

To aspire, endeavour and thrive together.

SEND INFORMATION REPORT

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SEND Information Report

This report is supported by the SEND Policy and other related documents. All current policies can be found on the Glossopdale School website (<https://www.glossopdaleschool.org.uk/policies>) and on the True Learning Partnership website (<https://www.truelearning.org.uk/page/?title=Trust+Policies&pid=21>) for any interested party to locate and read. Anyone experiencing issues accessing these can contact Reception who can support to access these documents.

Glossopdale School and Sixth Form contributes to the Derbyshire Local Offer by providing specific information about their SEN provision, policies for identifying SEN needs, and arrangements for assessing and reviewing progress.

Types of SEN provided for at Glossopdale School and Sixth Form

We are a mainstream secondary school and we are committed to providing an inclusive and stimulating environment to support the needs, and develop the learning of the children and families of all children in the community wherever possible. We support children with a range of needs, below are the descriptors of the 4 broad areas of need.

- **communication and interaction, which may include difficulties speaking, understanding or communicating as well as autism spectrum conditions**
- **cognition and learning, which may include mild learning difficulties (MLD), severe learning difficulties (SLD) or profound and multiple learning difficulties (PMLD) where children may require varying support to access their learning as well as specific learning difficulties (SpLD) such as dyslexia, dyspraxia and dyscalculia**
- **social, emotional, and mental health, which may include a range of mental health difficulties such as anxiety, depression, eating disorders or physical symptoms which are medically unexplained - this could include behaviour you may find challenging, as well as conditions such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder**

- **sensory and or physical needs, which may include a physical disability (PD) which hinders their ability to access standard provision - this may also include visual impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI)**

1. Identification

How are students identified as having SEN?

Year 7

Every Year 7 student at Glossopdale School goes through a screening process. In addition to the SATs that students complete at the end of Year 6 in primary school, every student will complete a series of Cognitive Ability Tests (CATs). The data from these two sets of assessments considered alongside each other to give a broad academic overview of each student. Where this data highlights a potential issue with learning, the SEND team perform additional assessments to determine any support required.

Given how pivotal literacy skills are in contributing towards a student's ability to access the curriculum as a whole, we also use the NGRT—to assess a student's ability to read and comprehend. It is likely that these tests will highlight certain students for whom there may be a reading concern. These students will be flagged to all their teachers as a reminder that certain tasks may need to be scaffolded to enable the student to access the learning. It should be noted that the procedure above is distinct from the screening which takes place in Year 10 and 11, in readiness for any Access Arrangements that need to be put in place for external examinations, such as GCSEs.

Referrals

If a member of the teaching or support staff feels that a student may be facing a barrier to their learning that requires provision that is additional to or different from the provision offered to the main cohort of students, they can refer the student to the Inclusion Panel via an electronic form. The form comprises questions designed to identify the specific nature of the student's needs; following its submission the appropriate actions will be taken which can include parental meetings, interventions, family support, inclusion support or support from the mental health support team – Compass. There may also be further screening carried out to determine if referrals for ADHD and ASC are necessary.

Parents who wish to raise a concern should consider whether the matter relates to one particular subject or whether it is a broader issue found across the curriculum. For subject-specific matters, parents are encouraged to raise the issue with the subject teacher; curriculum-wide issues should be brought to the attention of the AAHT Progress and Achievement for that year group or the AAHT SEND. Again, it would be through these discussions that the nature and scope of any extra support would be decided.

Transition from Primary School

Prior to a student's transition to Secondary School,

- There will be discussion with Primary teachers and SENDCos regarding existing support, and provision that is likely to be required in the future
- Those with an EHCP, and their parents, will have a meeting with Glossopdale School staff

- Glossopdale staff will attend Year 6 and Year 5 reviews upon invitation from the Primary School
- Parents who feel that their child would benefit from extra support are invited to contact either the Pastoral team or the SEND team

Transition to Post-16

Students joining Glossopdale Sixth Form with SEN need to contact the Director of Sixth Form or the AAHT SEND. The specific SEND will then be discussed in order to determine appropriate post-16 courses and whether additional support is necessary. Potential post-16 students will be given an opportunity to discuss needs and requirements, and references will be sourced from the school currently attended to gain a full picture of need. For potential students with an EHCP, both a member of the Sixth Form team and the SEND team will attend the initial meeting.

In all cases parents are welcome to highlight any concerns that they have regarding the progress of their child. To do so, parents/carers should contact the Head of Sixth Form or the AAHT SEND.

Transition from Another School

When students transfer from another school and it is not a 'normal' transition point, SEND will be discussed at the initial transfer meeting between the family and Pastoral team. Families with students transferring can contact Reception to arrange an appointment with the relevant Head of Year.

Current Students

Where a parent/carer has a concern about the learning needs of a student currently at Glossopdale School and Sixth Form, they need to contact the SEND team with details about the concerns via sendco@glossopdaleschool.org.uk. If the concern is more specific but concerning learning, for example regarding a particular subject, parents/carers should contact the subject teacher, Faculty Team Leader or AAHT - Progress & Attainment KS3 (Dr Coimbra) or 4 (Miss Geary) in the first instance. If the concern is non- subject-specific, parents/carers could contact the relevant Head of Year or Year Manager.

2. Teaching, Learning and Support

How will you teach and support my child or young person with SEND?

Glossopdale School very much encourages parents to work with us as partners for their child's education and progress. We see the partnership between school, home and the students themselves as the cornerstone of our successful education. We are committed to being inclusive in all areas and, where required, we will make reasonable adjustments to adapt the package of education to meet an individual's needs.

For the vast majority of students, including those with SEND, the most appropriate provision to ensure progress will be high quality teaching within the classroom. For every student with SEND, this process is promoted through the use of a 'One Page Profile', a one-page document outlining the barriers to the student's learning, alongside the teaching strategies

required to remove or reduce these barriers. These documents are readily accessible as supplying teachers with knowledge of their students is key.

In addition to a student's One Page Profile, as a further measure to keep their needs front-and-centre in their teachers' minds, every student on the SEN Register is clearly identified on the register for every lesson in BromCom. The strategies from the One Page Profile are also accessible by teachers via a class-by-class report so teachers can easily see what each student requires.

All staff in Learning Support receive regular CPD and training to support their work with SEND students. This includes training such as Emotion Coaching, Invigilation training and Speech and Language.

Teachers also have CPD in adaptive teaching practices and utilise this pedagogy in their Quality First teaching where they are able to apply adjustments such as scaffolding and modelling to ensure that all students are able to access a broad and balanced curriculum. All SEND students are offered a full curriculum – we do not extract students from subjects as we offer them the chance to succeed in all aspects of their education.

To maximise the learning opportunities for some students, we may need to make further modifications to the provision we offer. The following measures, which are additional to or different from the package of education offered to the majority of students.

Examples of such provision could include:

- Small-group English and mathematics intervention with a specialist teaching and learning assistant.
- Online lesson learning from EDClass platform for English and mathematics, coordinated by the Inclusion Hub Lead
- One-to-one support based on a specific identified need, e.g. emotional literacy
- One-to-one or small-group support with a personal, social or communication need, e.g. social groups for students with Autism
- Specialist one-to-one social, emotional and mental health support through our Mental Health Team Compass
- Direct learning support within class from a member of the SEND team
- Behavioural support
- Alternative provision

How will the curriculum and learning environment be matched to my child or young person's needs?

All staff are expected to adapt their teaching within lessons to meet the individual needs of the students they teach, based on the information found in One Page Profiles and more general advice/guidance available on various types of need. This core element of each teacher's role is overseen by AAHT Progress and Achievement and Faculty Team Leaders, and any subject-specific concerns should be raised through these channels. At times there will be a need to consult with outside agencies (e.g. Child and Adolescent Mental Health Services (CAMHS), Physiotherapist, Speech and Language Therapy, Occupational Therapy etc). This will be facilitated by the AAHT SEND or SEND Manager, depending on the type of need and type of advice/support required.

Some students may need Access Arrangements for examinations so they are accessible to the. Access to exam support is based on a wide range of tests and must meet the exam

board requirements set out by the Joint Council for Qualifications (JCQ). A number of sources of information are considered, including:

- EHCP
- Screening results
- Medical evidence
- Student's SEND history
- Teacher referrals

All our in-house testing is completed following JCQ guidelines and is completed by a suitably qualified Specialist Assessor. Students are tested in Key Stage 4 so that the Access Arrangements cover the duration of KS4 exams.

At the end of Year 9 all students are screened to see if further individual testing is required for access arrangements - as per the JCQ guidelines, parental requests alone cannot be accepted for Access Arrangements. Private diagnoses of dyslexia are not accepted as evidence for Access Arrangements and therefore school must complete its own testing.

Further information about Access Arrangements is available on the Glossopdale School website

(<https://www.glossopdaleschool.org.uk/page/?title=Examination+Information&pid=81>), and individual questions can be directed to the SEND team. sendco@glossopdaleschool.org.uk

How are the setting, school, or college's resources allocated and matched to children or young people's needs?

The SEND budget is managed by the Associate Assistant Headteacher SEND.

Provision includes:

- Small-group English and mathematics intervention with HLTAs
- One-to-one and small-group targeted interventions delivered by TA in school
- External targeted provisions
- In-class support from TAs
- Provision within the Inclusion Hub and/or Calm Zone
- Leadership staffing
- Liaison with external professionals
- Alternative provisions
- Docs+ assistive technology

How is the decision made about what type and how much support my child or young person will receive? Who will make the decision and on what basis?

Once a need has been identified, and discussed with parents and the student, the type of support that they require will be decided by the AAHT SEND. Whilst the vast majority of support can be found within the provision already in school, if there is a need for extra support this will be discussed with parents and the feasibility and potential impact of implementing such support discussed.

How will equipment and facilities to support children and young people with SEND be secured?

The AAHT SEND and SEND Manager will usually take responsibility for securing equipment or facilities for young people with SEND. An exception could be when a certain TA or Year

Manager works closely with a particular student, in which case the responsibility might be delegated to the them. Parents may know of suppliers of equipment/facilities/facilitators that may be beneficial for a student with particular needs. Recommendations are always welcomed, although the feasibility would have to be discussed and the final decision would be made by the school.

How will you and I know how my child or young person is doing and how will you help me to support their learning?

Parents receive progress reports twice a year in KS3 and three times a year in KS4. These are based on regular assessments which take place throughout the school year. The SEND team monitors the progress of all students on the SEND Register. Student progress is central to review discussions and target setting for a student.

A student's position on the SEND Register can change over time. Upon review, depending on the support that they are receiving and the progress that they are making (either academically or more broadly), a student may be moved between the SEN monitoring and SEN Support sections of the register. In some cases, the student may be removed from the register altogether. Any movement onto or off the SEN Register will be communicated formally to the student's parents/carers. If, despite sustained intervention strategies or recommendations from outside agencies, a student still fails to make progress we would consider applying for a Needs Assessment – the first step towards applying for an Education, Health and Care Plan (EHCP).

We would advise parents/carers who wish to have a more detailed discussion about their child's progress in a particular subject to contact the subject teacher in the first instance. If there are wider concerns, we advise speaking to the student's Form Tutor or AAHT Progress and Attainment lead. We encourage a working partnership with parents to optimise their child's progress. Details about what children are studying can be found on the Glossopdale School website. Information on what parents can do to help their child at home can be obtained from the website or AAHT Progress and Attainment lead. Information evenings are held annually for the different year groups.

How does the setting, school or college consult with and involve children and young people with SEND in planning and reviewing their education?

All students with an EHCP have a statutory Annual Review, a meeting that will be chaired by the AAHT SEND, Assistant SENDCO or SEND Manager. This meeting will usually be attended by the student, the parents/carers, the Link TA, and any relevant outside agencies. The student and parents/carers are invited to input - both in writing beforehand, and verbally during the meeting.

Parents of all children on the SEND register, including those with an EHCP, will be able to meet with a member of the SEND Team at each parents evening, where they can discuss their child's support and any concerns. All EHCP students also have a Link TA who will regularly communicate with home and staff.

How does the setting/school/college assess and evaluate the effectiveness and sufficiency of its arrangements and provision for children and young people with SEND?

To evaluate the effectiveness of the arrangements and provision we put in place for our young people, we must first decide what success looks like for the particular student in

question. For some, success will be based on academic progress, while for others having the confidence to be in a busy environment might be a huge step forward. For students in the former group, quantitative progress data can be compared against various control data, such as:

- (i) the student's progress prior to commencement of any intervention;
- (ii) the progress of other students with similar attainment who are not in receipt of the provision;
- (iii) historical data – how students with a similar learning profile have fared in the past. For the latter group, where progress is more subjective, a breadth of qualitative feedback must be gathered, a synthesis of which would lead to a gauge of progress.

We also use a range of software to test progress such as NGRT Reading Age tests, EXACT cognition tests, PASS SEMH assessments and CATS.

In some cases, it could take the form of a self-evaluation by the student (e.g. "How confident am I queueing in the restaurant on a scale of 1 to 10?"); in other situations, it may be appropriate to get the views of parents/carers; it may be as simple as recognising that a student now goes to registration without support, having not done so previously.

Assessing and reviewing pupils' progress towards outcomes

The subject teacher, AAHT Progress and Attainment KS3 and KS4 and Heads of Year will work with the SENDCo to carry out an analysis of the pupil's needs. This will draw on:

- the teacher's assessment and experience of the pupil
- their previous progress and attainment and behaviour
- other teachers' assessments, where relevant
- the individual's development in comparison to their peers and national data
- the views and experience of parents
- the pupil's own views
- advice from external support services, if relevant

The assessment will be reviewed regularly. All teachers and support staff who work with the pupil will be made aware of their needs, and a One Page Profile will be written which will include the primary needs, the provision, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

Keeping Students Safe and Supporting Their Wellbeing

How do you ensure that my child or young person stays safe outside of the classroom?

Whilst for the majority of students, arrival at the start of the day and exit at the end is something that they undertake independently, there are a large number of students on the move at one time, and for this reason, there are a significant number of staff on duty to supervise before and after school and we have CCTV around the school site.

Some students, due to physical or other concerns, may need to leave lessons early, usually accompanied by a TA. Arrangements like these would always be discussed with key staff, and where risk assessments were necessary, they would be co-produced by staff and parents/carers, and then discussed with students. Any decisions made as part of this

process would always be shared with teaching staff, and any arrangements put in place would be reviewed at least annually with parents.

What pastoral support is available to support my child or young person's overall wellbeing?

All students have access to their Form Tutor daily and have regular access to their Year Managers and Head of Year. Every student with an EHCP has their own Link TA. Alternatively, students can approach any member of the SEND team with whom they feel comfortable.

Some of our young people find it difficult to make friends and socialise. For students in this group, we offer a number of solutions:

- Groups of friends from primary school are kept together in form groups where possible
- Students can access social groups, quieter lunch areas
- Where more intensive support is required, students can speak to the Head of Year

The school takes a strong stance on bullying. SEND students are encouraged to report anything that could be deemed as such, and they can report it verbally, or via email to the Form Tutor Head of Year, Link TA, SEND Manager or SENDCO. Once reported we will follow school bullying procedures to information gather and resolve the issue. We ensure that all students are aware that prejudice-based and discriminatory bullying will never be accepted.

The Glossopdale School anti-bullying policy is available on the School website. <https://www.glossopdaleschool.org.uk/attachments/download.asp?file=967&type=pdf>

We strive to create a culture based on our core values. Students must learn in a supportive, caring and safe environment without the fear of being bullied. It is equally important that staff are free from the fear of bullying by students. Glossopdale School and Sixth Form sets high standards for all of our students; it is important that we create an atmosphere in which bullying cannot thrive and in which no student has to suffer from discrimination or harassment of any kind. Bullying is an anti-social behaviour; it is unacceptable and will not be tolerated. Only when all issues of bullying are addressed will students be able to fully benefit from the learning opportunities and character development available at school.

How will the school manage my child or young person's medicine or personal care needs?

Where a student has individual medical needs, we ask parents to inform the First Aid Lead and the Head of Year. We will need to know the level of medical need and any medication required.

If the level of need requires individualised support, a meeting will be called to discuss this. Then, if necessary, an Individual Health Plan will be set up, and its contents shared with staff.

To support students with common medical needs, staff receive basic training on managing these conditions (e.g. asthma). All staff have been given training on what to do in certain emergency situations (e.g. administering an epi-pen to a student having a seizure), however in the majority of cases it would be the First Aid Lead who would determine the course of action.

What support is available to assist with my child or young person's emotional and social development?

Any concerns about the emotional and social development of a student would be discussed by a member of school staff with parents/carers and the student. If required, the Compass Mental Health Team could offer support, working on a number of different areas, including self-esteem, anger management and social and communication difficulties. Where greater input is required, with the consent of parents, advice may be sought from outside agencies, such as CAMHS (Child and Adolescent Mental Health Services) and/or an Educational Psychologist.

What support is there for children that are looked after by the local authority who also have SEND?

Students who are Looked After have access to the designated teacher and Virtual Schools as well as all the support from the SENDCO and the SEND team. The Designated teacher and SENDCO work closely to support the needs of Looked After Children and collaborate to support carers.

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

In school reward positive behaviours and effort with THRIVE points. To support good behaviour, we operate a tiered model:

- Behaviour policy, which all staff follow
- Intervention to modify behaviour – pastoral support and Thrive support
- Support from outside agencies

All Form Tutors are asked to monitor the attendance of their form, and Head of Year and Year Managers review attendance across the whole year group. Attendance data is reported to SLT weekly. If attendance falls below expected and the school is not aware of any significant issues that could have caused this, a concern will be raised with parents/carers.

3. Working Together & Roles

What is the role of my child or young person's class teacher?

Students will have a number of teachers during their secondary education. All students will have a Form Tutor whom they will see every day during registration. As an immediate contact point, their role is crucial - we ask parents to work in partnership with them to help establish a working relationship that supports the student. Any questions that a parent/carer has about a student's progress in a subject should be directed to the specific subject teacher, who will have a deeper understanding of the student's progress needs and concerns, as well as the types of assessment used and the subject content covered.

Who else has a role in my child or young person's education?

Staff are expected to be involved in the welfare of all our students and lines of referral are known to all. Every student has access to a Head of Year, Year managers and AAHT Progress and Attainment. Every student with an EHCP has a Link TA who communicates home regularly. The Link TA will liaise with parents throughout the student's schooling and it is expected that the close relationship that they form with the student and their parents/carers will make them the first point of contact, should there be any queries.

How does the setting, school or college ensure that information about a child's SEND or EHC plan is shared and understood by teachers and all relevant staff who come into contact with that child? Glossopdale School holds a central electronic record of all information relating to students with SEND. For each of these students, a One Page Profile containing all the pertinent information is written. This one-page document can be accessed by all staff from the School Management Information System - Bromcom.

The profiles are updated whenever relevant new information comes in, after which, and staff are alerted that this has happened.

In addition to the One Page Profiles, to ensure that teachers stay mindful of every student's needs, a fortnightly Safeguarding Bulletin is sent to all staff. This will alert staff to any changes of need or support for individuals, or offer advice/guidance to help support specific students. There is also a digital SEND Handbook with advice with a particular need e.g. ADHD, dyslexia etc.

What expertise is available in the setting, school or college in relation to SEND?

The AAHT SEND has gained the national SENDCo qualification (NaSENCO – now NPQSENCO), which encompasses a wide range of areas, including the different categories of SEND, how to remove barriers to students' education, how to access support from outside agencies, the statutory framework around SEND, intervention, Access Arrangements for examinations and school budgets. The SEND Manager is a qualified Emotional Literacy Support Assistant. Amongst the Team we have staff trained in Outdoor Learning, Speech, Language and Communication Needs, Counselling, leading nurture groups and Literacy and Numeracy. Specialist Teaching and Learning Assistants work with caseloads of students with needs that link to their specialism, eg ASC, ADHD.

We believe that training staff so that they can become more effective in their roles is key to raising standards. To facilitate this, all members of the SEND team regularly receive training. All teaching staff attend weekly training briefings, focusing on high quality first teaching in the classroom.

Which other services do you access to provide for and support pupils and students with SEND (including health, therapy and social care services)?

- Educational Psychologist
- CAMHS (Child and Adolescent Mental Health Services)
- Derbyshire Inclusion Services
- School Health
- Family Support
- Occupational Therapy
- Speech and Language Team (SALT)
- Physiotherapy
- Social Care
- School Counsellor
- Visually Impaired team

- Physically Impaired team
- Teacher of the deaf

Access to, advice from, and actions taken as a result will only be undertaken after discussion with parents and the student.

Contact details of support services for parents of pupils with SEND:

The support service for children who are deaf and hearing impaired (SSD and HI) work with children and young people and their families offering information and support from the point of diagnosis of hearing loss to leaving school or college. Teacher of the Deaf | Children's Services | Sensory and Physical Support Services, Derbyshire County Hall Matlock, Derbyshire, DE4 3AG

The support service for children with physical impairments (SSPI) offers educational guidance and support to children and young people (0 to 19 years of age) who have a physical impairment and/or a significant medical need. Physical Impairment | Children's Services | Sensory and Physical Support Services 01629 532908, Derbyshire County Hall Matlock, Derbyshire, DE4 3AG

The support service for children with visual impairment (SSVI) work with children and young people, and their families, offering information and support where visual difficulties may impede learning and/or development. Sensory and Physical Support Services – Vision Impairment - Derbyshire County Hall Matlock, Derbyshire, DE4 3AG

Who would be my first point of contact if I want to discuss something?

Pastoral concerns:

1. Year Manager
2. Form Tutor
3. Head of Year

Concerns about progress - subject specific:

1. Subject teachers
2. Faculty Team Leader
3. AAHT Progress

Concerns about progress - SEND related:

1. Link TA for EHCP student.
2. Contact the SEND team via sendco@glossopdaleshool.org.uk
3. SEND Manager
4. SENDCo

Concerns or complaints about the school's SEN provision:

Contact details for raising concerns at school:

If you have a general concern about SEND provision please contact the SENDCO. Complaints about SEND provision in the school should be made in the first instance, to the head teacher via the school office. Please mark them as Private and Confidential

The Trust Complaints Policy can be found here:

<https://www.truelearning.org.uk/attachments/download.asp?file=143&type=pdf>

Who is the SEN Coordinator and how can I contact them?

- AAHT SEND/SENDCo: Ms L Barnfather; sendco@glossopdaleschool.org.uk. SEND manager: Miss T Smith; sendco@glossopdaleschool.org.uk.
- SEND Admin general requests: sendco@glossopdaleschool.org.uk.
- Specialist Assessor: Mr A Magrath; sendco@glossopdaleschool.org.uk.

What roles do your governors have? And what does the SEN governor do?

The SEND governor is to be confirmed

The SEND governor meets formally with the AAHT SEND every term. Afforded a wider perspective of the school as a whole, the governor is able to pose questions from different standpoints. These questions help the AAHT SEND to see things in context, as part of a wider system. It is through these discussions that the governor is able to represent the department at a strategic level. Where necessary, the governor can advocate for the team, and the students they support, in meetings with the Head Teacher.

How will my child or young person be supported to have a voice in the setting, school or college?

As part of their EHCP review all students are encouraged to put forward their views on their progress, the type of support they receive and how they would like this to develop. The views of parents/carers are also sought regularly to ensure that the support provided is up to date. SEND students also are involved in the production and updating of their One Page Profile.

Glossopdale School also has a Student Council which has representatives for the Diversity and Equality Committee. These meet regularly with members of SLT to raise ideas, concerns or issues within their year groups.

What opportunities are there for parents to become involved in the setting/school/college and/or to become governors?

Parents are invited to get involved with the life of the school either through the PTA or the Governing Board. Information and advice on how to do both can be accessed via the Glossopdale School website or through direct contact with school.

What help and support is available for the family through the setting, school or college?

In terms of helping families to complete forms or source information and guidance, a parent/carer and student can:

- Contact the school and ask to speak to your child's Year Manager
- For EHCP students, contact the Link TA.

We provide careers advice through the Careers Adviser.

We also have a Family Support team who can be referred to for supporting families in a range of situations

4. Inclusion & Accessibility

How will my child or young person be included in activities outside the classroom, including trips?

The school runs a range of lunchtime and after school clubs which can be viewed on the student newsletter. All students are able to access these and they are fully inclusive. SEND students participate in school trips both day and residential. Where necessary we work with parents to produce appropriate risk assessments and plans of support to allow students with SEND the ability to experience a diverse variety of activities and cultures. Where appropriate students will have a supporting adult to enable them to participate fully.

Every student on the SEND register will be encouraged to take advantage of the wider opportunities available within the school. Most of the young people we support have a desire to socialise with others, however for some students with SEND, knowing quite how to do so presents a real challenge. For this cohort, the prospect of joining a school-wide group could feel intimidating, therefore the SEND team offer rooms every day, giving students with SEND and their friends a safe space to relax and have fun at social times. Students are given the opportunity to develop their socialisation skills amongst peers with similar difficulties, all the while supported by TAs. Wherever possible we will try to include all students in activities outside of the classroom. Individual risk assessments may be necessary.

How accessible is the setting/school/college environment? Is the building fully wheelchair accessible?

Glossopdale school is fully accessible and wheelchair accessible with specialist equipment to support a range of physical disabilities. Common queries about accessibility are answered below:

Are disabled changing and toilet facilities available?

Yes, disabled toilets are available across the school. Changing facilities are available for PE

Do you have disabled parking spaces?

Yes, parking spaces for Blue badge holders are available at the front of the school.

Students with a disability are included in all aspects of the curriculum and extra curricular offers. We have a range of specialist equipment around the school that supports the inclusion of all students. Students with SEND are highlighted in all progress meetings and regular Inclusion panel meetings raise any concerns and look to find solutions to ensure all SEND students receive the support they require.

For students who use a wheelchair or who require disabled provision and access, parents are advised to contact the school and ask for a meeting with the AAHT SEND. For students with SEND who require a measure of additional support to meet their needs, please contact us at sendco@glossopdaleschool.org.uk The Glossopdale School Accessibility policy is available at on the school website.

Accessibility policy for the school can be accessed via this link <https://www.glossopdaleschool.org.uk/attachments/download.asp?file=992&type=pdf>

5. Transition

Who should I contact about my child/young person joining your setting, school or college?

When contacting about a young person with SEND who is transitioning to Glossopdale School, please contact the SEND manager at sendco@glossopdaleschool.org.uk in the first instance.

The school complies fully with the Equality Act 2010 and the School Admissions Code in relation to the arrangements for the admission of disabled students. Where the school is oversubscribed, all children are admitted in accordance with the published oversubscription criteria.

Where a child is disabled the school will make reasonable adjustments and provide auxiliary aids or services where reasonable to ensure that no disabled child is placed at a substantial disadvantage compared to other students.

Most children and young people with Special Educational Needs or Disabilities (SEND) attend a mainstream school or college. You should apply through the local authority's admission process unless your child has an Education, Health and Care Plan (EHCP). Children and young people with Education, Health and Care Plans (EHCPs) attend mainstream schools and colleges, resourced provision (specialist units in mainstream schools), or special schools.

If your child has an EHCP their school place at Glossopdale School and Sixth Form will be arranged by the Derbyshire SEND Service, not through the general admission process.

The Derbyshire SEND Service will contact you when it is time to apply, to discuss your preferred education setting. They will do this when your child is due to move from nursery to primary; primary to junior; junior to secondary; and secondary to Post 16.

If you would like your child to move to a different school mid-year or outside the normal admission times, you should ask for an emergency review of their EHCP. You can ask your child's current school or the Derbyshire SEND Service for this.

Information on how to apply can be found on Derbyshire Local Offer:

<https://www.localoffer.derbyshire.gov.uk/education-and-learning/school-admissions-for-children-with-send/school-admissions-for-children-with-send.aspx>

If your child is due to start school or move schools, the local authority will ask you to complete a preference form well before the general admissions deadline, as the local authority needs time to consult with schools. They must then issue a final EHCP naming the school or college that your child will transfer to by the following national deadlines:

15th February for children transitioning from nursery to primary school, infant to junior school (Y2 to Y3 with a physical site move) or primary to secondary school (Y6 to Y7).

31 March for young people transitioning from secondary school to post-16 education (Y11 to Y12 or college) and for Y14 placements.

For students with SEND who do not have an EHCP parents can contact the SEND team to discuss the needs of the student prior to application by emailing:

sendco@glossopdaleschool.org.uk

How can parents arrange a visit to school? What is involved?

There are a number of opportunities for parents and students to visit Glossopdale School:

- a. There is an Open Evening for parents of all Year 6 students who are thinking of attending Glossopdale School, which is normally held in the Autumn term.
- b. There is an Open Evening for entry to the Sixth Form, normally held in the Autumn term
- c. Students with an EHCP and their parents/carers often meet with the SEND manager, prior to starting at the school.

In addition to the above, should parents/carers have a reason to request an appointment with a specific individual, they are invited to contact the member of staff directly, through Reception.

How will you prepare and support my child or young person to join your school, and how will you support them to move on to the next stage, or move on to adult life?

To prepare students to join Glossopdale School in Year 7 from Primary School we do the following:

- Hold transition events for students including Open Evenings and Transition Days involving the Year team and the SEND team
- Members of the Learning Support team attend prospective students' Annual Reviews in Years 5 and 6 where invited.
- Team members meet with parents of students with SEND from our feeder schools
- Extra individual meetings for students with specific needs
- Additional small group visits for students with specific needs through a transition nurture programme.
- During the summer term, staff will visit all feeder primary schools and obtain advice on students, including progress grades and SEND information
- Parent Information Evening for all Year 6 parents

Students who are in-year admissions are subject to the Fair Access Protocols for admission and would be considered by the Fair Access Group. We would ask parents in these circumstances to contact the school directly and ask to meet with the relevant Head of Year and the AAHT SEND or SEND manager if there is a SEND concern.

At the Key Stage 3 to Key Stage 4 transition there is a programme of activity to support this change:

- Student assemblies
- Options booklet plus additional tutorial time
- Parents' Information Evening, including subject talks and displays
- Parents' Evening
- Link TA support for SEND students through the options process.

For students looking at post-16 or post-18 transition:

- There is careers advice available for all students
- For students with EHCPs, we will support students in their post-16 transition and arrange transition visits
- Students and parents are invited for a tour of Glossopdale School Sixth Form prior to an application being submitted

6. Additional Information

What other support services are there who might help me and my family?

Where a parent may want access to a support service, we would advise that they contact the Head of year, the AAHT SEND or the Family Support team, who will be able to advise and support them in accessing the right type of support.

Advice and information can be found on our SEND pages on the website:
<https://www.glossopdaleschool.org.uk/page/?title=SEND&pid=31>

SEND policy

When was the above information updated, and when will it be reviewed?

Updated: April 2025

Review date: January 2026

Where can I find the Derbyshire Local Offer?

<https://www.localoffer.derbyshire.gov.uk/education-and-learning/education-and-learning.aspx>

Where can I find the Tameside Local Offer?

<https://tamesidelocaloffer.co.uk/>

What can I do if I am not happy with a decision or what is happening?

We seek to work in partnership with parents throughout a student's time with us and would seek to resolve any issues through open and honest dialogue. If you have any concerns, please contact the school so that we can work together towards a solution. Depending on the nature of the query, you may wish to speak to any of the following: form tutor, subject teacher, Faculty Team leader, AAHT Progress and Attainment, AAHT SEND, SEND Manager or the Senior Leadership Team Link.

GLOSSARY

ACEs - Adverse Childhood Experiences
ADHD - Attention Deficit Hyperactivity Disorder
BSL - British Sign Language
CoP - Code of Practice
CVI - Cerebral Vision Impairment
EHA - Early Help Assessment
EHNA - Education, Health and Care Needs Assessment
HI - Hearing Impairment
ICT - Information and Communications Technology
LVA - Low Vision Aids

PI - Physical Impairment
PMLD - Profound and Multiple Learning Disability
PSHE - Personal, Social, Health Education
QFT - Quality First Teaching
QTVI - Qualified Teacher of Vision Impairment
SDQ - Strengths and Difficulties Questionnaire
SEMH - Social, Emotional and Mental Health
SENCO - Special Educational Needs Co-ordinator
SEND - Special Educational Needs and Disability
SLCN - Speech, Language and Communication Needs