

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

ANNUAL REPORT 2020-2021

Clifton Community School is a secondary school which is part of Wickersley Partnership Trust (WPT).

Clifton Community School is completely committed to:

- Providing first quality teaching in the classroom.
- Supporting all students to achieve their full potential and prepare them to be valued and qualified members of the community.
- Educating students with Special Educational Needs and Disabilities (SEND) wherever possible, in an inclusive environment alongside their peers to enable each student to reach their full potential.
- Providing a broad and balanced curriculum, relevant and differentiated, which demonstrates both progression, coherence and engagement.
- Ensuring that all teaching staff share responsibility for the progress of SEND students in their care.

Our Mission Statement states that:

“We want to send every young person into the world able and qualified to play their full part in it”.

How does the school know is a student needs extra help with learning?

- We identify and assess students with SEND as early and as thoroughly as possible using the SEND Code of Practice 0-25 which was updated in 2015.
- We have close links with feeder primary schools to ensure information on Year 5 and Year 6 students with SEND is shared.
- Parents/carers and students are fully involved in the identification and assessment of SEND, and that we strive for co-operation between all agencies concerned.
- We meet the needs of all students with SEND by offering appropriate and flexible forms of educational provision, by the most efficient use of all available resources.
- We maintain up to date knowledge of current SEND good practice and methodology in order to offer support and training in these areas to all staff in the school.

There are four types of Special Educational Needs and Disabilities (SEND), decided by the Department for Education:

1. Communication and interaction
2. Cognition and learning
3. Social, mental and emotional health
4. Sensory or physical

If a student has SEND, then their needs will fit into one or more of these categories. A school's provision for SEND is defined as support which is additional to or different from that which is available to all students.

At Clifton Community School we recognise that students make progress at different rates and are not always in a steady linear pattern. Therefore, students are identified as having SEND in a variety of ways, including the following:

- Liaison with primary school/previous school.
- The student performing significantly below expected levels of progress.
- Observations or concerns raised by parent/carer.
- Observations or concerns raised by teacher/teaching assistant.
- Liaison with external agencies.

- Consultations between class teachers and members of the leadership team where progress data is discussed.
- Health diagnosis through a consultant paediatrician.
- Diagnosis of a neuro-developmental disorder through CAMHS (Child and Adolescent Mental Health Services).

If a student is identified as having SEND then their name will be added to the SEND register, but we recognise that students' needs may change over time and provision must reflect this. The aim of any additional provision is for the student to achieve age expectations, so once they reach this threshold they may be removed from the school SEND register. If they fall behind again at any point, then they may be added to the register again.

What should I do if I think my child has SEND?

We strongly recommend that if you as a parent/carer have any concerns that your child may have some form of SEND that you contact the school directly to discuss any concerns you may have. The contact details for discussing any concerns are:

- Ms Nikki Turner – Assistant Headteacher and named SENDCO on 01709 515005 or n.turner@cliftonschool.org
- Mrs Natalie Griffin – Personalised Learning Manager on 01709 515005 or n.griffin@cliftonschool.org

How will the school support my child?

The Assistant Headteacher and Personalised Learning Manager oversee all support and progress of any child requiring additional help across the school.

The class teacher will oversee, plan and work with each child with special educational needs or disabilities in their class to ensure that progress in every area is made. Sometimes, some students require additional support to make progress across the curriculum, because they are significantly below the expectations for their age. Then, the Assistant Headteacher and Personalised Learning Manager are responsible for organising intervention for an individual or small group of students, which might include one of these provisions, for example:

- Additional adult support in the classroom – Teaching Assistants (TAs) could be deployed to offer your child extra support in the classroom.
- Intervention before school starts in literacy, numeracy, emotional coaching and social skills.
- Timetabled interventions – Intervention takes place for students who require extra support with English and Maths. This could be Read, Write, Inc (Fresh Start), Step Up, Reading, Numeracy or ESOL (English as a Second or Other Language) for EAL learners.
- One to one or small group sessions– when students comes out of some lessons for pre-arranged sessions with Mentors/TA's on, for example, handwriting, reading, numeracy, study skills, organisational skills, social, communication and interaction skills and

Staff in the Personalised Learning Centre will track the support your child is receiving and evaluate the success of any interventions regularly.

Some students are allocated a key worker who works with the child identified as needing additional individualised intervention. Key workers meet as a minimum on a half termly basis with the student to review progress and set SMART targets as well as providing staff with specific strategies to address the needs of the student.

Within the Personalised Learning Centre we offer the following interventions:

- Dyslexia intervention.
- Numeracy intervention.
- Social, emotional and mental health interventions.
- Autism Spectrum Disorder interventions.

- Catch up opportunities when a student has missed a considerable amount of school due to illness or a medical condition.
- Homework support
- Nurture Group
- Physiotherapy and occupational therapy

Furthermore, the Personalised Learning Team collaborates with other specialist departments in the school including:

English and Maths Faculties

In addition to other interventions in school the Personalised Learning Team works with students on specific areas of learning difficulties which are not addressed via other literacy interventions in school. This is through timetabled lessons and withdrawal from classes, in which students work through a programme of personalised learning to help accelerate their progress.

English as an Additional Language (EAL Support)

Where appropriate a Key Worker is assigned to support, set targets and advocate on behalf of the student. There are three dedicated staff within the Personalised Learning Team that are able to speak a combination of 12 languages between them.

The following are put in place to support students that have English as a second language:

- Additional literacy intervention is in place before school and after school to support and improve students reading, spelling, writing and comprehension.
- Resources provided such as Chrome Books to support with translation
- Profiles on students are issued to all staff.
- Lesson support from TA's.
- Visual aids/key words.
- Close liaison with the authority to ensure that where there is a need for a translator that we access this in a timely manner.

Pastoral Team

Your child will have a teaching Head of Year who oversees student academia and progress. Your child will also have a Student Pastoral Manager and they have a responsibility for the development and progress of all students and is particularly concerned with pastoral matters.

In collaboration with the Head of Year pastoral team is responsible for dealing with day to day matters, working closely with parents and liaising with external agencies to ensure students can access their education. Any Safeguarding issues are passed on and dealt with by our highly experienced Safeguarding Team.

Attendance Office

Working alongside the Student Pastoral Team is the Attendance Office, who have responsibility for the monitoring of attendance of all students, chasing up absentees and tackling absenteeism, Children Missing from Education.

How the school governors involved and what are their responsibilities?

The governing body review the progress of SEND students as part of the whole school data review that takes place on an annual basis. This allows the governing body to assess the success and impact of the school's provision for SEND students.

The link governor for SEND is Mark Windle who monitors the provision and progress for SEND students in the school on a termly basis through governing body meetings and link meetings with Nikki Turner (Assistant Headteacher).

How will the curriculum be matched to my child's needs? What are the school approaches to differentiation and how will that help my child?

Most students' needs are met through first quality teaching in the classroom by providing differentiated learning opportunities, grouping by ability and accommodating diverse teaching and learning styles. The learning styles of students, the teaching environment, the teaching style, tasks and activities are taken into account when planning and preparing resources and lesson plans for groups that have SEND students within them. This is supported by additional information to staff to meet whole class interventions and ensure that each individual student is making progress. Staff are involved in regular training to keep them up to date with any changes to student needs. All students with SEND have a student profile that is shared with staff with personalised information about how best to remove barriers to learning.

At Key Stage 4 students choose from a range of GCSE and BTEC courses, which help to prepare them for the next steps in their education, be that college, apprenticeships or work. Students and parents/carers are offered advice and careers guidance at the appropriate time to help make these important decisions.

The Personalised Learning Team holds a breakfast and homework club every day before and after school and the Personalised Learning Centre is open and accessible every break and lunch time too.

How will I know how well my child is doing and how will you help me support my child's learning? What opportunities will there be for me to discuss my child's progress?

We aim to work collaboratively with parents and carers to ensure that your child achieves the best possible outcomes. Communication with parents and carers is extremely important to us as a school and we try to promote good communication between all members of staff and parents/carers. The Personalised Learning Centre is open from 8.00am – 4.15pm every day and can be contacted by calling 01709 515005 or emailing nturner@cliftonschool.org or ewilson@cliftonschool.org

Planned arrangements for communicating between school and home include:

- Each year group has at least one parents' evening each year, when all subject teachers are available to meet with parents/carers and discuss progress and learning. Staff from the Personalised Learning Team are available at every parents evening.
- There is a form tutor evening in early October to give all parents the opportunity to meet their child's form tutor and establish positive pastoral links.
- Each year group has a report programme, which includes at least three progress checks for key stage three (current levels of attainment) and six progress checks for Y10 and 7 for Y11 (predicted GCSE attainment). Each student receives one full report including subject specific reports, tutor report and head teacher report (alongside current levels of attainment). These are sent home to parents/carers and provide a basis for discussion about progress in different subject areas.
- If your child has an Education, Health and Care Plan (EHCP) then there are legal requirements for at least one formal meeting each year (the Annual Review) organised by the SENDCO and attended by parents/carers, teachers and outside agencies involved in the student's education.
- We endeavour to set up a support plan for all students with SEND and to conduct a termly meeting to review progress towards the targets set within that plan too.

How does the school know how well my child is doing?

At Key Stage three, data collections occur three times a year. At Key Stage four data collections occur more four times per year. Effort grades and current attainment grades are reported to parents/careers.

Ms Nikki Turner (Assistant Headteacher) meets with necessary colleagues to discuss the progress of students and implement any necessary interventions following each data collection. Key workers meet with students and set SMART targets which are reviewed at least half termly.

The impact of intervention programmes are reviewed in line with the data collections and in cases where students are not making the expected progress the intervention is adjusted where appropriate.

The Personalised Learning Team maintain regular contact with teachers to monitor the progress of SEND students. There is regular monitoring of the Cause for Concern (CFCs) and Cause for Praise (CFP) and any concerns that arise are dealt with quickly, liaising with the Head of Year and other departments in school.

What support is available for my child's overall well-being? What is the pastoral, medical and social support available in the school?

Pastoral Team

Your child will have a teaching Head of Year that oversees student academia and progress for an assigned year group.

Your child will also have a Student Progress Manager for their year group who has a non-teaching role in school. The Support Progress manager is responsible for the development and progress of all students and is particularly concerned with pastoral matters. In collaboration with the Head of Year the pastoral team is responsible for dealing with day to day matters, working closely with parents and liaising with external agencies to ensure students can access their education. Any issues of a safeguarding nature are passed on and dealt with by our highly experienced safeguarding team.

Medical Support

Students Health Care Plans are shared with appropriate staff and the school participates in any review of these plans. Students that have long term illnesses that impact on their education are supported through the learning mentors and the Personalised Learning Team on an individualised basis, therefore parents are encouraged to contact the school to discuss any concerns they have. Medicines can be stored with our Health Care Professional, Miss Kirsty Chambers and any medical concerns should be discussed with Kirsty Chambers by calling 01709515005 or emailing kchambers@cliftonschool.org

Physical Support

A number of staff are trained in moving and handling procedures and provide support in practical and physical lessons. Ramps and lifts to access upper floors are available in school. Physiotherapy will be given to students with specific plans in the medical rooms.

Emotional Well-Being Support

We take mental health and well-being extremely seriously and we have committed team of fully qualified in Mental Health First Aiders, as well as over half of the staff trained in Mental Health Awareness. Teala Boyle is also a lead practitioner in supporting children and young people with emerging mental health needs and she liaises with Me In Mind and CAMHS on a weekly basis.

Counselling Support

We have a fully qualified counsellor who is in school two days per week. The counsellor's name is Marina Tune and all referrals are completed by adults within the school where a student may benefit from a counselling intervention. Counselling is offered to students for up to 6 weeks but careful consideration is given in case a longer length of time is required. The counsellor cannot work with any student that has an allocated CAMHS worker.

What support is there for behaviour, avoiding exclusion and increasing attendance?

The school has a clear behaviour policy which can be found on the school website. Students who are disrupting lessons can be expected to be removed from the classroom and sent to the Sanctions

Room. A range of interventions are employed to address poor behaviour and encourage students to become self-managers of their own behaviour.

Ways in which we praise students:

- Cause for praise
- Postcards & letters home
- Positive phone calls
- Certificates
- Award assemblies
- Rewards

Ways in which we sanction students:

- Causes for concern
- Report Card
- Pastoral Support Plan
- Sanction room
- Detentions
- Isolations
- Internal exclusion
- Fixed term exclusions
- Meetings with school governors and the senior leadership team (SLT)
- Only in extreme cases a Permanent Exclusions would be sought

Attendance Office

Working alongside the Pastoral Team the Attendance Office is responsible for the monitoring of attendance of all students, chasing up absentees and tackling persistent absenteeism.

How will my child be able to contribute their views?

Students who work with a key worker have the opportunity to discuss any concerns and set targets to help them to improve their effort and attainment in school. Furthermore students are encouraged to speak to any member of staff if they wish to make their views heard.

Students with an Education, Health Care Plan, or who are on a SEND Support Plan are actively encouraged to have a full level of involvement in the annual review process where appropriate.

Students that are Looked After Children (LAC) are also spoken to about their views so that their voice, wishes, thoughts and feelings can be captured for the Personalised Education Plan (PEP) and their plans are updated accordingly.

What specialist services and expertise are available at or accessed by the school?

We have links with all support services provided within our Local Authority and their support is called upon when needed.

The following services/agencies are available to school:

- Educational Psychology Service
- Hearing Impaired Service
- Visually impaired Service
- Autism Communication Team
- Education Welfare Service
- Children's Social Care
- Health Services
- Child and Adolescent Mental Health Services (CAMHS)
- Integrated Youth Support
- Various parent/carer support service

- Vocational Training Providers
- Learning Support Service
- Exclusion Service

What SEND training have the staff had or are currently having?

Ms Nikki Turner is a qualified Special Educational Needs and Disabilities Coordinator.

All teaching staff receive half termly training updates on meeting the needs of SEND students. New staff to school receive training to ensure they are adequately equipped to meet the needs of the students. When necessary, meetings with individual teachers are held to give information on meeting the needs of specific students and individuals.

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

All students are entitled to be included in all parts of the school curriculum and we aim for all students to be included on school trips. We will provide the necessary support to ensure that this is successful.

A risk assessment is carried out prior to any off-site activity to ensure everyone's health and safety will not be compromised. In the unlikely event that it is considered unsafe for a student to take part in an activity, then alternative activities which will cover the same curriculum areas will be provided in school

How accessible is the school environment?

The school has access to disable toilets and changing facilities and relevant staff are trained in moving and handling procedures. Lifts and ramps are available for children with physical disabilities or medical conditions. Students with mobility needs are accompanied by a member of staff, if necessary, to enable access around the building and receive passes to leave lessons early where appropriate to safely move around the building. The Accessibility Policy and Accessibility Action Plan are also on the school's website.

How will the school prepare and support my child when joining the school and transferring to a new school?

Transition from Key Stage 2 to Key Stage 3

The transition process for students for children with an Education and Health Care Plan begins in Year 5 at the student's annual review and it is the responsibility of the SENDCO at the primary school to invite the SENDCO or Assistant SENDCO from Clifton Community School.

At Clifton Community School we recognise the need for the most vulnerable students to receive an enhanced transition programme and we have launched the Year 6 Head Start Programme to literally give our most vulnerable students a head start on their peers. Students invited to join the Year 6 Head Start Programme visit the school monthly with an increased amount of time spent in the school where they will get to do the following:

- Meet the key staff that work within the Personalised Learning Centre.
- Meet key staff in school such as first aiders, attendance staff, senior staff and pastoral staff.
- Get to find their way around the facilities.
- Experience time in a variety of subjects.
- Experience social times.
- Meet new friends that may face similar barriers or challenges to their learning.

We collate comprehensive objective and subjective information on all vulnerable students from the primary school for students that have SEND and this informs our provision for their education at Clifton Community School.

Parents of Year 6 students are invited to a Transition Parents' Evening and are given the opportunity to discuss any concerns and meet with members of the support team.

Transition From Key Stage 3 to Key Stage 4

We carefully plan Year 9 transition and options with SLT, parents/carers and students. All students with an identified SEND will receive a careers interview with Ms Nikki Turner prior to choosing their options and careful guidance is given to ensure that the student makes the most appropriate and informed choices to ensure that they can be successful.

Transition From Key Stage 4 to Key Stage 5

All Year 11 students receive information and guidance about Post 16 options and support to access these options where necessary. Students that require additional advice are supported by their key worker and mentors to identify early their career aspirations and support them to achieve these. Where needed referrals to the IYSS team are made to support early post 16 transitions.

How are the school's resources allocated and matched to children's needs?

The Personalised Learning Centre receives an annual financial allowance to cover the costs of materials, books and apparatus. It is the responsibility of the faculties within school to delegate sufficient resources to SEND within their own subject areas.

Funding by the local authority for SEND is based on a formula which takes into account:

- The number of students on roll.
- The prior attainment of pupils at the school

This funding is used to support all students with SEND whether or not they have an Education, Health Care Plan. The needs of individual students are assessed within the school's monitoring systems and resources are deployed according to need. Needs may be met by in class support or by intervention programmes delivered individually or to small groups on a withdrawal basis. A very small number of students who are identified as having significant needs are allocated special funding by the Local Authority (Exceptional Needs Funding). The school is responsible for ensuring that this funding is used to the benefit of the individual concerned.

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

Our provision is arranged to meet our students' needs, within the resources available. This approach reflects the fact that different students require different levels of support in order to achieve age expected attainment.

The SENDCO and the Personalised Learning Manager consult with subject teachers, Heads of Faculty and Heads of Year, as well as with support staff, to discuss the student's needs and what support would be appropriate.

There are on-going discussions with parents/carers for any student who requires additional support for their learning.

How do we know if it has had an impact?

- We see evidence that the student is making progress academically against national/age expected levels and that the gap is narrowing – they are catching up to their peers or expected age levels
- Evidence that students are making progress socially and emotionally
- The student is achieving or exceeding their expected levels of progress
- Verbal feedback from the teacher, parent and student
- Formal or informal observations of the student at school
- Students may move from the SEND register when they have 'caught up' or made sufficient progress but they can be reinstated if necessary.

Who can I contact for further information?

Assistant Headteacher – Nikki Turner on nturner@cliftonschool.org

Personalised Learning Manager – Mrs Natalie Griffin on ngriffin@cliftonschool.org

Who should I contact if I am considering whether my child should join the school?

All admissions to school are handled by the Local Authorities Rotherham Admissions team.

<http://www.rotherham.gov.uk/schools>

If you would like to book a visit to look around the school, contact Nikki Turner on nturner@cliftonschool.org or 01709515005.