

# Silverdale School

## SEND Information Report 2021-22

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<b>Version number:</b>	1.0
<b>Implementation date:</b>	September 2021
<b>Next review:</b>	September 2022
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<b>Target audience:</b>	Students / Staff / Trainees / Parents / Governors / Trustees / Visitors
<b>Related documents:</b>	Accessibility Plan



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**Chorus Education Trust**

## Introduction

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.

## Special Educational Needs or Disabilities (SEND) at Silverdale

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

Silverdale School has an integrated resource for the Deaf and hearing impaired. The IR meets the needs of students who are severe or profoundly deaf. All pupils in the I.R. integrate into mainstream lessons for some of the time. The school has an integrated resource which is located on the 2nd floor of the school on the 'A' wing of the building.

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 oral/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 may 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. We may offer a curriculum including entry level certificates, functional skills and the AQA unit award scheme, depending on the individual student's needs. 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.

Funding for the IR comes directly from Sheffield Local Education Authority.

### Mainstream Silverdale School

Silverdale strives to meet the needs of students with a range of difficulties affecting their learning. The list below covers the four main areas of SEND but the examples are not exhaustive:

Cognition and Learning needs such as dyslexia, dyspraxia, slow processing, working memory difficulties or ADHD

Communication and Interaction difficulties such as Autistic Spectrum Condition, Asperger's Syndrome, speech and language difficulties and developmental communication disorder.

Social, Emotional and Mental Health conditions such as anxiety, depression and Pathological Demand Avoidance Disorder.

Sensory and physical conditions such as mild hearing impairment, mild visual impairment, medical conditions and physical disabilities.

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 a fitted hoist in the disabled bathroom on the 2nd floor.

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

Students are identified as having a special educational need or disability in one of three ways. These three identifiers are all linked to the student's levels on the Sheffield Support Grid. The identifiers are:

- E – Education Health Care Plan. These students are most often the highest needs students at levels 4 and 5 of the Sheffield Support Grid and have a statutory plan for their provision. This plan is reviewed annually (see 6.1)
- K – SEN Support. These students are most often at Levels 3 and 4 of the Sheffield Support Grid. Those at level 3 have access to a Learning Support Plan Those at Level 4 may also have a My Plan.
- I – Information. These students are levels 1 and 2 on the Sheffield Support Grid. Their needs are most often described in a Snapshot.

Staff are able to refer students to the Learning Support team through the school's MLE. A record of referrals and actions is kept by the Learning Support Department.

Staff refer safeguarding incidents via CPOMs, including for SEND students.

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 students' needs can be identified or referred for further assessment. SEND students are discussed at these meetings as a matter of routine.

All staff have received guidance and training on identifying SEND needs in the classroom and will know what the signs and indicators are and how to make a referral to the Learning Support Team.

Parental requests are welcome throughout the year either directly to the SENCO or via key stage teams.

We work with external agencies to assess the needs of students: Ryegate Children's Hospital, the Speech and Language Therapy service, Educational Psychologists & Sheffield Autism Service and we support referrals to MAST and CAMHS via the student's GP or through the school's Inclusion team.

During spring and autumn terms, assessments for exam access arrangements are carried out by our centre-approved assessor.

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

SEN Review meetings are held throughout the year for students on the SEND register. Appointments are available with the SENCO upon request. Silverdale School reports on student progress and effort 6 times per year across all key stages.

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.

Some parents and carers use email communication directly with individual staff members. This includes subject teachers and pastoral staff.

Silverdale School holds Parents/Carers Consultation Evenings throughout the year.

We provide additional information evenings during the Y6 Open evening in October to discuss the SEND provision at Silverdale

The SENCO is invited to attend some PTA meetings to discuss SEND.

## **Arrangements for consulting young people with SEND and involving them in their education**

Student Voice is valued at Silverdale School. Student Voice is promoted via tutor time and it is an important part of the pastoral system. The student council meets to discuss students' views and regularly presents them to SLT. The student council is representative of our student body, including SEND students.

As part of the review process for students on SEND support, students are often asked to share their views about their school experience. Students are encouraged to participate in their review meetings. Students are also welcomed to contribute to the writing of their Learning Support Plan (LSP) and Snapshot

The LSPs are written with a focus on outcomes. Each outcome is tied to the student's and family's aspirations which are the central focus of each plan.

As part of the review process for students with an Education, Health and Care Plan, students are invited to give their views on their education and their current provision, as well as their aspirations for the future.

TAs and Keyworkers ensure students are consulted regarding provision and support. It is a central part of their role to be an advocate for the student with SEND.

## **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.**

Silverdale adheres to the guidance published in the SEND Code of Practice (2015) when gathering information for EHCP Annual Reviews

Children on the SEN register at any level of the SSG are entitled to a Learning Support Plan or a Snapshot, a one page profile detailing the student's strengths, needs, aspirations and agreed outcomes. Students at Levels 3 and 4 of the SSG sometimes have a My Plan. This is a document which details in much greater depth the history of the student's difficulties and sets out a series of outcomes and non-statutory provision for the student. Parents can request a My Plan by contacting the SENCO. This will be an appropriate step to supporting the student if the student has a complex and detailed history of needs, if the student requires additional support not generally offered at Silverdale, or if the Learning Support Department or Parent/Carer wish to eventually apply for an EHCP.

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 through the assessment points three times per year. This data is monitored and classroom teachers, subject leaders and senior teams review and identify where intervention is required.

Students with SEND are assessed against outcomes as set out in their EHCP or My Plan. The SENCO, alongside Key Stage Leaders will discuss the progress of students and via the referral panel make decision about the required support and interventions. Parents and students will be involved in this process either via a formal SEND review meeting or discussions over the telephone or via email.

Information gathered in every meeting is recorded in the Assess, Plan, Do, Review format, with actions clearly listed and available upon request.

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

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

Staff make visits to primary schools 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.

Meetings with the SENCO will begin during the autumn and spring terms of Year 6 for our main feeder schools. From this point we will identify students who will require additional support for transition.

A member of the Learning Support team visits the primary schools of identified students in the summer term and completes a transition programme with them which can include:

- A visit to the feeder school
- Silverdale visit
- An additional tour
- Additional visits if required.

Key Stage Leader for Y7 collates the information supported by the SENCO and tutor groups are created. Student's individual needs are taken into account.

Summer School is run for 2 weeks each summer for Y6s.

## End of year transitions

Pastoral Referral Panel meetings at the end of each academic year are given over to discussions about the transition between key stages. During these meetings, key information is shared and pastoral staff are briefed about the high needs students whom they will be supporting during the following year.

## Preparation for Adulthood

Silverdale School acknowledges the significant milestone that entering Key Stage 4 is for all students; it marks the beginning of their preparations for adulthood. This is reflected in the nature of the reviews which take place in Year 9.

The SENCO aims to meet all parents of children on the SEN register in Year 9 in the spring term before the options process has formally ended. The aim of this is to give students and parents the chance to ask any questions they may have about the process.

EHCP reviews now focus on the transition to adulthood and there is a focus on supporting the students to become independent members of society. The Careers advisor is invited to EHCP reviews from Y9 onwards in order to provide expert advice and guidance on careers, college courses and work experience. We encourage Independent Travel Training referrals at this point if they are yet to have been made. We may also call upon expert guidance from Sheffield SEND team if required.

## Post 16 Transition

Discussions regarding post-16 provision will start in September of Year 11 (see 4.1.1.3) in order to put an effective transition plan in place, including visiting other settings. Where possible a meeting with the post-16 settings should take place to ensure needs will continue to be met by the post 16 provider.

Silverdale works closely with Sheffield College and other post-16 providers to support young people with post-16 transition. Information from these establishments will be provided to parents in EHCP and SEN Support reviews during Year 11 and, where appropriate, staff from colleges are invited to review meetings.

The careers team at Silverdale School meet with students in Year 10 and Year 11 to discuss their aspirations, possible careers and their options for post-16 education.

# The approach to teaching children and young people with SEN

## Silverdale Vision

The Silverdale School vision is 'Outstanding Achievement for all.' This will be achieved principally through Quality First Teaching delivered by well-trained and motivated staff who have high expectations of all students.

Teachers teach responsively, checking, reflecting upon and responding to students' progress.

## All year groups

Students are assessed on their attitude to learning (AtL) and the results shared with parents 6 times a year, as well as at Parents' Evening. In class assessments beginning in Key Stage 3 use the format of the GCSE examinations to prepare students for the rigors of the reformed qualifications.

We seek to promote good relationships between pupils and staff.

We welcome contact from parents on any aspect of their child's education.

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.

## Key Stage 3

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

Students working significantly below expectations are invited to take part in Springboard which is an intervention run in place of the Humanities subjects for the autumn and spring terms of Year 7. This intervention aims to equip students and resilience needed to work well in a mainstream classroom and aims to allow Learning Support staff to assess and identify effective strategies for meeting these students' needs in mainstream classrooms.

The Silverdale Deaf Unit welcomes children who are profoundly or severely deaf. Staffed by specialist teachers, pupils learn in a welcoming, integrated and supportive environment.

## Key Stage 4

Option choices are well supported for vulnerable learners, with the SENCO often leading the options interviews for SEND students. Discussions are held in Year 9 regarding the appropriate curriculum at key stage 4.

As a cohesive and inclusive learning community, we recognise that Silverdale can make a wider contribution to society. Our GRIT days embrace all aspects of our pupils' personal development, develops valuable leadership skills and helps to build positive relationships.

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

All students have an entitlement to a broad and balanced curriculum at KS3 and KS4.

Most SEND 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.

The KS4 curriculum is tailored to meet the needs of individuals without reducing opportunities for post 16 pathways. Students can access vocational courses at Silverdale School, for example at post-16 BTEC Health and Social Care.

The adaptations that are made to support students are made in line with the Sheffield SEND Support Grid.

As Silverdale is an inclusive mainstream school, very few pupils will study a reduced curriculum and only students with long-term, complex and severe SEN or mental health needs will be allowed to study a reduced curriculum. It is not the duty of the school to provide supporting evidence from a medical professional to substantiate such a reduction. Such cases will be discussed by staff at the relevant referral panel and must be agreed with the relevant Deputy Headteacher. In most cases, a reduction of courses will be agreed prior to the commencement of Key Stage 4. It is expected that students who begin KS4 with a full GCSE load must undertake at least over 60% of the course before a reduction would be considered. Where applicable, appropriate support will be put in place when a reduction in curriculum is requested.

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

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. Staff have had access to a range of training workshops.

Throughout the year the school provides access to ongoing special needs training via the CPD calendar.

We work alongside specialist services to ensure our skills, knowledge and understanding are up to date.

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

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.

Silverdale School is constantly reviewing and monitoring the effectiveness of its provision and this is determined by the outcomes of individual students.

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.

Interventions and support are evaluated throughout the year using assessment point data or other metrics as appropriate.

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.

We also monitor the data of attendance, behaviour, attitude to learning and exclusions and use this to inform our interventions.

In 2021, an Enquiry Visit by a colleague from Westfield was undertaken to audit SEN provision at Silverdale. Other internal quality assurance processes take place with a focus on SEN provision throughout the year.

## **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?**

Subject to appropriate risk assessments, all of our students with SEN and or disability have access to all of the activities in school.

We work with all departments to include students with SEN in lunchtime and after school clubs, school trips and events.

We work with colleagues, specialist services and families to ensure thorough risk assessments are completed where necessary, putting safety first, to enable students to access activities, trips and school events.

## **Support for improving emotional and social development.**

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.

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.

We have an Inclusion Team which is comprised by the Safeguarding & Inclusion Manager and Student Engagement and Welfare Coordinator.

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 support the young person in school.

Keyworkers have been allocated to our most vulnerable and complex learners.

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.

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 have already undertaken a mental health audit within school to help to identify cohorts of young people with mental health concerns or those at risk of developing mental health illnesses. We have a

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 a ‘PT20’ 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.

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.

Three members of staff are training in ASIST (Applied suicide intervention support training).

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

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 SENDIAS.

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.

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

The Trust’s complaints procedure is available on the Chorus Trust website at:

<https://www.chorustrust.org/policies>

## Other key contacts

Role	Name	Email Contact
SENCO	David Dalrymple	<a href="mailto:ddalrymple@chorustrust.org">ddalrymple@chorustrust.org</a>
Designated Safeguarding Lead	Katie Anderson	<a href="mailto:kanderson@chorustrust.org">kanderson@chorustrust.org</a>
Designated Safeguarding Deputy	Tracy Pawlak	<a href="mailto:tpawlak@chorustrust.org">tpawlak@chorustrust.org</a>
Hearing Impaired Unit Manager	Kathy Grieve	<a href="mailto:kgrieve@chorustrust.org">kgrieve@chorustrust.org</a>

Deputy Headteacher with responsibility for SEN and Inclusion	Richard Horton	<a href="mailto:rhorton@chorustrust.org">rhorton@chorustrust.org</a>
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Appointments can be made via Sue Zurek – [szurek@chorustrust.org](mailto:szurek@chorustrust.org)