



THE **CORBET** SCHOOL

Special educational needs and disabilities (SEND) Information Report

2023-2024

September 2023

Corbet School

SEND INFORMATION Report – 2023/2024

At the Corbet School, we strive to provide an environment where every student can thrive and achieve. All students have the right to receive a quality education where they can reach their potential and an education that prepares them to become confident citizens. We believe that all students are entitled to achieve their potential and that quality-first teaching and learning is the key element that enables this success. We are an inclusive school and students with additional needs are fully integrated into our school community.

What is the Local Offer?

The Local Offer was first introduced in the Green Paper as a local offer of all of the services available to support children with SEND and their families. The information lets parents/carers and young people know how schools and colleges will support them and what they can expect across local settings. The Local Offer Steering Group developed questions for schools and academies and trialled them with a small number of settings.

Questions which were devised to provide information to parents and carers.

Below are the Corbet School's responses to these questions:

1. How does the school know if a particular student needs additional help?

We know when students may need additional help if:

- . An EHCP is in place, if the student is on the SEND register at SEND support, or if there is a history of a student receiving additional support.
- . Issues/concerns are raised during the primary to secondary transition phase.
- . Issues/concerns are raised by parents/carers, teachers or the student themselves.
- . Issues are highlighted during literacy and numeracy testing in year 7, 8 or 9.
- . Limited progress is being made by the student, which is highlighted through our tracking data.
- . There is a change in the student's behaviour and/or progress (all students' progress and attainment levels are reviewed by teaching staff on a half-termly basis).
- . A student is working with outside agencies.

2. What types of additional need are provided for and how will the school staff support the student?

Our school currently provides additional and/or different provision for a range of needs, including:

- . **Communication and interaction – for example, ASD and speech and language difficulties.**
- . **Cognition and learning - for example, dyslexia and dyscalculia**
- . **Social, emotional and mental health difficulties – for example, Attention Deficit Hyperactivity Disorder (ADHD) and anxiety concerns**
- . **Sensory and/or physical needs – for example visual impairments, hearing impairments, epilepsy and Type 1 Diabetes**
- . **Moderate learning difficulties**

All members of staff are committed to providing students with quality first teaching. Students with SEND receive lessons planned and support tailored to meet their individual needs, so that good levels of progress are made. All students with SEND follow the National Curriculum, with some adjustments being made where appropriate, to accommodate individual learning needs. Students with additional needs may receive any of the following:

- . targeted support from Teaching Assistants in their lessons.
- . smaller class sizes, particularly in English and Maths.
- . withdrawal from a particular lessons/have a reduced timetable to focus on additional literacy and numeracy tasks.
- . additional reading and/or spelling sessions during morning registration.
- . sessions which relate to more specific areas of their education such as their handwriting or their speech and language development.
- . attendance at homework club, which is led by a team of Teaching Assistants.
- . access arrangements to support them during tests and examinations. Use of a scribe, a reader and additional time are just some of the arrangements we can put in place.
- . support from the Pastoral Support Team.
- . access to a range of interventions to support them around their SEMH needs, such as the use of the Wellbeing Room; a time-out card from lessons; access to ELSA sessions or other counselling services.
- . access to specialist equipment, such as reading pens, coloured overlays, fiddle aids and specialist seating.

Please note that the length of the interventions will vary according to need but the interventions used with a particular individual will be reviewed to ascertain the effectiveness of the provision and to inform future planning.

3. How will the curriculum be matched to the student's needs?

Where students are placed in mixed ability classes, the curriculum will be matched to the student's needs through quality-first teaching.

Where students are placed into sets, they will be placed into an appropriately-sized teaching group, with students of a similar ability.

If appropriate, specialist equipment may be given to a student to use in lessons. Writing slopes, laptops, specialist pens and coloured overlays are just some examples of such equipment.

The school also makes 'reasonable adjustments' to the curriculum for students with specific needs, which may include the opportunity to access alternative internal and external provision, such as additional literacy/numeracy classes. At KS4, some students, for example, access AOPE (Award of Personal Effectiveness).

4. How will all parties know how a student is progressing?

Progress towards identified outcomes will be shared with parents/carers and students during their Annual Review and during termly meetings if the student holds an EHCP.

If a student is on the SEND register at SEND Support, as with all students, parents/carers will receive updates on progress through the school reporting system and parents/carers evenings. The quality of classroom teaching provided to students with SEND is monitored through a number of processes, which may include:

- . classroom observations by the Senior Leadership Team, Heads of Department and other subject teachers.
- . work sampling and scrutiny of planning to ensure that quality-first teaching is being delivered, which meets the needs of all learners.
- . pupil assessments carried out throughout the academic year.
- . collaborative working between the Teaching Assistant and the Teacher to ensure that the needs of the child are understood and are being met.

Students' attainment, progress, behaviour and attendance are tracked, using our whole-school tracking systems and those students who are failing to make expected levels of progress are identified very quickly and interventions are put in place – by subject teachers, Heads of Department, the Student Support team, the SENDCO or a member of the Senior Leadership Team.

There is a termly SEND information evening, where parents/carers can meet with the SENDCO and other staff within the team to discuss any issues and we encourage any parent/carer to contact the SENDCO/Assistant SENDCO, if they have any concern about the progress that their child is making at the Corbet School.

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Parents may also find the school planner and 'Show My Homework' a useful tool to monitor homework and to communicate with Tutors and with subject Teachers.

We strongly believe that it is important that we consult with our students and involve them in their education. On a daily basis, the students have access to their Form Tutor to discuss any concerns or issues that they may have; we regularly carry out pupil surveys and Subject Leaders, including the SENDCO carry out student voice

activities. Although the Form Tutor is the student's key contact within school, there are a number of other locations in school where students are encouraged to voice any concerns that they may have, including the Student Support offices, the Wellbeing Room and the Study Support area.

If you have any concerns about the progress your child is making, appointments can be made to speak to the class teacher, the SENDCO (Mrs Stokes) or the Assistant SENCO (Mrs Davies).

5. What support will there be for the students' overall well-being?

The school has a very strong caring ethos. In the latest OFSTED report, we were extremely proud to be described as being a 'kind school.' Students are allocated a Tutor, who they meet on a daily basis and who should be the first point of contact for students and for parents/carers, if there are any concerns. The Corbet School also has an embedded house system where students belong to a specific House from year 7 to 11. The focus of the house system is a sense of belonging and peer support, which is essential to all students' well-being.

The school does offer additional pastoral support through the work carried out by Pastoral Support Assistants/Attendance officer (Mrs Hall, Mrs Horne, Mrs Buckley and Mrs Edwards) and they are all readily available for students to access during break times and lunchtimes.

The school SEND base (Student Support) is a supportive environment used by some of our most vulnerable students, particularly during break and lunchtimes, where the emphasis is placed upon the students developing their social skills. Two years ago, we also opened up a Wellbeing Room, with the central aim being to support some of our most anxious students. This space has proved to be extremely successful in improving the attendance and mental wellbeing of some of our most anxious students.

If a student has a medical need, a detailed care plan may be compiled in consultation with the school nurse, parents/carers and the students, themselves. These may be shared with members of staff who are involved with the student, if this is deemed appropriate.

Where necessary and in agreement with parents/carers, medicines are administered in school but only where a signed medical consent form is in place.

6. What specialist services and expertise are available at or accessed by the school?

We have a team of 20+ Teaching Assistants; 2 HLTAs and 1 Assistant SENDCO. One of our HLTAs has been trained to deliver the Ruth Miskin Synthetic Phonic Programme and she also delivers AOPE (Award of Personal Effectiveness) to KS4 students. 2 of our Teaching Assistants are also ELSAs (Emotional Literacy Support Assistants). This is a highly dedicated team, containing a huge amount of experience.

At times, it may be necessary to consult with outside agencies to access further support and these agencies may include the following:

- . Bee U (previously CAMHS)
- . Child Protection Advisors
- . Education Welfare officer
- . School Nurse
- . Children's Therapy Team (Speech and Language/Occupational Therapy)
- . Educational Psychology Service
- . Woodlands' outreach
- . SPECTRA
- . ARC Services
- . Crane Counselling
- . Targeted Early Help
- . CSOs (Community Support Officers)
- . Information Advice Support Service (IASS)
- . Individual Advice and Guidance on careers (IAG)

7. What training are members of staff supporting students with special educational needs and disabilities (SEND) having?

All new members of staff joining the school receive SEND training as part of their induction programme.

At the start of each academic year, we provide training on medical/SEND updates and key aspects of the SEND Code of Practice. One Page Profiles are provided on all of the students on the SEND register, so that members of staff within the school are aware of the additional needs of the students that they teach. In addition to this, in September 2023, we started delivering weekly staff briefing sessions, with a specific focus on discussing the additional needs of particular students. Throughout the academic year, there is a comprehensive CPD programme where training is delivered for Teachers, Teaching Assistants and Student Support staff. For the upcoming academic year 2023-2024, our particular focus is around SLCN needs. We now have two trained ELSAs within the school and two days are currently dedicated to supporting our students using the ELSA programme. As indicated above, we work closely with a range of specialist support agencies, such as the EP service, ARC and SPECTRA and staff from these agencies are frequent visitors to our school.

The role of Teaching Assistant within the school is a highly valued role within school. The SENDCO and TA team meet weekly, with a more in-depth meeting taking place every half-term. During this academic year, the school is engaging in the BPTAA Award (Best Practice with Teaching Assistants Award). This award has a focus on impact and outcomes for students so that we can demonstrate specific and wider impact of the work of our Teaching Assistants.

Mrs Stokes is committed to improving her knowledge and practice within the SENDCO role and she regularly attends SENDCO networking meetings and courses to improve her knowledge and practice.

8. How will a student be included in activities outside of the classroom, including school trips?

The Corbet School works closely with parents/carers to ensure that ALL students, including those with SEND are fully included in activities outside of the classroom whenever possible.

When organising activities, the member of staff leading the activity will work closely with the SENDCO to ensure that a thorough risk assessment has been carried out and to ensure that there is an appropriate level of support in place.

9. How accessible is the school environment?

The Corbet School building complies with the standards and regulations outlined in the Accessibility Plan. The school is a relatively small site and it is fully accessible to students with SEND, with a new lift having been installed in July 2016.

We are always happy to discuss individual access requirements with parents/carers and in some cases very easy solutions can be put in place.

10. How will the Corbet School prepare and support a student to join the school or transfer to the next stage of education and life?

Prior to joining the school, year 6 students attend two induction days in July to support the transfer from the primary to the secondary phase.

Students with SEND are invited to make additional visits to familiarise themselves with the building, routines and key members of staff. Mrs Stokes (SENDCO) and Mrs Davies (Assistant SENDCO) liaise with SENDCOs from other schools to exchange information and Mrs Simms (Assistant Head responsible for KS3 Pastoral Care) liaises with classroom teachers to establish if there are any pastoral issues. Where a student may have needs that require further support, separate meetings can be arranged and Teaching Assistants from the Corbet can spend time in the primary school getting to know students prior to their transfer. Two years ago, we introduced an additional transition morning to support the most vulnerable SEND students joining the school.

All students with SEND are encouraged to participate in a work placement during year 10 in preparation for life post-16. The SEND department works closely with Shropshire Youth IAG (Individual Advice and Guidance) on issues such as college applications, career choices and apprenticeships. To support this, we liaise with various providers to arrange visits and taster days. Students with SEND receive

additional support in this area and transition plans are used to ensure that the providers of post-16 education are fully aware of the young person's needs. For those students on an EHCP, the chosen Post 16 Provider attends the final Annual Review meeting in year 11 to ensure that the transition is as smooth as possible and a moving-on plan is created for all students with an EHCP or the most vulnerable students at SEND support.

Parents/carers may want to examine the options identified in the LA Local Offer, which sets out details of SEND provision, including the full range of post 16 options and support available to young people with SEND, to help them prepare for adulthood. This can be found at: <https://www.shropshire.gov.uk/local-offer/>

11. How are the school's resources allocated and matched to children's special educational needs?

The Corbet School receives funding to support the needs of students with SEND from:

- . The age-weighted pupil unit
- . The Notional SEND budget
- . Additional funding allocated for students with the most complex needs through the Local Authority high needs SEND funding allocation and through the Graduated Pathway.

Below, are some examples of how the funding is used:

- . in-class or out of class TA support
- . provision of specialist resources or equipment, such as reading pens
- . partnership working with other settings or specialists
- . additional staff to ensure smaller class sizes can operate of 12 – 14 students
- . ELSA intervention

12. How is the decision made about what type and how much support a student will receive?

The type of support that a student will receive is based upon their level of need and we operate a graduated approach. For students with an EHCP, the decision about the level of support they receive will be reached in conjunction with parents/carers, the SENDCO and a LA representative. For student at SEND support level, decisions are based upon termly tracking of student progress. Where progress is slow, we recognise that there is a greater need for support and intervention. We evaluate the effectiveness of provision for students with SEND by:

- . reviewing students' individual progress towards their goals, termly.
- . reviewing the impact of interventions.
- . evaluating student voice
- . SENDCO monitoring
- . Annual Reviews and termly reviews for students with SEND.

The SEND register is reviewed and updated on a termly basis by Mrs Stokes, to ensure it reflects the students who have a higher level of need and are benefitting from additional support and intervention.

13. How will parents/carers and students themselves be involved in the planning for their education?

All parents/carers and students themselves are encouraged to contribute to the student's education and this may be through:

- . discussions during transition prior to the student's arrival at the Corbet
- . discussion with the student around the creation of their One Page Profile
- . discussions during formal meetings such as Annual Review meetings
- . discussions with subject teachers during parents' evenings
- . discussions with the student's Form Tutor
- . discussions with Mrs Stokes/Mrs Davies and/or other professionals
- . discussions with the SEND team during the termly SEND meetings

14. Who can be contacted for further information if there are concerns around the level of support being received?

If you wish to discuss your child's educational needs or if you have any concerns about the support that your child is receiving, please either contact the school office to arrange a meeting with the SENDCO, Mrs Stokes, or the Assistant SENCO, Mrs Davies or email them directly:

Rachel.stokes1@corbetschool.net

Tina.davies@corbetschool.net

If you feel that any concern that you may have has not been satisfied, please follow the Corbet School's complaint procedure, which can be found on the school website.

Information, advice and Support Agency Network offers independent advice and support to parents and carers of all children and young people with SEND and will direct visitors to their nearest IASS service. www.iassnetwork.org.uk

Glossary of some key terms:

- . **Access arrangements** – special arrangements to allow students with SEND to access assessments or exams.

- . **Annual Review** – an annual meeting to review the provision in a student’s EHC plan.
- . **AOPE** – this is an Award of Personal Effectiveness and we run this award for a small number of our KS4 students.
- . **Area of Need** – the 4 areas of need describe different types of needs a student with SEND can have. The 4 areas are: communication and interaction; cognition and learning; physical and/or sensory and social, emotional and mental health needs.
- . **Bee-U** – this is Shropshire and Telford and Wrekin’s Children and Families Emotional Health and Wellbeing service and it was previously known as CAMHS.
- . **EHCP** – this is an Education, Health and Care Plan and this is a legally binding document that sets out a child’s needs and the provision that will be put in place to meet their needs.
- . **ELSA** – this is an Emotional Literacy Support Assistant. We have 2 of these within the Corbet School and they run sessions to support students around any barriers to accessing their education.
- . **Graduated approach** – this is an approach to providing support, where the school provides successive cycles of assessing the pupil’s needs, planning the provision, implementing the plan and reviewing the impact of the action on the pupil.
- . **Local offer** – this is information provided by the local authority which explains what services and support are on offer for pupils with SEND in the local area.
- . **Outcome** – this is a target for improvement for pupils with SEND. These targets don’t necessarily have to be related to academic attainment.
- . **SENDCO** – the Special Educational Needs and Disabilities Co-ordinator
- . **SEND Code of Practice** – this is the statutory guidance that schools must follow to support children with SEND.
- . **SEND Support** – this is SEND provision which meets the needs of pupils with SEND.
- . **Transition** – this is when a pupil moves between years, phases, schools or institutions or life stages.