

SEN Information Report 2023-2024

1. The kinds of special educational needs for which provision is made at the school

The Snaith School is a small secondary school within the Education Alliance Multi Academy Trust. It is an inclusive mainstream provision, and aims to provide the best possible education and opportunities for each individual pupil, regardless of their starting point.

We enable all of our pupils to enjoy life, grasp the opportunities it offers and be equipped to meet the complex challenges of the 21st century. We encourage our pupils to grow and develop emotionally, to be able to understand and respect themselves and fully engage and interact with those around them.

The Snaith School staff are highly committed and strive to provide an exceptional educational and all-encompassing experience for all pupils. We provide outstanding pastoral care, high standards of behaviour and a happy, thriving and progressive school environment. We all work hard to promote a culture of mutual respect, honesty and high aspirations.

In achieving this the school will maintain and develop its caring, inclusive, disciplined ethos and traditional values, emphasising respect for the individual and the integration of all staff and pupils within one community where:

- Every pupil counts and no pupil is left behind
- Education is tailored to individual needs, interests and aptitude to ensure that every pupil achieves and reaches the highest standards possible
- High quality education is learner centred towards performance targets
- Pupils are prepared to deal confidently with adult life
- Pupils learn how to learn
- The full potential of all pupils and staff are developed
- All members of the community support the school and are proud of its achievements
- The environment is safe and secure and is conducive to learning

Young people with a wide range of SEND, including; specific learning difficulties (dyslexia, dyspraxia, dyscalculia), sensory impairments (visual, hearing), communication and interaction needs (ASD), social and emotional needs (including ADHD) and physical and / or medical needs are all welcomed into The Snaith School. If a parent of a pupil with a SEND (at SEND support level or with an EHCP), requests a place at the school, the young person is welcomed and strategies sought to meet needs wherever possible.

2. Information about the school's policies for the identification and assessment of pupils with special educational needs.

On arrival in Year 7, each young person completes spelling and reading comprehension assessments and also CATs (Cognitive assessments). This enables us to identify any additional and different needs at an early stage. We also consider;

- Information from previous schools e.g. SATs results, teacher assessments.
- Information from parents/carers e.g. results of tests by medical staff or formal diagnosis. A 'settling in' meeting takes place in October / November where year 7 parents/carers are invited into school to discuss initial progress with form tutors and the SENDCo.
- Information and requests for support from teaching staff following on from baseline assessments in all subjects.

Where scores may indicate a learning need, further GL assessments within school can be carried out or referrals can be made to outside agencies (e.g. Educational psychologists, Inclusion practitioners), to help gather additional information about the young person.

Where the school identifies that additional or different provision is needed to support the pupil because they have SEND, they will discuss this carefully with parents/carers.

For any other year groups, letters are sent out prior to any interventions which also provide you with the opportunity to meet with or talk to the SEND team to discuss this provision.

Support information is recorded for pupils, and shared with parents/carers, teaching staff and teaching assistants. This is referred to as a 'What helps me' sheet. This will include an overview of how the pupil presents and details of any suggested strategies to support the pupil in class. Within the SEND department details of any extra support or interventions for the pupil, their learning targets and their long term desired outcomes are held. Parents/carers will receive written feedback in relation to any interventions on a termly basis.

If the support a pupil receives is considered additional and different to the typical provision for all pupils in school, they will be placed on the SEND register at SEN support level. Some pupils who need higher levels of support, or who have complex needs, may need to be referred for an education, health and care plan (EHCP) and again will be placed on the SEND register at EHCP level. This is only completed with the consent of the parent.

The SEND team comprises of:

The SENDCo, assistant SENDCo, SEND manager, a Level 3 ELSA, a Level 3 TA (literacy), 13 Level 2 and 1 level 1 TA.

The Role of the SENDCo:

The SENDCo has day-to-day responsibility for the operation of SEND policy and coordination of specific provision made to support individual pupils with SEND, including those who have Education Health Care plans.

The SENDCo provides professional guidance to colleagues and will work closely with staff, parents/carers and other agencies. The SENDCo can discuss the provision in the Local Offer and works with professionals providing a support role to families to ensure that pupils with SEND receive appropriate support and high quality teaching.

The key responsibilities of the SENDCo can include:

- overseeing the day-to-day operation of the school's SEND policy
- co-ordinating provision for pupils with SEND
- liaising with the relevant designated teacher where a looked after pupil has SEN
- advising on the graduated approach to providing SEND support
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents/carers of pupils with SEND
- liaising with primary school, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a pupil and their parents/carers are informed about options and a smooth transition is planned
- working with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEND up to date

3. Information about the school's policies for making provision for pupils with special educational needs whether or not pupils have EHC Plans, including—

(a) how the school evaluates the effectiveness of its provision for such pupils;

The progress and attainment of all pupils is carefully monitored and reported to parents/carers termly. The Snaith School explains how they track pupil progress in letters sent home with the termly school reports and during parent's evenings.

The school evaluates the impact of all interventions and wherever possible only uses those with a strong evidence base of effectiveness. Other provision, for example provision regularly used in class (known as Quality First Teaching), will be evaluated regularly by the Senior Leadership Team.

The SEN Governor is Mrs Lynne Williamson.

(b) the school's arrangements for assessing and reviewing the progress of pupils with special educational needs;

If a pupil is provided with additional and different provision/interventions, the school will carefully monitor the impact by a variety of methods; such as measuring how the intervention accelerates progress over a given time – known as a ratio gain, or the before and after impact on self-confidence, attendance, behaviour etc. The Snaith School uses provision mapping to capture this information.

In addition;

- The progress of all vulnerable groups is routinely analysed by the Senior Leadership Team (SLT)
- All data for pupils identified as SEND is also analysed by the SEND Department after each data collection and any pupils failing to make expected progress are discussed at a raising standard meeting at which intervention strategies are agreed on an individual basis.
- All pupil progress is closely monitored by Subject Leaders and Heads of Year after each data collection.
- Annual reviews take place for pupils with an Education, Health Care Plan (EHCP).
- Parent/Carer evenings are held for each year group.
- A small number of pupils may require closer monitoring; this could be in the form of daily contact through the pupil planner, e-mail, telephone contact and letters as appropriate.

(c) the school's approach to teaching pupils with special educational needs;

- Subject teachers are responsible for providing quality first teaching (QFT) as an initial response to additional need; this would include differentiating lessons to ensure all the pupils in the class can access the learning.
- Recommendations and strategies to remove barriers to learning and enable access to the curriculum are made by the SENDCo and highlighted on 'What helps me' sheets
- Information on individual pupils with SEND is held electronically in SIMS, a secure database. This is accessible to all classroom based staff and is regularly updated; it includes relevant information on pupil attainment levels and also flags any behavioural concerns.
- More detailed information can be found on the SEND Provision map, including the SEN register, links to 'what helps me' sheets and links to EHCPs.
- Teachers are asked to build class profile sheets using data from SIMS, What helps me sheets, and morning briefings, to inform their practice.
- All pupils are taught in mixed ability, mainstream classes, with the exception of Maths which is set by ability.
- Additional literacy / numeracy intervention is provided at KS3 to narrow the gaps in the attainment of pupils failing to make expected levels of progress. This may take place during morning registration sessions where pupils can access programmes of study linked to literacy and numeracy.
- Pupils may also receive intervention to support self-esteem and where they may work on strategies to help improve behaviour in the classroom.
- Pupils may receive intervention directly linked to specialist dyslexic programmes, handwriting or touch typing courses.

(d) How the school adapts the curriculum and learning environment for pupils with special educational needs;

Our plan of support includes:

- Teaching staff who strive to excel in Quality First Teaching.
- SEND morning briefings to all teaching / teaching assistant staff to flag key pupils or needs on a fortnightly basis..
- The SEND department which comprises of a SENDCo (with National SENDCo Award accreditation and a post graduate diploma in Special Education: Autism (children)); an assistant SENDCO who also holds the National SENDCo Award accreditation and a post graduate diploma in Special Education; a SEND Manager who is also qualified in exam access arrangement assessment, a Level 3 ELSA, a Level 3 TA training in literacy interventions, 13 Level 2 TAs and 1 Level 1 TA.
- TA skills are matched where possible against subjects to enhance their questioning skills and ability to develop pupils' skills and extend their knowledge, thus preventing dependency.
- TAs are developing metacognitive practice to support and develop independent learning in pupils.
- Access to ICT where needed to aid with reading, writing and recording work in alternative mediums. This also includes ICT to supporting exam considerations.
- Teaching and learning is inclusive. Teachers 'teach to the top', and then ensure tasks are differentiated and scaffolded to meet the needs of all pupils and all learning styles are catered for. Classroom layout and seating plans also consider the needs of our pupils.
- School trips consider the needs of all pupils and ensure that no one is excluded. Where relevant, we actively encourage parents/carers to support pupils with higher levels of needs to ensure they are able to participate in as many activities as possible.
- 'What helps me' sheets, which all staff have access to, highlight strategies to support pupils with various SEND at Universal (Wave 1) levels. This is informed by departments and updated when relevant, at least annually.
- Floodlights and spotlight (learning walks) take place to identify areas of improvement in terms of deployment of teaching assistants; dyslexia, autism, physical and sensory friendly classrooms and again these inform our Provision Map as well as 'What helps me' sheets.
- Pupils have access to supported areas at break and lunch which take into account the varying levels of need regarding pupils eating habits (e.g. quiet areas, set apart from 'the crowd') and vulnerability.
- Lunchtime clubs to support social interaction and can include board games club and Lego.
- Bespoke timetables can also put in place for some pupils in line with their EHCP.
- Life skills support is now being implemented to support preparation for adulthood and independence for a small number of our pupils in line with their EHCP..
- Some pupils with a high level of medical need will also need a health care plan which may include a risk assessment.
- The school environment is accessible to all pupils with SEND.
- The school has a lift to upper floors in most areas and there is wheelchair access. Where there is no wheelchair access, lessons are taught on lower floors.
- Pupils with visual impairments can have support moving around the building.
- There is a designated Infinity space which is suitable for sensory needs and small group teaching, and an Aspire room for pupils receiving emotional literacy support outside of the classroom.

(e) Additional support for learning that is available to pupils with special educational needs;

Pupils may have access to in-class teaching assistant support, ICT support, such as lap tops or reading pens, or occasionally may be withdrawn for small group or 1:1 intervention. Withdrawal from lesson is only carried out for short, measured interventions, unless identified personalisation of learning is outlined on an EHCP.

Resources are allocated on a 'need' driven basis. Often this is further directed by outcome in EHCPs. Parents/carers are involved in this decision making progress at least annually in reviews, or as and when needed in conjunction with the SENDCo.

Pupils identified as needing additional support in exams are flagged up to the SEND department by class teachers where evidence from teachers leads to assessments being carried out to determine the appropriate provision required. This is completed in conjunction with JCQ guidelines. Letters are sent to pupils and teachers outlining the exam access arrangements being applied.

(f) Activities that are available for pupils with special educational needs in addition to those available in accordance with the curriculum;

How will my child be included in activities outside the school classroom including school trips?

We believe that the impact extra-curricular activities can have on achievement and personal growth is immeasurable.

Clubs: Over 30 clubs run each week ranging from a Textiles Club to Duke of Edinburgh award for pupils in KS4. Our sports clubs benefit from excellent facilities including the gym, 3G football pitch and extensive fields and have included rugby, football, netball, tennis, and rounders. We have offered Drama, Art, Textiles and Music clubs, including jazz club and our school choir.

We believe in providing your child with diverse learning opportunities both inside and outside of the classroom and view extra-curricular as an area where our pupils come together as one family.

Extra-curricular activities are available for pupils at The Snaith School. [Extra Curricular \(thesnaithschool.org.uk\)](http://thesnaithschool.org.uk)

All pupils are invited to these activities and should they need additional support we will consider alternative approaches required.

Trips: Parents/carers should contact the SENDCo should they wish to discuss school trips / residential activities and any additional needs and support their child may require in order to plan ahead.

Breaks / lunchtime: Areas in school where adult support can be found over breaks and lunch times include Infinity and Aspire as well as the library.

(g) Support that is available for improving the emotional and social development of pupils with special educational needs;

What support will there be for my pupil's overall well-being?

We want to create an outstanding climate for learning. We want our young people to feel happy, cared for and well supported so that they are able to flourish in the classroom. We have therefore put in place a system of pastoral care that is proactive in its approach to provide the support and guidance that our pupils deserve. Our Student Services team is made up of both teaching and support staff.

Each pupil belongs to a form group led by a Form Tutor and the Form Tutor is the first point of contact for the pupil. We have dedicated static Year 7 Form Tutors and then, if possible, from Year 8 to Year 11 the pupil will stay with the same Form Tutor throughout the rest of their time at The Snaith School. The Form Tutor will build strong relationships with parents/carers. As they travel the whole school journey they will quickly develop a strong relationship with your pupil and will be the adult who knows them best in school.

Year 7 and 8 are led by a Head of Year, Mrs Baines, and 2 pastoral leads (Mrs Price and Mrs Cooper). Year 9, 10 and 11 also have a Head of Year, Mrs Carnell, and 3 pastoral leads (Mrs

Anderson, Mrs Charlton and Mrs Mulley). Heads of year also co-ordinate the role of the Form Tutors. The Head of Year has an overview of the progress, attitude and behaviour of all pupils in their year groups and will provide additional support for pupils when necessary.

Pupils are also supported by an Attendance Officer, Mrs Deller.

The Student Services team will get to know the year groups very well and will work with individuals or groups who need additional support and guidance at particular times in the day.

Mr Barton is the Deputy Head teacher who coordinates the Student Services system and is responsible for pupil welfare across the school. Mr Wilson is the school's Designated Safeguarding Lead and will work closely with a range of external agencies to ensure all pupils feel safe and well cared for.

We are very proud of our 'Aspire' area. This consists of a quiet space to support pupils who may need additional support on a one to one basis. School also have a designated careers space to support pupils and help them make informed choices about their future.

School Nurse Service: The school nurse drop in service is weekly. Y7 and Y8 can come for emotional, health and well-being support. Y9, Y10 and Y11 can come for emotional, health and well-being support as well as sexual health advice and contraception advice. The service is confidential.

4. Name and contact details of the SEND co-ordinator:

Mrs Alison Walker. office@thesnaithschool.org.uk 01405 860327

Assistant SEND co-ordinator

Mrs Ginette Younger. office@thesnaithschool.org.uk 01405 860327

5. Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.

All staff receive regular training to enable them to meet a range of SEND. Teachers and teaching assistants have regular generic and specific training to meet individual needs as necessary. If a pupil has particular needs and the school has exhausted its repertoire, specialist support is sought promptly. The Snaith School also has an excellent working relationship with numerous specialist support agencies. These include;

- Educational Psychology Service
- Child and Adolescent Mental Health Service
- Speech and Language Therapy Service
- Disabled Children's Team
- Minority Ethnic Achievement Outreach Team
- Specific Learning Difficulties Outreach Team
- The Prevention Service
- Healthy Child Practitioners
- Family Support Service
- Physiotherapists & Occupational Therapists
- Sensory & Physical Teaching Service (SAPTS)
- Inclusion Practitioners

If we feel that the involvement of another agency will help us meet your pupil's needs you will be informed and asked to give your consent.

What training have the staff supporting SEND had or what training are they having?

Any training needs outlined by education or healthcare professionals are addressed. This may be whole school during twilight / teacher development meetings or training days. If the need relates to specific staff, they will attend relevant training courses.

Departmental training needs are identified through performance management reviews and floodlights and spotlights carried out by the SENDCo and by curriculum leads. The school aims to provide all staff with the skills required to provide high levels of support for SEND pupils.

The SEND department meet each Wednesday morning to share updates and to deliver training. This can be 'in house' by the SENDCo, or external agencies can also work alongside the team.

Fortnightly Friday morning briefings have a SEND focus and are delivered to teaching staff and teaching assistants.

In preparation for a pupil coming to The Snaith School who has needs that we have not previously supported, we work alongside parents/carers, health care professionals, and previous school in order to identify training needs and also adaptations to buildings and / or classrooms. We also work alongside county councils to ensure the appropriate services, building work and training needs are organised.

Teaching assistant staff have completed online courses through Educare including;

- Safeguarding level 1
- Health and Safety in Education
- Equality and Diversity
- Moving and Handling
- GDPR

6. Information about how equipment and facilities to support children and young people with special educational needs will be secured.

The ground floor of school is fully accessible to wheelchair users. Upper classrooms of the main school building can be accessed via a lift. Where there are areas of school where upstairs classrooms cannot be accessed via the lift, those subjects are taught in downstairs classrooms to ensure access for all.

The Snaith School works alongside the SAPTs team to ensure classrooms are auditory and visual impairment friendly.

There are disabled changing and toilet facilities.

A designated area of the Infinity base is set aside for physiotherapy programmes of children and young people, including mats, hand rail and relevant gym equipment.

The PE department work closely with the SEND department, parents/carers and young people to ensure needs are considered. The curriculum is adapted accordingly.

The school has disabled parking bays.

The school has an evacuation chair located on upper floor beside the stairs beside room 48.

Students with physical needs have personal evacuation plans (PEEPS) in place.

Equipment and facilities to support pupils with special educational needs such as lap tops, iPads and radio aids can be locked in SEND / medical offices for safe storage. Where any specialist equipment goes home, disclaimers are signed by parents/carers.

School follows advice and guidance from health care professionals in relation to any provision and/or equipment which may benefit the young person and seeks advice from local authorities in relation to additional funding.

7. The arrangements for consulting parents/carers of children with special educational needs about, and involving such parents/carers in, the education of their pupil.

How are parents/carers involved in the school? How can I get involved?

Who can I contact for further information?

For any pupils and parents/carers considering The Snaith School as a prospective 'next destination', they can contact the SENDCo at any point in the school year to request a meeting to discuss needs, and also to request a visit around the school.

For all current pupils, parents/carers can contact the SENDCo throughout the school year to request a meeting. The SENDCo also attends all school parent's evenings, and open days.

The SENDCo holds reviews annually for all pupils with EHCPs, and all pupils on the SEND register receive reports from the department each term outlining their progress in relation to interventions they are receiving.

8. The arrangements for consulting young people with special educational needs about, and involving them in, their education.

All children and young people contribute their views, particularly in relation to provision for themselves and how they can best be supported during annual reviews, but can also do so through conversations with SEND staff at any point in the school year.

They can also play an active role in school council.

When pupils are working with external agencies they can be supported by familiar school staff at their request.

Parents/carers/pupils can also request **KIDS involvement** (<https://www.kids.org.uk/east-riding-young-persons-sendiass>):

The East Riding Children and Young Person's Special Educational Needs and Disabilities Information Advice and Support Service or SENDIASS is a free, confidential and impartial service for Children and Young People aged up to 25.

The service aims to provide information and advice about matters relating to young people's SEN or disabilities, including matters relating to health and social care across the whole of the East riding of Yorkshire including:

- *Law on SEN & Disability, health and social care, through suitably independently trained staff*
- *Local policy and practice*
- *The Local Offer*
- *Personalisation and Personal Budgets*
- *Advice for children and young people and their parent/carers on gathering, understanding, interpreting information and applying it to their own situation*
- *The Local Authority's processes for resolving disagreements, its complaints procedure and means of redress.*

The service also aims to promote independence and self-advocacy for children and young people whilst advocating on the young person's behalf where necessary.

How does the service work?

The type and range of support offered at East Riding Young Person's SENDIASS includes:

Individual casework and representation

Telephone support and advice

Email, text and web based information

Support with interpreting information and letter writing

Support in meetings and reviews

Signposting to alternative sources of advice, information and support that may be available locally or nationally

Support in arranging or attending early disagreement resolution meetings

Providing information and support on complaints processes including those within health, education, and social care

Who is the service for?

Children and Young People aged up to 25 who have special educational needs and/or a disability.

How much does it cost?

The service is free

Times of service

Monday to Friday 9am to 5pm

How do Children and/or a Young Person access the service?

Parents/carers and Children and Young People can self-refer themselves to access this service using the contact details below.

Contact Details

Michelle Marlow Young Person's SENDIASS Coordinator

Phone: 01482 467540

Email: enquiries.yorkshire@kids.org.uk

9. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents/carers of pupils with special educational needs concerning the provision made at the school.

The first point of contact if a parent wishes to discuss their child's wellbeing and the setting's general approach to resolving concerns is the pupil's pastoral support lead.

Alternatively, parents / carers are encouraged to discuss their concerns with either the SENDCo or Assistant SENDCo.

Information about the school's complaints procedure is available on the school's website.

10. How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils.

The SEN Governor & SLT review inclusion plans through the school's monitoring & evaluation process.

See Section 5 for details of the services / agencies providing support for pupils with SEN and their families.

11. The contact details of support services for the parents/carers of pupils with special educational needs, including those for arrangements made in accordance with clause 32.

Concerns / queries in relation to SEND: Mrs Walker (SENDCo), Mrs Younger (Assistant SENDCo), Mrs Armstrong (SEND Manager)

Pastoral / Behavioural concerns: Heads of Year;

Year 7 & 8: Mrs Baines

Year 9-11: Mrs Carnell

Pastoral support staff include:

Mrs Price – Year 7

Mrs Cooper – Year 8

Mrs Charlton – Year 9 and 10

Mrs Mulley – Years 9 and 11

Applications to join The Snaith School should go through the local authority:

<https://www.eastriding.gov.uk/learning/schools-colleges-and-academies/schools-and-school-places/school-admissions-and-catchment-finder/normal-school-admissions/> However general enquiries regarding the Snaith School including school visits can be arranged via the school office.

All of the above can be contacted via;

The Snaith School

Pontefract Road

Snaith

Goole

DN14 9LB

Telephone (01405) 860327, Fax (01405) 862748

Email: office@thesnaithschool.org.uk

For information on local county council services available to young people, please contact the relevant Local Offer;

East Riding: <http://eastridinglocaloffer.org.uk/>

North Yorkshire: <https://www.northyorks.gov.uk/send-local-offer>

Wakefield: <http://wakefield.mylocaloffer.org/Home>

Doncaster: <https://www.doncaster.gov.uk/services/schools/local-offer-send>

12. The school's arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living.

The SENDCo arranges an appropriate transition review prior to any move (Primary to Secondary; Secondary to Post 16 or Mainstream to Specialist Provision). Staff from the receiving school or intended college are invited to attend. Transition meetings and visits are arranged for the pupil or pupils, often accompanied by a well-known member of staff. The pupil will receive as much transition work as the team working alongside them feel necessary.

Additional transition days are made available for vulnerable Year 6 pupils where they can come into school in the Summer term as well as small group transition visits. Buddies can be assigned, as well as key workers, to support your pupil.

For pupils from Year 9 onwards, careers advice is available for one to one consultation and this information informs annual reviews. Bespoke packages have been put in place to enable our year 11 pupils to familiarise themselves with the college of their choice and to understand where to find help and advice. The Snaith school has two careers advisors on site. The support of a Specialist Careers Advisor from NYCC can also be requested for advice on more specialist placements. Information Advice and Guidance officers from ERYCC can also attend reviews and offer advice.

Pupils complete a two week work placement during the Summer term of year 10.

13. Information on where the local authority's local offer is published.

The school's contribution to the "Local Offer" is attached to the school website.

For details of the local authority's local offer go to: <http://eastridinglocaloffer.org.uk/>

Information on SENDIASS (Special educational needs information and advisory service), can be found on the local offer. SENDIASS offers impartial, confidential information, advice and support for parents/carers and carers of children and young people (aged 0-25) with special educational needs or disabilities and children (16 years and under) with special educational needs or disabilities.

Access to this service is via the FISH helpline: Tel: (01482) 396469

or via Email: sendiass@eastriding.gov.uk

[About SENDIASS \(eastridingsendiass.org.uk\)](http://eastridingsendiass.org.uk)