

Davison CE High School for Girls

SEND Information Report

This document will be reviewed annually in the Autumn Term

Approved by Governors:

Next Review Date:

Our Commitment:

"Every teacher is a teacher of every child or young person, including those with SEND".

Working together with parents and students, all staff and governors will:

- Offer a framework to ensure that the needs of Davison CE High School for Girls students are met.
- Ensure that the school informs, co-ordinates and plans for inclusion and the special educational needs of students at the school.
- Promote a working partnership between parents/carers, staff and governors.
- Support the establishment of an ethos which encourages, values and accepts all students whatever their individual needs.
- Ensure every student has an equal opportunity to achieve success.

1. **How does the school know if students need extra help?**

A student may be identified as having a Special Educational Need or Disability (SEND) at any stage during her education. This may be a long term difficulty requiring continuing support or a short term difficulty requiring a specific intervention.

Information about your child's special educational needs comes from a number of sources:

- Primary school liaison for Year 6 transfer
- Cognitive Ability Tests
- Screening tests for reading and spelling
- Subject specific assessments
- Observations
- Learning Support Assistant/teacher feedback
- Parental/Carer concern
- Form Tutor/Year Group Pastoral Team

2. **What should I do if I think my child may have special educational needs?**

If you think that your child may have special educational needs that have not been previously identified, please email Stacy Bradford, SEND Administrator/PA, outlining your concerns s.bradford@davisonhigh.school

3. What provision is there for students with Special Educational Needs and/or Disabilities?

If it is felt that your child has specific needs that requires support, we can offer:

- Full access to the National Curriculum suitably differentiated to take account of each individual's needs and taught in classes by subject specialist teachers.
- Small group literacy and numeracy teaching is offered to Year 7, 8 and 9 students who are not meeting their age-related expected levels of progress in reading and spelling, and/or Mathematics.
- Personalised literacy/numeracy teaching is offered to students in Years 7, 8, 9, 10 and 11 if their literacy/numeracy levels are a significant barrier to learning.
- In-class support from Learning Support Assistants with expertise in both curriculum subjects and individual needs.
- Social group work focusing on social skills and life skills for targeted individuals at transition and throughout Key Stage 3 and 4.
- Reading intervention on a 1:1 or as a small group.
- The provision is reviewed at least every year to make sure it addresses the needs of current students.

Please see our SEND Policy for more detailed information:

<http://www.davison.w-sussex.sch.uk/Policies>

4. How will the curriculum be personalised to meet my child's needs?

The school will try to offer an inclusive curriculum as special educational needs are identified appropriate programmes will be devised following discussions with the SENDCo.

In Key Stage 4, the school offers different pathways to ensure that students are able to achieve their maximum potential by being matched to the pathway which addresses their learning needs while presenting some challenge.

5. How is the decision made about what type and how much support my child will receive?

The decision making process is informed by data, information received from previous setting (in case of new admission), current assessments, liaison with subject teachers and information from parents/carers and the student. From this information a Supporting Our Students (SOS) Profile is drawn up and reviewed twice a year. The type and level of support is child-centred and guided by the data and levels of progress.

6. How are the school's resources allocated and matched to students' special educational needs?

Davison CE High School for Girls receives funding directly from West Sussex County Council. We allocate specific funding from this school budget share to cover the work of our Curriculum Support Department.

7. How will I know how my child is performing?

In addition to the normal school reporting process and subject information evenings, all students on the Special Education Needs and/or Disabilities (SEND) Register and their parents/carers have a twice yearly **Supporting Our Students (SOS) Profile Review Meeting** with the SENDCo. The SENDCo will also advise teaching staff about strategies to support the student in mainstream lessons and will liaise effectively with Learning Support Assistants who are working with the designated students. The SENDCo will also initiate and attend multi-agency meetings, as necessary.

We consider that the parent/carer's views are a vital part of the review and therefore request your attendance and support for your child.

Students with an **Education, Health and Care Plan (EHCP)** will also have an Annual Review Meeting and outside agencies may be invited to attend.

Reports you may receive would include (not exhaustive):

- SOS Profile reviews
- Annual Reviews (for students with an EHCP)
- School Reports
- Personal Education Plans (for Children Looked After)
- Davison Support Plan
- Contact with SENDCo & Curriculum Support Team, Form Tutor, Head of Year and Pastoral Team.

Teachers record student progress on FROG (online information portal) throughout the year and this ensures that there is always relevant and up to date information on the current academic attainment of each student.

8. What support will there be for my child's overall well-being?

What is the pastoral, medical and social support available in the school for students with SEND?

All students are supported in the first instance by their Form Tutor who sees them on a daily basis. The Head of Year and Pastoral Support Team further support all students and there is also a school counsellor. In addition to this, we have referrals to and liaison with, outside support agencies. Students with SEND may be included in social skills programmes and also offered break and lunch time support. Other interventions include:

Mentors	Rewards	Celebration Assemblies
Mindfulness	Clubs	Liaison with outside agencies
Nurture	Pupil Premium	Pastoral Managers

How does the school manage the administration of medicines and providing personal care?

Davison CE High School for Girls is mindful of the need to safeguard the well-being of all students and management of first aid arrangements will be undertaken in such a way as to ensure there is adequate training of staff, provision of first aid equipment and recording of first aid treatment.

Logging Administration of Medication

The school keeps a record of each occasion a student is given, or is witness to having taken, medication. Details of date, time and dose are recorded. This should apply equally to daily or emergency medication.

Health Care Plans

Students deemed to have a significant health condition will be the subject of a Health Care Plan which will record their individual medical needs at school. Parent/carers will be invited to meet with the Student Services Manager to formulate a suitable plan. The **Care Plan** outlines arrangements for administration of medicines by Student Services, and provides advice for teaching staff and those arranging trips.

Please see our medical policies for more information.

<http://www.davison.w-sussex.sch.uk/Policies>

What support is there for behaviour?

There is a clear Behaviour Policy, with rewards and sanctions, which are supported by behaviour flow charts as guiding principles for all stakeholders. The Form Tutors, Head of Years, Pastoral Managers and Assistant Heads for Key Stage 3 & 4 provide individual support and guidance for students who may be showing behaviour of concern in order to address the issues that may be causing the behaviour.

There is a clear Behaviour Policy for both Learning and Community, with rewards and sanctions, within the school which all staff and students are expected to follow.

Please see our Behaviour Policy for more information:

<http://www.davison.w-sussex.sch.uk/Policies>

How will my child be able to contribute their views, and how will the school support my child to do this?

There is a Student Council made up of students across all year groups who meet regularly to represent the view of their peers in the colour families. Students are also able to give feedback during lesson observations.

9. What Specialist Services are available within or accessible to the school?

Within School:

The Curriculum Support Team have considerable experience in teaching students with Dyslexia, Speech and Language difficulties, Selective Mutism, Autism, ADHD, Sensory impairments and behavioural difficulties.

Outside Agencies include:

Child & Adolescent Mental Health Service	Virtual Schools	The Alternative Provision College	Occupational Therapy
Educational Welfare Service	Ethnic Minorities Assessment Team	Young People's Service	Independent Counselling
School Nurse	Traveller Education Support	Careers	Integrated Services
Speech and Language Service	Sensory Support Service	Aspens	Social Care

Please see the West Sussex Local Offer for details of SEND services be accessed on <https://westsussex.local-offer.org>

10. What training are the staff supporting students with SEND had or are having?

The SENDCo and Learning Support Assistants regularly attend courses run by the Local Authority and other organisations as funding allows. It is the responsibility of the Assistant Headteacher (Inclusion) and Deputy Headteacher (Safeguarding) together with the SENDCo, in consultation with the Headteacher, to contribute to the school's INSET programme on inclusion and SEND topics.

In addition, there is regular training in:

Safeguarding, Child Protection, First Aid.

Specific training for the Curriculum Support Team includes:

Deafness, Visual impairment, Attachment disorders, Therapeutic approach, Autism, Selective Mutism, ADHD, Speech and Language support.

11. How accessible is the school environment?

Students with special educational needs and/or disabilities are supported and encouraged to be fully involved in all areas of school life. Trips and clubs are available for all students to attend. The Curriculum Support department and the LSAs work closely with teachers to ensure the fullest possible access to the curriculum for students with special educational needs.

The school is on three floors and is connected by areas which are accessible to wheelchair users.

The school's **Equality** and **Accessibility Plan** can be found at www.davison.w-sussex.sch.uk, About Davison, Policies.

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

Students with special educational needs are supported and encouraged to be fully involved in all areas of school life. All clubs and trips are open to them and individual arrangements are planned to ensure that they are able to participate. For students with medical/physical needs, any issues around trips and activities would be discussed and planned for through the Health Care Plan.

13. How will the school prepare and support my child to join the school, transfer to college or the next stage of education and life?

Davison CE High School for Girls will collate information to aid a student with SEND transfer to our school. We gather information from the following sources:

- Primary School SENDCo
- Parents/carers
- Previous school placement
- Reports from agencies already in contact with your child
- Initial testing upon entry to Davison CE High School for Girls

We have the following strategies in place which we may use one or more to aid a successful transition to our school:

- Transition visits to primary school
- Year 6 induction day
- Curriculum Support transition morning for students with SEND
- Year 6 taster morning
- Extra transition visits to Davison CE High School for Girls
- Pre-transition meetings with parents/carers/other professionals

All students are able to see the Careers Leader throughout Year 10 & 11 who will guide them through the transition process.

<http://www.davison.w-sussex.sch.uk/Careers-and-Work-Experience>

Davison CE High School for Girls works closely with Worthing College, Greater Brighton Metropolitan College (formerly Northbrook College) and other Post 16 providers to share information in order to plan effective transition to the provider. Supported transition visits can be facilitated. Contact continues with Post 16 providers for the first half term if necessary to support students with SEND with their transition from Davison CE High School for Girls.

14. *Who would my first point of contact be if I want to discuss something about my child?*

For general issues concerning your child, in the first instance contact your child's Form Tutor or Subject Teacher. You could also contact your child's Head of Year or Head of Key Stage.

For enquiries relating to Special Education Needs and/or Disabilities contact the SENDCo.

Additional support for students and their families:

West Sussex County Council maintain the Local Offer which is a directory of all the advice and services available for students with special educational needs and their families in the West Sussex area.

The Local Offer can be accessed on <https://westsussex.local-offer.org>