



SEN Information Report for Sponne School 2018-19

Part of Northamptonshire's Local Offer for Learners with SEN

Introduction

Welcome to our SEN Information Report which forms part of Northamptonshire's Local Offer for learners with Special Educational Needs and Disability (SEND).

All governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools have a legal duty to publish information on their website about the implementation of the governing body's policy for students with SEN. This information will be updated annually in line with the requirements of the new code of practice for supporting students with SEND (2014).

At Sponne School we are committed to working together with all members of our school community. This offer has been shaped with the help and input of students, parents/carers, governors and members of school staff. If you would like to take part the main contacts at school are:

Mr Iain Massey - Head of School

Claire Cutler - Assistant Head – Acting Lead on SEND

Mrs Yvonne Farrell - SENCo

Mrs Patricia Brearley - SEN Governor

If you have specific questions about Northamptonshire's Local Offer please look on the Northamptonshire's County Council website

<http://www3.northamptonshire.gov.uk/councilservices/children-families-education/SEND/local-offer>

If you think your child may have special educational needs please contact their form tutor to discuss your concerns in the first instance or telephone Yvonne Farrell, the Special Educational Needs Coordinator.

Our Approach to Teaching students with SEND

At Sponne we believe in the participation of all. We want all members of our school community to participate in learning and we celebrate all members of our community. We want to build on our ethos of inclusion for all and ensure we are responsive to the backgrounds of our students and to their interests, experience, knowledge and skills.

We value high quality teaching for all learners and actively monitor teaching and learning in our school. Our school improvement plan is about developing learning for all. Strategic planning for continued professional development (CPD) opportunities for all staff is managed by Mrs Cutler, Assistant Head. Training can take a whole school focus and staff also have opportunities for training where this is identified for further skills development.

We aim to create a learning environment which is flexible enough to meet the needs of all members of our school community. We monitor progress of all learners and staff continually assess students to ensure that learning is taking place.

Our whole school system for monitoring progress involves teachers setting targets for each student at the start of the academic year. Through the utilisation of the school's tracking and monitoring system, Go4Schools, (where regular assessments data is collected) staff, parents and students can evaluate progress and identify if intervention is required.

How we identify SEND

At different times in their school career a young person may have a special educational need. The Code of Practice defines SEND as:

“A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age: or
- b) 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 in mainstream schools or mainstream post-16 institutions.”

If a learner is identified as having SEND, we will provide provision that is ‘additional to or different from’ the normal differentiated curriculum intended to overcome the barriers to their learning.

Learners can fall behind in school for lots of reasons:

- They may have been absent from school
- They may have attended lots of different schools and not have had a consistent opportunity to learn
- They may not speak English well or at all
- They may be worried about different things that distract them from their learning

At Sponne we are committed to ensuring that all learners have access to learning opportunities and for those at risk of not making progress we will intervene. **This does not mean that all vulnerable learners have SEN. Only those with a learning difficulty or disability that requires special educational provision will be identified as having SEND.**

Our SEND profile for 2017-2018 currently shows that we have 4.1% of students identified as having SEND at SEN Support level, and 1.3% of students have a statement or an Educational, Health and Care Plan (EHCP).

Assessing SEN at Sponne

Subject teachers, Learning Support staff, parents and carers, and students themselves may notice that a young person has a difficulty with learning. At Sponne we ensure that assessment of educational needs directly involves the learner, their parents and their teachers. The Special Educational Needs Coordinator (SENCo) will also support with the identification of barriers to learning. We have a range of assessment tools available which help us gain baseline assessments information for our year 7 students.

For some learners we may want to seek advice from specialists. We have access to some specialist services provided by Northamptonshire County Council which are described on the Local Offer website

<http://www.northamptonshire.gov.uk/en/councilservices/educationandlearning/parents/pages/education-entitlement-service.aspx>

Sponne also commissions work from:

- The Educational Psychology Service
- Jogo Behaviour and Attendance Support Service
- Specialist Teachers for Specific Learning Difficulties
- Hospital and Outreach Service

The Learning Support Team

Our learning support team is headed up by the SENCo, Mrs Yvonne Farrell. She is supported in her role by Mrs Askoolum (Second in Faculty) and by her PA, Mrs McTeer.

Currently in the team we have one Lead Learning Facilitators (LLF) who leads on interventions and a further 10 Learning Facilitators who support students' learning in the classroom. Our team is further strengthened by our LLF for students who have Autistic Spectrum difficulties.

The school has the valuable addition of an inclusion provision, the House, which is managed by Mrs Jacqui Goodall and staffed by three behaviour support staff.

What we do to support learners with SEND at Sponne

Every teacher is required to adapt the curriculum to ensure access to learning for all students in their class. The Teacher Standards (updated June 2013) detail the expectations on all teachers, and we at Sponne are proud of our teachers and the hard work they undertake for our students. Click [Teacher standards](#) to view the DfE document.

Our teachers will use various strategies to adapt access to the curriculum; this might include using:

- Visual timetables
- Differentiated curriculum materials
- Writing frames and modelled answers
- Adaptive aids e.g. i-Pads, computer readers, laptops or other alternative recording devices
- Peer buddy systems
- Positive behaviour management strategies and rewards systems

Each learner identified as having SEND, is entitled to support that is “additional to or different from” a normal differentiated curriculum. The type of support is dependent on the individual learning needs, and is intended to enable access to learning and help the young person to overcome the barriers to learning that have been identified. This support is described on the school's provision map. This details the individual learner names, and describes the interventions that we undertake at Sponne to support learners with SEND across the year groups. We modify the provision map regularly, and it changes every year, as our learners and their needs change. The types of provision listed on this year's provision map include:

- 1:1 reading programmes
- Small group spelling intervention
- Structured Study Support
- Numeracy intervention

- Small group Literacy teaching
- ASD Mentoring
- Self Esteem and Positive Behaviour Mentoring
- KS4 Alternative Pathway including some college provision and work experience placements

Our provision map is available to share with Governors who are able to ensure that we monitor the impact of these interventions on learning across the school.

Funding for SEND

Sponne now receives funding directly from the Education Funding Agency within its main school budget to support the needs of learners with SEND. This is described as the notional SEN budget and is based on a fixed identified sum per SEND student but is not attached to a named student.

Sponne can apply to the local authority and request funds from the High Needs Funding block for learners who require support that exceeds that available to the school, but this is not guaranteed.

Sponne's Learning Support Faculty is committed to working collaboratively with the SWAN cluster of schools to improve learning for all, and where practical share advice, good practice, resources, and training to enhance our provision for learners with SEND.

How do we find out if this support is effective?

Monitoring progress is an integral part of teaching and leadership within Sponne. Parents and carers, students and staff are involved in reviewing the impact of interventions for all learners and those with SEND. We use the model of "Assess, Plan, Do, Review" to help our students make progress and we endeavour to ensure that parents and carers, and young people themselves are involved at each step. Before any additional provision is selected to help a student, the SENCo, and the Pastoral Learning Leader (in conjunction with the form tutor and or subject teacher) liaise with parents/carers and the learner, to agree the intervention. Where appropriate a baseline will also be recorded, which can be used to compare the impact of the provision.

Young people, parents and carers and their teaching and support staff will be directly involved in reviewing progress. This review can be built into the intervention itself, or it may be a formal meeting held during the term, where we can all discuss progress and next steps. Review opportunities may include telephone conversations, Parents' Evening consultations or formal review meetings and may be attended by a range of key staff.

If a learner has an Education Health and Care Plan (EHC Plan) the same termly review conversations can take place, but the EHC plan will also be formally reviewed annually.

The SENCo collates the impact data for interventions, to ensure that we are using interventions that work. Progress data for all learners is collated by the whole school and monitored by teachers, Senior Leaders and Governors.

Other opportunities for learning

All learners should have the same opportunity to access extra-curricular activities. At Sponne in 2017–18 we are offering a range of additional clubs and activities. These can be found on our school website.

We are committed to making reasonable adjustments to ensure participation for all, so please contact our SENCo to discuss specific requirements.

Staff at Sponne are aware of the Equality Act 2010. This legislation places specific duties on schools, settings and providers including the duty not to discriminate, harass or victimise a child or adult linked to a protected characteristic defined in the Equality Act and to make “reasonable adjustments”. The Equality Act 2010 definition of disability is:

“A person has a disability for the purposes of this Act if (s)he has a physical or mental impairment which has a substantial and long-term adverse effect in his ability to carry out normal day to day activities.”

Section 1 (1) Disability Discrimination Act 1995

This definition of disability in the Equality Act includes children with long term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is often a significant overlap between disabled children and young people and those with SEN. Children and young people may therefore be covered by both SEN and disability legislation.

Preparing for the next step

Transition is a part of life for all learners. Our learners face many transitions here at Sponne including joining us in Year 7, moving to new classes each year, new teachers, or moving on to college or university, starting an apprenticeship or moving into employment. Sponne is committed to working in partnership with young people, families and other providers to ensure positive transition occurs.

Planning for transition is a part of our provision for all learners with SEND. We work closely with our primary feeder schools to ensure our new intake of students in Year 7 are well prepared and have had opportunities to make additional visits to the school during Year 6.

Have your say

Sponne serves our local community. We endeavour to work in partnership with all stakeholders. Together we can shape and develop provision for all of our learners ensuring achievement for all. This SEND report declares our annual offer to learners with SEND, but to be effective it needs the views of all parents/carers, learners, governors and staff. So please engage with our annual process to “Assess, Plan, Do and Review” provision for SEN.

Useful links

For the Local Offer www.northamptonshire.gov.uk/SEND

Parent Partnership – Information, Advice and Support Service: 01604 636 111
www.iassnorthants.co.uk

Department for Education www.dfe.gov.uk

If you would like any further information on SEND at Sponne please contact our

SEN Co-ordinator: Yvonne Farrell at yfarrell@sponne.org.uk