



## Special Educational Needs and Disabilities Information Report 2018-19

A student has SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to children of the same age.

In 2018-19, 49 of our students were identified as having a special education need or disability that required addition or different provision. 19 of these students had Education, Health and Care Plans (EHCPs). 30 of these students were on our Record of Need following internal and/or external assessment of need.

We are accredited with the 'Dyslexia Friendly Inclusive School', which recognises our 'whole-school' approach and adherence to a model of excellent practice. In addition, we have a specialist Dyslexia Action Literacy Programme (DALP) Teacher, who provided DALP intervention to 16 of our students in 2018-19.

We also have two Dyslexia Champions and an Autism Champion who have received specialist training in supporting the needs of students with dyslexia and autism in a mainstream school setting.

### Contact details

SENDCO: Ms T Gittins:  
tamsin@humphry-davy.cornwall.sch.uk 01736 363 559

Deputy SENDCO: Mrs S Smith  
ssmith@humphry-davy.cornwall.sch.uk 01736 363 559

Assistant to the SENDCO: Mrs D Nelson  
dnelson@humphry-davy.cornwall.sch.uk 01736 363 559

SEND Governor: Ms P Stirrat

Cornwall's SEND Local Offer: <https://www.supportincornwall.org.uk/>

### Whole school approach to teaching and learning:

- ✓ Teachers set high expectations for every student, whatever their prior attainment
- ✓ Teachers use appropriate assessment to set targets which are ambitious
- ✓ Students have access to a broad and balanced curriculum
- ✓ Humphry Davy School is an accredited 'Inclusive Dyslexia Friendly School'
- ✓ Refer to: 'Teaching and Learning' Policy.

### Our graduated response:

- ✓ Potential areas of difficulty are identified and planned for as part of transition
- ✓ Lessons are planned to address potential areas of difficulty and to remove barriers
- ✓ Teaching is continually monitored, including observations and work scrutiny
- ✓ Progress is monitored on a half termly basis



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- ✓ Students who require catch up opportunities are identified and their progress is tracked
- ✓ Students identified as requiring additional or different provision are added to our Record of Need (RoN)
- ✓ The impact of additional or different provision is reviewed using an 'Assess, Plan, Do, Review' cycle
- ✓ Application for an EHCP is considered, following three cycles of 'Assess, Plan, Do, Review', in consultation with students and their parents/carers.

## How we identify students who need additional or different provision:

- ✓ Class teacher refers to the SENDCO
- ✓ Progress is monitored on a half termly basis
- ✓ Communication with parents and carers
- ✓ In school assessment, including access arrangements and screening for dyslexia
- ✓ Extended Leadership meetings
- ✓ Further assessments by specialists, including those from external agencies
- ✓ Refer to: 'Special Educational Needs and Disabilities' Policy

## How we listen to the views of students and their parents/carers:

What	Who	When
Meet the Mentor	Mentors, parents/carers and students	Mentors meet with their mentees at least once a term
Parent/Carer Evenings	Teachers, parents/carers and students	Annually
Assess, Plan, Do, Review meetings for students with SEND	SEND Team, parents/carers and students	At least twice during the academic year with follow up meetings as required
Annual Review meetings for students with EHCP	SEND Team, parents/carers, students and external agencies	Annually
Student Voice	SEND Team and students	Annually and as required

## The Assess, Plan, Do, Review Cycle:

For students on our RoN who require 'additional' or 'different' provision, an Assess, Plan, Do, Review cycle is implemented by the SEND Team in partnership with the student, their parents/carers and class teachers.



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In 2018-19, 'alternative' or 'different' provision for students has been:

- ✓ Communication and Interaction: supervised break and lunchtimes in Midpoint; additional adult support at after school clubs; tailored 'social skills' sessions; Educational Psychologist referral
- ✓ Cognition and Learning: Animal Care KS4 alternative curriculum package; Dyslexia Action Literacy Programme; Read Write Inc Fresh Start literacy programme; touch typing and handwriting support; Educational Psychologist referral
- ✓ Social, Emotional and Mental Health: 'Time out' and 'leave for lunch early' cards; referrals to the Educational Psychologist; referrals to the School Counsellor; referrals to the School Nurse; 'Draw and Talk' therapeutic support; Educational Psychologist referral
- ✓ Physical needs: timetabled physiotherapy; participation in the Projectability Cornwall School Games; Boccia club; adult support for movement around the school site, within practical lessons and/or at school clubs; specialist equipment available in PE lessons; alternative transport for trips where required

We review the effectiveness of SEND provision using the following methods: meetings with students and their parents/carers; Annual Reviews for students with EHCPs; monitoring of teaching and support, including observations and work scrutiny; half termly data monitoring of progress; student voice; and the Kirkland Rowell survey.

## **Support Staff Deployment:**

Support staff are deployed in a number of roles:

- ✓ Ensuring students are settled, happy and learning, especially at transition points
- ✓ Supporting individual needs, including physical, learning and emotional health
- ✓ Supporting small group learning, directed by the classroom teacher
- ✓ Delivering intervention programmes: handwriting; touch typing; 'Draw and Talk'; 'Fresh Start' phonics; and tailored social skills lessons

We review the quality and impact of support staff deployment using the following methods: learning walks; observations; tracking of student progress; staff feedback; meetings with students and their parents/carers; and student voice.

## **Partnerships with other schools and how we manage transitions:**

We work with a number of schools in the following ways:

- ✓ Transition Assistant Head teacher visits feeder primary school to meet staff and students and collates student information
- ✓ Extended Transition is arranged for students with SEND as required
- ✓ The Extended Transition booklet is issued to individual primary schools and parents/carers
- ✓ Extended Transition begins at Easter, with a total of eight scheduled transition visits
- ✓ Summer School is available to all new year 7 students
- ✓ Individual transition visits and sessions if required

Date of report: September 2019



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In 2018/19, twenty two students in two groups, required Extended Transition. They visited us with their parents/carers and/or TA.

Our year 11 students with SEND were supported in the following ways: 1-1 meetings with Helen Richards, Humphry Davy School's independent Careers Advisor; tailored transition visits to college; CSW (formally known as Careers South West) attendance at Annual Reviews of EHCPs; and frequent communication between school and college.

Parents/carers were included in this process through regular communication, mentor meetings and liaison with the careers staff. We also extended invitations for parents/carers to accompany their child on the additional college visits.

### **On-going development:**

We work hard to ensure that any areas of support for our learners that can be improved are identified and that strategies are put in place to make those improvements. We do this through our School Improvement Plan, which includes our SEND Action Plan. In addition, the training needs for staff (CPD) are based on a skills audit and the needs of children at Humphry Davy School.

During 2018-2019, staff received training from the following teams: Hearing Support Team; Vision Support Team; and the Autism team. Teaching assistants also had a bespoke training course termly delivered by internal and external staff: text marking and developing vocabulary; effective questioning; speech and language; and strategies to support learners with autism.

### **Our complaints procedure:**

Anyone wishing to make a complaint with regard to SEND support and provision should contact the SENDCO, Ms T Gittins.

If the complaint is in regard to the SENDCO, contact should be made with the Head Teacher, Mr W Marshall.

During 2018/19 we received no complaints with regards to SEND provision and support.

### **Other relevant information and documents:**

The Designated Safeguarding Lead in our school is Ms T Gittins: [tamsin@humphry-davy.cornwall.sch.uk](mailto:tamsin@humphry-davy.cornwall.sch.uk)

The Designated Teacher for Children in Care is Ms T Gittins: [tamsin@humphry-davy.cornwall.sch.uk](mailto:tamsin@humphry-davy.cornwall.sch.uk)

The Deputy Designated Safeguarding Lead is Mrs K Oliver: [koliver@humphry-davy.cornwall.sch.uk](mailto:koliver@humphry-davy.cornwall.sch.uk)

Our Accessibility Plan can be found on our website.



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Our SEND Policy and School Offer (our contribution to the Local Offer) can be accessed via the links on our website.

Our SEND Policy, School Offer and SEND Information Report have been written in accordance with the Disability Discrimination Act 1995, the Equality Act 2010 and the Children and Families Act 2014.

Cornwall's SEND Local Offer can be found at the following link:

<https://www.supportincornwall.org.uk/>

## Frequently Asked Questions

### How does the school support students who need extra help with learning?

Humphry Davy School is a mainstream school. We aim to ensure that:

- ✓ Students with SEND are able to access their entitlement to a broad, balanced and relevant curriculum as part of the whole school community
- ✓ Students with SEND are educated in an inclusive environment alongside their peers to enable each student to reach his or her full potential
- ✓ We match levels of additional support for learning to the wide variety of individual learning difficulties, while enhancing self-esteem
- ✓ We identify and assess students with SEND as early and as thoroughly as possible using the revised graduated approach as required by the 2014 SEND Code of Practice
- ✓ Parents/carers and students are fully involved in the identification and assessment of SEND, and we strive for close co-operation between all agencies concerned using a multi-disciplinary approach
- ✓ We meet the needs of all students with SEND by offering different and additional forms of SEN support 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

. At Humphry Davy School, we recognise that students make progress at different rates and 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
- ✓ Concerns raised by parent/carer
- ✓ Concerns raised by teacher
- ✓ Liaison with external agencies, for example a physical health diagnosis from a paediatrician

If a student is identified as having SEND and they require additional or different provision then their name will be added to our Record of Need and SEND support will be planned in consultation with the student and their parent/carer. We recognise that students' needs may change over time and provision must reflect this. The aim of any additional or different provision is for the student to make expected levels of progress, so once they reach this threshold they may be removed from the Record of Need. If they fall behind again at any point, then they may be added to the Record of Need again.

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## How will the school support my child?

Subject teachers are responsible for the progress of students in their lessons. They are trained to teach children with SEND and are responsible for making the curriculum accessible to all students.

The SENDCO is responsible for ensuring that:

- ✓ Teachers understand a student's needs
- ✓ Teachers are trained in meeting those needs
- ✓ Teachers have support in planning to meet a student's needs
- ✓ The quality of teaching for students with SEND and provision across the school is effectively managed.

Where a child is not making expected progress, despite quality first teaching, students may require additional or different support to make expected progress. At this point, the SENDCO, in collaboration with the student and their parent/carer, is responsible for organising intervention for an individual student, which might include one of these provisions:

- ✓ Interventions— students attend pre-arranged sessions with teachers or Specialist TAs
- ✓ Additional adult support in the classroom – Teaching Assistants are allocated in lessons where children with significant SEND require SEND support.

## How are students with SEND supported with their homework?

Homework is set through the website 'Show My Homework' which students can access from home and in school. If students require additional support with their homework, there is a homework club that runs every day from 3-4pm in the school library. Login details to Show My Homework are available to all parents on request.

## Who will explain provision to me?

- ✓ Information about the provision in individual subjects can be discussed with subject teachers or academic leaders. There is an annual opportunity for this at parents/carers evenings, but teachers can meet with parents/carers at any point in the school year to discuss students' progress.
- ✓ In the case of additional or different provision, a member of the SEND Team will write to parents/carers explaining the aims of the provision. Letters, phone-calls or emails will be used to keep parents/carers updated on their child's progress and discuss support in more detail, if required.

## How are the School Governors involved and what are their responsibilities?

- ✓ The SENDCO reports to the governors annually to inform them about the progress of students with SEND; this report does not refer to individual students and confidentiality is maintained at all times.
- ✓ Ms P Stirrat is responsible for SEND and meets with the SENDCO termly. Ms P Stirrat, the SEND link governor, also reports to the governing committees to keep all the governors informed on the SEND information and provision.



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

Subject teachers are responsible for planning lessons that are accessible to and differentiated for every student. In some curriculum areas (English, Maths and Science) students are grouped by levels of attainment, whilst other curriculum areas are taught in mixed attainment groups.

Students are entitled to participate in all areas of the curriculum and it is the subject teacher's role to differentiate resources and activities to ensure the student can access the learning. This can mean teachers plan and / or provide:

- ✓ Small group or 1-1 learning with a TA
- ✓ Pre-teaching content or vocabulary
- ✓ Over-learning of topics
- ✓ Alternative activities for home learning
- ✓ Targeted texts and resources appropriate for students' reading ages
- ✓ Additional apparatus or materials
- ✓ Accessible reading resources and materials

In year 8 students choose their Key Stage 4 curriculum, selecting option subjects to study from year 9 through to year 11. Students and parents/carers are offered advice and careers guidance at the appropriate time to help make these important decisions. An Animal Care curriculum pathway is available for a small group of students in Key Stage 4.

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

Parents and carers are welcome any time to make an appointment to meet with either a subject teacher or Mentor to discuss how their child's academic progress. Parents/carers can contact staff members directly by email or by writing a note in their child's Student Guide, or through the school office on 01736 363559.

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

The whole school system at Humphry Davy School includes:

- ✓ Teachers, as part of their professional standards, are expected to monitor and review students' progress
- ✓ Half termly reviews of assessment data
- ✓ Half termly reviews of interventions
- ✓ Half termly review of additional support in classrooms
- ✓ Termly lesson observations, learning walks and work scrutiny
- ✓ Cognitive Ability Tests (CATs); these tests, alongside other baseline testing, allow us to identify when students may need further support, intervention or additional assessment to detect any underlying difficulties
- ✓ Weekly analysis of behaviour management system, which provides information about how well a student is engaging with the learning opportunities on offer, and provides pastoral staff with evidence for how well a student is learning at school.

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



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The school uses a positive behaviour management system. Every lesson, some students will receive Humphry Davy Dollars from the teacher for effort and / or achievement.

Humphry Davy Dollars are monitored by Mentors and are linked to rewards that can be purchased from the school shop. Many students choose to donate their Dollars to their House charitable cause. This system enables the pastoral team to identify students who are falling behind their peers, to investigate and to address the reasons for this.

Humphry Davy School operates a vertical mentoring system, which means that students are placed with students from every year group in their mentor group. This encourages community cohesion, communication across age groups and opportunities for mentoring and leadership. This system also means that students are able to share their experiences and provides support for students experiencing the same changes and transitions that they have already faced. Mentors are the main point of contact for parents/carers about their child's pastoral and social well-being.

We have a Pastoral Support Team including House Leaders and Student Support Workers. The SENDCO liaises with this team as necessary; the Pastoral Support Team can request additional support for students, for example The Early Help Hub, Hayle Youth Project (1:1 mentoring for young people), Dreadnought Centre (group support) and Penhaligon's Friends (bereavement support), in addition to a range of other services which are detailed and accessed through the Local Authority:

<https://www.supportincornwall.org.uk/kb5/cornwall/directory/home.page>

We also have a resident counsellor who works with our students on a referral based system, the counsellor can see up to 12 students individually for a 6 week block initially and this can be extended if required.

Students who struggle with social situations are provided with a choice of quiet spaces to go during break and lunch, including Midpoint, where they are supported by TAs to manage unstructured social time.

If a student is unwell during the school day, then they will be sent to Student Services, where they will be seen by our First Aid team; Mrs J Rollason and Mrs R Gwennap. If the student is too ill to stay at school, their parent/carer will be contacted and asked to make arrangements for collecting them as soon as possible.

In a medical emergency, the First Aider will attend urgently, or may call for an ambulance if the student requires hospitalisation. Students who have severe allergies or other significant health/medical needs are highlighted to all staff throughout the school year.

September 2019

Date of report: September 2019