

# Silverdale School

## SEND Information Report 2017-18

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**Chorus Education Trust**

*This document is designed to provide staff guidance, expectations and standards operated in the trust/school. It is intended as a reference document to enhance and support existing key policies and procedures for the safe and effective running of the trust school sites. If staff are unclear what is expected of them they should speak to their line manager. Failure to adhere to the trust's key policies and procedures may lead to disciplinary action.*

***All Trust staff (including supply staff) are accountable for the way in which they exercise authority, their professional judgement, manage risks, use resources and protect pupils, themselves and others from avoidable harm.***

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## SEN Information Report 2017-18

Our SEN Information Report is outlined below. It is endorsed by the Local Governing Body (LGB), who accept full responsibility for these issues, and require all employees to help in complying with our legal and moral duties. The LGB accept the delegated overall responsibility for all operational matters within the organisation.

This Policy applies to Silverdale School.

Signed: ..... Date:

**Jon Mordecai, Chair of the Local Governing Body**

## 1. Introduction

6.79 *The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools must publish information on their websites about the implementation of the governing body's or the proprietor's policy for pupils with SEN. The information published should be updated annually and any changes to the information occurring during the year should be updated as soon as possible. The information required is set out in the Special Educational Needs and Disability Regulations 2014:*

## 2. At Silverdale School the Special Educational Needs that are currently provided for:

### 2.1 The Integrated Resource for the Profoundly Deaf and Hearing Impaired

- 2.1.1 Silverdale School as an integrated resource for the hearing impaired and profoundly deaf. The IR meets the needs of students who cannot hear sounds above 80 or 90 decibels. Often this is a loss across many frequencies. The Integrated Deaf Unit currently has 19 pupils (all of whom have an Educational Health Care Plan) with 3.5 qualified Teachers of the Deaf and 3.6 FTE Teaching Assistants, 1 Asian Support Worker (0.1) and one BSL/Deaf instructor (0.3). All pupils in the Unit integrate into mainstream lessons for some of the time – in some cases for as much as 96% of the time. These extra pupils and support staff impact on facilities in Art, Technology, ICT and P.E. The school has an integrated resource which is located on the 2nd floor of the school on the 'A' wing of the building. The resource has 4 classrooms and a meeting room. The Integrated resource provides radio aids for students who are hearing impaired. All classrooms at Silverdale School have good acoustic qualities to support students who are hearing impaired.
- 2.1.2 The Integrated Resource is an example of Sheffield Education's inclusive approach to teaching Deaf and Hearing Impaired children. Each pupil is part of a mainstream form group, enabling deaf children to spend time with their hearing peers and benefit from exposure to natural oral language. In addition, the dedicated IR provides opportunities for the children to be with a deaf and signing peer group, provides radio hearing aids to enhance the listening environment and co-ordinates monthly visits from the Children's Hospital team to check health of ears and functioning of hearing aids. The IR aims to provide a full and varied curriculum for pupils with full access to the assessment process whether this is through English, Signed Supported English (SSE) or British Sign Language (BSL). Depending on the planned use of BSL, English or SSE, and their individual abilities and needs, deaf pupils follow the same curriculum as their hearing peers. Some students are in mainstream for most of their curriculum, some with specialist support from the team within the lessons, or backup lessons within the IR. Other children need additional support from the IR with teaching in small groups. The Integrated Resource also provides BSL teaching where the pupil and family want this. Each pupil's language, ability and communication needs are taken into consideration when planning individual timetables. The style and range of teaching and learning activities provided, acknowledges that deaf pupils learn in

different ways. By varying the style of lessons, staff aim to make the work accessible to all children whilst maintaining motivation and interest.

- 2.1.3 It is important to us that all our deaf and hearing impaired pupils have a positive experience in education and form part of the main student body. To support this, we work with all our pupils and teachers to ensure that their learning experience gives them the best start in life. Many pupils joining the main school in Year 7 will not have met children who are deaf or hearing impaired before and we provide deaf awareness sessions to help them understand how best to support their deaf and hearing impaired peers. We also provide signing in school assemblies and presentations so that our deaf pupils can integrate in all parts of school life.

## **2.2 Mainstream Silverdale School**

- 2.2.1 Silverdale caters for a range of special educational needs, including cognition and learning difficulties, including specific needs such as dyslexia, dyspraxia and dyscalculia. We have a small number of students who are working significantly below expected levels at key stage 3 and key stage 4.
- 2.2.2 We have a number of students to whom autism spectrum condition is their primary need and we support their needs in school and related needs such as anxiety disorders and sensory sensitivity. We also support young people with speech, language and communication needs.
- 2.2.3 At Silverdale we support young people with a range of physical and medical needs. Silverdale School moved into a new building in 2009. A typical classroom at Silverdale is 56m<sup>2</sup> giving an allowance of 1.80m<sup>2</sup> space per student. The building is wheelchair accessible in all areas, with students using a lift to access the first and second floor. The student entrance does not have any steps and other entrances to the building have ramps. The school has one main building with three floors. The school has disabled toilets on each floor and there is disabled access in the changing rooms. Silverdale School has fitted hoist in the disabled bathroom on the 2nd floor. This would enable us to deliver physiotherapy to students who require it. We do not currently deliver physiotherapy because those students who require daily physiotherapy do so at home. However, we can accommodate this request as need arises. Classroom have adjustable tables for students with physical disabilities.

## **3. What are the policies for identifying children and young people with SEN and assessing their needs, including the name and contact details of the SENCO (mainstream schools)?**

### **3.1 The Silverdale's system for identifying students with SEN**

- 3.1.1 We have an effective transition programme that involves a small team of staff who work closely with all of our primary feeder schools. Visits often start in Y5 and the Inclusion team is involved in transitional annual review meetings for Y5 and Y6

students to ensure that we have collected all the relevant information on students before they arrive at Silverdale.

- 3.1.2 We offer a Y6 package of integration into Secondary School from January to June for vulnerable students. We invite students into school to have 5 or 6 visits so we can assess their needs at the point of transition.
- 3.1.3 We look carefully at the data on entry to the school and carry out a number of baseline assessments in Y7 and Y12 including:
  - a) KS2 results.
  - b) Online Reading/Spelling tests.
  - c) Online Dyslexic screening.
  - d) N/C levels – standardisation of low levels of ability (below level 3 – P scales).
  - e) Diagnostic reading/spelling/comprehension/test results (NFER).
- 3.1.4 Within school we have a Pastoral Referral Panel for separate Key Stages held every fortnight for direct referrals from staff with all key staff involved so needs can be identified or referred for further assessment.
- 3.1.5 Half termly meetings to review all assessment point data for each year group. During these meetings we look closely at other indicators such as attendance, behaviour, punctuality and approach to learning scores.
- 3.1.6 All staff have received guidance and training on identifying SEN needs in the classroom and will know what the signs and indicators are and how to make a referral to the SEN Manager.
- 3.1.7 Parental requests are welcome throughout the year either directly to the SEN Manager or via key stage teams. The SEN Manager / SENCO are available at all parents' evenings to speak directly regarding concerns.
- 3.1.8 Departments carry out subject specific baseline assessments in Y7.
- 3.1.9 Integrated resources conduct specialist language tests.
- 3.1.10 We work with external agencies to assess the needs of students. We have a learning support teacher who is able to carry out a range of assessments regarding specific learning difficulties. We also refer to the SALT, EP and support referrals to MAST and CAMHS via GP.
- 3.1.11 We also have a dyslexia screener to assess if there are any indicators of dyslexia.
- 3.1.12 In Y9 and Y12 we carry out additional assessments for exam access arrangements and this sometimes indicates unidentified needs that require further assessment.

## **4. Arrangements for consulting parents of children with SEN and involving them in their child's education**

### **4.1 Silverdale School's communication strategies to support partnerships with parents and carers:**

- 4.1.1 SEN Review meetings are held throughout the year and can be called directly by a parent at any time. The SEN Manager / SENCO and / or IR Coordinator is available at all Parents Consultation Evenings. For students with the most complex needs, we aim to meet with families on a termly basis.
- 4.1.2 Vulnerable students with SEN have been allocated a 'Keyworker' to support regular communication with home. The keyworker will aim to communicate with families on a weekly basis via the planner, telephone or email.
- 4.1.3 Silverdale School reports on student progress and effort at least 3 x a year across all key stages.
- 4.1.4 Parents and carers have access to the school website and other communication apps. This enables parents and carers to access up to date information regarding attendance, behaviour and homework.
- 4.1.5 Some parents and carers use email communication directly with individual staff members. This includes subject teachers and pastoral staff.
- 4.1.6 Silverdale School holds 'Parents/ Carers Consultation Evenings throughout the year. In Y7 and Y11 two evenings are held to discuss progress.
- 4.1.7 We provide additional information evenings during the Y6 Open evening in October to discuss the SEN provision at Silverdale and we hold a SEN Transition Morning in June to talk to parents about the plan provision for the year ahead.
- 4.1.8 Silverdale often hosts information events for parents to help support their knowledge, skills and understanding of SEN – especially ASD.

## **5. Arrangements for consulting young people with SEN and involving them in their education**

- 5.1 Student Voice is valued at Silverdale School. Each year group has 'Lead Students' or 'Ambassadors' who represent the views of the year group. Key Stage Leaders consult with the 'Student Ambassadors' regarding uniform, behaviour, rewards etc. Student Voice is promoted via tutor time and it is an important part of the pastoral system. Each year students appoint Head boy and Head girl who lead on student voice within the Student Council. The Head boy and Head girl gather suggestions from students of all age groups.
- 5.2 Silverdale School also uses a 'video booth' to enable students with communication difficulties to express their views. Students who struggle to structure their views in writing can verbalise their views via the camera. Students who use sign language can communicate and their views can be translated by the IR staff.

- 5.3 As part of the SEN review process, students with SEN have to share their views about their school experience. Students are encouraged to participate in all review meetings. Students also contribute to the description of their needs which is shared with teaching staff and updated annually.
- 5.4 TAs and Keyworkers ensure student are consulted regarding provision and support. It is a central part of their role to be an advocate for the student with SEN. Sometimes students with SEN cannot confidently articulate their thoughts and feelings, particularly following an incident in school. It is therefore vital that there is always someone there to represent and communicate effectively with students following an incident.
- 5.5 Students are asked to evaluate the effectiveness of their support each year as part of the quality assurance process.

## **6. Arrangements for assessing and reviewing children and young people's progress towards outcomes. This should include the opportunities available to work with parents and young people as part of this assessment and review.**

- 6.1 All staff regularly provide feedback to students regarding their progress and achievement across all subjects. Staff regularly assess students progress and provide feedback to parents 3 times per year. This data is closely monitored and classroom teachers, subject leaders and senior teams review and identify where intervention is required.
- 6.2 Students with SEN are assessed against outcomes as set out in their EHC or My Plan. The SEN Manager, alongside Key Stage Leaders will discuss the progress of students and via the referral panel make decision about the require support and interventions. Parents and students will be involves in this process either via a formal SEN review meeting or discussions over the telephone. Students are supported by their keyworker to discuss issues or assess effectiveness of support in meeting the outcomes.
- 6.3 During SEN review meetings, information is gathered in advance from teachers to ensure all discussions reflect the holistic view of the students and parents are encouraged to share information about the child outside of school. The SEN Manager, parent, student and keyworker will make decisions together that ensure a person centred approach is followed. Plans are reviewed within 6 weeks (max) to monitor effectiveness of provision.
- 6.4 Information gathered in every meeting is recorded, with actions clearly listed and is available upon request.
- 6.5 Parents can be kept informed of developments via keyworker – this could be daily, weekly or monthly – depending on the needs of the child and the request of the parent.



## **7. Arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood.**

As young people prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society. Transitions are crucial for students with SEN. The transition between key stages requires a great deal of planning and preparation. However, we must not lose sight of transitions that occur daily, termly and annually for students with SEN.

### **7.1 Year 6 to Year 7**

- 7.1.1 Silverdale School has a Transition Leader who has built strong relationships with our primary feeder schools. We are currently working with 27 different primary schools as part of our preparations for transition in September. The Key Stage Leader for Y7 remains a fixed position in school she leads on Transition each year to prepare students for a smooth transition to Silverdale School. We visit every student prior to transition and gather information directly from teachers, SENCOs and parents. This process starts in September with our Open Evening for Parents to view the school.
- 7.1.2 Meetings with SEN Manager and SENCO will begin in the first half term (Sept/Oct) for our main feeder schools. From this meeting we will identify students who will require additional support for transition. From January 2015 we have been running a programme of integration for our most complex and vulnerable learners. Each year we invite around 45 students to access additional visits to Silverdale School, attending Y7 classes and getting a secondary experience.
- 7.1.3 The SEN Manager or IR Coordinator attends review meetings throughout Y6 in order to meet parents and discuss transition arrangements.
- 7.1.4 Key Stage Leader for Y7 collates the information supported by the SENCO and groups are created. Student's individual needs are taken into account and where possible some friendship choices are accommodated.
- 7.1.5 Parents/ carers and students are invited to an induction evening to meet tutors and to receive information about the schools systems and procedures.
- 7.1.6 An additional SEN induction morning are held every year to provide students and parents an opportunity to meet with the Inclusion Team.
- 7.1.7 Information is collated and presented to all staff prior to the induction day in July.
- 7.1.8 Summer School is run for 2 weeks each summer for Y6s.

### **7.2 End of year transitions**

- 7.2.1 It is easy to underestimate the impact of moving from year group to year group. Any change to routine can be a great source of anxiety for students with SEN. It is therefore important that students are aware if the changes that will take place

regarding staffing, curriculum and timetables. The most effective way to support this transition is to provide students with a copy of their new timetable during the summer period (or as soon as it is available). In some circumstances a review meeting will need to be held in the summer term to discuss provision and support that will be available from September of the following year.

- 7.2.2 The school celebrates and acknowledges transitions as an important part of the development of every student. At the end of each year the school holds 'Reward' evening, assemblies and events.
- 7.2.3 Assemblies are held in the summer term to prepare students for upcoming changes. The Inclusion Team works with the most vulnerable learners to help prepare them for the changes to come, including any changes to timetable, staffing, routines and expectations. All students with EHC or ASD diagnosis receive a copy of their September timetable in August.

### **7.3 Post 16 Transition**

- 7.3.1 Discussions regarding post provision will start in September of Y11. Review meetings for all Y11 with SEN will be held before December in order to put an effective transition plan in place, including visiting other settings. Where possible a meeting with the post 16 setting should take place to ensure needs will continue to be met by the post 16 provider. We invite Sheffield College to attend Y11 transitional review meetings in April.
- 7.3.2 Silverdale works closely with Sheffield College, Sheffield Futures and Connexions Service to support young people with post 16 transition. We have a very strong careers team at Silverdale School who attend Annual Review meetings at key transition stages for students with SEN.

## **8. The approach to teaching children and young people with SEN**

Silverdale School, which opened in 1956, is an 11-18 mixed comprehensive school, serving the south-west of Sheffield with 1238 students on roll. The school is attractively situated on a single site in 17 acres of grounds and enjoys extensive views over Sheffield and the surrounding countryside. The school has an integrated resource unit for Profoundly Deaf children staffed by teachers from the Sheffield Service for Sensory Impaired Children.

### **8.1 Silverdale Vision**

- 8.1.1 Silverdale School seeks to promote high expectations of all students in order to achieve the vision of 'Outstanding Achievement for All'
- 8.1.2 Silverdale School wants everyone:
  - a) To experience outstanding teaching to feel welcomed and that they belong.
  - b) To achieve beyond expectation.
  - c) To be known and cared for.

- d) To know that their talents are nurtured and achievements celebrated.
  - e) To be prepared for the future and plays a positive part in society.
- 8.1.3 Learning must be a stimulating and enjoyable experience if it is to be effective. At Silverdale School, we aim to challenge all our pupils by developing their learning potential to the full.
- 8.1.4 We believe that every one of our pupils is entitled to a world-class education. Pupils are taught to experiment, manipulate ideas and materials, solve problems, ask questions and research answers. Through the in-depth subject knowledge of our highly motivated teachers, pupils are encouraged to become skilled, independent learners.
- 8.1.5 Our curriculum continually evolves to keep pace with change. At Key Stage 3, pupils study a broad and balanced range of subjects, including two languages. At Key Stage 4, subject staff and form tutors guide and advise pupils on the most appropriate courses, taking into account individual preferences and abilities. Core subjects make up 80 per cent of the curriculum and, for most pupils, lead to GCSE examinations and progression into the Sixth Form. The remainder of the curriculum gives pupils the opportunity to personalise their learning.
- 8.1.6 Silverdale is one of the most high-achieving schools in the country. Pupils evaluate their own progress and targets are set in conjunction with teachers. We are proud of our excellent examination results, but we believe that all examinations and tests should add value to pupils' progress. This is assessed on effort and achievement, and the results shared with parents three times a year, as well as in an Annual Report and at the Parents' Evening.
- 8.1.7 We pride ourselves on our good relationships between pupils and staff. We want everyone to work together in a climate of shared respect, mutual encouragement and support. The transition from primary to secondary education is an important and exciting milestone for all children. Silverdale School's supportive ethos and positive learning environment helps to ensure that this next step is a happy and successful experience for your child.
- 8.1.8 Pupils at Silverdale benefit from a safe and secure environment, clear guidelines and high expectations. Our staff work hard to ensure that these basic principles are a daily part of school life. We welcome contact from parents on any aspect of their child's education and believe that, by working together, we can achieve the continuing success of all our pupils.
- 8.1.9 Staff have had access to a range of training on all aspects of special educational needs. Staff have received training regarding differentiation, dyslexia, autism, mental health and ADHD.

## **8.2 Key Stage 3**

- 8.2.1 When they first join us in Year 7, pupils are placed in mixed-ability groups, which gives them an equal opportunity to take advantage of the facilities and subjects within

school. We aim to keep class sizes as small as possible so that each pupil receives the individual attention they deserve. Additional support is tailored to specific individual needs. Students who are working below expected levels in English and Maths may be offered a place in the Springboard Provision. This is 9 hours of lessons per fortnight in place of Humanities lessons. The Springboard curriculum is based upon the content of History, Geography and RE, but it has been highly differentiated to meet the needs of our most vulnerable learners. This is led by the Head of Y7 (a humanities specialist teacher) and the SEN Manager. Students can access the 'Catch Up' Curriculum during these sessions to enhance and develop their literacy and numeracy skills. There is a parallel provision called ARC led by Jenny Verney for students whom English is not their first language. Both provision continue until the end of Y8.

- 8.2.2 Some students at Key stage 3 have a personalised timetable. Some students access student support and have a tailored programme including access to literacy and numeracy interventions and homework support. These sessions are supported by teaching assistants.
- 8.2.3 The Silverdale Deaf Unit welcomes children who are profoundly deaf. Staffed by specialist teachers, pupils learn in a welcoming, integrated and supportive environment. We believe this brings advantages for both deaf and hearing pupils.
- 8.2.4 Learning takes place in many contexts. Our advice and guidance programme gives pupils the skills and independence to make informed decisions and to manage their own lifelong learning and development. It prepares them for the experience and responsibility of education, training and employment.

### 8.3 Key Stage 4

- 8.3.1 Option choices are well supported for vulnerable learners, with the SENCO often leading the options interviews that all students access. Discussions are held early in Y9 regarding the appropriate curriculum at key stage 4, ensuring that students have the best opportunity to succeed at the end of KS4.
- 8.3.2 In Year 10, pupils are offered work experience, extended work placements, vocationally-orientated courses such as Business French and, in the Sixth Form, work-shadowing opportunities. All these experiences help our pupils to acquire the skills and qualities sought by employers. As a cohesive and inclusive learning community, we recognise that Silverdale can make a wider contribution to society. Our PSHE programme embraces all aspects of our pupils' personal development, develops valuable leadership skills and helps to build positive relationships.
- 8.3.3 We aim to encourage pupils to become active global citizens. Our Language College status provides a range of exciting international opportunities including visits to our partner schools in South Africa and Europe, intensive language learning courses and work experience abroad. In addition, sporting opportunities at personal, inter-form, interschool, local and national level are supplemented by enrichment activities that include Art, Drama and Music, Community Service and the Duke of Edinburgh's Award Scheme. Extensive links with a number of universities encourage Sixth Form students to explore the possibility of progression into Higher Education, a route that many of

them choose to follow. By giving our pupils a world of opportunity, we hope to stimulate an interest in learning for life. We want to show our pupils that learning is not confined to the classroom. Everywhere is learning.

## **9. How adaptations are made to the curriculum and the learning environment of children and young people with SEN?**

- 9.1 All students have an entitlement to a broad and balanced curriculum at KS3 and KS4.
- 9.2 SEN students who access a mainstream curriculum, have access to all subjects at Silverdale School. For some students, where it has been agreed with the student and the family may only study one foreign language at KS3 instead of two. Some students who require additional support with English will have directed curriculum time within Springboard and / or Student Support. EAL learners who require targeted intervention have access to 'ARC'
- 9.3 ALL SEN learners access a full curriculum at KS3 and KS4. At the end of Y9 students make option choices for KS4. All students have an individual appointment to discuss course options at KS4. All students have access to at least 8 GCSEs. Some students who require additional support will access 'Personal Curriculum Time' which provides more time within the curriculum to achieve GCSEs in English and Maths.
- 9.4 The KS4 curriculum is tailored to meet the needs of individuals without reducing opportunities for post 16 pathways. Students can now access vocational courses at Silverdale School, for example BTEC Sport and Health and Social Care.

## **10. The expertise and training of staff to support children and young people with SEN, including how specialist expertise will be secured**

- 10.1 There has been a significant focus on the development of staff skills, knowledge and understanding since 2014. All staff have had access to training on meeting the needs of all learners in the classroom and this is part of the induction of all new staff to Silverdale. Staff have had access to a range of training workshops delivered by specialist services and have included:
  - 10.1.1 Differentiation
  - 10.1.2 Creating dyslexic friendly classrooms
  - 10.1.3 Autism Awareness
  - 10.1.4 Engaging Students with ADHD
  - 10.1.5 Understanding Mental Health (Healthy Minds Training September 2017)
  - 10.1.6 Working with young people on P-Scales
  - 10.1.7 Deaf Awareness.

- 10.2 As part of the new staff induction there is a SEND approaches and Deaf Awareness training annually.
- 10.3 Throughout the year the school provides access to ongoing special needs training via the professional learning forum. Staff can sign up to attend training on all aspects of SEND and this is delivered by specialist services or the SENCO.
- 10.4 In July 2016 **25** members of staff gained a level 2 qualification in Understanding Autism – accredited by Rotherham Collage.
- 10.5 The teaching assistants have continuous and ongoing development in all aspects of SEN and how to work effectively in the classroom.
- 10.6 We work alongside specialist services to ensure our skills, knowledge and understanding are up to date. We work with Josie Cobley –Learning Support teacher, Dave Harris, Educational Psychologist, Lianne Morewood –Leader of the Rotherham Autism Service, Ann Birks – Speech and Language Therapist. Funding from the SEN budget is used to pay for these services.

## **11. Evaluating the effectiveness of the provision made for children and young people with SEN**

- 11.1 The School Improvement Plan is evaluated and reviewed each year and there is always a focus on the outcomes for students with SEN. Closing the gap for students with SEN is a school priority each year with the Senior Leadership Team ensuring that the most vulnerable learners are making progress beyond expected levels. Staff at every level are held to account for the outcome of all learners and have a responsibility to make sure lessons are outstanding and meet the needs of every learner in the classroom.
- 11.2 The school undertook an ‘Audit of Inclusion Framework’ via Fusion to Fusion (School to School Learning Support Services) in 2014. This is a very detailed evaluation of the schools effectiveness of provision. We have recently conducted a whole school provision mapping exercise to identify all the good practice and provision at Silverdale School. This has also enabled us to identify any gaps in our provision and plans are now in place to develop our provision for SEN learners.
- 11.3 Silverdale School is constantly reviewing and monitoring the effectiveness of its provision and this is determined by the outcomes of individual students. Our provision plan reflects the needs of our school community and where students are not making expected levels of progress we aim to intervene with appropriate support, resources and interventions. As part of the transition process we also look to the Year 6 cohort of students and evaluate what provision those students will require at the point of transition. The provision at Silverdale School is therefore evolving and developing to meet the needs of all students.
- 11.4 Interventions and support are evaluated throughout the year. Student who access literacy or numeracy interventions are assessed at the start and end of each intervention. We monitor progress against national curriculum assessments within English and Maths.
- 11.5 We use student voice to evaluate and assess the quality of support in lessons. We have a system of quality assurance for the teaching assistants which includes observing Teaching

Assistants in the classroom.

- 11.6 Staff who lead on interventions outside the main curriculum will complete an 'Impact Report' which measures the effectiveness of the intervention via; attendance, behaviour points, effort scores, academic progress and emotional wellbeing.
- 11.7 We receive feedback every year from students and parents to ensure plans to meet the needs of students are effective and during SEN Review meetings we use person centred planning to ensure that all plans are effective in meeting the needs of learners.
- 11.8 Outcomes for SEN learners are monitored every term and outcomes at the end of KS4 evaluate the schools overall effectiveness of meeting the needs of students.
- 11.9 We also monitor the data of attendance, behaviour and exclusions to ensure SEN students are not over represented in this data and ensure plans to meet needs are reviewed when an issues arises. Our exclusion rates are the lowest in the city.

## **12. How children and young people with SEN are enabled to engage in activities available with children and young people in the school who do not have SEN?**

- 12.1 As part of our Inclusion Practice we activity seek to ensure all of our students with SEN and or disability have full access to all of the activities in school. We work with all departments to ensure we are planning to include students with SEN in lunchtime and after school clubs, school trips and events. For example recently we supported two students with physical disabilities on a residential school trip to Spain. Our young people with the IR are also included in school trips and events. For example our Y7 activities week, all Y7 were included in the sessions at Thornbridge Activity Centre. We work with colleagues, specialist services and families to ensure thorough risk assessments are completed, putting safety first, to enable all students to access all activities, trips and school events. The IR also supports the citywide 'Deaf Peer Group' project which enables students who are deaf or hearing impaired to participate in across school activity sessions.

## **13. Support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying**

- 13.1 At Silverdale School we have a pastoral system which promotes the emotional wellbeing of all students. Every student Y7-Y13 is placed in a tutor group and each day there is a 15 minute tutor period. The students all access the 'Every Child Matters' survey which is assessed by the tutor so we can identify any vulnerable students.
- 13.2 Each Year Group is supported by a Key Stage Leader from Y7 –Y13. Each Key Stage Team has a Pastoral Manager who are the first point of contact for parents/ carers and young people. The pastoral team will respond to any issues regarding friendship, anxiety, bullying and behaviour.

- 13.3 We have an Inclusion Team which includes the SEN Manager, Safeguarding & Inclusion Manager and Student Engagement and Welfare Coordinator. We also have L3 TA post to focus on Behaviour and Engagement and this involves working with our most vulnerable learners. We hold 'Referral Panel' meetings every two weeks to discuss any student who is vulnerable, not making academic progress or who appears to be struggling emotionally and socially. From this referral meeting and action plan of support is put into place to help support the young person in school.
- 13.4 Keyworkers have been allocated to our most vulnerable and complex learners in order to reduce anxiety and stress. The keyworker will be supporting students to remove barriers to learning, problem solving on a day to day basis and communicating with home to promote partnerships between home and school.
- 13.5 Disability Awareness is delivered through our PSHE curriculum. Staff from the IR promote Deaf Awareness to Y7 on entry and Y12 who are new to the school. From September 2014 all students will have a 'refresh' on Deaf Awareness. In Y8 there is a scheme of work on Disability Awareness. April 2014 we have a 'Disability Awareness Week' and a series of assemblies were delivered to all students focusing on ADHD, Dyslexia, ASC and HI. The focus of the assembly was the importance of 'Social Inclusion'. The 'Disability Awareness Week' is calendared as an annual school event.
- 13.6 Lunchtime supervisors all receive 'SEN Awareness' and Safeguarding training as part of their induction to the role.
- 13.7 Unstructured times of the day are a great source of anxiety for students. Silverdale Schools runs a range of lunchtime activities for students. This includes Art, Science and Sports clubs. The Student Support Team run targeted sessions at breaks and lunchtimes for students with SEN. Two rooms are supervised every break and lunchtime to help support our most vulnerable learners.
- 13.8 Anxiety affects students of all age groups of Silverdale School. We respond to the individual need of the student and the source of their anxiety. We are currently working with TAMHS for our younger students regarding transition and separation anxiety. This is a small group intervention session delivered by TAMHS and support by our staff so we can deliver further interventions throughout the year. We have identified Y6 students who are likely to struggle with anxiety at the point of transition and we have a Summer School Programme that runs every year. We will continue to support these students in September via a keyworker and targeted anxiety intervention. For older students, we identify causes of anxiety and work with individual teachers to reduce stress and anxiety. Where appropriate some students have access to 'time out' areas within student support to alleviate their anxiety with a member of staff. We have an Autism and Communication Coordinator who leads on a range of interventions to help students manage their anxieties and build resilience.
- 13.9 We have developed clear systems and procedures within school for early identification and early intervention and as part of the process, enable staff to understand and be aware of, the referral pathways into other agencies. We have already undertaken a mental health audit within school this year to help to identify cohorts of young people with mental health concerns or those at risk of developing mental health illnesses. We have developed a range of interventions which supports the emotional needs of students – including working with TAMHS and other specialist services i.e. Golddigger, SYED, EP, MAST, SALT, ACT. We



successfully gained a place in the Healthy Minds roll out for September 2017 which will secure whole staff development and support. Locality funding has enabled us to set up a mental health networking group, to pay for specialist training and to buy in the time of a drama therapist to deliver support and intervention to students. We have developed an internal system of support for students with an 'any time' offer of support – but making sure that resources are well deployed and been effectively used to reach the greatest number of students with the highest level of need.

13.10 We have also undertaken training regarding Restorative Practice, with 4 members of staff training to a specialist mediators level. All staff accessed training in September to ensure we were using restorative language and approaches when responding to young people. Especially those who have made reports of bullying.

13.11 Three members of staff are training in ASIST 'Applied suicide intervention support training.

## **14. How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families?**

14.1 At Silverdale School we welcome support from all other agencies – we work closely with the Parent Carer Forum and encourage parents to use advocacy services such as SENDIAST.

14.2 We make referrals and engage with all services as and when required. We regularly work with learning support, educational psychologist, Autism Services, SALT, CAMHS, MAST, Sheffield SEN team and advocates.

## **15. Arrangements for handling complaints from parents of children with SEN about the provision made at the school**

15.1 The schools complaints procedure is available on Silverdale website at:  
<http://www.silverdale.sheffield.sch.uk/policies>

15.2 Parents should put their concerns in writing to the Head of School or Chair of Governors.

## **16. Other key contacts:**

- SENCO – Katy Hodges (Trust SENCO) [KHodges@westfield-admin.co.uk](mailto:KHodges@westfield-admin.co.uk)
- Appointments can be made via Sophie Lee [slee@silverdaletrust.org](mailto:slee@silverdaletrust.org)
- SEN Manager – Natalie Young [nyoung@silverdaletrust.org](mailto:nyoung@silverdaletrust.org)
- IR Manager Kathy Grieve [kgrieve@silverdaletrust.org](mailto:kgrieve@silverdaletrust.org)