

Lady Manners School

SEND Information Report



As part of the Special Educational Needs and Disability Regulations 2014 we publish certain information regarding our provision for students with special educational needs and disabilities (SEND). We hope that parents/carers of current and prospective students find the following information helpful. We encourage all interested parties to contact the school for more information whenever required.

We provide support for the following SEND:

Lady Manners School is a mainstream secondary setting. We are committed to the provision of equal opportunity for all students, regardless of their ability or individual needs to enable them to meet their potential. We make provision for children with SEND within each of the four categories identified in the 2014 SEND Code of Practice and support our students with disabilities as in the Children and Families Act 2014:

- **Communication and Interaction**

Within Lady Manners School, our Learning Support Department provides specialist support for students with additional needs. We have worked closely with colleagues from the University of Sheffield and in recognition of our dyslexia friendly practice, and we have been awarded the British Dyslexia Association Quality Mark. We continue to develop our approach in this area.

- **Cognition and Learning**

At Lady Manners School, we are experienced at supporting students with cognition and learning difficulties through high quality teaching and effective differentiation. This includes students with Specific Learning Difficulties such as dyslexia (specific difficulties with reading or spelling), dyscalculia (specific difficulties with Mathematics) or dyspraxia (specific difficulties with coordination). We also support students with moderate learning difficulties and multiple learning difficulties. For example, we support students by providing appropriate resources including the use of technology or multisensory activities and through providing adult support. Students identified with Specific Learning Difficulties (Dyslexia, Dyspraxia, Dysgraphia, Dyscalculia) are supported in mainstream by the use of dyslexia friendly teaching strategies adopted across the whole school. This includes staff training on dyslexia, cream paper for school resources; learning resource boxes in all classrooms containing coloured overlays; highlighter pens; advice sheets for staff and students and subject specific resources. We have recently started to use tablets with voice activated software for students who have particular difficulties with writing and it has become common practice for many students to use reader pens or laptops for assessments. A webpage on the school website is available to give advice and support to students and parents on dyslexia. These strategies have been developed to help students learn more effectively as part of our dyslexia friendly practice.

Students with Cognition and Learning needs are categorised into three groups:

- Those requiring classroom and whole school learning strategies
- Those requiring time limited interventions to support learning
- Those requiring long-term personalised interventions to support learning, students in this category may have an individual learning plan to ensure staff are aware of their learning needs.

- **Sensory and/or physical**

We work closely with outside agencies to provide support for students in our school who have sensory or physical difficulties. Collaboratively, we provide and implement necessary resources for students with hearing impairments, visual impairments and for students with physical difficulties. Where necessary and possible, we make adaptations to the curriculum or environment in order to make lessons and learning opportunities accessible. We hold regular meetings with these agencies and parents to review the equipment and approaches that are in place.

- **Social, Mental and Emotional Health**

For some students, difficulties in their social and emotional development can mean that they require additional or different provision. We support such children through our whole school approach. Where students need additional support, referrals are made to the Early Help team. We involve outside agencies such as CAMHS (Child and Adolescent Mental Health Service) and Changing Lives. Our trained SEND Teaching Assistants help Year 6 pupils with their transition in to Year 7.

We identify and assess students with SEND using the following methods:

We identify the needs of students as early as possible by gathering information from parents, education, health and care services and primary schools prior to the child's entry into the school. The school fully supports the SEND Code of Practice January 2014, the Equality Act 2010 and the definition of special educational needs taken from section 20 of the Children and Families Act 2014.

This report complies with:

- Section 69(2) of the Children and Families Act 2014;
- Regulation 51 and schedule 1 to the Special Educational Needs and Disability Regulations 2014;
- Section 6 of the 'Special Educational Needs and Disability Code of Practice: 0 to 25 years'

In addition to primary school data, Year 7 students are assessed using an assessment from the New Group Reading Test. The Lady Manners School transition programme ensures that all students are visited in their primary schools, either virtually or in person, by the School's Transition Team; this allows those with complex needs or less visible disabilities to have their needs identified, discussed and for us to plan for a smooth transition into secondary education. We work closely with feeder and other primary schools to make sure that all students feel comfortable with their move to a secondary school. SEND students will have the opportunity to have extra visits to school in order to familiarise themselves with the environment and some of the staff they will be working with in the future. The SENDCo works closely with the pastoral leaders who oversee the transition from Year 6 into Year 7 for all students and attends the Annual Review Meetings for students in Year 6 who will be attending Lady Manners School in Year 7.

If you think your child may have special educational needs, you should contact the school in the first instance and speak with the SENDCo or Head of Year.

We evaluate the effectiveness of our SEND provision in the following ways:

In order to make consistent continuous progress in relation to SEND provision the school encourages feedback from staff, parents and students throughout the year.

This is a continuous process including, teacher feedback, student feedback, annual reviews, parents' evenings, provision mapping and the analysis of data on progress.

Student progress is monitored on a termly basis through our tracking systems and reviews held termly in line with the SEND Code of Practice for students on the SEND Support Register. Progress of students undertaking interventions will be reviewed and evaluated at the end of each block of intervention. Provision Mapping Software can assist staff in recording and evidencing intervention programmes effectively and teachers have information about how to meet the needs of each student with SEND. The school uses EduKey as a SEND management and provision mapping tool.

Our arrangements for reviewing the progress of students with SEND are as follows:
Lady Manners School believes that a close working relationship with parents/carers is vital in order to ensure:

- A) early and accurate identification and assessment of SEND leading to the correct intervention and provision
- B) continuing social and academic progress of children with SEND
- C) personal and academic targets are set and met effectively

Parents/Carers are kept up to date with their child's progress through school reports, parents' evenings and review meetings.

In cases where more frequent regular contact with parents/carers is necessary, this will be arranged based on the individual student's needs. The SENDCo may also signpost parents/carers of students with SEND to the Derbyshire Information and Advisory Service (DIASS) for further specific advice, guidance and support.

If an assessment or referral indicates that a student has additional learning needs the parents/carers and the student will always be consulted with regards to future provision. Parents/carers are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up with regard to the provision for their child.

Our approach to teaching students with SEND includes:

At Lady Manners School provision for students with SEND is a whole school responsibility requiring a whole school response. We involve all staff, teaching and support staff in this. We believe that all teachers are teachers of students with special educational needs. All teaching staff have access to the SEN register, together with information on individual students' SEND to enable them to plan and differentiate their lessons accordingly. Some students may have additional support from a Teaching Assistant an individualised intervention or group intervention programme.

We adapt the curriculum for students with SEND in the following ways:

Learning activities are planned to match individual learning needs. The learning environment is stimulating, supportive and well-resourced. Students identified as requiring additional SEND support will have their needs met in a variety of ways and where appropriate may be supported by a Teaching Assistant. We will ensure that all staff know and understand the needs of students. All staff will have access to training, advice and resources to enable them to contribute to developing fully inclusive practice. Examples of specific interventions include:

ReadingWise - A decoding and comprehension programme to support literacy in KS3, aimed in particular at students with dyslexia.

Maths Support - Specialist small group interventions

Toe by Toe - Structured phonics program for students with dyslexia.

Individualised interventions - Resources for literacy and numeracy support within Learning Support.

Support for dyslexic students and whole school literacy by applying to become a Dyslexia Friendly School with the British Dyslexia Association. Cream paper used for all worksheets and as a result of the Dyslexia Friendly School Aware we now provide literacy toolboxes in every classroom.

Homework Club - Before school and during lunchtimes.

Form Time Interventions - Support for students through personalised programmes of learning.

Access Arrangements - for SEND students who meet the criteria with regard to external examinations.

ASD support Club 'All About Me' - Support for students to develop their social interaction/communication skills.

Learning Support - base open at lunchtimes to support social integration and academic progress.

We enable students with SEND to engage in the activities of the school, together with those who do not have SEND, in the following ways:

As an inclusive school, we ensure that students with SEND take as full a part as possible in all school activities. We deliver practice that ensures that statutory obligations with regard to SEND are met.

A range of extra-curricular activities are available for students during lunchtime and after the close of the school day. The school aims for all children to be included and will endeavour to make reasonable adjustments, where necessary.

Where parents, students or staff have any concerns about an activity or trip, these can be discussed with the activity leader and the SENDCo where necessary.

The Learning Support Department is open for students before school, at break and lunchtimes. Lunchtime supervision is also available depending on the needs of the student.

No student is prohibited from taking part in a trip due to their specific needs. If necessary, a Health Care Plan will be drawn up with the Medical Team in the school and we will ensure that staff are fully aware what the additional needs and provision are for students on the SEND register and are given training and support to help them meet those needs, both in and out of the classroom.

The following emotional, mental and social support is available for students with SEND:

We work hard to ensure that students are included in all aspects of school life. We believe that all our students should be valued equally, treated with respect and be given equal opportunities in all aspects of life at Lady Manners School

Our Pastoral and Learning Support Teams, together with our Student and Family support Manager provide support for students with Social, Emotional and Mental Health (SEMH) needs.

Students who have additional emotional needs will receive further support from outside agencies as required. Our support partners include the School Nursing Service, School Counsellor,-Child and Adolescent Mental Health Service (CAMHS) and Changing Lives.

Concerns and Complaints

In the first instance any concern about the SEND provision within the school should be addressed to Mrs C. Wilson, SENDCo, who will then investigate the concern informally, if necessary involving a senior member of staff. We always try to resolve any concerns as soon as they are raised. If the concern cannot be resolved informally, the process outlined in the School Complaints Policy should be followed.

Our SEND Co-ordinator (SENDCo) is: Mrs Claire Wilson

Our Assistant SEND Co-ordinator is: Mr Dave Askew

In addition, we use the services of the following specialists:

Lady Manners School invites and seeks advice and support from external agencies in the identification and assessment of, and provision for SEND. The school continues to build strong working relationships and shares information and links with external support services in order to fully support our SEND students. Sharing knowledge and information with our support services is essential to the effective and successful SEND provision within our school. If a concern is raised it will be brought to the attention of the SENDCo who will then inform the child's parents/carers in line with our safeguarding policy.

The following services will be involved as and when is necessary

- Educational Psychologist
- Autism Outreach Team
- Physical Impairment Team
- Occupational Therapist
- Social Services
- Hearing Impairment Team
- Visual Impairment Team
- Behaviour Support Services
- Child and Mental Health Services
- Speech and Language Service

Representatives from voluntary organisations and other external agencies are invited to liaison meetings throughout the year to discuss SEND provision and progress and keep staff up to date with legislation.

In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency. Parents/carers will normally be invited to and informed about any meetings held concerning their child unless there are over-riding safeguarding issues.

Information on the SEND Local Offer can be found at:

<http://www.derbyshiresendlocaloffer.org>

Updated: April 2021