

SPECIAL EDUCATION NEEDS & DISABILITY REPORT

Autumn
2019

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 approach.
- 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 SENCo 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, Occupational Therapists, Speech and Language Therapists, Music Therapists, Residential Care Home Managers, Stable-Relationships, Barnardo's, 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 SENCo 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-Ferguson.

The SENCo is a qualified teacher and has gained The National SENCo Award. Clare is assisted in her role by Rebecca Moran, who provides administration report.

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 complex and significant identified needs. Many students have associated needs in the areas of social, emotional and mental health needs and communication and interaction difficulties, other students may have sensory processing difficulties (Autism Spectrum Condition), Attention Deficit Hyperactivity Disorder, Tourette's Syndrome, Oppositional Defiant Disorder, learning difficulties, among others. The admission arrangements for our pupils can be found on our website.

The school site specifically suitable for disabled access is 141 Wood End Lane, Birmingham, B24 8BD.

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 intervention and/or additional 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 all of our students have been identified as having Special Educational Need(s) and do have an Education Health and Care Plan (EHC).

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, we 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.

Special Educational Needs support

At Spring Hill High School, we are continually assessing, planning, implementing and reviewing our approach to the teaching of all students. However, due to the specific identified SEND needs of our

students 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, 2011). At Spring Hill High School teachers are supported in this by the Headteacher, Deputy Headteachers, Heads of Department and the SENCo who together have termly Progress Meetings where they discuss the attainment and progress of all learners at the school. Students are identified as being above target, on target or below target, this information is then disseminated to the whole teaching team, LSA's, students themselves and their parents/carers. Additional support and/or timely interventions are then put in place and monitored throughout for their effectiveness. Individual Learning Plans (ILPs) were trialled across the school this year and were successful, they captured termly progress on student's soft outcomes, it is a tool that enables increased participation of students reviewing their own progress and setting themselves new outcomes. Parents and carers were also invited to the termly review of ILPs, this ensured that any out of school and home support could also be put in place.



Despite this, 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. This year Spring Hill High School invited a maths consultant in to our school for a term to help develop teaching practice in the department. Regular Continuing Professional Development (CPD) is provided to enhance staff skills and understanding of SEND.

Where a student is identified as still 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 checklist¹ 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 discussion with the SENCo, will seek other appropriate interventions and targeted support. The

¹ Written and reviewed by Clare McGrath (SENCo) 18/09/2019

Local Authority (SEND Teams) will be informed if any substantial and/or persistent underachievement is evident.

School Support

At Spring Hill High School we continue to use a cyclical approach to planning support and delivering improved outcomes for children with SEND. This allows the school to continually reflect on the approaches we use to meet students 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?

All interventions are planned in collaboration with our Therapists, Deputy Headteachers and/or the lead teacher, Learning Support Assistants, Emotional Support Assistants and SENCo, and are often evidence-based interventions, such as Cogmed.

The level of support provided will be flexible and will depend on the immediate needs of the individual student. Those who deliver interventions 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 personalised provision to meet needs.

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.

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 SENCo will facilitate a referral to the appropriate agency after collaborating with parents/carers, students, staff and the Local Authority.

Education, Health and Care Plans

The local authority must ensure that the specified special educational provision on the student's EHC plan is secured. Spring Hill High School will use all the 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 SENCo and all involved parties will be invited to attend.

The SENCo completed all annual reviews within a 12 month period of the last review.

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 SENCo will support the family in accessing the services they require.

During the academic year 2018-2019 there were 26 students on roll at the school and all students had an Education Health Care plan (EHC). All students are on the SEND register and have a primary need and secondary need identified.

Primary presenting need of students within the school (2018-2019)

Communication and Interaction	5
Cognition and Learning	0
Social, Emotional and Mental Health Difficulties	21
Sensory and Physical Needs	0
Total number of students	26

Our students are faced with many difficulties, these are Autism Spectrum Condition, Oppositional Defiant Disorder, Global Development Delay, Attachment Disorder, SLCN, ADHD and PTSD.

Budget Allocation

SEND funding has been allocated towards the payment for staffing for support, before school interventions, extra curricular activities and equipment, equine intervention, music therapy, speech and language therapy, DJ-Gym intervention, educational trips, English and Maths intervention software, assessment tools, staff SEND training and development and towards the purchase of resources to support the teaching and provision for students with SEND.

Spring Hill High School Examination Results 2018-2019

First time in the school's history a student has achieved seven(7) GCSEs grade 4 or above. English(), Maths(4), Science(4,3), History(5), RE(6), Citizenship().

It is also the first time that a student has achieved a grade 4 or above in Maths, English and Science.

The percentage of students who received a 9-1 grade are as follows:-

English

80% of students achieved a 9-1 grade in the subject this year. This is 7% more than last year where the 9-1 percentage was 73%. The percentage of students who achieved a grade 4 or above this year in English is 40%. This also shows an increase in percentage on the previous year where the percentage was 18%.

Maths

100% of students achieved a 9-1 grade in the subject this year, with 16.66% achieving a grade 4 or better. This also shows an improvement on last years results where 50% got a 9-1 grade with no student achieving a grade 4 or above.

Science

83.33% of students achieved a 9-1 grade in the subject this year which is a 5.6 % increase on last years 77.77%. Of 83.33%, 8.3% achieved a grade 4 or above. This shows a 2.8% dip in results in the subject compared to last year's 11.1%.

Other Subjects

While subjects such as Religious Studies maintain a 100% record and History achieved it first 100% 9-1 results with 33.3% achieving a grade 4 or above, other subjects such as Computer Science and Citizenship had a dip in percentage. Computer Science achieved 75% 9-1grades this year which is a 25% dip on last year's 100%. Over the two years no student achieved a grade 4 or above in the subject. There was a similar trend in Citizenship with 9-1 results moving from 100% last year to 83.3% this year and students who manages to achieve a grade 4 or above moving from 33.3% to 16.6% accordingly.

Further development for 2019-2020:

To maintain and better exam results so that most students who sit GCSE achieve a 9-1 grade.

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 2018-2019 the overall school attendance was 77%. We recognise that this does require improvement and this was due to the anxieties caused to some students over the school's early closure last year, plus some students having serious health issues. The expected average is 85% plus and throughout 2019-2020 this will be a target for Headteacher and Senior leaders to further address.

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 and progress sessions

Regular 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 EHC Plans includes the choices and views of our students. The views of looked-after children and young people are also gained during termly PEP reviews and six-monthly Child in Care reviews.

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 Governor with regular updates regarding the deployment of staff to support students with SEND.

The head teacher provides the Governors with regular updates 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
- Occupational Therapy
- Forward Thinking, Birmingham
- CAMHs
- Communication and Autism Team
- Sensory Rooms, Barnardo's

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 for smooth transitions for all SEND students. We continue to have strong links with local provisions including QAC, BMET, Birmingham Music College, Ruskin Mill College, as well as further afield, e.g. Cambridge Regional 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 Adviser, Julie Washington, works closely with all our students to support them in exploring their career aspirations and providing them with work-related learning and work experience. The school achieved a CEIAG Gold Award last 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.

- All students had one or more meetings with our Career Adviser, Julie
- All students had a Career Action Plan
- 14 students had the opportunity to attend work experience, 9 students successfully attended a work experience placement.

Students' progression from Spring Hill High School can be seen as one of the school's greatest strengths, when we take into consideration, the difficulties our students have to overcome in order to make progress.

Destinations 2018-2019: 13 students were in transition years

Destination	Number of students	Percentage of students
Further Education College	4	31%
Specialist Colleges	3	23%
Spring Hill Post-16	5	38%
Pre-Apprenticeship	1	8%
NEET	0	0%

Our students with SEND are also supported by a Speech and Language Therapist and a Music Therapist. Fifteen students accessed music therapy - all of these interventions provide regular or end of course impact reports with outcomes linked to EHC needs and difficulties.

One student followed a 12-week intervention 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, evidence shows that this had a positive impact.

Three students completed a travel training programme to assist them in preparing for adulthood, keeping safe, developing assertiveness and dealing with conflict/anger when in the community.

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. 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. Parents were also invited to a functional analysis to help us understand their child’s needs. As a whole staff team we have had INSET training on Understanding Trauma, Asthma training, Use of Force and Emotion Coaching. Prevent, First Aid, Ligature, Safeguarding 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 2018 - 2019. We have a more rigorous use of assessment data and tracking

data this academic year, progress is also evident in reviewing of outcomes during EHC reviews, specifically with the continued use of Individual Learning Plans (ILPs). 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. We have dedicated medical rooms on all school sites to ensure the welfare of the students in the event of short-term illness. 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 seven different languages.

Links to Birmingham Local Offer:

For children with Special Educational Needs and Disabilities and their families
[Birmingham](#)

Neighbouring authorities Local Offers:

[Warwickshire](#) [Walsall](#)
[Staffordshire](#) [Sandwell](#) [Solihull](#)

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

Discuss these with your child's Deputy Headteacher. This then may result in a referral to the school SENCo, Clare McGrath. Tel: 0121 240 0992 or on her mobile 07511 154419

- Parents/carers may also contact the SENCo directly if they feel this is more appropriate.

Tel: as above or Email: cmcgrath@springhillhighschool.co.uk

- All parents/carers will be listened to and respected, their views and aspirations for their child will be central to ensuring their child's school journey is positive and fulfilling.

"My son is really enjoying school, he's happy to attend, loves all aspects of it and it's definitely made a difference to his outlook. June 2019."

Parent

"During her first Music Therapy session my client stated that she had never previously utilised her voice in this way and it was only at Spring Hill that she discovered an ability and a love for singing. May 2019."

Music Therapist