



Endon High School

Special Educational Needs Information Report – February 2023

This report is designed to give information and guidance for parents, prospective parents and other stakeholders about SEN provision at Endon High School.

This will hopefully answer your key questions.

This report complies with the statutory duty described in the legal framework; Special Educational Needs (Information) Regulations (Clause 64). It takes account of the Children's Act 1989, Children's Act 2004, Equality Act 2010, Children and Families Act 2014 and the SEND Code of Practice 2014. Intro Page Who is responsible for supporting SEN pupil at Endon? What are the four areas of SEN? How does Endon identify those who may have additional needs? How does Endon monitor and support pupils with SEND? How will the curriculum be adapted to meet my child's needs? Government guidance following the SEND review and additional Information for Parents of SEN Pupils.

What are the four areas of SEN?

The Code of Practice (COP, 2014) identifies four broad areas of SEN need 1. Communication and interaction 2. Cognition and learning 3. Social, emotional and mental health 4. Sensory/physical Pupils identified before or during their time at ENDON will be placed on the SEN register under one of these categories and support directed Click on the links to find out more accordingly.

Who is responsible for supporting SEN pupils at Endon?

SEN is everyone's responsibility from subject teachers to form tutors, we do however have a fantastic team of Inclusion support assistants who support some students who have additional needs in class and outside lessons.

The main contact details for the SEND team can be found below;

Mr A .Jenkins SENDCo; Special Needs Coordinator A.Jenkins@endon.staffs.sch.uk Mrs D.Watt Assistant SENDCo D.Watt@endon.staffs.sch.uk School office; for admin support or questions please contact the school office.

How does Endon identify those who may have additional needs?

Anything 'Additional to' or 'Different from' the majority of pupils will require additional support according to the COP and will mean the pupil will be placed on the SEN register. We identify children who may have additional needs via the following methods: 1. Tracking of attainment outcomes that indicate a lack of progress 2. Concerns raised by parents/carers, teachers, or the pupil's previous school 3. A pupil asks for additional help 4. Use of external professionals to assess the needs of an individual pupil.

Where the pupil requires additional support of some kind it may be appropriate for them to need short targets and key information for staff to support their learning journey. Where this is needed we will create a 'pupil passport' to ensure key information about pupil needs are shared with staff to ensure targets and support are specific and measurable for each pupils' learning journey.

So What next?

Once identified initially through a teacher or parent referral. The SENCo/Assistant SENCo will, along with parents, pupils and progress managers implement stages of the 'assess, plan, do and review' model. This is to see if pupils require further additional support. If they do, this may be repeated. Pupils may require specific targets which will be identified and shared with parents via an IEP or Individual Educational Plan. This will help inform teachers of what strategies to support pupils with in lessons. Where a pupil requires specific intervention and support they will be placed on our SEN register in consultation with parents. Where appropriate, a small number pupil may require support from outside agencies or an Education and Health Care Needs assessment may be required to ensure additional funding.

What if my child has or may need an EHCP?

For a very small percentage of pupils, whose needs are significant and complex and the special educational provision required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care (EHC) plan being provided. Where it is recognised through the Assess, Plan, Do, Review process, or via parental request an EHCP can be requested. Initially this is sent to the Local Authority via the school, where an Education, Health and Care Needs Assessment is requested. The EHCP process further involves professionals from the local authority, an educational psychologist, reports and evidence from school regarding the needs and the processes and support the school has initiated. Once approved Pupils should receive their EHCP within 20 weeks. This attracts an amount of additional funding (reviewed annually) and where appropriate remains with the young person until 25. Further information can be found via the website below;

<https://www.ipsea.org.uk/what-happens-in-an-ehc-needs-assessment>

Pupils with EHCP's will also have a pupil passport, regularly updated to reflect the needs of the pupil.

External Agencies

Where school feels a pupil needs specialist additional support, with support from parents we may invoke these specialist services, among others;

- Special Educational Needs Support Service (SENSS) • Behaviour Support Service • Dyslexia Centres
- Autism Outreach Team • Hearing Impairment Team • Visual Impairment Team • Educational Psychologist Service • Educational Welfare Officers and Family Engagement Workers • Physical and Disability Support Service • Social Services and Local Support Team • School Nurse • Child & Adolescent Mental Health Service (CAMHS) and Younger MIND

How does Endon monitor and support pupils with SEND?

All pupils will be provided with High Quality First Teaching that is differentiated to meet the diverse needs of all learners. Pupils with a disability will be provided with "reasonable adjustments" in order to increase their access to the taught curriculum such as access to special equipment, specialist

software or additional access arrangements The quality of teaching is monitored through a number of processes that includes: • Classroom observation by Directors of Teaching and Learning, Senior Leadership Team, SENCo and external verifiers • Ongoing assessment of progress made by a pupil in specific intervention groups • Work sampling • Teacher meetings with the Assistant SENCo or SENCo • Pupil and parent feedback when reviewing progress • Whole school pupil progress tracking • Attendance and behaviour records • Pupil voice surveys How will the curriculum be adapted to meet my child's needs?

How will the curriculum be adapted to meet my child's needs?

The school ensures it provides a broad and balanced curriculum for all pupils. Teachers plan using pupil's prior attainment and progress, differentiating work to better meet the needs of all pupils in the classroom. When a pupil has been identified as having special needs, their work will be further differentiated by the class teacher to remove barriers to learning and enable them to access the curriculum more easily. In addition, they will be provided with additional support that may include specialised equipment or resources, ICT and/or additional adult help. A 'setting' structure may be used based on prior attainment and progress in some subjects to help meet the needs of pupils.

Where needed we will review the pupil use of the 'SEND Hub' where pupils are able to come for short time out breaks, a short re-integration programme, respite, Direct Intervention from one of the SEND team or a specific intervention that supports their needs. This will be arranged as a when appropriate depending on pupil need.

Communication and interaction

Where children and young people have speech, language and communication (SLCN) difficulties which make it difficult for them to make sense of language or to understand how to communicate effectively and appropriately with others. Children and young people with an Autistic Spectrum Condition, are likely to have particular difficulties with social interaction.

Cognition and learning

Where children and young people learn at a slower pace than others their age, they may: have difficulty in understanding parts of the curriculum; have difficulties with organisation and memory skills; have a specific difficulty affecting one particular part of their learning such as in literacy or numeracy. The term 'learning difficulties' covers a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD) and profound and multiple difficulties (PMLD). Specific learning difficulties (SpLD) such as dyslexia, dyspraxia and dyscalculia come under this term.

Social, emotional and mental health

Children and young people may experience a wide range of social and emotional difficulties, which present themselves in many ways. They may: have difficulty in managing their relationships with other people be withdrawn behave in ways that may hinder their and other children's learning or that have an impact on their health and wellbeing This broad area includes attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD) or attachment disorder. It also includes behaviours that may reflect underlying mental health difficulties such as anxiety, depression, self-harming and eating disorders. Some children with Autism so have SEMH as their primary need.

Sensory/physical

Where children and young people have visual and/or hearing impairments, or a physical need such as Cerebral Palsy, that means they must have additional on-going support and/or equipment. Some medical needs can also be categorised in this way.

Government SEND review

We welcome the recent government SEND review which in summary considers; 'The right support, In the right place, at the right time' and will carefully consider how this can be best implemented to ensure the best outcomes for pupils that are part of the Endon community.

Additional Information

Each young person we encounter, we recognise is unique, gifted and talented in their own way. Some pupils will fit into one area of need, many pupils will not 'neatly fit' and may at times exhibit need in a number of categories. Of course these categories do not define our young people and are merely there as a tool to guide and direct support and additional funding, where appropriate. A

Additional Information for Parents of SEN Pupils can be found below;

1. Staffordshire SEND Family Partnership 2. Parents who live in Staffordshire may access this service for information, support and advice regarding Special Educational Needs:
<https://www.staffordshireconnects.info/kb5/Staffordshire/directory/service.page?id=10oyFonzl5Mtelephone017853569214>
2. Parent who live in Stoke on Trent need to contact: www.sendiass-stoke.co.uk telephone 01782 234701 5.
3. Parent In The Know:
<https://www.staffordshire.gov.uk/education/SpecialEducationalNeeds/SouthStaffsSEND/Parents.aspx> Local Offer; Staffordshire Connects;
4. <http://helpyourself.staffordshirecares.info/kb5/staffordshire/directory/home.page> Information about the arrangements for the admission of disabled pupils, the steps taken to prevent disabled pupils from being treated less favourably than other pupils, the facilities provided to assist access for disabled pupils are available in the school's Equal Opportunities Policy and Inclusion Policy which can be accessed via the school website The SEND Code of Practice 2014 is available at <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Complaints

For complaints please contact the Academy Councillor with responsibility for SEND, Mr Hamnett, who can be contacted via the Clerk to Councillors, Mrs Sawyer at secretary@endon.staffs.sch.uk