

Ellowes Hall Sports College



**Special Educational Needs and Disabilities (SEND)
Information Report: 2022/2023**

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Special Educational Needs and Disabilities (SEND) Information Report

Every 12 months, schools are legally required to publish information about the arrangements put in place for identifying, assessing and making provisions for pupils who are identified as having SEND. The document forms an Information Report, which corresponds to the school's SEND Policy, also updated annually, and found on the school's website.

Types of SEND Provided for at Ellowes Hall Sports College

Children are identified as having SEND when they have a significantly greater difficulty in learning than the majority of their peers, within the same age range, or have a disability which prevents them from making use of educational facilities, which are generally provided for children of the same age within the area of the Local Authority (Code of Practice, 2014).

At Ellowes Hall Sports College, we promote inclusivity, offering places to students of all abilities. As a mainstream secondary school, it is expected that all students attend timetabled lessons for majority of their day, only being withdrawn for specific interventions, which aren't counterproductive to their overall learning experience.

The school supports students across all 'four broad areas of need', as detailed in the SEND Code of Practice (2014): Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health (SEMH) difficulties, and Sensory and/or Physical difficulties.

The Local Offer

Ellowes Hall Sports College's SEND provision is part of the wider support provided by the Local Authority. You can access Dudley's Local Offer, which includes information regarding groups and support for young people, on their website, using the following link: <https://www.dudley.gov.uk/resident/localoffer/>.

How do we Identify and Assess Students who have SEND?

Year 6 Transition:

Ellowes Hall Sports College has established close links with primary feeder schools, forming effective liaison to ensure Year 6 students experience a successful transition. During Summer Term 1, the gathering of Year 6 SEND information begins. This allows for a greater understanding of student needs, in preparation for Induction.

Whole School Approach to Identification and the Application of Strategies:

The SENCo, class teachers, Heads of Department (HoD), Heads of Year (HoY), and Senior Leadership Team (SLT), closely monitor the progress and attainment of all students. Systematic and robust monitoring is common practice at Ellowes Hall Sports College, and aims to highlight areas of difficulty which may be seen as a special educational need, and/or disability, that, in some cases, may have been previously unidentified. Concerns can be raised by anyone who has worked, or is working, closely with the student, including: parents/carers, and external services. If your child needs to be assessed, evidence will be gathered and a SEND referral will be made to the SEND Department. This will allow for further investigation, and/or an assessment of needs, using a graduated approach. If required, suitable and effective interventions will be put in place, and progress will be monitored over a 12 week period, with a midpoint review.

Students identified as having SEND are placed on the Local Authority's SEND Register, with parental permission, and the school's SEND Overview Provision Map. This allows for the tracking of support provided, and outcomes, and can be accessed by key members of staff. In addition, and to assist teachers and support staff, students' SEND status is uploaded to their Inspire Pages, which is accessible by all. Students who are in receipt of SEND Support are marked as SEN K, and those who have an Education, Health and Care Plan (EHCP) will be noted as SEN E. All students who have SEND will have a Personal Provision Plan, outlining: their need(s), with scaffolded lessons, tasks and resources.

Education, Health and Care Plans (EHCP):

Students with an EHCP (formerly a statement of SEN) receive provision at the level of their needs and based on the outcomes documented in their plan. It is rare that 1:1 support is outlined within EHCP documentation for every lesson, as it may be seen as a hindrance in building independence and resilience. Although LSAs are predominantly deployed to assist those with EHCPs, Ellowes Hall Sports College does not promote the 'Velcro-Effect' in terms of classroom assistance. Students will be subtly supported, guided, and mentored by both support and teaching staff, following the EEF's TA Deployment Framework (Appendix One). The Local Authority's guidelines regarding support, as per each EHCP, will be followed, and met by the presence/use of Quality First Teaching (QFT), support staff, additional interventions, as necessary, external services' assessments, and whole school Continual Professional Development (CPD).

Targets and Access Arrangements:

Targets are based on the learning skills in which students need to make progress. These include: literacy, numeracy, thinking, motor, organisational, and social skills. Formal feedback from staff, on individual progress, forms targets, in addition to input from the students, parents/carers, and external services. At Ellowes Hall Sports College, we regularly

monitor all students to ensure they are making good progress towards their targets. If any concerns arise, reports are sought from professionals and/or teachers in consultation with students and parents/carers.

The school ensures that screening tests for Access Arrangements are undertaken and in place for all students who may require this provision. Final Access Arrangements are completed and authorised in Year 9, following official assessment by a fully qualified member of staff. The assessment will be carried out in accordance with the Joint Council for Qualifications exam regulations. If granted, these access arrangements will be applied to all subject areas.

Our Approach to Teaching Students with SEND

Teachers at Ellowes Hall Sports College have high expectations of all students. The SEND Department will inform teachers of your child's needs and provide a PPP sheet, ensuring staff can adapt their lessons to meet individual needs. A vital factor to the success of all students, including those who have SEND, is high quality teaching. Subject teachers at Ellowes Hall Sports College are responsible for the progress of students with SEND, and it is our belief that 'every teacher is a teacher of SEND, and every teacher understands the importance in delivering Quality First Teaching (QFT) to all students.'

To assist learning further, we rigidly follow the '**Assess, Plan, Do, Review**' process for students with SEND. This enables us to gain greater understanding of their needs and to identify which approaches are most impactful. We offer a range of interventions to help fully support your child if necessary and will inform you if we feel your child requires additional intervention to meet their aspirations.

We offer interventions, which may include:

- Pastoral Head of Year support.
- Learning Support Assistant classroom allocation.
- Keyworker sessions (dependent on assessment of needs).
- External service(s) assessment (please see SEND Policy for services used).
- Nurture Provisions.
- Additional Literacy/Numeracy intervention.
- Homework Hub.
- Exam Access Arrangements (testing and application of arrangements).
- Access to assistive technology (Reader Pens and/or laptops).
- Reintegration plans (phased lesson return, including adapted timetables).
- Social, Emotional, Mental Health (SEMH) support (access to Mental Health First Aiders, Reflexions Team, and Better Days).

The majority of students with SEND follow a traditional curriculum, however, in line with the Code of Practice (2014), Ellowes Hall Sports College take reasonable steps to modify timetables, for a small number of learners, to match individual needs and abilities; these are reviewed on a regular basis and are not seen as a permanent arrangement.

A range of interventions and strategies are in place for improving students' emotional and social development. This includes extra pastoral support, such as mentoring, access to counselling services, and small group interventions. Ellowes Hall Sports College has a 'no tolerance' stance regarding bullying, following the Diana Award Anti-Bullying Ambassador Programme. Further information is available in the school's 'Equal Opportunities and Anti-bullying Policy' on the website.

To ensure students with SEND feel safe during break and lunchtime, the SEND Team run 'The Base', which is overseen and coordinated by fully qualified Nurture Practitioners. A small number of students with SEND and/or SEMH needs attend this club daily and socialise with peers, playing games, leading whole school initiatives, and holding quizzes, whilst eating lunch.

Key Inclusion staff at Ellowes Hall Sports College

Please see the below table for named staff at Ellowes Hall Sports College, who have a role in delivering SEND, Inclusion, Pastoral, and Safeguarding provisions:

Allocated SEND Governor	Mr. B. Caldwell	bcaldwell@invictus.education
Head Teacher	Mr. K. Rogers	kr Rogers@ellowes.dudley.sch.uk
Deputy Head Teacher, Teaching & Learning	Mrs T. Bryan	tbryan@ellowes.dudley.sch.uk
Deputy Head Teacher, Conduct	Miss L. Jones	ljones@ellowes.dudley.sch.uk
SENCo/Assistant Head Teacher	Miss C. Flavell	cflavell@ellowes.dudley.sch.uk
Designated Safeguarding Lead/Assistant Head Teacher	Mr. J Marsh	jmarsh@ellowes.dudley.sch.uk
Pastoral Head of Year 7	Mrs M. Garbett	mgarbett@ellowes.dudley.sch.uk
Pastoral Head of Year 8	Miss H. Sullivan	hsullivan@ellowes.dudley.sch.uk
Pastoral Head of Year 9	Miss L. Adams	ladams@ellowes.dudley.sch.uk
Pastoral Head of Year 10	Mrs H. Christie	hchristie@ellowes.dudley.sch.uk
Pastoral Head of Year 11	Mr. J. James	JJames@ellowes.dudley.sch.uk
Main Reception Number for All Staff: 01384 686600		

Parents are advised to speak to subject teachers, tutors and/or Head of Year (HoY), in the first instance, if they have concerns about their child's progress.

SEND provisions are overseen by the SENCo who is part of the Senior Leadership Team; the entirety of SLT work collaboratively with all staff to ensure SEND provisions are optimized and delivered to support students.

Admissions for Students with Additional Needs

For admissions, please refer to the Ellowes Hall Admission Policy and Arrangements on the school's website. All applications to Ellowes Hall must be made through Dudley Local Authority School Admissions. Admissions for children with Education, Health and Care Plans are undertaken via a consultation process with the relevant local authority.

Accessibility

Ellowes Hall Sports College is a safe environment for all children. Adjustments have been made for students who are visually impaired, or have other physical needs. Staff have the relevant specialist training and information to meet the needs of all students. Further information can be found in 'Accessibility Plan Policy' on the school's website. All safeguarding procedures and risk assessments are in place and adhered to by staff.

Medical Needs

Ellowes Hall Sports College works closely with relevant professionals. We work in partnership to meet the medical needs of students. When a care plan is in place, we liaise with the clinical contact to ensure their guidance is understood and applied. All staff are informed about students on the medical register. Medication is administered in School in agreement with parents/carers with an accompanying Medical Consent Form. All medication administered in school is recorded on each student's Inspire Page, under the supervision of the Lead First Aid contact. All staff have access to Epi-pen and seizure training. There are several members of non-teaching staff who are First Aid trained and can be called to administer basic first aid if required. Should a child require a medical pass, such as a toilet card, medical evidence is required; please note that Ellowes Hall Sports College do not reimburse costs for medical letters.

Involving Students and Parents/Carers in Planning Support and Reviewing Outcomes

The active engagement of parents/carers of students with SEND is crucial to the development of our students to ensure that both wishes and /or concerns are fully considered. This can be done by:

- Annual reviews of EHCPs, ensuring students are invited to share their views at the Annual Review meeting.

- PPP documents for students who are identified as having SEND.
- SENCo involvement at Parent-Teacher-Meetings, upon request.
- Regular planning and review meetings organised to ensure that appropriate interventions and support are provided to meet individual student needs.
- Promoting and maintaining effective communication between all professionals involved with a child/young person.
- Meetings with other professionals, such as the Educational Psychologist or Learning Support Services' Specialist Teachers.
- Effective communication between primary schools and colleges at the point of transition.

Student Voice is very important at Ellowes Hall Sports College. Students complete surveys, lunch meetings, and are welcomed to apply for Student Council in order to inform us of their feelings and views about their school experiences.

Measuring Pupil's Progress and Outcomes

'Every teacher is a teacher of SEND, and every teacher understands the importance in delivering quality first teaching (QFT) to all students' and is, therefore, responsible and accountable for the progress of each child in their class. Teachers are expected to provide students with targeted differentiation according to their needs.

Student progress is monitored, tracked and challenged by the HoD, SLT, and the SENCo. Parents/carers and students receive feedback on progress at Parents Evenings, scheduled throughout the year. Parents/carers also receive reports throughout the year to ensure they have clear communication of the child's learning journey. Parents/carers can also arrange to talk to, or meet with, subject teachers to discuss subject-specific concerns. In addition, we use a range of evidence to evaluate the effectiveness of our offer including internal data tracking, responses from parental student consultation and progression rates to Post 16 courses.

If your child receives support, or an intervention following a Progress Review you will be informed of this. Staff will review progress made within interventions during the following progress review cycle. If your child is on the SEND register they will meet with a member of the SEND Team to discuss their progress, support and any concerns they may have. Students will also set areas for development which will be discussed at their next review meeting.

Meetings with the SENCo can be requested at any point throughout the year to discuss concerns, whether a student is identified as having SEND, or not. Reasoning for the meeting request will be discussed in an initial phone call, or email, to provide details in preparation prior to the meeting date. It may be suitable for other relevant staff members to be present,

or details to be shared with certain staff prior to meetings. If parent/carer contact is made, the SENCo will reply within 48 hours (working days).

Transition between Phases of Education and into Adulthood

The SENCo works with primary school colleagues to ensure a transition plan is in place for all students with an EHCP or SEND Support; the work carried includes SLT/SENCo visits to primary schools. As part of the transition period students attend an Induction, with those acknowledged as having SEND joining a bespoke session, comprising a 'Getting to Know You' presentation and introduction to the SEND Team, followed by a 'Nurture Taster Session'. In addition, LSAs are deployed in lessons, throughout the entirety of the Induction period, to conduct student observations forms, and build positive working relationships. Where possible, parents/carers of students who have an EHCP, or SEND Support, will be invited to attend a meeting with the SENCo to discuss more detailed transition plans, and complete a student passport.

Towards the end of KS3, and throughout KS4, students are encouraged to visit colleges and explore Post 16 courses. At GCSE level, we work closely with Connexions and an allocated careers advisor to ensure relevant paperwork is completed for students with EHCPs, and those who are in receipt of SEND Support. If students partake in SEND, SEMH, or Restorative interventions, at any point, they will also be encouraged to consider future career aspirations, and Nurture Provision incorporates elements of careers advice.

During KS4 transition, all information is passed to college SENCos. Where appropriate, further meetings between school and Post 16 settings may take place to facilitate a more detailed transition. In addition, final EHCP reviews are arranged between the SENCo, Local Authority, and relevant external services, to determine the provisions required for KS5.

We pride ourselves on providing a high level of student support and guidance. We have an allocated HoY for each year group, alongside a Head of KS4, all overseen by the Director of Pastoral Services. In addition, we have fully qualified Nurture Practitioners, overseen by the SENCo, who also hold Mental Health First Aid training. The SEND Team have specialisms in: risk assessments, attachment, nurture, mental health first aid, and Autism Spectrum Condition training. In addition, SEND staff have received official training to deliver Catch-Up Literacy. The SENCo holds an English degree, teaching qualification, a Master's Degree in SEND and Inclusion, specialising in Safeguarding and Mental Health, Nurture Practitioner training, DSL Level 3 training, and the National Award for SEN Co-ordination (NASENCO). Our Designated Safeguarding Lead oversees the Deputy Safeguarding Leads, whilst liaising closely with all staff members to ensure training and awareness is a priority in school.

There are a number of interventions and provisions available to support your child's emotional and social needs such as: Counselling, Anger/Behaviour Management, and

Resilience Programmes, including 100-Minute-Model Nurture Groups. In addition, Ellowes Hall Sports College is a participant in the Mental Health Trail Blazer Scheme, which involves the placement of counsellors on school site, working with an elected member of the school team, ensuring support is offered to priority students, on a referral basis. Further to this, when needed, Ellowes Hall Sports College will work with external provisions in a bid to break down barriers to learning, such as: Breathing Space Therapeutic Services, Innovate, Greenhills Alternative Learning Centre, Revive, and Impact Education.

Support and Training for staff

We aim to keep all staff up to date with relevant legislation, training, and developments, enabling them to support students, with confidence. The SENCo attends SEND courses, including Dudley's SENCo Network Meetings, in order to keep up to date with local and national developments. At Ellowes Hall Sports College, we recognise the need to train all of our staff in relation to SEND matters, and the SENCo, under SLT guidance, ensures CPD opportunities are suited to school development priorities and the most prevalent student needs.

Training sessions are offered during PD Days, and staff briefings, throughout the year. For new staff, the SENCo meets with them on an individual basis to ensure they are aware of the school's procedures and student needs. In addition, a training session is delivered as part the staff induction programme. When necessary, training sessions will be delivered during twilight sessions, and may be carried out at any one of the MAT schools, to ensure a collaborative approach is taken across the trust.

The Involvement of other Organisations in Meeting the Needs of Students with SEND and Supporting their Families

In some cases, we adopt a 'Team Around the Child' approach to best support your child. This means that outside agencies may be invited to provide interventions and support for your child. As interventions are put in place there will be review meetings where professionals will discuss support and any future actions. In addition, concerns raised by students, and/or parents/carers, may be discussed with relevant key contacts from external services to seek initial advice. This may include Dudley SEND.

Evaluating the Effectiveness of our SEND Provision?

We evaluate the effectiveness of our SEND provision via the following methods:

- All of our provisions are recorded on a Provision Map.

- Students are assessed regularly throughout the year and you will receive progress reviews. The SENCo, HoY, and HoD analyse this data to measure the effectiveness of interventions and provisions.
- The SENCo will also use national data to compare the progress and outcomes of students with SEND at Ellowes Hall Sports College to those nationally.
- Voices exercise of students will be carried out to monitor provision, extra-curricular activities and the culture of engagement and involvement of students with SEND.
- Evidence and feedback arising from student and parental questionnaires.
- The Annual Review and Transition Plans produced for students with an Education, Health and Care Plan.

Complaints

Complaints regarding students with SEND, about their provision, or any other matter, should follow the school's 'Complaints Policy', which can be found on the school's website. Complaints for children with SEND will comply with The Special Educational Needs and Disability Regulations 2014 and will follow the Ellowes Hall School Complaints Procedure in liaison with the SENCo, and, if applicable, in coordination with Senior Leadership.

Our Policy and Next Steps

Our policy seeks to value the voice of all students in the planning and review process. We encourage and welcome the involvement of parents/carers to ensure we build a mutual respect and good working relationship to meet the aspirations of students.

Our provision has been reviewed to ensure that:

- Students identified as having SEND are taught by staff with high levels of expertise.
- Students identified as having SEND are supported to access a mainstream curriculum which challenges them academically, socially, and sets high aspirations for their progress and achievement.
- Students identified as having SEND receive a personalised approach to their individual needs. Withdrawal from lessons is a last resort when all other options have been exhausted.
- Teaching staff are trained to know and understand how best to support students identified as having SEND, building a repertoire of strategies in response to pragmatic information provided by the SEND Team.

In this year the school has the following development priorities:

- Improve provision and outcomes for SEND Pupils by ensuring that they receive support from well qualified support staff who foster independence and challenge.
- Assess reading ages, regularly, analysing data to identify areas of need and provide a graduated response to needs and varied interventions.
- To develop a bespoke CPD scheme for support staff, ensuring they promote resilience amongst our learners.

Further information

Covid-19 and the associated lockdown and breaks in education have obviously impacted upon daily practice and ability to fulfil the actions outlined above, consistently. We intend to apply normal practice as far as possible given the Government guidelines, curriculum structure, risk assessments and context of the local community. All provision has been reviewed subject to the Covid situation and guidance in the local area.

General Ellowes Hall Sports College Information can be found on the School website.
<https://www.elloweshall.co.uk/>

Where can the local authority's local offer be found?

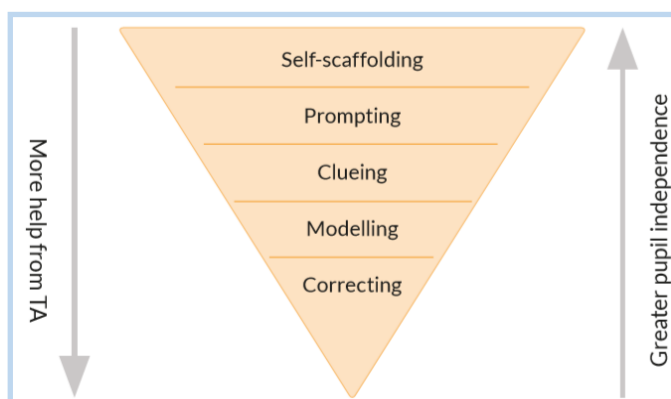
<https://www.dudley.gov.uk/resident/localoffer/>.

This SEND information report was last updated July 2022 and will be updated yearly.

Person responsible for next review: Miss C Flavell

Appendix One (EEF TA Deployment Framework)

The EEF scaffolding framework is used to support LSA/TA interaction with students and promote inclusive, independent learning. The aim is to promote collaborative and effective working relationships between support staff and teachers, ensuring the individual needs of students are met without using the 'Velcro effect' (1:1 LSA support), which is statistically proven to be ineffectual, and a hindrance to the development of social skills.



- **Self-scaffolding:** LSA observes the student is working independently, allowing them to 'check-in' on others.
- **Prompting:** LSA waits 10 seconds to see student is able to start. LSA asks prompt question or gestures to a useful resource, if not.
- **Clueing:** LSA uses question clueing as to what may be used to help with task, i.e. 'How can the ruler help you?'
- **Modelling:** LSA demonstrates next step student needs to complete, the student then follows, i.e. 'I'm using the word bank to find an emotive word'.
- **Correcting:** LSA provides answers, which is occasionally appropriate, however, they should aim to use modelling where possible.