



Eskdale School

SEND Information Report

Our SEND information report outlines details for parents/carers of children who have Special Educational Needs or a Disability (SEND) and all those who support children with additional needs. This report outlines the support and provision you can expect to receive, if you choose Eskdale School for your child.

What does the term Special Educational Needs (SEN) mean?

The term refers to a child who requires additional and different provision from that usually provided within the classroom. SEN comes under four broad areas:

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory and/or physical

What kinds of SEND do we provide for in our school?

We welcome all children including those with SEND. We make our very best endeavours to meet the needs of all children including those with physical, learning, communication, emotional and social difficulties.

What is the SENCo's name and how can I contact them?

Mrs C Watson is the Special Educational Needs Coordinator (SENCo) and holds the SENCo qualification. Mrs Watson can be contacted through the school office on 01947 602856 or directly at c.watson@eskdale.n-yorks.co.uk. Mrs Watson is the first point of contact for queries regarding students in key stage 3 (years 7,8 and 9) and year 6 students that may transition up to Eskdale.

Mrs G Locker is Assistant SENCo and can be contacted through the school office or directly at g.locker@eskdale.n-yorks.co.uk. Mrs Locker should be contacted with regards to students in key stage 4 (years 10 and 11), this includes queries about exam access arrangements.

Who is the School Governor for SEND?

The School governor is Mrs J Mortimer and she can be contacted via the school office. She is a champion for pupils with SEND and is responsible for making sure that the necessary support is made for any child with additional needs.

What policies do you have for identifying children and young people with SEND? How do you assess their needs?

School may feel that your child has additional needs and requires some additional support. This may be advised from a previous school or it may be identified by staff at Eskdale. If

this is the case then in discussion with you a plan may be put in place to identify the needs of your child, their strengths, barriers to learning, desired outcomes and the support they will need to help them make progress. This will be reviewed regularly. Outside agencies may need to be involved to add further additional support to your child. From time to time children may not make progress despite receiving this support from within school and outside agencies. In these cases, school may decide, in consultation with yourselves and outside agencies, that an Education, Health and Care Assessment Request (EHCAR) is required in order to provide the long-term support a child may need. Parents can also make a request for an EHCAR to the local authority. If an EHCAR is successful your child will have the support of an Education Health and Care Plan (EHCP) and this document will be formally reviewed annually by all adults involved with the child's education.

What sort of adaptations are made to the curriculum and the learning environment of children and young people with SEND?

School staff are made aware of all students with specific needs. Teachers plan lessons according to all groups of children in their class and will ensure that your child's needs are met. Specially trained support staff work alongside class teachers to support the needs of your child where necessary. Specific resources and strategies will be used to support your child individually and in groups. Planning and teaching will be adapted daily if needed to meet your child's learning needs. If you have concerns about your child's progress and ability to complete homework tasks, your child's subject teacher can personalise the learning further. Personalised programmes may be needed for some students, alternative care and / or curriculum activities can be arranged on an individual need basis, the SENCo / Assistant SENCo will discuss this with you and involve you and your child if appropriate in the planning process should it be needed.

How is Eskdale School accessible to children with SEND?

The main building is accessible to children and parents with a physical disability via lifts, ramps and disabled entrances and parking. There are two hoists in school and trained staff that regularly use them. A large disabled toilet with changing area is available. Quiet designated spaces are available in school for students to use for a range of social, emotional and medical needs. Emergency procedures are planned for and practiced regularly to ensure the safety of all students including those with SEND. We ensure that equipment used is accessible to all children regardless of their needs. Where necessary, we request advice from external agencies to ensure practical lessons such as PE and Technology are accessible for those pupils with physical difficulties. After school and extra-curricular activities are accessible to all children including those with SEND. Trips including residential are accessible to all children including those with SEND. Extra risk assessments, arrangements and planning will take place as required on each individual basis. Advice from outside professionals and advisory teams will be sought wherever necessary. Eskdale School is committed to inclusion, we work very hard to make all reasonable adjustments to ensure that children are encouraged to participate.

What are your arrangements for consulting with parents of children with SEND and involving them in their child's education?

At Eskdale we operate a nurturing 'open door' policy in which we want to work closely with you to support your child. Parents and carers are encouraged to speak to subject teachers, form tutors, heads of year or the SENCo about any concerns they may have. We value early conversations with yourselves as it allows us to provide support as early as possible for your child. Regular contact with parents is important for students with SEND. All parents can discuss their child's progress at Parent / Teacher Consultation evenings and review meetings. For some children more regular contact may need to take place, this may be via the telephone, email, the student planner or a designated home school book.

What are your arrangements for consulting with young people with SEND and involving them in their education?

Eskdale School has an active School Council who meet regularly to discuss topics which have come from both adults and children alike. Children's views are very important to us and your child will be invited to any review meetings which take place about them. If they choose not to attend their views will be collected and shared via Eskdale staff. Students views are collected via questionnaire's and / or regular verbal discussions with school staff.

What are the arrangements for assessing and reviewing children's progress towards outcomes? What opportunities are available to work with parents and young people as part of this assessment and review?

Your child's progress and application to learning is continually monitored and formally reported to parents through the schools termly monitoring rounds. The progress of children with an Education Health and Care Plan (EHCP) is formally reviewed at an Annual Review with all adults involved with the child's education. We may meet to review and discuss their progress halfway through the year too. The SENCo / Assistant SENCo will also check that your child is making good progress within any individual work and in any group that they take part in.

At the end of Year 11 all children are required to be formally assessed, for most students this is through the completion of GCSEs which students work towards in Years 10 and 11. Some students may require the use of Exam Access Arrangements including the use of Information and Communication Technology (ICT) to support them through these assessments, the SENCo will discuss this with you and arrange for the recommendations to be made for your child if appropriate. For some students GCSEs may not be entirely appropriate, this is something that your child's Head of Year and the SENCo would discuss with you so that a suitable, appropriate and bespoke package of alternative arrangements can be made and agreed with yourselves and your child.

How will the school let me know if they have any concerns about my child's learning in school?

Eskdale is a small and nurturing school that strives to keep open lines of communication with students and parents throughout the year. If your child is identified as not making progress the school will set up a meeting to discuss this with you in more detail and to:

- listen to any concerns you may have
- plan any additional support your child may receive and how parents can work with the school to support their child

- discuss with you if a referral to an outside agency is appropriate to support your child's learning.

How can I let the school know I am concerned about my child's progress in school?

If you have concerns about your child's progress you should initially speak to your child's subject teacher or form tutor. If you are still concerned you could contact and request a meeting with the relevant SENCo or Head of Year. If you are still not happy you can speak to the school Headteacher or SEND Governor.

How is SEND provision monitored across Eskdale?

The SENCo, Assistant SENCo, Head teacher, Senior Leadership Team and the Governing Body monitor SEND provision. Monitoring takes place in the form of analysing data, learning walks and liaising with staff, parents and students for feedback. The SEND policy is reviewed annually in consultation with staff, parents and students.

What sort of expertise for supporting children and young people with SEND do we currently have in school?

Provision for children with SEND is co-ordinated by our SENCo and Assistant SENCo, the SENCo holds the National SENCo Qualification. Both are qualified teachers with a wide range of Primary, Secondary and Alternative Education experience between them. SEND is taken very seriously with updates implemented on a regular basis. The school has a training plan for all staff to improve the teaching and learning of children including those with SEND. Staff access training courses run by outside agencies which are relevant to the needs of the children within the school. This includes whole school training on SEND issues such as Dyslexia, Autism and Communication, Speech and Language difficulties.

How do you support students with SEND with their Emotional and Social Development?

Eskdale is a small nurturing school where staff strive to know their students well. Our staff have expertise and experience in listening to students to explore the reasons / triggers for any emotional and social difficulties. From time to time a student may require further support. In liaison with both your child and you students may be allocated a staff mentor to meet with them regularly to offer further support in helping them to succeed and work with them to develop strategies to support their needs. Quiet spaces are available around school for students to use, time out cards may also be given to allow students to be more independent during lesson time. In some cases, further support may be required and students may be referred to further outside agencies.

How does Eskdale school involve other bodies including health, local authority support services and voluntary sector organisations in meeting the needs of children with SEND and supporting their families?

Sometimes it will be helpful for school to request additional support from an outside agency. We have strong established working relationships with professionals from the following agencies:

- Inclusive Education Service

- Enhanced mainstream School specialist teaching staff (Cognition & Learning, Behaviour, Communication and Interaction)
- Educational Psychology Service
- Sensory, Physical, Medical Service
- School Nurse
- Occupational Therapy
- Physiotherapy
- Speech and Language Therapy
- The Healthy Child Team
- Paediatrician
- Child & Adolescent Mental Health Service
- Specialist medical teams such as Diabetes and Epilepsy nurses

Professionals from all the above agencies regularly support staff and children in school.

In addition, the SEND information, advice and support service (SENDIASS) can offer impartial advice and support, making home visits, attending meetings, putting you in touch with support groups and assisting with paperwork. They can be contacted on 01609 536923. SENDIASS can be contacted by parents for independent advice at any time.

How will we support your child when they are joining or leaving our school?

We recognise that transitions can be difficult for a child with SEND therefore we take steps to ensure that any transition is as smooth as possible. We support students as best we can in preparing for adulthood.

For students joining Eskdale:

- Mrs Watson will contact and request to meet the SENCO of your child's primary (or current secondary) school to discuss the specific needs of your child and an individual transition package will be put together for them as early on as is needed.
- For year 6's the SENCO will attend relevant meetings during your child's year 6 period to gather information, become familiar with the needs of the child and discuss the needs and transition with yourselves.
- Information will be passed on to all new teachers in advance and provision will be made to ensure inclusion within the classroom and around school.

If your child is moving from Eskdale to another school or further educational establishment:

- We will share information with the receiving school's SENCO when requested, and ensure he/she knows about any special arrangements or support that need to be made for your child, a transition package will be put together as needed.
- We will make sure that all records about your child, including any exam access arrangements and further information are passed on as soon as they are requested.
- Whilst at Eskdale your child will attend several visits with their peers to a range of further education establishments to support them in knowing what choices they may have for further or alternative education or training after leaving Eskdale.
- Your child will meet with our Careers Advisor who will work with them to form an action plan when preparing for adulthood.

- Where possible and as needed your child will visit their new school or college on several occasions and in some cases staff from the new school may visit your child in this school.

What are the arrangements for handling complaints from parents of children with SEND about the provision made at the school?

If you have any reason to complain about any part of your child's education then please follow the procedures outlined in our full complaints procedure. The Headteacher should be informed in all instances of a complaint being made. The Headteacher will attempt to solve the problem and all concerned parties will be kept informed of developments.

At Eskdale we endeavour to be an inclusive school. Staff are aware of the learning needs of students and we aim to deliver equal opportunities and support students in being the best they can be. Should you wish to discuss any aspect of this document in more detail please do not hesitate to contact us.

Last reviewed: November 2019

Next review due: November 2020