



## **Upper Shirley High - Special Educational Needs and Disabilities Information Report**

Our Mission statement:

Within the Jefferys Education Partnership, we believe that:

- All children are valued and included regardless of needs or abilities.
- All children are entitled to a broad, balanced and enriching curriculum which is adapted as appropriate to meet individual needs.
- All our teachers are teachers of children with special educational needs.
- All our children can learn and make progress.
- Effective assessment and provision for children with SEND will be secured in partnership with parent/carers, children, LA and other partners.
- Maintaining children's safety and wellbeing is central to their development.

## Education Framework

The following table demonstrates how we put support in place for all students with SEND (including the areas of need below).

- Learning difficulties
- Communication difficulties
- Autism spectrum disorders
- Specific learning difficulties
- Physical difficulties and medical needs
- Sensory difficulties
- Social, emotional and mental health difficulties

	<b>Whole school response Universal Quality First Teaching</b>	<b>Targeted support for individuals or small groups, short or medium term</b>	<b>Specialised individual support - medium or longer term</b>
<b>Teaching Approaches</b>	<p>The school regularly monitors your child's progress in meeting their targets and if they are not making enough progress they will be highlighted for the attention of our Inclusive Learning Department based on the graduated response. The Special Educational Needs Coordinator (SENCo) will implement, after consultation with parents, any necessary and appropriate interventions.</p> <p>There are regular parents' evenings with termly reports to parents.</p>	<p>Assessment for Learning is used to support planning for different levels of attainment. Small groups may be supported by either the class teachers or Teaching Assistants as appropriate.</p>	<p>Work is differentiated to meet individual children's needs. There is careful targeting of individual support for students with Special Educational Needs. Personalised interventions are put in place for students who are not making progress.</p> <p>The outcomes for students with an Educational Health Care Plan are shared with staff and specific interventions put in place for support.</p>
<b>Learning / curriculum approaches</b>	<p>Children and young people will have full access to the National Curriculum and Religious Education. The National Curriculum will be differentiated to take account of each child's particular needs and will be modified to suit each child's academic and personal development.</p>	<p>The school identifies children with special educational needs in a number of ways. For example, through referrals from class teachers/tutors, testing and data analysis once they have followed the graduated response.</p> <p>Children are assessed regularly and parents are always informed</p>	<p>The Special Educational Needs Co-ordinator (SENCo) may carry out additional testing when additional educational needs are identified. In this context, the school always responds to any concerns raised by parents and the school will liaise regularly with parents when needs are identified. Outside agencies</p>

		of any concerns regarding their children's progress.	may be involved where necessary. Provision mapping is used to monitor and support and to ensure needs are met.
<b>Support</b>	<p>Upper Shirley High is an inclusive school, where all teachers are teachers of children with special educational or additional needs and the whole school community respects the rights and needs of others</p> <p>Students at Upper Shirley High with special educational and additional needs have a Student Passport, which is distributed to all teaching staff. The Passports advise staff of the strengths and needs of the child as well as specific teaching strategies for Quality First teaching. The Passports are regularly discussed with the student and updated as appropriate. There is regular communication between the SENCo and teaching staff on progress of individual students.</p>	<p>The Endeavour Centre offers access to small group work based on developing an understanding of the subtleties of language, conversational skills, self-esteem, confidence and other social skills. This also includes a programme of enrichment and nurture.</p> <p>The school offers regular small group sessions to develop literacy and numeracy skills as well as targeted one to one interventions which provide an opportunity for over learning and consolidation of concepts. This includes developing foundation skills in reading, writing (spelling and comprehension) and arithmetic.</p> <p>The school also runs the Catch Up Programme in Literacy and</p>	<p>Children with SEND in school may also be supported by external agencies, such as Educational Psychology, CAMHS, No Limits, Speech and Language and Occupational Therapy.</p> <p>If it is felt a student requires additional, external support, parents are always consulted. The primary contact for these agencies is the SENCo, although class teachers and support staff are also involved.</p> <p>It is the responsibility of the SENCo to organise external support and maintain records.</p>

	Teaching and support staff receive training which is aimed at maximising participation, access and achievement of children with special educational/ additional needs.	Numeracy which involves one to one structured interventions targeted at students with particular difficulty in these areas. Other regular interventions include speech and language, working memory, Theory of Mind sessions and handwriting skills.	
<b>Environment and physical resources</b>	Upper Shirley High is an inclusive setting that welcomes all children regardless of their abilities. Reasonable adjustments are made to include all members of the school community.	Upper Shirley High prepares children for changes and provides support to manage unpredictable events as well as providing a comprehensive programme to prepare students for times of transition such as between primary and secondary and further education.	The SENCo co-ordinates the liaison and multi-agency working to support children with disabilities. The school will adapt the learning environment to ensure that individual needs are met. This may include access to a sensory area, quiet places, adjusted timetables and additional teaching assistant support.
<b>Emotional</b>	Upper Shirley High works closely with families to meet the needs of all students with their social, emotional and behavioural development. There is a robust pastoral structure which places	The Endeavour Centre runs small group support offering a short term, focussed, intervention strategy, which addresses barriers to learning arising from social / emotional and or behavioural	At Upper Shirley High emotional literacy support is provided by our Emotional Literacy Support Assistant (ELSA) who has received additional training from educational psychologists on

	<p>the emotional needs of the child as a high priority.</p> <p>The SENCo works closely with the Heads of Years, who in turn work closely with tutors and parents to ensure a strategic and school-wide approach to supporting students.</p>	<p>difficulties, in an inclusive, supportive manner.</p>	<p>aspects of emotional literacy including emotional awareness, self-esteem, anger management, social and friendship skills, social communication difficulties, loss, bereavement and family break-up. Our ELSA can supports students on a one-to-one or group basis as and when required liaising with parents/carers in order to fully support the children.</p> <p>The school has a Life Coach who sees children on a one-to-one basis – this is a form of counselling designed to help children understand how best to learn at school, to be more confident in social situations and to achieve their potential.</p>
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## Frequently asked questions from the point of view of a parent/ carer:

Question	Answer
<p>How does Upper Shirley High know if children need extra help? What should I do if I think my child/young person may have special educational needs?</p>	<p><i>Upper Shirley High is committed to early identification of special educational needs. A range of evidence is collected through the usual assessment and monitoring arrangements, including whole-school 'LASS' testing; if this suggests that the learner is not making the expected progress, or will struggle to progress without support, teachers and the SENCo will decide whether additional and/or different provision is necessary. If you are concerned you need to speak to your child's tutor, or contact the SENCo.</i></p>
<p>How will staff at Upper Shirley High support my child?</p>	<p><i>Your child's class teachers and the SENCo will oversee and plan your child's education programme. Depending on the intervention required, your child may be working at times in a small group, or one to one basis, aimed at supporting literacy and/or mathematics. Sometimes a student requires support to access the curriculum or to manage his or her behaviour, emotions, or to work on their social skills. In this case, qualified Teaching Assistants may support your child to be a successful member of the school community. This will all be explained to you by a member of staff from the SEN Team based in the Endeavour Centre.</i></p>
<p>How will the curriculum be matched to my child's needs?</p>	<p><i>All our teachers are teachers of children with SEN. All teachers plan to include everyone in their lessons and work is provided at the appropriate levels for children to access their learning and make good progress. Planning is monitored rigorously by the Senior Leadership Team.</i></p>
<p>How will I know how my child is doing and how will you help me to support my child's learning?</p>	<p><i>We have an open door policy at Upper Shirley High. There are regular parent evenings and you can ask for an appointment to speak with your child's class teacher, tutor or the SENCo at a mutually convenient time. You will receive a report every term and we will always ask to see you if we have concerns about your child's progress. We will also respond to emails or telephone calls if you have particular concerns or queries about your child's progress.</i></p> <p><i>If your child has a statement of SEN, or Educational Health Care Plan, an annual review is held in compliance with the guidance in the SEN Code of Practice (2014).</i></p>
<p>What support will there be for my child's overall wellbeing?</p>	<p><i>Children have access to a group and one-to-one support from an ELSA if required. There are close links with our partners in health, for example, the school nurse and paediatric Occupational Therapist. We</i></p>

What support will there be for my child's overall wellbeing? (Cont.)	<i>can also refer children to the school's Life Coach, No Limits Support Worker, Educational Welfare Officer, Family Support Worker and Speech and Language Therapist.</i>
What specialist services and expertise are available at, or accessed by, Upper Shirley High?	<i>We also link with other professionals such as Child and Adolescent Mental Health Service (CAHMS), Social Care, Educational Psychology, Occupational Therapy, No Limits, Autism Hampshire and Specialist Teachers for children who have physical difficulties, specific learning difficulties and hearing or visual impairments.</i>
What training have staff supporting children and young people with SEND had?	<i>All class-based staff receive training and updates for the main categories of special educational needs and classroom intervention and support. All class-based staff have also received additional, specific training in working with and supporting teenagers and young adolescents. Epi-pen training is also given at the start of each academic year.</i>
How will my child be included in activities outside the classroom including school trips?	<i>We make every effort to include all students in school trips. If an individual risk assessment is required we will write this in order to ensure that everyone is fully included. We will also help prepare your child for any changes in their school day, such as school trips, awards ceremonies, activities week and sports day.</i>
How accessible is Upper Shirley High?	<i>We make every reasonable adjustment possible. Part of the school site is across three levels but we move classes downstairs in order that a student could access them. We have a lift and a stair lift to access the middle level which gains access to Science and English. There is also an accessible toilet and shower. The Endeavour Centre is on the ground floor.</i>
How will the Upper Shirley High prepare and support my child to join the school and then transfer to a new school?	<i>The Transition Co-ordinator and the SENCo liaise with Year 6 teaching staff, support staff and SENCos from feeder schools. In some cases it may be necessary for a school representative to meet the child in their home environment prior to entry. Extra transition is arranged as necessary in addition to the city's transition days. These can be arranged for individual children and/or for small groups attending our year 6 Nurture group. There are regular visits between the Junior schools belonging to the Jeffrey's Education Trust and Upper Shirley High throughout the year which provides children with opportunities to meet teaching staff from Upper Shirley High. There is also access to a Summer school over the May</i>
How will the Upper Shirley High prepare and support my child to join	

<p>the school and then transfer to a new school? (Cont.)</p>	<p><i>bank holiday and in the first week of the summer break. This provides further familiarisation with the school site, staff and a full programme of activities.</i></p> <p><i>Transition to further education is coordinated between the careers advisor, the SENCo of Upper Shirley High and the SENCo and support staff of local Colleges. Pastoral leads and the school's careers advisor will also be involved in the move to college. Taster days and activities at a number of colleges feature regularly in the school calendar and are available to all years, but most particularly for Years 10 and 11. Invitations to Annual Reviews for Educational Health Care Plans are given to all schools and colleges at specific transition points to assess needs and to plan for intervention of the next 12 months.</i></p>
<p>How are the school's resources allocated and matched to children's special educational needs?</p>	<p><i>The local authority provides funding for schools to meet the needs of all children with SEND. This is worked out using the information about the children's prior attainment and the socio-economic make up of our school cohort. We allocate support according to need. Additional interventions are funded to support children's progress. If your child has an EHCP we will ensure that the provision specified in Part 3 is provided.</i></p>
<p>How is the decision made about what type and how much support my child will receive?</p>	<p><i>The members of the Learning Support Team meet weekly to discuss progress for the children they support. They also meet regularly with the teachers of those children to develop and monitor a personalised programme of intervention and support.</i></p>
<p>Who can I contact for further information?</p>	<p><i>Your first point of contact if you want to discuss something about your child is your child's class tutor. You can contact the SENCo, or any members of the school leadership team, if you still have any concerns.</i></p> <p><i>If you would like to apply for a place at Upper Shirley High please contact the school to arrange a visit. You will then be directed to our Admissions consultant Jo Glenton. If your child has an EHCP, you will additionally have to apply via the local authority to arrange for the appropriate changes in provision. Contact Southampton City Council SEN team for further information or see their website: Southampton.gov.uk</i></p>

### **Frequently asked questions from the point of view of a young person:**

<b>Question</b>	<b>Answer</b>
How does Upper Shirley High know if I need extra help?	<i>Your teachers track your progress and they will know if you need extra help. If you are just starting at USH, we would have also collected information from when you were in year 6 and will know what extra help you have been getting.</i>
What should I do if I think I need extra help?	<i>You can talk to someone at home and they can talk to your teacher. You can also talk to your teachers and your tutor.</i>
How will my work be organised so that I can cope and get it all done?	<i>Your teacher will give you work that will allow you to learn and make progress. They will make sure that it is not too easy and not too hard, but it will make you think. There is also a homework club that new students are encouraged to attend.</i>
If I have difficulties how can I be involved in planning my learning?	<i>You can always come and speak to any of the team in the Endeavour Centre. This might be about a certain subject or an issue you are having on a specific day. If you have an EHCP, you will also be invited to the Annual Reviews that take place each year.</i>
Who will tell me what I can do to help myself and be more independent?	<i>All the staff at Upper Shirley High can help you to become independent, but if you feel really worried then talk to your preferred adult. This could be your tutor, a teacher or someone from the Endeavour Centre.</i>
What should I do if I am worried about something?	<i>Talk to your tutor, the support staff, or any other familiar adult in the school.</i>
How will I know if I am doing as well as I should? Don't worry because our teachers will let you know quickly if there is a problem.	<i>You will have a school report each term and your teacher will meet with someone from home to explain how you are doing. and</i>
How can I get help if I am worried about things other than my school work? Remember, everyone faces extra challenges from time to time.	<i>You can always talk to any member of staff at school who you feel comfortable talking to. You can also ask to speak with the Emotional Literacy Support Assistant (ELSA) or the Life Coach.</i>
Are there staff in school who have been trained to help young people who need extra help?	<i>All our teachers and support staff have been trained to teach children with learning needs. Different members of the SEN team have different knowledge so that we can support as many different students as possible.</i>

<p>If I have difficulty in taking part in school activities what different arrangements can be made?</p> <p>a. How will I know who can help me?</p> <p>b. Who can I talk to about getting involved in school activities if I need extra help?</p>	<p><i>We can move classrooms around if you are unable to walk up the stairs. We have disabled toilets and a shower.</i></p> <p><i>You will be introduced to all staff that will be working with you so that they understand your difficulties. If you feel comfortable, we could also let your friends know how they can help you.</i></p> <p><i>You can talk to your teachers, tutor or the support staff if you would like to be involved in school activities where you may need extra help.</i></p>
<p>What extra help is there to help me get ready to start at Upper Shirley High School?</p>	<p><i>Upper Shirley High offers a two day, rather than a one day Y6 induction. In addition to the usual year 6 activities taking part at Upper Shirley High, we will talk to your current school and your parents/carers. You are welcome to come and visit Upper Shirley High. We can give you a school prospectus and write you a social story if this would help you. A member of staff will give you a tour of the school either before or once you have started.</i></p>

### **What should you do if you feel that the Information Report or Local Offer is**

- **either not being delivered or**
- **is not meeting your child's needs?**

*You should contact your child's tutor and/or the Special Educational Needs Coordinator (SENCo).*

### **How is our information report reviewed?**

*The local offer for Upper Shirley High will be reviewed regularly and amendments will be made in accordance with the School Development Plan and on information gathered from careful analysis of student progress.*

*It is also reviewed through discussion with parents. Quote from a parent received January 2019:*

*'Since my son started Upper Shirley High he has continued to improve both academically and emotionally. The school has been instrumental in gaining the right level of support he has required through his EHCP.'*

*The school continue to improve and evolve its SEN provision in meeting the children's individual and varying needs. They have been keen to adapt to changes in their learning environment as well as installing key values of respect, behaviour and honesty. The emotional wellbeing of the children is paramount to the school and forming solid, trusted relationships with key members of staff and has enabled my son to access a varied curriculum that we did not think would be possible.*

*There is a strong ethos of partnership with parents and the child to ensure all aspects of a child's learning and wellbeing continue to be met.'*