

# SPECIAL EDUCATION NEEDS & DISABILITY REPORT

Summer  
2017

## At Spring Hill High School we aim to:

- To help all students reach their full potential, with a greater focus on support that enables those with SEN to succeed in their education and make a successful transition to adulthood.
- To reduce barriers to learning and achievement by providing each student with a personalised learning programme that is differentiated according to need.
- To identify and provide for students who have Special Educational Needs and other Additional Needs through a graduated response.
- To adhere to the guidance in the Special Educational Needs and Disability (SEND) Code of Practice 2014.
- To ensure a whole school approach to the management and provision of support for Special Educational Needs so that each student's needs are identified and met.
- To provide a suitably qualified and experienced SENDCO who will lead and facilitate SEND provision within the school.
- To provide support and advice for all staff working with students with SEND.
- To develop, lead and maintain partnerships and high levels of engagement with parents, students and all stakeholders in relation to SEND.
- To ensure access to a broad and balanced curriculum for all students regardless of SEND.
- The school also works alongside various support agencies such as Forward Thinking, Birmingham (previously Children and Adolescent Mental Health Services, CAMHS), Educational Psychologists, Clinical Psychologists, Care Home Managers, Visual Impairment team, Stable-Relationships, Youth Workers, Youth Offending Teams and the Communication and Autism team. This provides a holistic approach to every student's well-being. The school firmly believes that the co-operation between education, health and social care is in ensuring the best outcomes for the students at Spring Hill High School.

The SEND Co-ordinator at Spring Hill High School is Clare McGrath, she has day-to-day responsibility for leading SEND provision within the school along with the Head Teacher, Sheraine Reid-Fergusson. There is also a SENDCo Assistant, Kieran Bradley, who assists the SEND Co-ordinator in her role. Both the SENDCO and the SENDCo Assistant are qualified teachers and have gained The National SENCo Award.

At Spring Hill High School we are passionate about ensuring all our students can play a full and active role within the school. We do not discriminate against students due to their SEND needs. We will endeavour to make appropriate access arrangements or adaptations depending upon individual need.

There are currently students with a range of SEND needs within the school. These include social, emotional and mental health needs, autism, sensory processing difficulties, physical

difficulties, learning difficulties, visual impairment, communication and interaction difficulties, among others.

There is a school site specifically suitable for disabled access, and fully complies with DDA requirements.

## **Identification, assessment and provision for all students with SEND.**

### **Identifying Special Educational Needs:**

A student is considered to have Special Educational Needs if they have either a learning difficulty or a disability and they need special educational provision to be made for them. Special educational provision is defined as any education provision which is additional to or different from that generally made for others of the same age in mainstream school.

At Spring Hill High School we believe that our teachers are teachers of all students. It is their responsibility to meet the needs of all students within their care. They do this by employing high quality teaching strategies which acknowledge the individual needs of each student they teach. When a student does not make adequate progress this is identified, and provision is put in place to try to address this. The Code of Practice suggests that students are only identified as having a Special Educational Need if they continue to fail to make adequate progress once they have had all the appropriate interventions/adjustments and quality personalised teaching. At Spring Hill High School if this is the case the student is then identified as having a Special Educational Need.

The Code of Practice (2014) identifies four broad categories of Special Educational Needs. These are:

1. *Communication and Interaction*
2. *Cognition and Learning*
3. *Social, Emotional and Mental Health Difficulties*
4. *Sensory and Physical Needs*

At Spring Hill High School we recognise that these four categories broadly identify aspects of the primary need for a student with SEND, however, we also acknowledge that every student is unique, and understand the importance of examining the needs of the “whole child/young person”. We recognise the need to gather information about the student from everyone involved in the student’s education, and acknowledge the importance of information about the student from other partners in their education, particularly their parents/carers, social workers and local authorities. We work in close partnership with all involved to ensure the best possible provision for the student.

When examining progress and attainment, and considering identifying a Special Educational Need it is important to be aware of what does NOT constitute SEND:

1. Disability – The Code of Practice outlines the duty of “reasonable adjustment” as provided under the current Disability Equality legislation, but this alone does not constitute SEN.
2. Attendance and punctuality
3. Health and welfare
4. English as an additional language
5. Being in receipt of Pupil Premium funding
6. Being a Looked After Child.
7. Being a child of a servicewoman / man.

## A graduated approach to Special Educational Needs support

The graduated approach is at the heart of whole school practice at Spring Hill High School, as we are continually assessing, planning, implementing and reviewing our approach to the teaching of all students. However, where a potential SEN has been identified, this process becomes increasingly personalised as it responds to a growing understanding of the child's barriers to, and gaps in, learning and an increasingly individualised assessment of need.



## Quality First Teaching

Teachers are responsible and accountable for the progress and development of all the students they teach. (Teachers Standards 2012). At Spring Hill High School teachers are supported in this by the deputy heads who have termly Progress Meetings with the SEND Co-ordinator, where they discuss the attainment and progress of all learners at the school, this information is then disseminated to the whole teaching team and LSA's. Spring Hill High School places a high emphasis on developing excellent Quality First Teaching; including emphasis on the importance of marking and feedback, self and peer assessment by the students and the use of assessment information to shape planning and delivery. The school acknowledges the impact this can have on attainment and progress. We recognise that additional intervention and support can not compensate for a lack of good quality teaching. We ensure, through Performance Management procedures that any underperformance in teaching is addressed and the impact on students minimised. Regular Continuing Professional Development (CPD) is provided to enhance staff skills and understanding of SEN.

Where a student is identified as underachieving the first response is made by a teacher who plans appropriate differentiation, interventions and individualised target setting for the student in question. The teacher will complete an initial concerns checklist<sup>1</sup> which will collate a clear analysis of the student's needs. The Code of Practice suggests using a range of sources of information including:

1. teacher's assessment and experience of the student.
2. student progress, attainment and behaviour.
3. the individual's development in comparison with their peers.
4. the views and experience of parents
5. the student's own views
6. advice from external support services if already involved.
7. standardised testing, criterion referenced assessments, screening assessments

If following a period of additional intervention and targeted support, which has been effectively monitored, the student is still underachieving, the head teacher and/or deputy head teacher, in

---

<sup>1</sup> Written and reviewed by Clare McGrath (SENDCo) 15th July 2017

discussion with the SENDCO, will place the student on the school's SEN list and look to apply for an EHC assessment and/or educational psychology assessment, in discussion with all relevant parties. This discussion will consider all the information gathered about the student, and will compare their attainment and progress against national data and expectations. The discussion will also include examining the graduated response advice.

## School Support

At Spring Hill High School we continue to use a cyclical approach to planning support and delivering improved outcomes for children with SEN. This allows the school to continually reflect on the approaches we use to meet a child's needs.

This approach can be seen as follows:

### Assess – Plan – Do - Review

- Assess – the student's needs
- Plan – what you need to do, the provision needed and what outcome should be achieved
- Do – put the provision in place
- Review – what difference is it making towards outcomes?

#### Assess

A clear understanding of a student's needs is a critical precondition to planning effective strategies, creating appropriate provision and influencing the adjustments to teaching that will lead to good progress and improved outcomes. A clear analysis of the needs of the student will have been established during the completion of the Initial Concerns checklist, however, when a student is placed on the SEN register at Spring Hill High School, it may be necessary to further analyse the precise gaps in a student's learning and development in order to further clarify what the barriers to learning may be. This may be achieved by the use of standardised testing, criterion referenced testing or SEN specific checklists among other tools.

#### Plan

Teachers will retain the prime responsibility for responding to a student's identified need.

The Code of Practice clearly says that:

***“all teachers and support staff should be made aware of a child's needs, the support provided and any teaching strategies or approaches that are required.”***

At Spring Hill High School this is achieved through the use of SEN Support Plan's which identify the needs of the student, the targets for progress, how these targets will be implemented, the frequency of support received by the student and have clear criteria for success within an agreed time frame.

Interventions are planned in a cohesive manner and are linked to discussions held at Progress Meetings and SEND plan meetings. Interventions are planned robustly to ensure progress for

students. All interventions are planned in collaboration with the deputy head and/or the lead teacher, learning support assistants and SENCO, and are often evidence-based successful interventions, such as Cogmed.

The level of support provided will be flexible and will depend on the immediate needs of the individual student.

### **Do**

Teachers at Spring Hill High School work closely with learning support assistants and specialist staff who are delivering interventions and targeted provisions to plan and assess the impact of these interventions.

All staff, where possible, attend Progress Meetings and to ensure effective sharing of information, and learning support assistants delivering interventions also provide regular written updates about the impact of the provision for each child.

Provisions and programmes for support used at Spring Hill High School are identified in provision maps which identify a graduated response to provision to meet needs.

### **Review**

All staff continually review the progress of all students on a daily, albeit informal, basis in every lesson through marking and feedback opportunities as well as regular discussions with support staff, and staff will make necessary adaptations to teaching and learning approaches and provision as appropriate

At Spring Hill High School there are also more formal, rigorous ways of tracking progress. These include termly progress meetings and student termly reports. These meetings will consider whether students with SEN are on track to reach their targets, whether there is an increase in previous rates of progress and whether there is a narrowing gap in attainment and progress.

**These meetings will address the following key considerations:**

1. has the student achieved the agreed targets?
2. what is the evidence from regular day to day tracking?
3. has there been a generalisation of skills transferring back into class work?
4. how have students and parents/carers responded to targeted provisions?
5. what are the views of all stakeholders?
6. how does this term's evaluation feedback into the analysis of student's needs.
7. what are the necessary changes to support, provision and targets needed for next term?

It is important at this stage to assess whether they require more or less interventions to overcome barriers to learning, or whether the school has, despite its best endeavours been unable to effectively address the SEN of an individual student. If this is the case the school will consider whether it needs to request advice from outside agencies. If this is considered in the best interests of the student, the SENDCO will facilitate a referral to the appropriate agency after collaborating with parents/carers, students, staff and the Local Authority.

### Statutory Assessment

If a student enters the school without an EHC plan or Statement and despite the best efforts of all involved, this student's needs are not being met by the provision Spring Hill High School has in place it may be necessary to consider applying to the Local Authority for a Statutory Assessment of the students' needs.

The Local Authority must respond within 6 weeks to the request for statutory assessment with a decision whether to carry out the assessment or not.

If the local authority decides to carry out a statutory assessment they must complete this process within 16 weeks and inform parents as to whether they will be issuing a draft Education, Health and Care plan (EHC plan) or not.

Once the draft EHC plan is issued parents/carers and young people will have 15 days to respond and request a school placement. The school in question is then consulted. The EHC plan has to be finalised within 20 weeks of the initial request for statutory assessment.

### Education, Health and Care Plan / Statement of Special Educational Need

Once an EHC plan is finalised the local authority must ensure that the specified special educational provision is secured. Spring Hill High School will use all resources available to meet the needs of these individual students to the best of its ability.

The Children's and Families act 2014 requires local authorities to review an EHC plan within 12 months of it being issued and then every subsequent 12 months. This responsibility is usually delegated to the school. All Annual reviews will be chaired by the SENDCO and/or the SENDCO Assistant and all involved parties will be invited to attend.

Families may choose to request a personal budget to support them in securing the provision identified in the EHC plan. If this option is chosen the SENDCO will support the family in accessing the services they require.

As of 15th July 2017, there are currently 39 students on roll at the school and 35 of those have a Statement / EHC plan, however, all students are on the SEND register. Those with a Statement / EHC plan constitute 90% of our school population (the national average is 12.1%)

### Current Number of students with SEND within school (July 2017)

|   |    |
|---|----|
| SEN Register (no Statement or EHC plan) | 3  |
| Statutory Assessment in Progress        | 1  |
| Statement / EHC plan                    | 35 |
| Total number of students                | 39 |

**Current main (primary) presenting need of students with SEND within the school (July 2017)**

|  |    |
|--|----|
| Communication and Interaction                    | 7  |
| Cognition and Learning                           | 1  |
| Social, Emotional and Mental Health Difficulties | 31 |
| Sensory and Physical Needs                       | 0  |
| Total number of students                         | 39 |

Our students are faced with many difficulties, these are Autism Spectrum Condition, Dyslexia, Dyscalculia, Global Development Delay, Attachment Disorder, Epilepsy, Conduct Disorder, ADHD and PTSD.

**NB.** This data was collected in July 2017 and does not take into account students that have left Spring Hill High School prior to this date.

**Budget Allocation**

SEND funding has been allocated towards the payment for staffing for support, before school interventions, equine therapy, Well-Being crew, staff SEND training and towards the purchase of resources to support the teaching and provision for students with SEND.

**Attainment and progress for students with SEND at Spring Hill High School as of 15th July 2017**

**Maths:**

\* students could be studying different curriculum and qualification routes, this grading is based on their individual route and progression

|                        | Working Towards | Developing  | Secure      | Exceeding | Total       |
|------------------------|-----------------|-------------|-------------|-----------|-------------|
| <b>All students</b>    | 9 students      | 14 students | 12 students | 0         | 35 students |
|                        | 26%             | 40%         | 34%         | 0         | 100%        |
| <b>LAC</b>             | 5 students      | 6 students  | 7 students  | 0         | 18 students |
|                        | 28%             | 33%         | 39%         | 0         | 100%        |
| <b>Statement / EHC</b> | 9 students      | 12 students | 10 students | 0         | 31 students |
|                        | 29%             | 39%         | 32%         | 0         | 100%        |

**English:**



\* students could be studying different curriculum and qualification routes, this grading is based on their individual route and progression

|                 | Working Towards | Developing  | Secure     | Exceeding | Total       |
|-----------------|-----------------|-------------|------------|-----------|-------------|
| All students    | 6 students      | 24 students | 9 students | 0         | 39 students |
|                 | 15%             | 62%         | 23%        | 0         | 100%        |
| LAC             | 4 students      | 13 students | 4 students | 0         | 21 students |
|                 | 19%             | 62%         | 19%        | 0         | 100%        |
| Statement / EHC | 6 students      | 20 students | 9 students | 0         | 35 students |
|                 | 17%             | 57%         | 26%        | 0         | 100%        |

### Science:

\* students could be studying different curriculum and qualification routes, this grading is based on their individual route and progression

|                 | Working Towards | Developing  | Secure      | Exceeding | Total       |
|-----------------|-----------------|-------------|-------------|-----------|-------------|
| All students    | 4 students      | 19 students | 12 students | 0         | 35 students |
|                 | 11.4%           | 54.3%       | 34.3%       | 0         | 100%        |
| LAC             | 3 students      | 10 students | 5 students  | 0         | 18 students |
|                 | 17%             | 55%         | 28%         | 0         | 100%        |
| Statement / EHC | 4 students      | 17 students | 11 students | 0         | 32 students |
|                 | 13%             | 53%         | 34%         | 0         | 100%        |

### Attendance monitoring:

As with all groups of learners, attendance is monitored closely for every child with SEND and rigorous procedures are followed if attendance dips below expected levels. For the academic year 2016-2017 current levels of attendance are as follows:

| Students with a Statement / EHC plan | Overall School Attendance |
|--------------------------------------|---------------------------|
| 91%                                  | 85%                       |

**Consulting parents/carers of students and involving them in the education of their child:**

Parents/carers are fully included in the process of working with their children/young adults.

This includes:

Initial visits to school

Introductory meetings

Regular home/school contact for information exchanges and key messages

Open door policy for parents and carers

Annual Review meetings and reports

Termly reports sent to parents and carers

Termly parent/carer drop-in sessions

Monthly parent/carer group and training

End of term celebrations

Parent involvement in changes in school through informal and formal consultations

**Consulting our students and involving them in their education:**

All students in our school are treated with dignity and respect. There is full personalisation for the curriculum for each student in order that they can access and experience success throughout their school life.

The School Council involves students to contribute and decide on aspects of school life relating to their needs.

The assessment and annual review process of Statements of SEN and EHC Plans includes the choices and views of ~~students/~~ students.

**Dealing with complaints from parents/carers of students in relation to the provision made at Spring Hill High School:**

The process for all complaints is made available in the complaints policy, this is available on the website.

**Staffing decisions:**

The head teacher provides the directors with a termly updates regarding the deployment of staff to support students with SEND.

The head teacher provides the directors with a termly update regarding In Service training for staff in relation to SEND.

**Partnership with external agencies:**

At Spring Hill High School we believe it is paramount to liaise closely with external agencies to ensure the best possible provision for every child within school.

The following agencies have supported students within school this year:

- Educational Psychology
- Clinical Psychology
- Virtual Schools
- Visual Impairment Team
- Forward Thinking, Birmingham
- CAMHs
- Sensory Rooms, Barnardo's
- We have also supported colleagues, and hosted visits from a local academy school to support the development of both our SEND provisions.

At Spring Hill High School we also recognise the importance of effective transition arrangements, both from key stages and transitions to other school sites. We also work closely with colleagues from other settings to ensure smooth transition for all SEND students. We continue to have strong links with local provisions including QAC, Birmingham Music College, Argent College, as well as further afield, Moreton Morrell and Rugby College. Opportunities to visit the centres are available for parents and students should they wish. We ensure, where needed, additional transition arrangements are made.

Our in-house independent Careers Advisor, Vickie Collin, works closely with all our students to support them in exploring their career aspirations and providing them with work-related learning and work experience. Her hard work has secured our school the inspiring CEIAG Gold Award this year, this is a nationally validated careers education, information, advice and guidance and means that Spring Hill High School met a range of criteria, focusing on quality, diversity and raising the aspirations of young people.

Our students with SEND are also supported by our in-house Speech and Language Therapist and her assistant, a Life Skills Coach, a Parent Liaison Officer, trained Counsellors and a Music Therapist.

This academic year has seen the introduction of a Parent Group, this is held monthly at school to help parents/carers understand the work we do and to provide support networks.

In addition some students have participated in a Wellbeing project over a twenty week programme. Six students followed a twelve week programme focused on horse-based activities for young people who are struggling to engage with other services and who have suffered, or are suffering from trauma. Many students have worked alongside a Life Skills Coach to assist them in preparing for adulthood, keeping safe, developing assertiveness and dealing with conflict/anger.

### **Continuing professional development for staff:**

At Spring Hill High School we are committed to a rigorous cycle of Performance Management linked closely to continuing professional development. We have, this year, supported staff in achieving external qualifications, such as The National SENCo Award, Teaching Assistant Level 2 and 3, this

enables them to support students effectively within the school. 96% of teaching and support staff enrolled on NCFE Level 2 Understanding Autism course to support students with Autism and how to address their needs, completion and results are still pending. Functional Analysis training takes place throughout the year with a focus on an individual student, this takes the form of an ABC analysis, observing and recording Antecedent, Behaviour and Consequence data assists the whole staff team in forming a historical background by gathering evidence, highlighting presenting behaviours and gaining an understanding of why these behaviours are present. This then informs staff of strategies to use and best practice with the individual. We have also provided rigorous mentoring and coaching to staff who have joined us this academic year and to those who have taken on new roles within the school, such as a Speech and Language mentor for our new SLT and SLTa, she comes in weekly to support them in their new roles. As a whole staff team we have had INSET training in embedding literacy across the curriculum, peer and self assessment, speech, language and communication needs and effective teaching and learning strategies. Physical handling training, Prevent and In the Line of Fire training is completed regularly too.

### **In summary:**

Special Educational Needs funding has had a positive impact on the progress of those students it has supported in the year 2016 - 2017, although a more rigorous use of assessment data and tracking will be evident next academic year, it is evident in reviewing of outcomes during Statement / EHC reviews, specifically with the use of the progression framework tool. This has taken place within a nurturing school environment which believes strongly in access for all students regardless of need to a broad and balanced curriculum.

### **Accessible Schools Plan:**

Under the Disability Equality Duty, schools are required to take proactive steps to ensure their disabled students, staff, directors, parents/carers and visitors are treated equally. Spring Hill High School has an accessible school site (Wood End Lane) which aims to address any issues of accessibility for our school community. Currently the school has good facilities for disabled members of the school community, both within the physical environment and access to the curriculum and information for students. There is a fully equipped disabled toilet in the building and a wheelchair accessible ramp upon entrance. At our Stuart Court site there is a dedicated medical room that is used for immunisations for students as well as for staff physiotherapy sessions. We try our best to ensure that parents/carers whose first language is not English are supported, we have a diverse staff team that can speak twelve different languages.

### **If parents/carers have concerns relating to their child's learning:**

Discuss these with your child's deputy head teacher. This then may result in a referral to the school SENDCo. Tel: 0121 448 3001 • Parents/carers may also contact the SENDCo directly if they feel this is more appropriate. The SENDCO is Clare McGrath. Email: [cmcgrath@springhillhighschool.co.uk](mailto:cmcgrath@springhillhighschool.co.uk) • All parents/carers will be listened to, their views and aspirations for their child will be central to ensuring their child's school journey is positive and fulfilling.

“He is doing brilliant at school and is really happy, he is making better progress and more importantly in his own well-being, he has to be happy to learn and he is. He takes time now to think before he reacts. I am happy with his place at Spring Hill High School and equine therapy has had a massive influence on his empathy and social skills as well as his controlling behaviours. I don't know where we would be without this therapy.”

Parent