagnostic tests are used in Year 9-13 to determine if a student requires access arrangements for examinations.

How does the school evaluate the effectiveness of its provision?

The student's performance in interventions is monitored and evaluated regularly. This is done through the Faculty Improvement Plan, by looking at achievement data, including RAISE online, and by regular Faculty Improvement Meetings where student progress is a set agenda item. Student Passports are monitored regularly and suitable targets set and reviewed. This is additional to Review and Target setting meetings that students have with their tutor. Regular Team meetings provide a platform for discussions about individual student progress and any cause for concern and any feedback from parent questionnaires is followed up straightaway. The Governing Body take an active role in this process.

What are the school's arrangements for assessing and reviewing the progress of students with SEND?

Student progress across the school is formally assessed at key points during the year and is communicated to parents within reports published twice a year and via the student planner.

The students with additional SEND support discuss their progress regularly with their Key Worker and/or Learning Support Teachers. Parents are fully involved in student's progress and are able to discuss any concerns they may have around learning and well-being. This communication is as required.

The school regularly assesses, plans, implements and reviews all SEND provision. Student's progress during interventions is regularly assessed and recorded.

What is the school's approach to teaching students with SEND?

The staff at The Ecclesbourne School believe that all teachers are teachers of SEND and recognise the importance of Quality First Teaching. Teachers work to remove barriers to learning through differentiation of lesson content and homework tasks. Teachers and LSOs liaise regularly to discuss and share good practice.

How has the school adapted the curriculum and learning environment to support students with additional needs?

All students have access to a broad and balanced curriculum, (National Curriculum). Students with SEND have a personalised curriculum and are included in lessons in so far as it is practical and compatible with receiving special educational provision. The Ecclesbourne School operates a withdrawal policy whereby students are withdrawn from another area of the curriculum, usually for the academic year, to receive either one to one or small group teaching in the Learning Support Faculty. Intervention is needs led and targets both academic need and social skills as required. Progress is reviewed regularly.

In Key Stage 4 some students are guided towards a Study Plus option whereby one, or in some cases two, fewer GCSE subjects are studied. This provides additional support for the students. Regular liaison between the Learning Support teacher and subject specific teacher takes place in order to ensure students are meeting their potential. In addition, a small number of SEND students may have modified timetables in KS3 and 4 which could include alternative provision.

Access to the curriculum is achieved through differentiation, extra resources or in class support and withdrawal for additional tuition in 1:1 or small group withdrawal.

In addition, the specialist equipment and provision the school provides is as follows:

- SEND sports including teams that compete with other schools in the local area.
- Adapted equipment in Science and Technology
- All curriculum areas are accessible for students using wheelchair
- Positive Support Room
- 11 disabled toilets across the school.
- Specialist seating as required

Where a student has significant SEND regular liaison takes place between school, home and the relevant advisory team.

How are decisions made about the type and amount of support a student gets?

The school responds to the needs of the child, whether that is described in an Education Health Care Plan (EHCP) or as a result of diagnostic testing carried out by the school. Information is gathered from Primary schools, teachers and parents/carers and outside agencies as appropriate. This is then discussed at weekly Learning Support meetings and provision is adjusted accordingly.

How are students with SEND included in activities outside of the classroom and on trips?

The school is committed to inclusion for all students and this extends to curriculum trips, extra-curricular activities and residential experiences. Specialist transport is arranged, as required, to ensure attendance on visits. A risk assessment is carried out for all off site activities that take place and the additional needs of students with SEND is considered at this point. LSOs will accompany students if necessary.

How does the school support a child's overall wellbeing?

Students with SEND are assigned an LSO Key worker and a Learning Support Teacher Key Worker who meet with them regularly to discuss academic progress and emotional wellbeing. The school's Pastoral System also provides support for students in school. Heads of School work closely with Learning Support to ensure

students' needs are being met. The Learning Support Faculty runs a daily Lunch Club, Reflection time and Gardening Club. The School Nurse visits fortnightly and operates a drop in lunch time session as well as timetabled liaison with students.

The provision for students with Medical or Physical needs includes a dedicated Medical Officer who is responsible for medications in school. This is in line with the school's policy on Supporting Students with Medical Needs in School. Students can be offered alternative changing areas for PE with support if necessary.

The student's opinions are very important and are voiced through a Student Council.

What specialist services and expertise does the school access?

- Educational Psychologist – Fatima Bignall
- Local Inclusion Officer –TBC
- Physically Impaired Service – Anna Mahoney
- Hearing Impaired Service – Yvonne Hanna
- Visually Impaired Service – Angela Mawby
- Speech & Language Therapy – Team leader – Anna Wainwright
- Occupational Therapy – Susan Kraus,
- Physiotherapy – Penny Chambers, Emma Graham
- School Doctor – Dr Sarah
- Richard Sammuels-Moore
- Autism Outreach – Angela Shipley
- CAMHS (Rivermead) – staff as assigned
- Social Services – various staff
- Pastoral Support Worker – Louise Monk
- Personal Careers Advisor – Becky Marshall

How accessible is the school both indoors and outdoors?

All subject areas are accessible for all students who use wheelchairs or have physical disabilities. Those with physical disabilities are taught in ground floor rooms. There are lifts to the Drama Rooms, the English Block and in the Modern Foreign Language Block. Microphones and/or radio aids are used in assemblies and presentations where necessary.

External agencies advice school on reasonable adjustments which would be needed for specific conditions/disabilities.

How are parents involved in the school?

Students with SEND have an LSO and Teacher Key Worker who make regular contact with parents regarding their child's life in school. Parents can contact Learning Support or Head of Year directly with any concerns. All parents are invited to attend Consultation meetings with teachers at least once a year. Additional meetings are arranged as required.

How are students with SEND involved in planning for their education?

Students with SEND are involved in the planning around their education and welfare through Student Passport meetings and regular liaison with their key worker and other Learning Support Staff. Students with an EHCP attend annual review meetings and any other meetings arranged in school. Students are involved in producing their own Student Passport to inform staff of their needs.

Who should parents contact if they are not satisfied with their child's SEND provision?

In the first instance, parents should contact their child's Key Worker or the SENDCO, Cathy James, cjames@ecclesbourne.derbyshire.sch.uk, who will endeavour to address any concerns parents may have. If they would like to discuss it further, parents are advised to contact Petra Owen-Moore, powen@ecclesbourne.derbyshire.sch.uk, Deputy Head Teacher with responsibility for SEND. Further to this, the schools Governing Body are happy to discuss issues with parents. Our SEND Governor is Elizabeth Page. She can be contacted by email, through Lisa Brannan, Clerk to the Governors at, LBrannan@ecclesbourne.derbyshire.co.uk

Derbyshire Information Advice and Support Service can be contacted via <https://www.derbyshireiass.co.uk/home.aspx>

How does the school prepare students for transition to the school and onto further education, training and adult life?

The Head of Learning Support liaises with all feeder primary schools prior to transfer to gather information. In addition, it is normal practice for the SENDCO to attend Year 5 and Year 6 Annual Review meetings at primary school to start the transition process and to meet parents. Any students requiring additional visits are identified and invited to visit Ecclesbourne with their Teaching Assistant (TA) or parents for an initial look round. Students are then invited on a weekly basis gradually building up the duration of visits. Students are encouraged to complete a Passport to Learning. In addition, SEND students are invited to attend BUZZ Day – an additional transition day over and above the normal transition programme provided by the school. Learning Support Officers visit primary schools liaise with key staff and talk to the student to ascertain how best to support students on their arrival to Ecclesbourne.

SEND students are supported through their Option choices for the transition from KS3 to KS4. Parents are invited to meet with the SENDCO to discuss choices – students are fully involved in all meetings and discussions. Some SEND students follow an alternative curriculum.

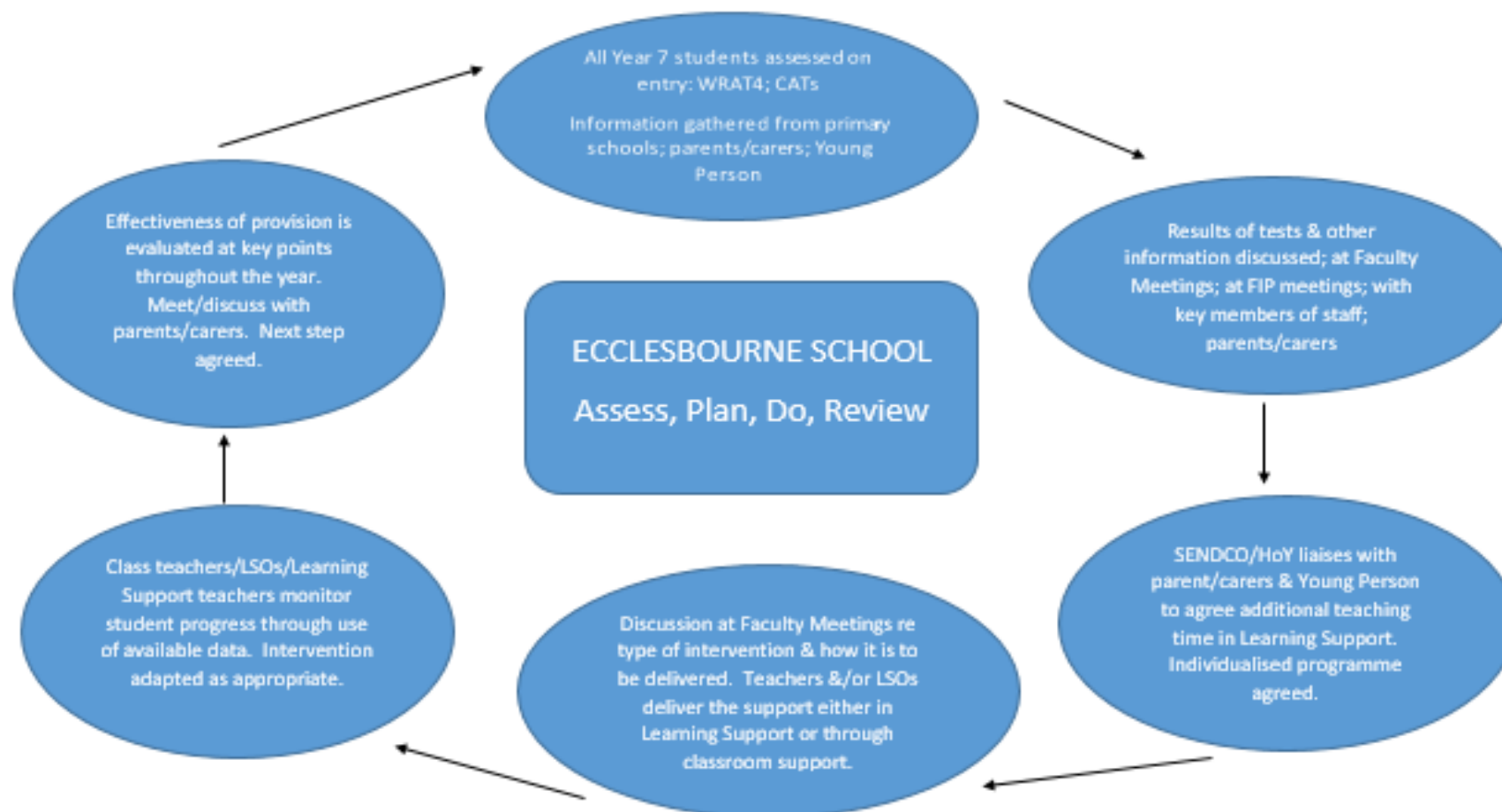
Similar liaison takes place between KS4 and KS5. Transition visits are set up for those students leaving Ecclesbourne and moving onto College or similar. School

liaises fully with other providers to ensure that they are aware of any additional needs students have. Careers advice is offered within this process and support can be provided for a student hoping to transfer to college.

How do parents get information about the additional support on offer?

Derbyshire and Derby City publishes a Local Offer on their website www.derbyshire.gov.uk. Information on all the support on offer is available here.

Appendix: Ecclesbourne School Graduated Response



Glossary

CAT	Cognitive Abilities Test
EHCP	Education Health Care Plan
LSO	Learning Support Officer
FIP	Faculty Improvement Plan
FLT	Faculty Leadership Team
IEP	Individual Education Plan
MAT	Multi Agency Team
SEND	Special Educational Needs and Disabilities
SENDCO	Special Educational Needs and Disabilities Coordinator
WRAT45	Wide Range Achievement Test 5
ERT	Edinburgh Reading Test
DASH	Detailed Assessment of Speed of handwriting
TOWRE	Test of Word Reading efficiency