

Special Educational Needs and Disabilities Information Report 2019-20

Humphry Davy School continues to have an excellent reputation for the nurture and care of all students.

In 2019-20, 22 of our students had Education, Health and Care Plans (EHCPs), accounting for 2.66% of the school cohort. In 2019-20 we had 30 students on our Record of Need (RoN). Students identified as requiring support that is 'additional' or 'different' are added to our Record of Need (RoN). In addition, 106 students were identified as On Alert (OA).

In April 2017 we were proud to be accredited with the 'Dyslexia Friendly Inclusive School' status for the second time, which recognises our 'whole-school' approach and adherence to a model of excellent practice.

In line with the SEND Code of Practice 2014, the Children and Families Act 2014, the Disability Discrimination Act 1995 and the Equalities Act 2010, Humphry Davy School offers provision to meet the needs of all children with SEND including those who do not have Education, Health and Care Plans (EHCPs).

Contact

SENDCO: Ms T Gittins: tgittins@humphry-davy.cornwall.sch.uk

Contact Phone Number: 01736 363 559

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

Contact Phone Number: 01736 363 559

Assistant to the SENDCO, Autism Champion and Dyslexia Champion: Mrs D Nelson:
dnelson@humphry-davy.cornwall.sch.uk

Contact Phone Number: 01736 363 559

Name of SEND Governors: Ms P Stirrat and Ms J Buckingham

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

<https://www.cornwall.gov.uk/education-and-learning/schools-and-colleges/special-educational-needs-file/cornwall-send-local-offer/>

Whole school approach to teaching and learning:

- ✓ High quality teaching and learning – good teaching for pupils with SEND is good teaching for all.
- ✓ All teachers are responsible for the learning and progress of every child in their class, including those with SEND.
- ✓ An inclusive, differentiated and personalised approach to enable all learners, including those with SEND, to engage with all aspects of school life.



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- ✓ Humphry Davy School is an accredited and registered 'Inclusive Dyslexia Friendly School'
- ✓ Refer to: Teaching and Learning Policy.

Our graduated response for learners:

- ✓ Continual monitoring of the quality of teaching
- ✓ Half termly monitoring of students' progress
- ✓ Identifying and tracking students who require catch up opportunities
- ✓ Students identified as requiring support that is 'additional' or 'different' are added to our Record of Need (RoN)
- ✓ All students with EHCPs are automatically included on our RoN
- ✓ Consideration of application for an ECHP, 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 SEND Team
- ✓ CAT Tests in year 7 identify students who have barriers to learning
- ✓ Biannual reading age tests identify students who have literacy difficulties
- ✓ Half-termly curriculum assessments and tracking of progress
- ✓ Students are added to our 'On Alert' list, which includes students for whom English is an Additional Language (EAL) - strategies are identified to address needs
- ✓ Communication with parents and carers
- ✓ In school assessments available, including dyslexia screening and access arrangement testing for examinations
- ✓ Termly Inclusion Meetings with the Educational Psychologist and SENDCO
- ✓ Further assessments by specialists, including those from external agencies
- ✓ Students added to RoN if they have received a diagnosis of SEND or require provision that is additional or different- Individual Education Plans (IEPs) are created in consultation with the student and their parent/carer
- ✓ Refer to: Special Educational Needs and Disabilities Policy

We take a holistic approach of all aspects of a child's development and well-being; our pastoral support arrangements for supporting the emotional and social development of all young people, including those with SEND, is set out in our School Offer. Our measures to prevent bullying can be found in our Anti-bullying Policy.

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 SENDCO in partnership with the student, their parents/carers and class teachers.

In 2019-20, 'alternative' or 'different' provision made available for students has been:

- ✓ Communication and Interaction: a lunchtime support group which promotes inclusion with peers based on the Circle of Friends model; supervised break and lunchtimes in Midpoint; additional adult support at after school clubs; tailored social skills sessions where appropriate.



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- ✓ Cognition and Learning: Life skills curriculum taught fortnightly; Animal Care alternative curriculum package for a small group in year 9, 10 and 11; Dragon dictate software available for individual students to use; timetabled 'overlearning' sessions; Netbook loaning system, Read Write Inc Fresh Start literacy programme; handwriting club; homework club; Access Arrangements (exam concession testing); touch typing practice and dyslexia assessments.
- ✓ Social, Emotional and Mental Health: 'Time out' and 'leave for lunch early' cards issued; Midpoint as a supervised break and lunchtime base; termly consultation and referral to the Educational Psychologist; referral to the School Counsellor; referral to the School Nurse; 'Draw and Talk' therapeutic support; tailored social skills sessions and also tailored additional PSHE sessions.
- ✓ Physical needs: timetabled physiotherapy; Boccia Club, TA 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 evaluate the effectiveness of SEND support using the following methods: Assess, Plan, Do, Review meetings; Annual Reviews of EHCPs; half termly curriculum assessments; TA performance management; student voice; and the Kirkland Rowell student / parent 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

We monitor the quality and impact of this support using the following methods: learning walks; lesson observations; tracking of student progress; teacher feedback; meeting with parents / carers; and student voice.

Partnerships with other schools and how we manage transitions:

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

- ✓ Assistant Head teacher visits feeder primary school to meet staff and students and collates student information
- ✓ Extended Transition is arranged for students with EHCPs and other students with additional needs who are identified by primary schools
- ✓ 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



In 2019- 20 we offered an alternative Extended Transition package for our new year 7 students: families attended for individual visits and regular phone contact took place to share information about students' SEND and plan provision.

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

Parents are included in this process through good communication, Tutor meetings and liaison with the careers staff. We also extend invitations for parents 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 2019-20, teaching staff and Teaching Assistants took part in training on 'Supporting Students with Literacy Difficulties', with a focus on tier 2 vocabulary and text marking. Teaching Assistants also took part in a bespoke training programme, which included 'Hearing Impairment Training' delivered by the Teacher of the Deaf and 'Co-regulation Strategies' delivered in-house. All in-house training was planned with input and recommendations from external agencies: CAMHS and The Cognition and Learning Service.

Our complaints procedure:

Anyone wishing to make a complaint with regard to SEND support and provision should contact the SENDCO, Ms T Gittins or Deputy SENDCO Mrs S Smith. If the complaint is in regard to these staff, contact should be made with the Head Teacher, Mr W Marshall.

During 2019/20 we received no complaints with regards to SEND provision and support.

Other relevant information and documents:

Designated Safeguarding Lead (DSL)
Miss. T Gittins 01736 363559. tgittins@humphry-davy.cornwall.sch.uk

Deputy Designated Safeguarding Lead
Mrs. K Oliver. 01736 363559. KOliver@humphry-davy.cornwall.sch.uk

Single Point of Contact (for concerns regarding radicalisation and extremism):
Miss. T Gittins. 01736 363559. tgittins@humphry-davy.cornwall.sch.uk



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The Local Authority's Offer can be found at <https://www.cornwall.gov.uk/education-and-learning/schools-and-colleges/special-educational-needs-file/the-local-offer/>

Our Accessibility Plan can be found on our website.

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.

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

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. 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 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.

What should I do if I think my child has special educational needs?

Your first point of contact at school is with your child's Tutor. You can start by contacting the Tutor who will be able to discuss your concerns.

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 on, for example phonics, numeracy, life skills, social skills, pre-learning and back-chaining; interventions take place during the school day, with some taking place after school at 3.15pm
- ✓ *Additional adult support in the classroom* – Teaching Assistants are allocated in lessons where children with significant SEND require SEND support. The SENDCO is also able to direct a limited amount of 'hours' of additional adult support in the classroom, in cases where there is evidence that students with SEND are not making expected progress.



How are students with SEND supported with their homework?

The homework set by teachers is an integral part of students' learning and can contribute directly to how well a student makes progress. Home learning consolidates and builds on the learning in lessons, ensuring that students fully understand concepts and apply skills they have learnt, which provides opportunities for pre-learning and over-learning. The school expects parents to engage with their child's home learning, so that students can see the high value their parents place on working as part of a home-school partnership.

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' evening, but teachers can meet with parents/carers at any point in the school year to discuss students' progress.
- ✓ In the case of individual or small group interventions, the SENDCO or the Assistant to the SENDCO will write to parents/carers explaining the aims of the intervention. 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 and Ms J Buckingham are responsible for SEND and meet with the SENDCO termly. Ms P Stirrat and Ms J Buckingham, the SEND link governors, also report to the governing committees to keep all the governors informed on the SEND information and provision.

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:

- ✓ Visual, auditory or kinaesthetic activities
- ✓ 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/Creative media 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 Tutor to discuss how their child's academic progress. Parents/carers can contact staff members directly by email, or through the school office on 01736 363559.

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
- ✓ Parents / carers receive a progress report every half term
- ✓ A detailed report is received annually for each year group
- ✓ If your child has an Education, Health and Care Plan (EHCP), there is a legal requirement for an Annual Review

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
- ✓ Cognitive Ability Tests (CATs); these tests, alongside other baseline testing such as biannual reading age tests, 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?

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 Tutors and are linked to rewards that can be purchased from the school shop. Many students choose to donate their Dollars to their House



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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.

We have a Pastoral Support Team including Heads of Year (who are also Heads of House), Heads of Upper and Lower School and Student Support Workers. The SENDCO liaises with this team; 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 their Student support worker and triaged onto Student Services if required, where they will be seen by our First Aid team; Mrs J Rollason and the student support workers for all years. 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. Please refer to COCID risk assessment on the schools website for information during this time regarding First aid.

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.