



GUISELEY SCHOOL

SEND SCHOOL OFFER AND LOCAL OFFER REPORT

January 2024

Guiseley School SEND Report

Lead SENDCO: Mrs Kim Ratcliffe (Communication and Interaction/SEMH)

SENDCO: Mrs Oluchi Yusuf (Cognition and Learning/Physical Disabilities)

What kinds of special educational needs does Guiseley School make provision for?

Guiseley School is a mainstream school setting. We are fully committed to the provision of equal opportunity for all students, regardless of their ability or individual needs to enable them to achieve their full potential. We support students with a range of needs including:

- Physical and medical needs
- Social emotional and mental health needs
- Communication and Interaction needs (Autism and Speech, language, and communication needs)
- Cognition and Learning needs (students who have more difficulty with learning than the other children of the same age).

We believe that all our students should be valued equally, treated with respect, and be given equal opportunities in all forms of school life. If children need additional support to meet our high expectations of being safe, respectful and responsible, we will ensure they have access to support them through appropriate reasonable adjustments, strategies and interventions to meet their individual needs.

How does Guiseley School know if students need extra help and what should I do if I think my child may have special educational needs?

We identify the needs of students as early as possible by gathering information from parents, education, health and care services and any previous schools attended prior to the child starting Guiseley School. The school fully supports the SEND Code of Practice (2015), The Equality Act 2010 and the definition of special educational needs which is where a young person, "*has a learning difficulty or disability which calls for special education provision to be made for him or her*", taken from section 20 of the Children and Families Act (2014). This report complies with:

- Section 69(2) of the Children and Families Act 2014;
- Regulation 51 and schedule 1 to the Special Educational Needs and Disability Regulations 2014;
- Section 6 of the 'Special Educational Needs and Disability Code of Practice: 0 to 25 Years' 2015

Throughout this report, the reference to parents also applies to carers and those with guardianship rights. If you think your child may have special educational needs, you should contact Guiseley School in the first instance at SEND@guiseleyschool.org.uk and speak with a member of the SEND or pastoral team.

Educational Testing, Screening Standard testing, assessments and tracking within school helps identify students who may need additional support within lessons or those that may benefit from a more individualised programme of support. It may also provide evidence for referral to a qualified Exam Access Arrangements Assessor to facilitate additional access arrangements for examinations, where appropriate.

How does Guiseley School evaluate the effectiveness of its provision for students with special educational needs?

In order to make consistent continuous progress in relation to SEND provision the school encourages feedback from staff, parents and students throughout the year. This forms part of the continuous assess, plan, do, review process including student reviews, parents' evenings, provision mapping and the analysis of data. Progress of students undertaking interventions will be reviewed and evaluated at the end of each block of intervention. A rigorous approach to gathering information is essential for us as a school, to provide consistent support to our young people, and their parents in facilitating their development for them to achieve the best possible educational and other outcomes, in addition to preparing them effectively for adulthood.

How will both Guiseley School and I know how my child is progressing and how will the school help me to support their learning?

Guiseley School believes that a close working relationship with parents is vital in order to ensure:

- A)** early and accurate identification and assessment of SEND leading to the correct intervention and provision
- B)** continuing social and academic progress of children with SEND
- C)** personal and academic targets are set and met effectively.

Parents are kept up to date with their child's progress through academic progress reports, Parents' Evenings/meetings or Education Health Care Plan reviews. In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual student's needs. Parents of students with SEND may be signposted to the Local Authority Parent Partnership Service, also known as SENDIASS (SEND Independent Advice Support Service) in some local authorities, where specific advice, guidance and support may be required. If an assessment or referral indicates that a student has additional learning needs, parents are invited to attend any meetings with external agencies, are kept up to date and consulted on any points of action drawn up in regard to the provision for their child.

What is Guiseley School's approach to teaching students with special educational needs?

We believe that provision for students with special educational needs is a whole school responsibility requiring a whole school response, involving all staff. We believe that all teachers are teachers of children with SEND. Teaching staff have access to information on individual student's special educational needs via PARS/SIMS and their Teaching and Learning Passport.

Neurodiverse Classrooms are part of the whole school provision and approach to teaching students with SEND and ensures a minimum set of expectations in all classrooms that, alongside Quality First Teaching, provide neuro-diverse children with the best chance of success.

Teachers incorporate adaptive and responsive teaching to meet the needs of **all** students in the classroom which allows Guiseley School to remain inclusive rather than students being withdrawn from lesson away from the subject specialist.

What are the arrangements for consulting young people with SEN and involving them in their education?

We believe that students who are capable of forming views have a right to express their opinions and to have that opinion taken into account. We will seek the views of students and they will be encouraged to be involved in the setting of their own learning targets and in evaluating their own progress. Their views will be taken into account when planning support. Students are encouraged to attend their review meetings. Student participation is a right. This will be reflected in decision-making but also encouraged through wider opportunities for participation in school life, for example, through the student voice.

How will the curriculum and learning be matched to my child's needs?

The learning environment is stimulating, supportive and well-resourced. Students identified as requiring SEND support will, where appropriate, be supported by the teacher, teaching assistant, a member of the year team or another appropriate member of the school staff team through specific interventions. We will ensure that all staff know and understand the needs of pupils to allow students with SEND to thrive within a broad and balanced curriculum.

Departments seek to deliver the outcomes of their curriculum area by adapting pedagogy and implementation strategies based on the 'best bets' of each area of need. This approach is complemented by personalised T&L passports. Departments are expected to identify key knowledge, and skills where appropriate, that will ensure each child can access their curriculum.

Guiseley School is committed to high standards of personalised Quality First Teaching through Teaching and Learning passports for students, and the research based CPD programme, which is delivered in weekly focused and targeted sessions on different areas of pedagogy to continually develop knowledge of inclusive practice within the classroom.

How are decisions made about the type and amount of support my child will receive?

There are many forums where decisions are made about the type and amount of support a pupil will receive; during transition, parental input at EHCP review meetings, Teaching and Learning passport, historical information, regular monitoring of pupil progress at every assessment point, round robins from teachers and any identification of emerging needs through the SEND referral process, external professionals input, and with local authority agreement of support.

Each school has a notional SEN budget as part of the overall funding it receives. This is called notional because it is not a ring-fenced budget and the DfE gives schools the freedom to make their own decisions about how much to spend on SEN support given the needs of their students. As part of the monitoring and reviewing process of the SEND provision, Guiseley School will take into account the additional support required for students with SEND. To support student progress and meet individual needs, the school will aim to use SEND funding as part of its resource allocation, which may include other sources of funding where appropriate e.g. Pupil Premium, Pupil Premium Plus or Catch-Up Premium. Where individual students require additional support that cannot be met by this notional budget the excess should be met by top-up funding associated with the individual student from the Local Authority. In partnership with other members of the wider pastoral team, the SENDCo will advise where this is appropriate and initiate processes with students, parents and the Local Authority to access the funding and support required.

How will my child be included in activities outside the classroom, including events and trips?

As an inclusive school, we ensure that students with SEND take as full a part as possible in all the school activities and actively encourage extra-curricular participation for an enhanced learning experience. We deliver practice that ensures that statutory obligations about SEND are met. No student is omitted from a trip due to their specific needs. We will ensure the staff are fully aware of students with special educational needs, and what those needs are. Staff will be given training and support to help them meet those needs, both in and out of the classroom.

What support will there be for my child's overall well-being?

We work hard to ensure that students are included in all aspects of Being Guiseley. We believe that all our students should be valued equally, treated with respect and be given equal opportunities at all times. For SEND students, and any other students that do not feel socially confident, support is available to build their confidence in social situations to enable students to thrive. Guiseley School has a highly skilled pastoral team including Year Managers, Pastoral Leads, Attendance Officers, SEND department staff and Wellbeing teams who work collaboratively to support students socially and academically in preparation for adulthood and the world of work.

Guiseley School also works with external partners to provide a graduated approach to supporting student mental health and wellbeing.

Who is Guiseley School's SEND Governor?

The SEND Governor is Jason Kenneally.

What training have staff supporting special educational needs had and what is planned?

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of students with SEND. All staff have access to relevant SEND focused internal training opportunities. The SENDCo's are part of local network meetings led by the Local Authority and regularly attend training events for SEND professionals. Both SENDCo's are appropriately qualified and receive additional training to recognise the difference between an unmet need and poor behaviour. External professionals are involved to give additional advice and guidance, if appropriate.

The SENDCo's will cascade necessary training and/or arrange for external professional training to deliver to academy staff where necessary. We recognise the need for ongoing training concerning SEND and there is funding available to support this professional development. The SENDCo's, with the Senior Leadership Team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management. Ongoing training for all staff is targeted depending on the area of need of a cohort or specific young person and across the varying roles and responsibilities of who will be working with these students.

What specialist services and expertise are available or accessed by Guiseley School?

Guiseley School invites and seeks advice and support from external agencies in the identification and assessment of, and provision for SEND. We continue to build strong working relationships with external support services and share information and links in order to fully support our SEND pupils.

Sharing knowledge and information with our support services is essential in allowing us to provide effective SEND provision within Guiseley School. If a concern is raised it will be brought to the attention of the SENDCo who will then inform the child's parents in line with our safeguarding policy. The following services will be involved as and when is necessary:

- CAMHS
- SENIT
- Aireborough Family Services
- North West Area Inclusion Partnership
- Mindmate SPA
- Mindmate Support Team
- Children's Social Work Services

***How will equipment and facilities to support students with special educational needs be secured?
How accessible is Guiseley School?***

In addition to support from teaching assistants in the classroom and in small groups, Guiseley School provides the following additional resources for our SEND:

Transition

We work closely with all primary schools to make sure that all students feel comfortable with their move to a secondary school. Students will have the opportunity to have extra visits to school in order to familiarise themselves with the environment and some of the staff they will be working with in the future. We offer SEND Year 5 and 6 parent information evenings in the Autumn term where the SENDCO's present the provision for students with SEND at Guiseley School and the differences between primary and secondary settings. It is an opportunity to ask questions to the SEND team and meet other parents of children with SEND.

Lunch Support

Lunch Passes are given through discussion with the year teams and SEND team. The pass aims to meet the needs of students needing additional short-term support, or for those students with communication and interaction difficulties who may find social times difficult. The pass gives them an opportunity to mix with other students and staff in a small and friendly environment.

Teaching Assistants

Students on the SEN Register who are externally funded may be allocated TA support, depending on the needs of the student. The TA support may be allocated on a ratio basis in the classroom. TAs work closely with the child, parent and staff to meet the child's needs within Guiseley School.

The Shires Building and HLTA's

The *Shires Building* is a bespoke facility where some of our Higher Level Teaching Assistants work who provide ***short-term, time-limited, focused support*** for individuals who, for a range of reasons, cannot access learning in their current regular learning situations. The focus of this area is to identify and remove barriers to educational achievement, ensuring all have equality of opportunity and empowering all students with skills and strategies to deal with their individual areas of need to achieve their maximum potential. The staff who work within the Shires Building accepts each student as a unique individual and aims to raise self-esteem and motivation, in a caring and positive

atmosphere. It offers intensive support and interventions for students across the curriculum in small groups or 1:1, and for students studying towards qualifications. It offers emotional and study support to students returning from long periods of absence as well as providing reintegration packages for students returning to mainstream. For students who enter the school mid-year, there is also support for them with school systems, timetables and testing.

Physical environments

Guiseley School incorporates facilities for students, staff with disabilities. Facilities include:

- Disabled parking bays
- Access to wheelchairs
- Wheelchair access to upper floors in the main school and the sixth form
- Accessible toilets and changing facilities
- Ramps/lifts for wheelchair access to all areas

Guiseley School provides access to a limited number of laptops, Reading Pens or any other assistive technology requirements on a needs led basis to support pupils with temporary and long-term physical needs and/or other identified needs that are related to barriers to learning across all areas of the curriculum.

Exam Access Arrangements

An identification of SEND does not result in automatic exam access arrangements. The process of exam access arrangements is governed by the Joint Council for Qualifications (JCQ) and the Awarding Body has to agree to the access arrangement on application. Students are assessed by their normal way of working in the classroom, their history of need and other appropriate evidence. If the student is identified as requiring access arrangements, the SEND Department will coordinate information and refer to the qualified assessor, where appropriate. The Exams Department are informed of the exam access arrangement assessment outcome. Students and parents are notified of the request for exam access arrangements, the outcome of any approved exam access arrangements and any changes to those arrangements.

More details of exam access arrangements can be found at

<https://www.jcq.org.uk/examsoffice/access-arrangements-and-special-consideration/>

School Transport

Where students with SEND require specific transport to and from school, this is arranged by the Local Authority Transport Department.

How will the school prepare my child to:

1. Join the school?

2. Transfer between phases of education (e.g. early years to primary, primary to secondary etc.)?

3. Prepare for adulthood and independent living?

To facilitate the smooth transition for students with support needs both from feeder and non-feeder schools, there will also be, prior to admission:

- The attendance of a representative of Guiseley School at Year 6 Annual Reviews for students with an EHCP, where possible
- A transition programme co-ordinated by the Year 7 pastoral team in partnership with the SENDCo's
- The gathering of additional relevant information from the partner schools
- The making of appropriate transition arrangements with regard to the transition plan put into place in Year 6, including a bespoke transition package where needed.
- A timetable for transition planning for all students with SEND
- Special evening events where prospective students meet their tutor. Students with special educational needs, together with their parents, are also invited to talk to members of the SEND team and SENDCO's about the provision for students with SEND. There are extra visits for some students to ensure a smooth transition.
- Staff training may also have taken place where students with high level needs are to be admitted.
- From year 9 onwards, independence is a key consideration to ensure the student is prepared for adulthood, as per the SEND Code of Practice (2015).

Students with special educational needs admitted to school, at times other than Year 7 transitions, are carefully assessed on admission to ensure their needs are met. Guiseley School aims to support transition at each stage from Year 7 to 13. Students' individual needs are planned for and supported using transition plans. All students with SEND are supported to ensure transition between key educational phases or settings is well planned and that provision is in place to aid this process. Information regarding the additional needs of any student is used to plan provision and support a smooth transition. All students receive information, advice and guidance on Post-16 options.

Information on the Local Authority Local Offer can be found at:

Leeds: <https://leedslocaloffer.org.uk/#!/directory>

Bradford: <https://localoffer.bradford.gov.uk/kb5/bradford/directory/home.page>

Additional Leeds Local offer support is found at:

Autism

<https://www.leedsandyorkpft.nhs.uk/our-services/autism-diagnostic-service-lads/>

STARS

Autism resources <http://www.starsteam.org.uk/coronavirus-resources>

Child and Adult Mental Health Services

<https://www.leedscommunityhealthcare.nhs.uk/camhs/about-camhs-in-leeds/>

Deaf Hearing Impaired

<https://www.leeds.gov.uk/schools-and-education/support-for-pupils-with-send/support-for-children-who-are-deaf-of-have-a-hearing-impairment>

SENDIASS (free impartial advice)

<https://sendiass.leeds.gov.uk/>

Speech and Language Therapy Support LCH Speech and Language Therapy

<https://www.leedscommunityhealthcare.nhs.uk/our-services-a-z/child-speech-and-language-therapy/>

Support with Learning

<https://www.leeds.gov.uk/schools-and-education/support-for-pupils-with-send/support-withlearning>

Visual Impairment <https://www.leeds.gov.uk/schools-and-education/support-for-pupils-with-send/support-forchildren-with-a-visual-impairment>

What do I do if I have a concern or complaint about the SEND provision made by the school?

We value the partnership with parents but should a problem arise, the parents are asked to contact the SENDCo or pastoral team in the first instance to discuss the issue. If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the SENDCo, who will be able to advise on formal procedures for complaint. Any complaints will be treated in accordance with the school complaints procedure.

For a copy of the complaints procedure, refer to the school website.