

School SEND Information Report

The School SEND offer for Devonport High School for Girls

1. What does having a special educational need mean?

The Code of Practice (2014) states that:

A child or young person has SEND 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:

- have a significantly greater difficulty in learning than the majority of others of the same age;
- or
- 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.

Where a child or young person has a disability or health condition which requires special educational provision to be made, they will be covered by the SEND definition.

2. Who is the person responsible for children and young people with SEND at DHSG?

The SENCo at DHSG is Miss Ricks who will monitor, co-ordinate and evaluate provision for these students. She can be contacted at jricks@dhsg.co.uk

The SENCo has day-to-day responsibility for the operation of the SEND policy and co-ordination of specific provision made to support individual students with SEND and medical conditions, including those who have EHC plans. They also provide professional guidance to colleagues and will work closely with staff, parents/carers and other agencies. In addition, they will:

- engage with Collaborative Quality Assurance for SEND
- manage the day to day deployment of the Nurture Base Manager, Teaching Assistants and Learning Mentors
- lead on planning for supporting students with medical conditions, meeting with parents/carers and health professionals to produce a Health Care Plan to disseminate to staff
- advise on the graduated approach to providing SEND support
- lead with EHCP: requesting assessments, coordinating meetings and meeting statutory deadlines
- produce, review and update the School Information SEND Report annually
- work with the Local Authority on the Local Offer
- ensure that all records of students with SEND are accurate and up to date
- produce Pen Portraits for all teachers of those with SEND to guide differentiation
- contribute to staff training on SEND
- take a specific lead role with students who have ASC, Asperger's, eating disorders or literacy difficulties/dyslexia
- administration of access arrangements and screening for specific learning disabilities
- analyse progress data after every Progress Review to identify patterns and implement targeted support for staff and students where progress patterns dictate
- meet regularly with the Assistant Head Teacher for Inclusion and contribute to the smooth running of the Student Support Team
- advise on the deployment of resources to meet students' needs effectively

- liaise with parents/carers of students with SEND
- liaise with external bodies, agencies and specialists being a key point of contact
- be a key point of contact and support for transitions of students with SEND providing enhanced arrangements as required
- work with the Head Teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- liaise with the Designated Teacher for LAC/PLAC where students also have SEND
- be responsible for producing a SEND self evaluation and development plan

The Assistant Head Teacher for Inclusion: Mrs R Morgan

- responsible for the Student Support Team
- works closely with the SENCo as part of this team
- acts as a single point of referral for the team
- analyses whole school inclusion and progress data to monitor significant groups and vulnerable students
- uses this information to drive team decisions
- holds regular team meetings
- through team consultation, allocates referred students for appropriate support programmes
- liaises with the Head Teacher and governors concerning statutory responsibilities, resources and student outcomes

Head Teacher: Mr Lee Sargeant

Responsible for:

- the day to day management of all aspects of the school, this includes the support for students with SEND.
- ensuring that your child's needs are met, although she will give responsibility to the SENCo and class teachers to achieve this.
- making sure that the Governing Body is kept up to date about any issues in the school relating to SEND.

SEN Governor: Mrs Roni Jay

- Ensuring that statutory provision is made for students with SEND at DHSG

3. At Devonport High School for Girls progress of all young people including those with SEND is the responsibility of:

The Subject Teacher: by providing excellent teaching and differentiation for all students, including those with SEND.

They will as part of this provision also:

- monitor the progress of your child, identifying, planning and delivering any additional help your child may need for them to achieve their full potential.
- ensure that the guidance given on the student's Pen Portrait is followed and that targets are worked towards.
- ensure that the school's SEND Policy is followed in their classroom.
- request intervention from the SENCo where current intervention is not working.

4. How does the school identify that a student has a special educational need?

- The SENCo and the Head of House responsible for KS2/3 transition will liaise with all primary schools to ensure that information on students is shared effectively.
- At the start of year 7 or on entry, the school will undertake relevant assessments of all students to ascertain their ability/difficulties and a profile of their needs. This information will be used alongside data from primary schools to ensure that students who may need additional support are identified.
- The SENCo liaises with all staff and monitors the progress of students identified as not meeting their required levels of progress as identified in the schools current tracking system.
- Students with additional needs are also identified to the SENCo by staff if they feel there are concerns about a students learning.

5. Once needs are identified, a graduated response to supporting the student's need will be initiated.

- SEND support will take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the student's needs and of what supports the student in making good progress and securing good outcomes. This is known as the graduated approach and consists of a four part teacher led cycle of: Assess – Plan – Do – Review.
- All teachers of a student receiving SEND support will be made aware of the students plan. Where a student is receiving SEND support the parents/carers will meet with the school at least three times over the year, this will be supported by the SENCo.
- Where relevant the SENCo will enlist the services of specialist professionals such as Educational Psychologists and Advisory Teachers.
- Details of each student with SEND including the nature of their learning disability, recommended teaching strategies, strengths and history of provision will be available to all teaching staff via the Pen Portraits.
- Students with SEND all have a personalised Pen Portrait which highlights the student's areas of strength, needs and what intervention is necessary and how it is best delivered. All teaching staff will be made aware of this information and informed when any significant changes are made.

It is the responsibility of all staff to liaise with the SENCo should they have any concerns that a student may have unidentified SEND.

6. Who are the best people to talk to in this school if I think my child might have a special educational need.

At this school we operate a graduated approach to student need. The vast majority of concerns can be dealt with by the Form Tutor who at DHSG is the first point of contact. If the concern persists the Form Tutor will signpost you to the most appropriate person or agency to support you. Within school this maybe the student's Head of House or the appropriate Head of Department, depending upon whether it is a pastoral or academic concern. If there are still concerns that needs are not being met or that progress is not being made, then any teacher can make a referral to the Student Support Team and seek guidance from the SENCo.

Specialist Individual support

This is usually provided via an Education, Health and Care Plan (EHCP). This means your child will have been identified by the SENCo as needing a particularly high level of individual or small group support.

This may mean that your child will also need support in school from a professional from outside the school. This may be from:

- Local Authority central services such as the Communication Interaction Team or Sensory Service (for students with a hearing or visual need)
- Outside agencies such as the Speech and Language Therapy Service.

For your child this would mean:

- the school (or you) can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child.
- after we have sent in the request to the Local Authority (with a lot of information about your child, including some from you) they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with SEND support at school level and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.
- the EHC Plan will outline the number of hours of individual/small group support your child will receive from the LA and how the support should be used and what strategies must be put in place. It will also have long and short term goals for your child.

This type of support is available for students whose learning needs are:

- severe, complex and lifelong.

7. What training or specialist expertise do our staff have around SEND?

We place great value in the professional development of all staff. Our staff receive a comprehensive induction to working at the School and SEND training is part of this staff development.

The SENCo works closely with the Senior Leadership Team to ensure that a range of training opportunities are available to both teaching and support staff throughout the year. This training is adapted to ensure that it addresses the needs of current students. The school has ensured that staff are trained in providing support for students with Dyslexia and Autism, Visual Impairment, Hearing Impairment and the emotional well-being of students is regarded at all times. Trauma informed classroom practice.

8. What further external support may the school access to support students with SEND and their families?

Careers South West
Educational Psychologist
Communication and Interaction Team
Educational Welfare Officer
CAMHS
Occupational Therapy
Counsellor
Visually Impaired Advisory Service, Hearing Impaired Advisory Service,

Multi Agency Support Team (MAST)
Youth Offending Team
Family Matters
Connect2
ACE

In addition

Plymouth Information, Advice and Support for SEND, formerly The Plymouth Parent Partnership is an independent and impartial organisation who can support parents/carers with Statutory Assessments, preparing for and attending meetings and accompanying them on school visits. They are also able to support parents/carers to reach agreement when issues are faced at school. They can be contacted on 01752 258933.

Early Help Assessment Tool (EHAT) is a multi-agency approach which is used to support those families who are facing challenges, they can be contacted on 01752 307160 (from September 2016 this will transfer to an "early help assessment" process).

9. How are parents/ carers and students with SEND supported to share their views and concerns and work alongside the school?

DHSG recognises the need for parents/carers to be fully aware of their child's progress and parents/carers are:

- invited in to meet with the SENCo three times a year to discuss the targets set for their child and any changes in circumstance.
- parents/carers are emailed or contacted by telephone on a regular basis and are encouraged to contact the SENCo if they have concerns.
- we have a variety of SEND Parent Forums which will allow parents/carers to meet and share concerns, information and support

10. Who is the person I should talk to if I have a concern about the support being provided for my child at the school?

- Regular communication between home/school is essential and central to your child's progress. This might be in the form of a phone call, letter, text, or email and we would encourage you to make contact at the earliest opportunity to discuss concerns.
- Your child's Form Tutor, Classroom Teachers and Head of House are available to discuss progress, concerns, and share information about what is working well at home and school, so that similar strategies can be used.
- If you are not happy that concerns are being managed, please contact the SENCo direct (Ms Ricks) or the Assistant Head Teacher for Inclusion Mrs Morgan.
- Any formal complaints should be made through the Complaints Procedure as detailed on the school website.

11. Where can I find information about the Local Authority's Local Offer for children and young people with SEND and their families?

The Local Authority's Offer for children and young people with SEND and their families is accessible through this link <https://beta.plymouthonlinedirectory.com/>

12. How does the school support students with SEND and their families when they join or leave the school?

We recognise that transitions can be difficult for a young person with SEND and take steps to ensure that any transition is as smooth as possible. We will liaise with feeder and local schools to offer additional meetings, visits and preparation for students who find transition more difficult. We will enlist the support of external agencies, particularly Careers South West to aid future planning at transition into post 16 and post 18 options.

DHSG ACCESSIBILITY PLAN – 2024 - 2028

This Accessibility Plan is compliant with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Trustees are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

This accessibility plan ensures that we continue to improve all aspects of the physical environment of the school site, the curriculum and written information so that all students with a disability can take full advantage of the education and associated opportunities provided by DHSG.

Definition (Equality Act 2010)

“A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities” Physical or mental impairment includes sensory impairments and also hidden impairments. In the DDA ‘substantial’ means ‘more than minor or trivial’. ‘Long-term’ means has lasted or is likely to last more than 12 months.

The definition is broad and includes children with a wide range of impairments, including learning disabilities, dyslexia, autism, speech and language impairments, Attention Deficit and Hyperactivity Disorder (ADHD), diabetes or epilepsy, where the effect of the impairment on the student’s ability to carry out normal day-to-day activities is adverse, substantial and long-term. All those with cancer or surviving cancer; HIV or Multiple Sclerosis are now included from the point of diagnosis.

A significant number of students are therefore included in the definition.

Normal day-to-day activity

The test of whether the impairment affects normal day-to-day activity is whether it affects one or more of the following:

- mobility;
- manual dexterity;
- physical co-ordination;
- continence;
- ability to lift, carry or otherwise move everyday objects;
- speech, hearing or eyesight;
- memory or ability to concentrate, learn or understand;
- perception of risk of physical danger.

The Accessibility Plan will be reported upon annually in respect of progress and outcomes, and provide a projected plan for the four-year period ahead of the next review date. This plan reflects new statutory requirements for the setting of Equality Objectives.

The Accessibility Plan is structured to complement and support the school’s Equality Objectives, and will similarly be published on the school website. We are committed to providing an environment that enables full curriculum access that values and includes all students, staff, parents/carers and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to reinforcing our culture of inclusion, support and awareness within the school. The DHSG Accessibility Plan shows how access is to be improved for students with disabilities, staff and visitors to the school in a given timeframe

and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan will contain relevant and timely actions to:

Increase access to the curriculum for students with a disability, ensuring that students with a disability are as equally prepared for life as are our students who do not have a disability; (If a school fails to do this they are in breach of duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits - it also covers the provision of specialist or auxiliary aids and equipment, which may assist these students in accessing the curriculum.

Curriculum – The Current Position

We believe that we have made good progress in the following areas:

- The development of resources and adaptive teaching for SEND and medical conditions
- Advanced planning for students based on good information from primary partners and the transition portal.
- Progression from Sixth Form to Higher Education and Russell Group Universities.
- Liaison with external services and regarding individual students (physical, sensory, behaviour)
- High quality Pen Portraits and Teaching and Learning profiles available to all staff
- Application of the graduated approach to SEND
- Applying an inclusive approach off site activities and accessibility

- Individualised careers advice
- Further enhance careers education, information, advice and guidance with the introduction of UNIFROG
- Staff are trauma informed and have an understanding of Adverse Childhood Experiences ACEs

Priorities for 2024-2028

- Providing a relational approach that is embedded in classroom pedagogy and practice Increase capacity within student support team to meet need
- Development of accessibility into alternative routes into further education, employment and training
- Implement strategies to ensure exemplary practice in the teaching of the three core strands OF Literacy: Vocabulary, Oracy and Writing.
- Implement consistencies to increase accessibility of classroom resources
- Investigate assisted technology

Physical Access – The Current Position

- A physical environment that is safe and welcoming
- The building is wheelchair accessible with a lift to facilitate movement between the floors, and
- Portable disabled ramps allowing access to building and classrooms.
- 2 Disabled Parking Spaces next to the disabled entrance to the main building
- Accessible toilet facilities are available throughout the school.
- Dedicated nurture base space to support students with their needs
- Fire Evacuation Chairs have been introduced on all staircases in the main building
- Handrails on stairs
- Clear visual signage
- All new buildings meet accessibility building regulations
- We have a number of defibrillators around the site and trained staff as required.

- Yellow edging and strips to highlight potential hazards.
- Annual review using the Local Authority's accessibility framework to address any areas for development arising from site inspections
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Priorities for 2024-2028

- Keep left policy when moving around the site.
- To provide training for staff in relation to visual impairment and trauma-informed practice
- Develop the catering provision further to cater for specialist diets.
- Update of ICT equipment to facilitate learning for the visually impaired.
- Maintain contrasting edging and visual signage to support the visually impaired.
- Investigate leasing an accessible minibus (for wheel chair use)
- Review and further expand the number and location of defibrillators across the site. Train additional staff

Written information -The Current Position

- Information from Parents' Information Evenings is placed on the website.
- Signers are used for parents/carers when required
- Translators and interpreters are available if required for meetings
- Private rooms are available for Parents' Evenings when required.
- Edulink facilitates communication

Priorities for 2024-2028

- Supporting students with planning skills
- Further develop communications via our improved website and use of social media.
- Access to provision via specialist access equipment for students with severe visual impairments e.g. Braille facilities, signage, talking/text (pen readers) and other reading facilities.
- Ensure key documents on website are not in PDF format so that families can translate them more readily
- Expand online platforms for setting homework and are responsive to need and accessible