The SEND Local Offer

IDSALL School 2021/2022

Introduction/ Overview
Idsall School Commitment to SEND
Idsall School is an 11-18, larger than average, comprehensive school, with a sixth form (1300+ on roll) Idsall School endeavours to identify, monitor (and if necessary, put appropriate interventions in place) to ensure students can make adequate progress in the four areas specified in the SEND Code of Practice: 1. communication and interaction 2. cognition and interaction 3. social, mental and emotional health 4. sensory and/or physical development We work closely with all parents to listen to their views so as to build on students' previous experiences, knowledge, understanding and skills so that they develop in all aspects of the curriculum. We believe that all practitioners are teachers of students with SEND and differentiate according to the needs of the students in their care.

We believe in equal opportunities and try to meet the physical, emotional and intellectual needs of all students – support offered will be appropriate to the individual student to meet their individual needs.

This policy should therefore to read alongside the Single Equalities Policy and Accessibility Plan.

Students with SEND are fully integrated into the life of the school and the curriculum, recognising the strengths of every individual as well as any areas for development. We aim to ensure that all students contribute to the social and cultural activities of the school.

Parents are encouraged to discuss any concerns with the form tutor, class teacher, Support for Learning Centre, Headteacher or SEND governor as appropriate.

In 2021/2022 we have 17 EHCP students (9 Shropshire, 1 Staffordshire and 7 Telford and Wrekin) and 137 students identified at SEND Support on the SEND list – this is reviewed and updated termly. In addition we also identify students who have some additional needs but these needs *can be met within the classroom by the class teacher through 'Quality First Teaching'*

The Support for Learning Department consists of Assistant Headteacher, Support for Learning Co-ordinator, KS 3 and KS 4 Inclusion Base Managers and 13 teaching assistants

The school accesses a wide range of external services for additional advice and support – for example CAMHS, Educational Psychology Service, Learning Support Advisory Team, Sensory Inclusion Teams and Autism West Midlands.

The Local Authority Local Offer can be found at http://new.shropshire.gov.uk/the-send-local-offer there is a wealth of information regarding groups/activities/organisations and services that can support professionals and parents in Shropshire.

How we consult with parents and carers of children with Special Educational Needs

- Meet with parents in Year 5 and 6 prior to school placement as necessary
- Attend Year 6 Annual Reviews and arrange extra parental visit in Year 6
- Department open for Year 6 Open Evening
- A timetable of the use of Pupil Centred Plans/Pupil Profiles has been drawn up – parents will be included in their child's profile
- Regular contact via email
- Regular telephone contact
- Parents are invited to attend each Annual Review of Education, Health and Care plans
- The school SEND policy is published on the website
- The Annual SEND Report to Governors is published on the website
- SEND Information Report published on the website
- Assistant Headteacher for Pupil Support & Inclusion available at Parents Evenings – Parent Evening questionnaires are available seeking the views of parents of all students
- We seek parental feedback in the Autumn term of Year 7 for their views on transition and ask for any suggestions to develop/improve our system
- Parents Evenings
- Monitoring Reports
- Data Analysis via SISRA

How we consult with our pupils with Special Educational Needs

- We ask for their feedback for reviews of EHCP
- Students will be included in the development of Pupil Centred Plans
- Break/Lunchtime Support for Learning Base
- Through small PASS groups
- Through Social Stories
- Use of keyworkers
- Form Tutor support

How we support our pupils at times of transition

- Initial contact made with many parents at Year 6 Open Evening in the October prior to joining Idsall
- Extra visits prior to transition
- Pupils are given 'Finding out about Idsall School' transition booklet
- Careful matching of pupil to tutor who will best support their needs
- We discuss with primary schools about tutor setting particularly when the student is from an 'out of area' school
- We meet with SENDCO at primary school to ensure we have up to date information on their needs and how best to support them in the secondary setting
- We attend Year 6 Annual Reviews as requested
- Invite parents of vulnerable Year 6 students in for additional tour of the school
- Allocate keyworkers
- Receive training for outside agencies for any identified needs ie Attachment Disorder, Visual Impaired
- Work with Woodlands Outreach Transition sessions
- Work with Acorn Project Transition Programme
- Invite Year 6 students into see our school production
- We have Sports Leaders working in the primary schools
- Our Learning Managers visit the primary schools
- Involvement of Independent Careers Adviser/FutureFocus KS3 into KS4
- Invite members of Post 16 establishments to Year 11 EHCP reviews if appropriate
- Make additional joint Post 16 visits/support in application and interview process
- Teaching Assistants can support identified students on College 'taster days'

How we adapt our curriculum and learning environment to include pupils with Special Educational Needs

- Students are set according to ability
- Teaching Assistants are deployed according to need of individual/groups of students
- The GCSE curriculum includes vocational studies/pre-college visits and careful selection of work experience placements/LIFT Project
- Staff strategy sheets are distributed and staff are updated with any recommendations from professionals
- Key words are displayed in classrooms
- We provide additional withdrawal support in the Support for Learning Base – completion of Coursework/over-learning/reduced Option choice
- Teachers are asked to mark Dyslexic students' work for content and not spelling
- Backgrounds of whiteboards and computers can be changed to be more 'Dyslexia friendly'
- We offer withdrawal for literacy, numeracy and handwriting
- Students are assessed for exam access arrangements (readers/scribes/extra time)/opportunities to complete exams in a separate room
- 'Visual' prompts are used in Design & Technology lessons
- Provide a 'meet and greet' support for some ASD students first thing in the morning during the initial settling period
- Identified students (mainly within KS4) to support exam access arrangements can use Chromebooks
- Slightly adapted arrival/departure to/from lessons to support anxious ASD students on busy corridors
- Reduced number of MFL lessons in KS3 to allow for additional literacy work
- 'Life Skills' programme (non-exam) to support the 'whole child' development
- Modified timetable to include KS4 Base to allow 'catch-up' opportunities in a small focused environment
- PASS surveys - we can then offer small group self-esteem support as appropriate
- Pupil Premium mentoring support and attendance monitoring
- Use of ICT to enable Visually Impaired students to access interactive teaching boards
- Electronic copies of text books for Visually Impaired students – work enlarged to recommended vision size
- Use of transmitter by teachers for Hearing Impaired students
- Use of removable table heighteners in classrooms to support wheelchair access
- Adapted equipment in food technology to support access to curriculum for physical disabilities
- Adapted and differentiated curriculum for PE to support inclusion of students with physical disabilities
- Use of specialist chairs to support a student in correct seating posture with a physical disability

Our Provision for pupils with SEND

Communication and Interaction:

1. Speech, Language and Communication Needs

How we identify needs, assess and review progress	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
How we identify needs • Pupil information for Year 6 students from primary schools • Concerns expressed by parents • Concerns expressed by staff • Involvement of specialist outside agencies such as Speech & Language Therapy Team • PASS survey *How we assess and review progress* • Progress reviewed through Whole School Monitoring • Use of Annual Review process to review progress • We receive reports from Speech & Language Service • PASS review	• We model good speech/language • We can break down information into smaller 'bite size' pieces • Staff/teaching assistants can use visual prompts such as flashcards • Encourage the verbal use of subject specific vocabulary • Display vocabulary around the school • Students encouraged to keep banks of keywords in back of exercise books • Students encouraged to highlight/underline keywords and phrases of questions	• We have run a Speech & Language programme for specific students under the guidance of the S & L Team • Use of Social Stories • Use of KS3/KS4 Inclusion Base during break and lunchtimes to encourage social interaction • We send out specific specialist advice from the S & L Team to teaching staff • Advice is also sent home to parents • Use of PASS system to identify individuals and groups of individuals who would benefit from additional work such as self-esteem • Use of time-out cards

2. Autistic Spectrum Disorder/Condition

How we identify needs, assess and review progress	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
How we identify needs • Information from Year 6 meetings with primary schools • Concerns expressed by parents • Concerns expressed by staff • Identified on SEND List and in SEND Booklet *How we assess* • Involvement of Woodlands Outreach Service • Involvement of CAMHS • Involvement of Severndale Special School • Involvement of Haughton Special School • Involvement of Autism West Midlands • Completion of Webstar/CAF *How we review progress* • Use of Annual Review to review progress • Progress reviewed through School Monitoring	• All staff made aware through SEND List and SEND Booklet • Strategy sheets issued to staff • Learning Environment of student considered ie seating position in the classroom • Support in the accurate recording of homework • Ensure engagement in PE sessions, particularly around team sports through 'buddying' up and positive reinforcement • We try to provide support in lessons where greater movement around the classroom is needed ie Drama/Design &Technology	• Try to prepare students in advance of any changes to their routine • Use of social stories in school • Use of School Counsellor • Anger Management sessions • Self-esteem groups/circle time • Use of Support for Learning Base during breaks and lunchtimes for emotional/social support • 6th Form Mentor scheme • Woodlands Autism Outreach Service for advice • BEE-U for advice • Visual timetable • Support for lesson movement upon arrival at school for those with highest level of need to ensure familiarisation with school, etc

Cognition and Learning:

1. General/Moderate Learning Difficulties

How we identify needs, assess and review progress	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
How we identify needs • Pupil information from Year 6 • All students are tested upon entry through the completion of CATs and NFER Reading Ages • Completion of WRAT assessments • Staff concerns • Parental concerns • Educational Psychology Service • Learning Support Advisory Team How we assess • CAT results/NFER Reading results in Yr 7 • WRAT results in Yr 8 • Other spelling/reading tests *How we review progress* • Through whole School Monitoring system • Through termly/half termly reading tests for those involved in small group withdrawal • Spelling and reading ages for Annual Reviews • Review of PCP's as appropriate • LSAT and Educational Psychology reports	• Students are set appropriately • Work is differentiated according to the set • Students receive additional English lesson – only study one Modern Foreign Language, not two • Teaching includes a variety of teaching styles – visual, auditory, kinaesthetic, etc • Specific programmes to develop numeracy skills • Small group work to develop peer learning skills • Use of ICT where appropriate	• Identified on SEND List and in SEND Booklet • Termly Pupil Centred Plans • Small group literacy/numeracy and handwriting programmes • Some general in-class support • Use of Support for Learning Base during break and lunchtimes – particularly in respect to help with homework • Work broken down into manageable pieces • Staff check for understanding • Students given extra time to process information • Support in examinations for those who are identified for exam access arrangements through Learning Support Advisory Team testing

2. Specific Learning Difficulties eg Dyslexia, Dyscalculia

How we identify needs, assess and review progress	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
How we identify needs • Pupil information from Year 6 • Parental concerns • LSAT Reports • Teacher/TA/staff concerns • Private reports • CAT Scores – significant discrepancy *How we assess* • Through GL Portfolio 'indicator' test • Through LSAT • Through Educational Psychologist • Through private reports *How we review progress* • Through Whole School Monitoring process • Through Annual Reviews • Through updated reading age assessments and spelling tests	• Whiteboard and computer background colours changed • Use of coloured paper when there are handouts in class • Scribing and reading in lessons • Staff asked to mark work for 'content' and not spelling • Staff provide handouts rather than extensive copying from the board • Use of chrome books • Work broken down into manageable pieces • Students given extra time to process information	• Identified on SEND List and in SEND Booklet • Termly Individual Education Plans • Precision Teaching • Small group literacy/numeracy withdrawal • Dyslexia Booklet containing hints and tips for the student • Use of coloured overlays • Referral to Sensory Inclusion Service for Orthoptic assessment • Exam Access Arrangements • Staff receive Dyslexia Strategy Sheets • Handwriting programme • Referral to Occupational Therapy • PE staff made aware of Dyspraxic difficulties • Discussion with keyworker about different methods of recording work • Use of word processing for extensive pieces of work/homework

Social, Mental and Emotional Health:

How we identify needs, assess and review progress	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
How we identify needs • Information from Year 6 meetings with primary schools • Concerns expressed by parents • Concerns expressed by staff • Students identified by School Counsellor • Students identified by Pastoral Team • Through Webstar/CAF process • Through contact by CAMHS • Through contact by Safeguarding • Through contact by Early Help Team • Through PASS programme *How we assess* • Through School Nurse • Through CAMHS • Through School Counsellor • Through Pastoral Team • Through Webstar/CAF process *How we review progress* • Through PASS programme • Updated reports from CAMHS • TAC Meetings/Webstar Review meetings	• Inform staff of any issues that may impact on the learning of the student • 'Time Out' cards • Temporarily reduce timetables • Use of Inclusion Base • Break and lunchtime support • Learning Mentors • Sensitive seating arrangements	• Use of Support for Learning Base during break and lunchtimes for emotional/social support • PASS • Self-esteem groups • 6th Form mentor scheme • Pastoral Team support • School Counsellor • Social Stories • School nursing service • Targeted Youth support

Sensory and/or Physical:

1. Hearing Impaired

How we identify needs, assess and review progress	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
How we identify needs • Pupil information from Year 6 • Liaison with the Sensory Inclusion Service • Information from GPs • Information from parents • Information from School Nurse • Information from hospital • Staff concerns *How we assess* • Through Sensory Inclusion Service • Through GP • Through hospital *How we review progress* • Updated reports from Sensory Inclusion Service • Updated reports from hospital/GP	• Careful front central seating within classroom • Student seated away from sources of background noise • Ensure involvement, particularly with group work, to avoid isolation • Teachers wear transmitter as appropriate • Check for understanding • Vocabulary lists kept in backs of exercise books (particularly for those students who have experienced language delay as part of their hearing impairment) • Audio work (ie in MFL) is done in a separate room with a 'live' voice rather than a tape • Teaching Assistants repeat information as and when required • Teaching Assistants make notes to allow student to listen to teacher	• Identified on SEND List and in SEND Booklet • Sessions with Teacher of the Deaf/Visual Impairment teacher • Risk Assessments done • Exam Access Arrangements • Following regular assessments by the Teacher of the Deaf, any updated information is sent to teaching staff • Liaison with OT to discuss curriculum adaptions

2. Visually Impaired

How we identify needs, assess and review progress	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
How we identify needs • Pupil information from Year 6 • Liaison with the Sensory Inclusion Service • Information from GPs • Information from parents • Information from School Nurse • Information from hospital • Staff concerns *How we assess* • Through Sensory Inclusion Service • Through GP • Through hospital *How we review progress* • Updated reports from Sensory Inclusion Service • Updated reports from hospital/GP	• Materials prepared in a clear N12 (this is N12) with possibly N24 (this is N24) if visual functioning lessens. • Front central seating in class to gain maximum access to the board/whiteboard • Glare in class should be kept to a minimum **SCIENCE** • Student have own pair of clean scratch free goggles • During demonstrations student sits as close as possible to teacher • If new/unfamiliar equipment is being used during a demonstration it may be helpful for student to have their own set of equipment in front of them • A set of large print laminated instructions should be available during practical work • Apparatus set up without heat or chemicals initially to give student the opportunity to familiarise themselves • Boiling tubes are preferable to test tubes when pouring chemicals as they are easier to use • Where possible, oversized filter papers should be used to aid pouring • Reduce the amount of chemicals – put them into a smaller container to aid safety • Bend gauze round a tripod to prevent it tipping off • Use as long as possible tapers or splints to enable flame to be at arms' length	• Identified on SEND List and in SEND Booklet • Sessions with Sensory Inclusion • Risk Assessments done • Exam Access Arrangements • Following regular assessments by Sensory Inclusion, any updated information is sent to teaching staff • Use of ICT to enable pupil direct access to the class interactive board

3. Physical Difficulties

How we identify needs, assess and review progress	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
How we identify needs • Pupil information from Year 6 • Information from GPs • Information from parents • Information from School Nurse • Information from hospital • Staff concerns • Occupational Therapy/Physiotherapy reports *How we assess* • Through GP • Through hospital *How we review progress* • Updated reports from hospital/GP • Engagement in appropriate activities • Meetings to update Diabetic care plans	• Work sent home to enable student to 'keep up' if they are away from school for lengthy periods of time • Inform staff of any impact the physical difficulty may have on learning • Use of Inclusion Base • Break and lunchtime support • Use of Chrome Books • PE curriculum modified as appropriate to enable inclusion • Opportunity for students to sit on chairs in assemblies • Students can use lockers to store bags/coats during the day • Staff made aware of the impact of physical tiredness from significant exertion i.e. attendance, etc. • Additional time given for getting changed after PE • Students with Diabetes encouraged to check sugar levels before and after PE • Equipment in Food technology considered to ensure inclusion in curriculum	• Identified on SEND list • All staff sent strategies on how best to support student in class • Flexibility in leaving lessons a few minutes earlier to navigate corridors • School has 'ramped' staired/stepped areas in school • Desk heights considered, based on individual circumstances • Steps highlighted to aid visual difficulties • Liaison with OT regarding curriculum adaptions

How we involve parents and carers in the assessment and review process

- Parents will be involved in the development and reviews of their child's PCP
- Parents are invited to reviews of EHCPs
- Parental views and permission gained to enable contact with external agency for support/up to date advice

How we involve our pupils with Special Educational Needs in the assessment and review process

- Students' views are sought on their progress prior to an Annual Review
- Students are involved in target setting through the Tutor Review process every term
- Students' views are sought with regard to referrals to external agencies where practicable
- Students are invited to EHCP Reviews
- Students are spoken to directly if parents have expressed concerns/difficulties regarding either learning or social development
- Students involved in the development and review of their own PCP

How we assess and evaluate the effectiveness of our SEND provision and how we involve parents, carers and pupils in this process

- Through the Annual review process – parental/student feedback
- Parents encouraged to email/phone
- Removal of students from SEND list as making 'adequate progress'
- Staff feedback
- Pupil progress monitored across the school KS3/4 & 5 every term and reports sent home
- GCSE results – including Progress 8 measures
- Letters sent regarding Reading Ages (termly) where literacy intervention has taken place

How we ensure access to our facilities for all of our pupils

Idsall endeavours to make reasonable adjustments, both in the learning and physical environment, to ensure access to our facilities for all students. We have an Accessibility Plan which is reviewed and updated to prepare a strategic overview for the development of the school environment.

What activities are available to our pupils with Special Educational Needs, in addition to the curriculum?

- Use of Support for Learning Base during break and lunchtimes for social/emotional/homework support
- Students have engage in our Activity Days
- SEND students can access school trips with appropriate adaptions to itineraries etc
- Teaching Assistants have supported extra-curricular Drama theatre visits
- Teaching Assistants have supported extra-curricular Young Enterprise trips
- All students complete Work Experience in Year 10 – to develop independence SEND students <u>generally</u> do this independently but liaison will have taken place with the Work Experience Co-ordinator/placement as appropriate
- Students involved in Shropshire Homes School Games Championships
- Opportunity for some students to become 'mentors' of Year 6 children, working with them in primary schools prior to transition
- Opportunity for students to apply for 'Prefect' status

What support is available for our pupils with Special Educational Needs?

- KS3/4 Inclusion Bases
- Small group literacy/numeracy withdrawal
- Social Story work
- Handwriting programme
- Use of Chromebooks in lessons for identified students
- Use of Support for Learning Base during break and lunchtimes for social/emotional/homework support
- Teaching Assistant available in canteen every break and lunchtime
- Life Skills programme
- Support in tutor period where appropriate
- Support in Assembly
- Support in examinations/controlled assessments (reader/scribe/extra time)
- 6th Form mentor scheme
- Sessions with teaching assistant who specialises in Dyslexia looking at strategies for recording work in class
- Precision Teaching
- Scribing/reading in lessons
- Dyslexia Booklet with tips and hints
- Teaching Assistants help students log homework
- Visual timetables are sent home to support organisation of bag for school
- Time out space
- Small group 'friendship' work, particularly in Year 7
- School Counsellor

What training have our teachers and other staff had to enable them to support pupils with Special Educational Needs effectively?

Staff have had the opportunity to receive training on:

- The new SEND Code of Practice 2014
- Autism
- ADHD
- Specific Learning difficulties
- Visual Impairment
- Hearing Impairment
- Attachment Disorder
- Working with EAL students
- Working with Downs Syndrome students
- Barnardo's 'Raising Self-esteem'
- Bereavement
- Anger Management
- Social Stories
- ASD transition
- How teachers can work effectively with a teaching assistant
- Visual Impairment – modification of work

How we obtain the services, provision and equipment required by our pupils with Special Educational Needs

(include the outside agencies that work with your school)

- Educational Psychologist
- Learning Support Advisory Team
- ENHANCE
- Targeted Youth Service
- Sensory Inclusion Service – visually and hearing impaired students
- Behaviour Support
- Occupational Therapy Service
- Speech, Language & Communication Service
- CAMHS
- Autism West Midlands
- Family Information Service
- Lifelines (Bereavement Service)
- Shropshire Youth (Shropshire Careers service)
- Future Focus (Telford & Wrekin Careers service)
- Early Help Team/COMPASS
- Child in Need Team
- Diabetic & Epilepsy Nurses
- Young Carers
- Woodlands School
- Education Welfare Officer
- Family Support Worker
- Looked After Children Teams (Virtual schools)
- Multi Cultural Service
- Relateen
- School Nurse

How we support the emotional and social development of our pupils with Special Educational Needs

(include any additional pastoral support arrangements and how you prevent bullying of pupils with SEND)

- Pastoral Teams of Heads of Year/Student Support Managers
- Social Stories
- PASS
- Self-esteem groups
- School Counsellor
- Support for Learning base for emotional/social support during breaks and lunchtimes
- Anger Management
- 6th Form Mentor scheme
- Webstar/CAF/TAC process
- Engagement of external agencies such as Enhance/Targeted Youth

If you have any questions, concerns or complaints or compliments about our provision for pupils with Special Educational Needs

Idsall encourages parents to contact the school if they have any concerns or queries. This may be done through the student's Form Tutor or Learning Manager if discussing general pastoral issues and progress. If the queries relate specifically to special educational needs contact is actively encouraged with the Support for Learning Department directly via telephone, email or letter.

Mrs L. Barrass, Support for Learning Co-ordinator
Ms C. Cork, Assistant Headteacher, Pupil Support & Inclusion

As a school we will always endeavour to do all that we can to work in partnership with students and parents to resolve any issues that may arise.
Should you feel your concern cannot be resolved satisfactorily please follow the schools Complaint Procedure Policy.