

## Local Offer for Students with Special Educational Needs and/or Disabilities

*Quotes from some of our parents:*

*"My son is in Year 9 and is coming along great with the support of the learning support department... he has grown in confidence", Year 9 parent*

*"He is coming along brilliantly and we cannot thank the school enough, staff are always available at the end of the phone to talk", Year 10 parent*

*"When we come to meetings it is such a buzz, it has always been good to hear such fantastic things", Year 11 Parent*

*"Year 7 has gone really well I am happy with the support for my daughter, she is really keen on coming to school", Year 7 parent*

George Stephenson High School is a fully inclusive school that ensures all students achieve their potential personally, socially, emotionally, physically and educationally. At George Stephenson High School we recognise that all of our students are different and as such have a wide range of learning needs. The provision for students with additional learning needs is coordinated via the Learning Support Centre, which is led and managed by the SENCO, Rebecca Bennett. The SENCO is supported by the Learning Support Centre Manager, Jacci Fuller, and an experienced team of Higher Level Teaching Assistants, Learning Support Assistants and Cover Supervisors.

Our Local Offer lets you understand how we support students with special educational needs and disabilities.

We consult with students and their families on our local offer by meeting with parents regularly through SEND reviews, sending out questionnaires prior to annual reviews, regular phone contact, transition days, parents' evenings, informal coffee mornings and meetings prompted by concerns raised through external professionals, Guidance Managers, parents or teachers.

### **Supporting students with Special Educational Needs/Disabilities and their families**

Children are identified as having special educational needs when their progress has slowed or stopped for a noteworthy period and the interventions put in place have not resulted in improvements.

We will let families know about any concerns about a student's learning by contacting the parent via the SENCO (Miss Bennett) or the Learning Support Centre Manager (Miss Fuller).

In the first instance this will be in the form of a telephone call or email, which would be to invite parents/carers in for a meeting to discuss the progress of the student and to agree steps that could be taken to support the child if there were concerns about a lack of progress.

Special educational provision is provision that is different from or additional to that normally available to students of the same age, which is designed to help children and young people with SEN or disabilities to access the National Curriculum at school or to study at college.

When a student is identified as having special educational needs, we support their development and progress in a number of ways:

- All teaching staff recognise that there is a wide range of student ability and provide appropriately differentiated work. This involves ensuring access to the curriculum through the delivery of suitable courses, programmes of study and modifications to the National Curriculum.
- Curriculum Leaders have a key role in ensuring that this takes place and that an appropriate range of teaching and assessment material is available to meet the needs of all levels of ability.
- All teachers contribute to the assessment, monitoring, recording and reporting of progress of students with special educational needs.
- Subject teachers access the SEND register and Personal Provision Maps (PPM's) via the internal desktop.
- Reference to Personal Provision Maps will need to be made when teachers input up to date evidence of student progress towards their targets prior to SEND reviews. This evidence is collated and forms an important part of the review process and future target setting.
- All departments will have a special educational needs agreement which reflects the school's policy.
- It is the responsibility of each Curriculum Leader to ensure that all students have access to the National Curriculum and that, when necessary, this is delivered in a modified form as required to meet the needs of individual students.
- Teachers will recognise the wide range of student abilities and departmental schemes of work should reflect awareness of the need to provide appropriate work.
- Each department will provide differentiated work for the full range of ability.
- Teachers will be aware of the importance of identifying students who have special educational needs and of referring them to the SENCO.
- Time will be allocated during departmental meetings so that Additional Educational Needs (AEN) is a regular item.
- All teachers, where appropriate, will contribute to the identification, assessment, monitoring, recording and reporting of progress of students with special educational needs.
- The monitoring of progress of SEND students is the responsibility of all of the teachers of these students.
- Where support staff are involved, they are expected to contribute to the monitoring process.
- PPM's provide information, targets and strategies; they should be used by teachers to inform their planning and teaching.
- Support staff are placed where they are needed throughout the school to ensure student progress, independence and value for money.
- Teaching Assistant support in class is allocated on the basis of student need and entitlement; this is not one to one support.
- Priority is given to providing support for students with a Statement (ST), or at School Action Plus (SAP). For most students, the need for support is greatest in core subjects.
- In KS3 and KS4, support will also be provided to students at School Action (SA).
- The primary role of Teaching Assistants is to enable access to the curriculum, facilitate independent learning, and promote inclusion.
- Teaching Assistants can perform a wide range of duties within the classroom to scaffold learning.
- Teachers should maximise the effectiveness of Teaching Assistant support within lessons by:

- Noting the role of the Teaching Assistant in their planning
- Providing the Teaching Assistant with schemes of work and lesson plans
- Discussing lessons and students' individual learning needs
- Communicating with the Teaching Assistant through meetings or by e-mail

Any queries or requests regarding support in class should be addressed to Miss Rebecca Bennett, SENCO.

The other individuals, agencies and teams providing services to children with a special educational need / disability in school include:

- Guidance Managers
- Family Liaison Workers
- School Nurses
- EWO
- Connexions
- The Student Support Base
- Achievement Support Co-ordinators

The Learning Support Centre offers the following interventions:

- Social skills sessions
- Access arrangements
- Small group literacy support
- MFL
- Peer tutoring
- Supervised lunch in the Learning Support Centre (LSC)
- Toe by Toe programme

We can also support development and progress by working with the following agencies in the Local Authority:

- Dyslexia Team
- Speech and Language Team
- Language and Communication Team
- SEN Transport
- Educational Psychology Service
- CAMHS
- Parent Partnership

We will work in partnership with other education providers to ensure that students make a successful transition to the next stages of their learning, through careful and coordinated planning of the transition. We provide the following support to students when they are leaving the school:

- Accompanying students on college/work based provider visits
- Transition reviews
- Connexions attend annual reviews from Year 9 onwards.
- Regular Connexions visits throughout Year 11
- Sixth Form opening evenings
- Putting in place a 139A document with Connexions so that transition to college is smooth.

### **Staff Training**

All staff have completed, and will continue to receive, on-going training in relation to meeting students' needs within the classroom, including special educational needs and disabilities (see link).

Our trained and fully qualified Special Educational Needs Coordinator provides advice and guidance to staff including meeting with Curriculum Leaders to share information, inviting external providers into school to provide training to staff and meeting with staff who work with students who have PPM's.

### **Supporting Families**

Support is offered to families and they are also signposted to services/organisations which may offer support/advice where appropriate, via the Local Offer (such as Parent Partnership).

The school works in partnership with families to help them support their children's learning outside of school.

Families can also be provided with short term support from within schools resources through the Family Liaison Worker.

### **Further Information**

All policies, including the behavioural and anti-bullying policies are evaluated on a regular basis with a focus on the impact upon students with special educational needs or disabilities.

Other useful documents such as our Special Educational Needs and Inclusion Policy are also available on the school website.

The schools self-evaluation process will look at teaching and learning for students with special educational needs and disabilities.

All school-related activities are evaluated in terms of their benefit to the learning and inclusion of students with special educational needs and disabilities.

If you would like further information about what we offer here at George Stephenson High School then please do not hesitate to contact the Special Educational Needs Coordinator, Miss Rebecca Bennett on: 0191 216 1115 or email [rbennett@gshs.org.uk](mailto:rbennett@gshs.org.uk)

**School entitlement offer to students with special educational needs or disabilities  
Support Available Within School**

<p><b>Communication and Interaction Needs:</b></p> <p>For example:</p> <ul style="list-style-type: none"> <li>• Autistic Spectrum Disorders</li> <li>• Speech, Language and Communication Needs</li> <li>• Social communication difficulties</li> </ul>	<ul style="list-style-type: none"> <li>• Use of a child friendly student profiles and needs-based plans. We will involve students, parents, carers and staff in the development, review and delivery of these documents</li> <li>• Differentiated curriculum and resources</li> <li>• Visual timetables.</li> <li>• Areas of low distraction</li> <li>• Support/supervision at unstructured times of the day</li> <li>• Social skills programme/support including strategies to enhance self-esteem</li> <li>• Small group targeted intervention programmes are delivered to students to improve skills in a variety of areas</li> <li>• ICT is used to reduce barriers to learning where possible</li> <li>• Strategies/programmes to support speech and language development</li> <li>• Strategies to reduce anxiety/promote emotional wellbeing</li> <li>• Where appropriate we will use support and advice from other partners to meet the needs of students</li> <li>• Planning, assessment and review</li> <li>• Teaching resources are routinely evaluated to ensure they are accessible to all students</li> <li>• Staff training ASD Level One</li> <li>• In class support</li> <li>• Support sought from other agencies</li> </ul>
<p><b>Cognition and Learning Needs:</b></p> <p>For example:</p> <ul style="list-style-type: none"> <li>• Moderate Learning Difficulties</li> </ul>	<ul style="list-style-type: none"> <li>• Differentiated curriculum and resources</li> <li>• Strategies to promote/develop literacy and numeracy</li> <li>• Provision to support access to the curriculum and to develop independent learning</li> <li>• ICT is used to reduce barriers to learning where possible</li> <li>• Support and advice is sought from outside agencies to ensure any barriers to success are fully identified and responded to</li> <li>• Planning, assessment and review</li> <li>• Access to teaching and learning for students with special educational needs is monitored through the schools self-evaluation process</li> <li>• Teaching resources are routinely evaluated to ensure they are accessible to all students</li> <li>• Ongoing differentiation training for all staff</li> </ul>

<p><b>Social, Mental and Emotional Health</b></p> <p>For example:</p> <ul style="list-style-type: none"> <li>• Behavioural needs</li> <li>• Social need</li> <li>• Mental health needs</li> <li>• Emotional Health and Wellbeing</li> </ul>	<ul style="list-style-type: none"> <li>• The school ethos values all students</li> <li>• Behaviour management systems in school are based upon encouraging students to make positive decisions about behavioural choices</li> <li>• The schools behaviour policy identifies where reasonable changes can be made to ensure the need for exclusion is kept to a minimum</li> <li>• Risk assessments are used and action is taken to increase the safety and inclusion of all students in all activities</li> <li>• The school provides effective pastoral care for all students in the form of Guidance Managers.</li> <li>• Support and advice is sought from outside agencies such as CAMHS and the school nurse to ensure any barriers to success are fully identified and responded to</li> <li>• Small group targeted programmes are delivered to students to improve social skills and emotional resilience</li> <li>• There is a nurture group at lunch times/break times to support vulnerable students</li> <li>• Information and support is available within school for behavioural, emotional and social needs</li> </ul>
<p><b>Sensory and Physical Needs:</b></p> <p>For example:</p> <ul style="list-style-type: none"> <li>• Hearing/Visual Impairment</li> <li>• Multi-sensory impairment</li> <li>• Physical and Medical Needs</li> </ul>	<ul style="list-style-type: none"> <li>• Advice and guidance is sought and acted upon to ensure barriers to success are reduced or removed</li> <li>• ICT is used to increase access to the curriculum</li> <li>• Provision to support access to the curriculum and to develop independent learning</li> <li>• Advice and guidance is sought and acted upon to respond to students who have significant medical needs</li> <li>• Access to Medical Interventions</li> <li>• Access to strategies/programmes to support Occupational Therapy/Physiotherapy.</li> <li>• Staff understand and apply the medicine administration policy</li> <li>• Reasonable adjustments made to the school environment</li> <li>• The school has disabled toilets/facilities</li> </ul>

If you have any concerns about your child's special educational needs or disability, their progress or the support you receive, we would ask that you come into school and discuss matters further with your child's class teacher and/or the Special Educational Needs Coordinator.

Although school complaints procedures are in place and can be accessed through our website we would always hope to resolve any issues or concerns informally by working in partnership with parents.

**Note**

Parents can contact North Tyneside Parent Partnership Service for impartial information, advice and support in relation to their child's special educational need and/or disability on telephone: 0345 2000 109.

A more detailed outline of the training qualifications of support staff can be found in the link below.

### **Glossary of Terms**

AEN – Additional Educational Needs

SEN – Special Educational Needs

PPM – Personal Provision Map

SSA – Learning Support Assistant

LA – Local Authority

KS2, KS3, KS4 – Key Stage 2, Key Stage 3, Key Stage 4

EP – Educational Psychologist

CAMHS – Children and Adolescent Mental Health Service

LAC – Looked After Child

EAL – English as an Additional Language

FSM – Free School Meal

ASD – Autistic Spectrum Disorder

CAMHS – Child and Adolescent Mental Health Service

LSC – Learning Support Centre

EWO – Education Welfare Officer