



Special Educational Needs and Disabilities (SEND) Information Report for Parents FAQs

What are 'Disabilities and Special Educational Needs' (SEND)?

A child or young person has a special educational need if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child or young person is considered to have a learning difficulty or disability if they:

- Have a significantly greater difficulty in learning than the majority of others of the same age or*
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age*

(SEND Code of Practice 2015)

Who is in charge of SEND in mainstream schools or mainstream post-16 institutions?

Teachers are responsible for the progress that all children make in their class. All members of staff contribute to identifying SEND and supporting those with SEND. The SENCo, Ms Olga Jesior-Tiffert, has the responsibility of the day to day management of SEND and our Intervention Team. The Head of Alternative Provision, Ms Stephanie Clinch also shares this responsibility for the daily management. The SENCo and the Head of Alternative Provision help teachers in developing inclusive teaching and contacting specialists if and when they are required. The Intervention Team is overseen by our Senior Assistant Headteacher: Student Behaviour and Welfare, Mr Richard Belmont.

Who do I talk to if I am worried about my child or the provision offered?

At Gosford Hill School your first point of contact is always the tutor or in some cases the relevant House Leader; most concerns are easily addressed this way. If you would prefer, you can talk to the SENCo or the Head of Alternative Provision. As a school we would encourage parents to share their concerns quickly. All contact details for the school are on the school website and specific staff can be contacted through the main reception.

How do I know if my child has SEND? How is it identified?

Identifying SEND early is vital and we think parents know their children best so we are always willing to meet with parents and use the information they provide us with in helping us to identify if a child or young person has SEND.

In our school we believe that high quality inclusive teaching is the first step in addressing possible SEND and we are working hard to ensure that all teaching is of a high standard and highly inclusive. All subject teachers have information on a wide range of SEND and access to training. Teaching Assistants supporting pupils in classes give regular feedback to teachers and the Intervention Team are able to suggest further strategies class teachers can use to include pupils with SEND and ensure that they make good progress. At times we will also consider whether a further, more specialist, assessment for SEND is needed, for example from another service. Our subject teachers are constantly evaluating your child's progress with formal and informal assessments. If a child is consistently taking more time to learn a new skill or needs support to access the curriculum the teacher should identify this need and discuss their concerns with members of the Intervention Team.

What happens if my child is not making the same progress as other children?

If a child is not making expected progress or not responding to inclusive teaching, we will collate all the information we have about the child's needs and difficulties and share this with parents.

We will then use Oxfordshire County Council's 'Special Educational Needs Support' handbook (2015) as a way of identifying if there is a Special Educational Need and what levels of support should be offered. According to the SEN Code of Practice (2015) there are four broad areas of SEND:

- *Communication and Interaction Needs*
- *Cognition and Learning Needs*
- *Social, Emotional and Mental Health Needs*
- *Sensory and/or Physical Needs*

Following further discussion with parents and staff, we will use the need descriptors in the handbook to assess whether the child should be placed on the school's SEND register. This is shared with all staff and the local authority.

My child has SEND, what provision do you offer?

For pupils with SEND the school offers a 'graduated' approach. Once a student is placed on the SEND register we will then plan the ways in which we can support them. Our first step is to draw up a 'Pupil Profile' which explains to staff the needs of the child, their strengths and suggested strategies to use in order to support their progress.

All children are different and some will respond well to seemingly minor adaptations to our inclusive teaching offer, others will need more specialist support and input. We work closely with outside agencies to help us to design the most appropriate support for children on our register. Adaptations can include;

- *Use of small group teaching*
- *Individualised or small group interventions for specific skills and learning needs*
- *Adaptations to the physical environment to help with accessing learning*

What specific resources does your school offer?

A range of support is available through the Intervention Team, here are some examples:

Cognition and Learning	Physical and Sensory
<p><i>Wave 1 –</i></p> <ul style="list-style-type: none"> • Quality first teaching - regular CPD for all teaching and classroom support staff • Support for NQTs (Newly qualified teachers) • Staff mentoring • 8 stars – literacy small group work • Alternative pathway KS4 ASDAN course • The Humanities Group KS3 <p><i>Wave 2 –</i></p> <ul style="list-style-type: none"> • Handwriting interventions • Group Reading Interventions • Group Spelling interventions • Group Comprehension interventions • Numeracy interventions • Group punctuation interventions • In-class teaching assistant support • Group science interventions <p><i>Wave 3 –</i></p> <ul style="list-style-type: none"> • External support from the educational psychologist • 1:1 numeracy, literacy and science interventions 	<p><i>Wave 1 –</i></p> <ul style="list-style-type: none"> • Quality first teaching - regular CPD for all teaching and classroom support staff • Support for NQTs (Newly qualified teachers) • Staff mentoring • Sound field systems in 2 core classrooms <p><i>Wave 2 –</i></p> <ul style="list-style-type: none"> • In class support from teaching assistants • Alternatives to written formats • Touch typing programmes • Resources produced to meet need of the individual student <p><i>Wave 3 –</i></p> <ul style="list-style-type: none"> • External support - hearing impairment service • External support – visual impairment service • External support – physical disabilities team • External support from Occupational Therapists
Communication and Interaction	Social Emotional and Mental Health

<p>Wave 1 –</p> <ul style="list-style-type: none"> • Quality first teaching - regular CPD for all teaching and classroom support staff • Support for NQTs (Newly qualified teachers) • Staff mentoring <p>Wave 2 –</p> <ul style="list-style-type: none"> • Pre-teaching vocabulary programme • Quiet space provided at lunch time • Specific resources designed for the needs of the individual such as visual timetables. <p>Wave 3 –</p> <ul style="list-style-type: none"> • External support from the Autism specialist teacher • External support from the Speech and Language Therapist • 1:1 link workers for students 	<p>Wave 1 –</p> <ul style="list-style-type: none"> • Quality first teaching - regular CPD for all teaching and classroom support staff • Support for NQTs (Newly qualified teachers) • Staff mentoring <p>Wave 2 –</p> <ul style="list-style-type: none"> • Learning mentor – group sessions • Nurture small group sessions • Behaviour and anger management sessions <p>Wave 3 –</p> <ul style="list-style-type: none"> • Play therapy • PCAMHS • School counsellor • 1:1 sessions for students with anxiety/ mental health difficulties
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In addition, we offer an 'Alternative Pathway' for our students at Key Stage 4. This pathway offers students GCSEs in the core subjects, ICT, art and RPE. In place of other GCSEs we deliver the ASDAN Certificate of Personal Effectiveness (COPE) levels 1 and 2. This pathway allows us to help students develop their basic literacy and numeracy skills, whilst developing transferrable and life skills. In developing the Alternative Provision programme of study, students in Year 9 have the opportunity to choose two additional GCSEs alongside the Study Support option. Students also have the opportunity to do an extended work experience programme and to work with other training providers.

What specialist support do you offer?

- *The Intervention Team is made up of a wide range of staff, with differing levels of expertise and experience. A qualified teacher in the post of SENCo who has a range of experience across mainstream secondary teaching and has qualifications in working with students for whom English is an additional language (EAL) and with students who have literacy difficulties. Our SENCo is also qualified to assess for access arrangements.*
- *Our 'Alternative Pathway' is delivered by very experienced members of staff, whose specialisms include English and developing literacy.*
- *A Pupil Premium Co-ordinator who provides additional support for those students.*
- *We have 4 HLTAs (Higher Level Teaching Assistant) with responsibility for English, maths, science and literacy/numeracy. They help to co-ordinate and deliver interventions as well as providing strategies for teachers to use in the classroom to support learners.*
- *A team of Teaching Assistants (TAs) complete the team. Our TAs have a significant range of experience of working with students with SEND. This team are all able to offer a range of literacy interventions.*

The school also works closely with external specialist support services;

- *Educational Psychology - Mark Corness*
- *Communication and Interaction Advisory Support – Lorna Saunders*
- *Autism Advisory Service*
- *Special Educational Needs Support Service (SENSS): Visual and Hearing Impairment Teams*
- *School Health Nurse – Ruth Spencer*
- *PCAMHS consultation and referral*
- *CAMHS consultation, referral and Community link worker – Nicola McGuinness; Early Intervention*

Hub

- Virtual School for Looked After Children

Further services can be accessed through Oxfordshire County Council's Local Offer, accessible to parents via the website.

How do you make sure your provision is as good as it can be?

As part of our whole school monitoring process we look closely at data, student work and what goes on within the classroom. As part of our lesson observation process the learning and progress of students with SEND is evaluated and staff are encouraged to reflect on their practice. In addition to the whole school monitoring, the work of Intervention team is reviewed annually to ensure it remains of a high standard. This helps us to identify what we do well and what we could do to improve our provision.

Within the faculty we use our own provision management tools in order track interventions and analyse their effectiveness. This allows us to audit what we do and adjust what we offer accordingly. We ensure that we track the impact our interventions have on progress within lessons.

Additionally we believe in the importance of high quality professional development for our staff, this then enables our staff to teach in a truly inclusive manner. Our teaching staff have access to regular INSET provided by the Intervention Team and all newly qualified teachers receive a SEND induction with the SENCo.

How will I know how my child is doing?

Formal updates on progress are provided through 3 main channels, the progress check reports, annual parent consultation evenings and the annual written report to parents. However, if a teacher has a concern they will contact you at other points in the year. If your child is identified as having SEND, then there will be 3 SEND review meetings per year. During these both the parent and child play an integral role in driving the discussion.

Who can support me with my child's SEND other than the school?

There are also lots of local and national support groups who have parent groups and networks and lots of useful tips, a few of these can be found below:

Oxfordshire County Council 'Local Offer'	https://www.oxfordshire.gov.uk/cms/public-site/special-educational-needs-and-disability-local-offer
Autism	www.autism.org.uk
Parents Talking Asperger's	www.parents-talking-aspergers.co.uk
The Dyslexia Association	www.bdadyslexia.org.uk
Dyslexia Action	www.dyslexiaaction.org.uk
Oxfordshire Deaf Children's Society	www.oxfordshire-deaf-childrens-society.org.uk/
National Deaf Children's Society	www.ndcs.org.uk/
Royal National Institute of Blind People	www.rnib.org.uk/
The ADHD foundation	www.adhdfoundation.org.uk/
Living with ADHD	www.livingwithadhd.co.uk/

The Intervention Team are always happy to talk to you and help you to find where to go for further support and advice.

What happens when my child joins or leaves your school?

We offer extra support to help children cope with key transition points. Year 6s with SEND or who are vulnerable can come on extra transition visits before they start in Year 7. Our SENCo and Assistant Head will visit all of our partner primaries in Year 6 to gain as much information as possible about children joining us.

There is also a comprehensive summer school to assist transition from Primary to Secondary school. The Intervention team are also happy to run extra transition sessions and meetings with parents during the transfer period. The SENCo will also attend Year 6 Annual Reviews in order to begin and support the transfer process for statemented students or those with an EHC Plan.

If a child joins us mid-year we will collect detailed information from their previous schools and complete our own range of tests to establish their individual needs. In doing so we would hope to establish a 'best fit' model of provision.

When children leave our school at the end of Year 11 we ensure that we liaise with the schools or colleges pupils are transferring to in order make sure all SEND information is shared.

How accessible is the school environment?

The vast majority of the school site has been adapted to include disability access. We have made adaptations to ensure that there is ample wheelchair access and ensure that the site is suitable for students with visual impairment.

Useful Contacts

- Ms Olga Jesior-Tiffert (SENCo) ojes3147@gosford-hill.oxon.sch.uk
- Ms Stephanie Clinch (Head of Alternative Provision) scli3558@gosford-hill.oxon.sch.uk