



Driffield School & Sixth Form
Special Educational Needs and Disability Provision
School Information Report

Special Educational Needs and Disability Provision at Driffield School & Sixth Form

Driffield School and Sixth Form is part of the Education Alliance.

A proud and confident community: achieving success
through trust and respectful relationships.

Believe - Achieve

How we support students with special educational needs or disabilities:

We strive to work in partnership through innovation, creativity and challenge to endeavour that students at Driffield School and Sixth Form will become successful, motivated citizens.

Driffield School and Sixth Form is an inclusive secondary school which provides for students aged 11 to 19.

The SEND department - “The Link” - is located in the heart of the school. Students with special educational needs and disabilities access The Link for intervention and support from the SEND team.

During recreational times, SEND students are able to access The Link as a safe haven in which to socialise and complete home learning with support and guidance from the SEND team.



Which Special Educational Needs and Disabilities (SEND) does Driffield cater for?

The SEN Code of Practice 2014 outlines four areas of special educational needs and disabilities. The four broad areas of need are Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health Difficulties and Sensory and Physical Needs. This means that whatever needs a student has, the characteristic of their needs can be placed into one or more of the aforementioned areas.

At Driffield we provide support for students with a range of needs, including the following:

Moderate Learning Difficulties (MLD)

Specific Learning Difficulties (SPLD)

Social Emotional and Mental Health (SEMH)

Speech, Language and Communication Needs (SLCN)

Autistic Spectrum Condition (ASC)

Foetal Alcohol Spectrum Condition (FASC)

Multi-Sensory Impairment (MSI)

Hearing Impairment (HI)

Visual Impairment (VI)

Physical Disabilities (PD)

How does Driffield ensure that students who need extra help are identified early?

- Students are identified as having special educational needs through a variety of methods:-
 - Student performing below age expected levels
- Upon entry to Y7, students complete CATS (cognitive ability tests), reading and spelling assessments
 - Concerns raised by parent/carer
- Concerns raised by teacher, form tutor, Head of Year, Head of House - for example, behaviour or self-esteem is affecting performance
- Consultations between subject teachers, the SENDCO and members of the leadership team where progress data is discussed
 - Analysis of data collected through termly data drops
 - Year 6 transition programme and links with Primary SENDCOs
 - Liaison with external agencies e.g. Educational Psychology Service
 - Health diagnosis through a paediatrician
 - Liaison with previous school or setting, where applicable



If you think that your child may have special educational needs or a disability – talk to us.

We pride ourselves on building positive relationships with parents and carers.

We are open and honest with parents and hope that they are able to be the same with us.

How will Driffield School & Sixth Form support my child?

All students have **Wave 1 intervention** which is quality first teaching. Teachers deliver lessons with scaffolding and differentiation as necessary. The teacher has the highest possible expectations for the student. Teaching and learning is supported by a programme of drop-ins and observations.

Students who do not make expected progress at Wave 1 will receive **Wave 2 intervention**. A “catch up” programme is delivered by subject departments, which includes interventions such as additional English or maths, teacher support at break, lunch, after school, meetings with students and parents. In addition, students can access an ELSA (Emotional Literacy Support Assistant) support programme for social and emotional support and behavioural support from the pastoral team.

Students who require support which is additional to and different from Wave 1 and Wave 2, will receive **Wave 3 intervention** and will be placed on the SEND register. **Wave 3** support can be:

Small group phonics intervention delivered by a primary school specialist teacher

Small group literacy intervention delivered by an English teacher

Small group numeracy intervention delivered by a maths teacher

Paired reading programmes

Foundation Learning in Key Stage 4

On-line dyslexia intervention

On-line numeracy intervention

Teaching assistant support within mainstream lessons

Exam access arrangements

Physiotherapy programmes

Support from external agencies – eg. Educational Psychologist,

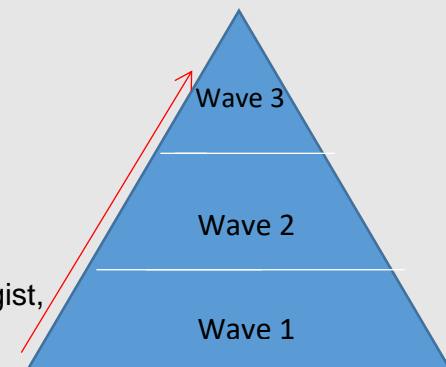
Inclusion Practitioner, SAPTS, SMASH, CAMHS

How best to support students is shared with teachers in the following ways:

One page profile

SEND Support Plan

Educational, Health and Care Plan (EHCP)



How does Driffield School provide additional support for children who have special educational needs and/or disability?

- TA (teaching assistant) support – Level 1, 2 and 3
 - Safe haven
 - Safe staff or key worker
 - Home-school liaison
 - Reasonable adjustments to behaviour policy
 - Reasonable adjustments to “remove” procedure
- PEEP (personal emergency and evacuation plan) in place as required
 - Health care plans
 - Risk assessments
- Support from external agencies and professionals
 - Exam access arrangements
- Signposting to local offer and events within the East Riding.

How does Driffield School judge if the intervention has had an impact?

All students on the SEND register have either a one page profile, a SEND support plan or an Educational Health and Care Plan (EHCP). The student and the parents/carers are involved in the assess, plan, do, review cycle, in which a student-centred plan is developed and subsequently reviewed. The plan supports the student in achieving his/her aspirations. A copy of the plan is issued to parents/carers and the plan is shared with teachers linked to the child.

Progress in interventions is monitored by the SEND team. A programme of baseline assessments upon entry to an intervention programme and follow-up assessments throughout the intervention inform the provision map which is monitored and reviewed by the SENDCO.

Subject teachers are requested to provide the SEND team and parents/carers with up to date information regarding progress and attitude in all subject areas. These feed into the SEND support plan.

Students may be taken off the SEND register where they make sufficient progress and transferred to the identified need register, where progress will continue to be monitored.

The SEND team liaises with the pastoral team, the lead for attendance and the lead for behaviour to track additional information, for example, attendance, praise and reward, behaviour and exclusions.

How will Driffield School help me to support my child's learning?

- Each student is provided with a school planner. Information between home and school can be communicated via the planner.
- The SENDCO and the pastoral team can offer advice and practical ways you can support your child at home.
- If your child is on the SEND register, they will have a one page profile or a SEND Support Plan. The SEND Support plan has individual outcomes. You will be issued with a copy of this plan. The outcomes are SMART (specific, measureable, achievable, realistic, time scaled) and student-centred, with the expectation that the student will achieve the target by the time it is reviewed. Resources will be allocated according to need.
- If your child has complex special educational needs or a disability, they may have an Education, Health and Care Plan (EHCP), which means that a formal meeting will take place annually to review your child's progress.
- Where necessary, external agencies will be involved in the assess, plan, do, review process. Recommendations from these agencies will be shared with you so that strategies can be implemented at school and at home.

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

- The SENDCO has completed the National Award for SEN Coordination and works in collaboration with SENDCO colleagues within the Trust.
- The school has a SEND manager and trainee SENDCO who work closely with the SENDCO.
- The school has a primary school trained literacy teacher who leads and delivers a phonics programme.
- The school has 2 specialist ELSA workers who support and deliver interventions for students with social, emotional and mental health difficulties.
- The school has a Level 3 Teaching Assistant who delivers interventions to support students with social, emotional and mental health difficulties.
- The school has a number of Level 2 Teaching Assistants who support SEND students in lessons and deliver interventions within subjects under the guidance of the teacher. Level 2 Teaching Assistants also provide key worker support.
- The school has Level 1 Teaching Assistants who support SEND students in lessons.
- Qualifications and training held by the SEND team include: a postgraduate certificate in inclusion and vulnerable learners, a postgraduate certificate in special educational needs, post graduate certificates in the identification and teaching of dyslexia, specialist training in Asperger's, attachment difficulties, dyslexia and dyspraxia, haemophilia, diabetes, Duchenne Muscular Dystrophy, lifting & movement, Makaton, City and Guilds qualifications in Learning Support.
- The SEND team has completed safeguarding training.
- The school offers careers advice to students and where appropriate the school liaises with the specialist SEND careers education and information, advice and guidance officer within the Local Authority.
- The school works closely with a range of external agencies. These may include: GP, School Nurse, Clinical Psychologist, Paediatrician, Speech & Language Therapist, Occupational Therapist, Educational Psychologist, Autism Specialists, Hearing Impairment Specialist Teacher, Visual Impairment Specialist Teacher, Sensory & Physical Teaching Service (SAPTS), the Behaviour Support Service, the Child and Adolescent Mental Health Service (CAMHS), MIND (mental health support), Early Help, Youth, Family and Support Services (YFSS) Social Services and Education Welfare Officer (EWO), Brain Injury Service.

Special Facilities – How accessible is the school?

- The fabric of the school has been modified to allow access to most ground floor areas to those with a physical disability, particularly students with a wheel-chair. This includes ramps, hand rails, automatic doors, disabled toilets and electric hoists.
- All new construction accommodates disabled access to other floors via a passenger lift and similar adaptations are gradually being made to the older buildings.
- All new buildings (Performing Arts and ACE Centre) fully comply with current building regulations to meet the needs of disabled users.
- Kerbs, posts and any other trip hazards have been brightly painted to aid access to the school site for visually impaired students.
- The school has a purpose built physical management room and visual impairment support room.
- Curriculum areas have access to specialist equipment, such as adjustable height tables, perching stools and writing slopes.
- The school is continually working with the Local Authority to improve facilities and accessibility.
- The SEND team has ICT equipment available for use by individual students in support of their special need.
- The school has an Accessibility Plan:
<http://www.driffieldschool.net/about-us/school-policies/>

How does Driffield School ensure that all the staff are trained and supported to meet a wide range of children's needs?

- Whole school training for staff delivered by specialist teachers.
- Specialists provide bespoke training for SEND staff eg. The Brain Injury Service, Sensory & Physical Team, Educational Psychologist.
- The SENDCO has completed the Post Graduate SEND Diploma.
- The SENDCO, trainee SENDCO and the SEND Manager attend Local Authority and Educational Alliance SEND network meetings.
- Whole school CPD regarding quality first teaching.
- All staff are required to complete safeguarding training.
- Whole school Mind approach and extensive mental health training.
- Trauma and Attachment Difficulties training.
- Lesson drop-ins with SEND focus.

What support is there for behaviour, avoiding exclusion and increasing attendance?

- We have a positive approach to behaviour management with a clear Behaviour for Learning policy that is followed by all staff and students. We are an inclusive school and we make every effort to include all students in learning. We also provide a “safe haven” in The Link for students at break and lunch times.
- The attendance of every child is monitored on a daily basis by the pastoral team and the attendance officer.
- To support behaviour, the pastoral team use a tiered behavioural report system. Students are monitored on behaviour report. Where necessary, the pastoral team will open a TAF (team around the family) to identify and enlist external support. Following any serious behaviour incidents, students may be placed in school remove. This is where students complete subject work for a fixed period of remove from mainstream lessons.
- After any serious behaviour incidents parents/carers will be informed about what has happened. We would then expect the child to reflect upon their behaviour with you; this helps to identify why the incident happened and what the child needs to do differently next time to change and improve their behaviour.
- Students exhibiting persistent inappropriate behaviour will have to attend a behaviour panel meeting, at which behaviour targets will be set.
- The Behaviour for Learning policy will support students by visibly seeing the rewards and consequences issued in the student planner. When students accumulate six or nine written warnings, a consequence is issued. Students will also see the positive rewards stamped in their planner. Students have the chance to put these stamps towards prizes.

How will my child be able to contribute their views?

We value and celebrate each student's views on all aspects of school life.

Our student council is made up of volunteers who are passionate about different aspects of school life. This includes equality, environment, charity, sport, and much more. Student council representatives meet with senior leaders to talk through ideas and regular feedback is provided through form time and assemblies.

In addition, school prefects are enlisted to guide and support younger students, support extra-curricular activities and be a visible presence in whole school events.

A panel of students is involved in the interview process for the recruitment of new teaching staff in school. This panel has the opportunity to question candidates and feedback to the interview team.

The views of students with a support plan or an education, health and care plan are sought throughout the assess, plan, do, review cycle. Views may also be expressed in the form of a one page profile.

SEND students have the opportunity to meet with SEND team and express their views.

How are the governors involved and what are their responsibilities?

- There is a SEND Governor and the SENDCO reports to the governor regarding the progress of students with special educational needs or disabilities; this report does not refer to individual students and confidentiality is maintained at all times.
- The Local Governing Board (LGB) also receive termly reports that include key data on the progress, attainment, attendance and behaviour of the cohort.
- There is a good balance between challenge and support from the Governors.
- SEND Governor responsibilities include keeping the LGB up to date on all issues relating to SEND.

How will my child be included in activities outside the classroom including day and residential trips?

- Throughout the academic year a series of educational trips and visits are timetabled. This information is published on the school calendar.
- The school aims to offer children a broad and balanced curriculum that promotes their spiritual, moral, cultural, mental and physical development, and prepares them for adult life. The school's Executive Principle and governors recognise the value and importance of learning outside the classroom, and encourage staff to organise educational visits that enrich the curriculum and enhance the learning and development of our students.
- Every effort is made to ensure that school journeys and activities are available and accessible to all who wish to participate, irrespective of special educational or medical needs, ethnic origin, gender or religion.
- The school offers a wide range of educational visits, such as:
Theatre and museum visits, geography, history and science field trips, residential stays at Spiers Bank House, Alpine ski trips, world challenge expeditions to various locations around the world.
- All students are encouraged to support charity events. Charity events are organised by students.
- Each year, the PE faculty organises a sports day. In addition, there are a number of sports clubs open to all students throughout the year – cricket, swimming, football, rugby, hockey, netball.
- The drama department in school presents school productions and spectacles throughout the year. All students are encouraged to be involved in these extra-curricular activities.

How will the school prepare and support my child when joining the school or transferring to a new school?

- We encourage all new students to visit the school prior to starting with us.
- For children with special educational needs or a disability we may facilitate a phased transition to help your child to acclimatise to their new surroundings. We would also visit them in their current setting if appropriate.
- When children are preparing to leave Year 6 and to enrol at secondary school, we arrange a number of Year 6 transition visits for students with special educational needs & disabilities. This allows students to become familiar with their new setting, to make contact with new students, to meet the SEND team and teachers, and to reduce anxieties about transition.
- Parents/carers are invited to meet with the SENDCO throughout the Y6 transition programme.
- For students who have an Education, Health and Care Plan, we will endeavour to attend the Year 5 and Year 6 transition review and be involved in the assess, plan, do, review cycle.
- We use social stories with children to help explain and prepare them for any major transition as well as other strategies advised by the previous educational provider.
- We host an open evening for Year 5 and Year 6 students at the start of each academic year.
- We liaise closely with staff when receiving and transferring children to different schools, ensuring all relevant information is passed on securely and all needs are discussed and understood.
- If your child has an Education, Health and Care Plan and is changing to a new school we will, where possible, arrange a review meeting with relevant staff from the receiving school.
- We work with the SEND team in colleges across the East Riding to support post-16 transition.

How are parents/carers involved in school life?

- Parents/carers of students with special educational needs are invited to attend reviews during the academic year as part of the assess, plan, do, review process.
- Parents/carers are invited to attend parents' evening throughout the academic year. This provides the opportunity to meet with subject teachers.
- Options evenings are held to allow parents/carers and students to discuss options and pathways with subject teachers in Year 9. These events are supported by the SEND team.
- Driffield School works in partnership with parents/carers. Parents/carers can arrange appointments to see the pastoral team or key workers in school.
- Parents/carers of students with special educational needs are asked to complete questionnaires and support the review of relevant policies and plans. Parents/carers may also support staff training regarding SEND.
- Parents/carers of students with special educational needs are asked to contribute to family views, which is an important aspect of the annual review of an educational, health and care plan. It also is a required element of the SEND support plan.
- The SEND policies at Driffield School relate to and meet the requirements of the new SEND Code of practice effective from 1st September 2014. To provide an improved compliant set of policies we are committed to co-producing them with the parents, families, children and young people in our school community.

<http://www.driffieldschool.net/about-us/school-policies/>

Who can I contact for further information or to discuss a concern?

- The first point of contact would be your child's Form Tutor to share your concerns.
- You can also communicate with the Head of Year (pastoral concerns) or the Head of House (academic concerns).
- If required, you can arrange to meet with the SENDCO/SEND Manager/Trainee SENDCO.
 - Refer to the Local Offer on the East Riding Local authority website:
<http://www.eastridinglocaloffer.org.uk/>
- SENDIASS (Parent Partnership) information can also be found on the East Riding Local authority website. If you feel that you would like support in meetings in school, the Parent Partnership Service will advise you and attend meetings, where necessary.

Who should I contact if I am considering whether my child should join the school? office@driffieldschool.org.uk

Information in alternative formats

If you have a disability and would like to receive information in an alternative format, please contact Faye Warren (SENDCO) – faye.warren@driffieldschool.org.uk

We can supply this report:

- as an electronic document with enlarged type sent by email or supplied on a disc,
 - a printed copy on non-white paper,
 - a printed copy with enlarged type.
- Other formats may be possible. We will do our best to respond.

This report was completed in September 2021 by the Director of SEND and will be reviewed annually.

Driffield School & Sixth Form

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