



Demeter House School

"To every child a chance"

**Special Educational Needs and  
Disabilities (SEND)  
Information Report**

2018 - 2019

Demeter House School is a fully inclusive independent special school serving students from the four separate local authorities of North Lincolnshire, North East Lincolnshire, Lincolnshire and Doncaster. At Demeter House School, all pupils are valued equally, regardless of where their abilities lie, with the school being committed to developing 'to every child a chance'. All students are entitled to have access to a broad, balanced and relevant curriculum, which is differentiated to meet individual needs.

What are the aims of Demeter House School?

- ❖ We aim to help young people develop their self-esteem through activities that promote self-confidence and encourage their development.
- ❖ We aim to help young people stay out of trouble by adopting a positive approach to anti-social behaviour.
- ❖ We aim to actively involve the views and opinions of our young people in the day-to-day running of the school.
- ❖ We aim to gain the confidence of families by involving them in decision making and maintaining regular contact.
- ❖ We aim to promote and develop opportunities for integration into the local community.

This SEND Information Report outlines information regarding the ways in which we provide support for all students with Special Educational Needs and Disabilities (SEND), in order to realise their full potential, make outstanding academic and personal progress and grow to be equipped for their future lives. Provision may change and develop over time.

The information required to be included in this SEND Information Report is stated in The Special Educational Needs and Disability Regulations 2014 SCHEDULE 1: Information to be included in the SEN information report.

This can be found at: <http://www.legislation.gov.uk/uksi/2014/1530/schedule/1/made>

**What are special educational needs (SEN) or a disability?**

At Demeter House School we use the definition for special educational needs and disability from the SEND Code of Practice (January 2015: p 15-16). The SEND Code of Practice states:

***Special educational needs (SEN)***

*xiii. A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.*

*xiv. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:*

- has a significantly greater difficulty in learning than the majority of others of the same age, or*
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.*

***Disabled children and young people***

*xviii. Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’...This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.*

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/398815/SEND Code of Practice January 2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)

Regulation	Question	School response
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<p>1. The kinds of special educational needs for which provision is made at the school.</p>	<p><i>What kinds of SEND do pupils have at Demeter House School?</i></p>	<p>Children are identified as having SEND when they have a significantly greater difficulty in learning than the majority of children the same age or have a disability which prevents or hinders them from making use of education facilities of a kind generally provided for children of the same age in schools within the area of the Local Authority (SEND Regulations 2014).</p> <p>Pupils at Demeter House School have a range of special educational needs and disabilities. These include areas within the four areas of need as set out in the SEND Code of Practice (2014).</p> <p>These are:  Communication and Interaction  Cognition and Learning  Social, Emotional and Mental Health  Sensory and/or Physical</p>
<p>2. Information about the school's policies for the identification and assessment of pupils with special educational needs.</p>	<p><i>How do we know if a pupil needs extra help at Demeter House School?</i></p>	<p>For a child or young person to have received a place at Demeter House School it is likely that they will already have an identified special educational need or disability and will subsequently have an Education, Health and Care Plan (EHCP) or Statement of Special Educational Needs.</p> <p>Throughout a pupil's time at Demeter House School our class teachers and Subject Coordinators closely monitor the progress and</p>

		<p>attainment of all pupils. The continuous monitoring of pupils during their time at Demeter House School will further identify any emerging needs for our pupils with special educational needs. This identification may come from Keyworkers, subject teachers, support colleagues, outside agencies, parents/carers or the pupils themselves.</p> <p>Baseline assessments are conducted with all students in relevant subjects and the continuous tracking of assessment data ensures that academic progress and attainment is closely monitored.</p> <p>If a child or young person needs to be assessed for a specific reason we would use a range of assessments depending on the area of need. If it is thought a family needs support, we have good working relationships with outside agencies and a referral can be made to them.</p> <p>We follow a staged and graduated approach to identifying and assessing needs, using the 'Assess, Plan, Do, Review' model. The triggers for intervention may be raised by teachers, support colleagues or others, underpinned by evidence, about a pupil who, despite receiving differentiated learning opportunities, does not make expected progress towards set outcomes. All staff have access to pupil information where appropriate and staff use this information to inform their lesson planning, teaching and student learning activities. Keyworkers</p>
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		<p>complete a Keyworker form which identifies useful strategies for working with students and this information is disseminated throughout the whole staff.</p> <p>Targeted interventions are planned, delivered and monitored through a EHCP Outcomes Monitoring process which is reported to parents at least three times per year.</p>
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		<p>Additionally progress and attainment data for students is analysed for effectiveness and value for money.</p> <p>'Provision Trails' are conducted by the Senior Leadership Team which are designed to explore the 'life in a student's provision' at Demeter House School. This includes following the trail of provision from outcomes and into the classroom or learning environment. Following observations, SLT hold workshops with staff to explore strengths and areas for development.</p>
3b. The school's	<i>How does Demeter</i>	At Demeter House School termly data reports are sent to

<p>arrangements for assessing and reviewing the progress of pupils with special educational needs.</p>	<p><i>House School check and review the progress of pupils and how are parents/carers involved?</i></p>	<p>parents/carers which will show your child's current and target levels, their effort and behaviour. This includes the review of progress towards EHCP outcomes. Subject Coordinators and the School Development Team will monitor and review your child's levels and identify areas where barriers may exist. Interventions will then be planned and delivered with close collaboration of parents and professionals. Parents/carers will be informed of every step of the process.</p> <p>The Strategic Leadership Team continually check and review the work of all departments.</p> <p>We welcome the involvement of parents/carers and endeavour to keep you up to date and involved with your child's progress. We do this through parent days; notes in planners; email; telephone calls; appointments made with individual teachers; Annual Reviews/termly reviews.</p> <p>The school provides information for parents through our website; social media; Open/Information days; Parent/Teacher days and letters home.</p> <p>Learning Plans, outlining curriculum topics delivered per half term, are available upon request.</p>
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<p>3c. The school's approach to teaching pupils with special educational needs.</p>	<p><i>How teachers and support staff help pupils with SEND?</i></p>	<p>At Demeter House School teachers and support staff have high expectations of all students. All teachers are informed about a pupil's individual needs and will differentiate teaching and learning approaches to meet these requirements. Teachers have experience and are trained in doing this. This may involve using different strategies and more practical adaptation of resources and activities. This means your child can access the lessons fully. In addition we operate a Keyworker system which enables members of staff to build strong relationships with the students they teach. Keyworkers are responsible for developing Pupil Profiles which are then shared with staff to ensure collaborative working practices and the promotion of inclusive teaching and learning.</p> <p>There is a high number of staff to student ratio, with small class sizes. This further enables high quality provision in teaching our students at Demeter House.</p> <p>At Demeter House there are a variety of staff roles to help us fully support children and young people. Where needs are identified, provision is suitably put in place to meet those needs.</p>
<p>3d. How the school adapts the curriculum and learning environment for pupils with special educational needs.</p>	<p><i>How will the curriculum be matched to the needs of children and young people?</i></p>	<p>English, Maths and Science are given special emphasis within the curriculum at Demeter House School. Foundation subjects are also taught. RE, citizenship and PHSE may be taught both through other subjects and individually. Particulars of the curriculum are available</p>

		<p>on request.</p> <p>Our school development programme has identified particular areas for development within the curriculum and plans have been made for the commencement of an even more personalised curriculum to be rolled out in September 2019.</p> <p>We are approved as an exam centre and able to offer a range of GCSE subjects. We also deliver Asdan awards, Aim Awards and BTEC, offering a wider diversity of qualifications. The school will focus on personalised learning to offer every student appropriate opportunities to engage, enjoy and achieve.</p> <p>As part of our objective to develop social skills and to make the curriculum more relative to the students, we offer a range of enrichment activities throughout the year. These have included field trips to local places and residential stays.</p> <p>We also offer a unique opportunity for students to develop their ICT skills and engage with local community and enterprise projects. This programme is called <i>Experience IT</i> and promotes the development of a range of skills through:</p> <ol style="list-style-type: none"> <li>a. Project work in partnership with Haxey Pre-School, Munchkins Nursery, Hornsby's Travel and Gallery Desfleurs.</li> <li>b. Work placements in partnership with Samaritans and Hornsby's Travel.</li> </ol>
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	<p><i>How accessible is the school environment at Demeter House School?</i></p>	<p>Demeter House School operates across three sites:</p> <ul style="list-style-type: none"> <li>• Demeter House Lower School, Brigg.</li> <li>• Demeter House Upper School, Scawby.</li> <li>• Farm, Caistor</li> </ul> <p>Plans have been made to open a fourth site for the provision of girls and post 16 in Castlethorpe.</p> <p>All sites are safe and accessible buildings and we do our best to make them welcoming to the whole community. All safeguarding procedures and risk assessments are in place and adhered to by all staff.</p> <p>In order to ensure the safety of students, all external doors are locked throughout the day and are able to be opened only by a code known to all members of staff.</p>
<p>3e. Additional support for learning that is available to pupils with special educational needs.</p>	<p><i>Is there additional support available to help pupils with SEND with their learning?</i></p> <p><i>How are Demeter House School's resources allocated</i></p>	<p>At Demeter House School we have a wide range of staff to support all pupils and address additional needs they may have.</p> <p>Referrals for additional support are 'triaged' by our SEND Team and Therapeutic Team on a weekly basis. During these meetings the requirement for interventions is discussed and caseload allocated to appropriately trained members of staff.</p> <p>Resources are allocated based on evidence of need and</p>

	<p><i>and matched to children's and young people's special educational needs?</i></p>	<p>effectiveness. Classroom staff are allocated, where resources allow, to support students in lessons. All staff liaise closely with one another to ensure maximum, collaboration and effectiveness.</p> <p>Staff have a huge range of skills to offer in supporting students directly and indirectly, assisting students and helping parents/carers.</p> <p>Students with Statements/EHCPs will have outcomes and strategies set by the Annual Reviews involving the student, parents/carers, subject staff and other professionals evaluate those outcomes and strategies.</p> <p>The decision for the allocation of resources is based on evidence of need and effectiveness of impact.</p>
<p>3f. How the school enables pupils with special educational needs to engage in the activities of the school (including physical activities) together with children who do not have special educational needs.</p>	<p><i>How can children and young people find out about these activities?</i></p> <p><i>How will children and young people be included in activities outside the classroom, including school trips?</i></p>	<p>Educational visit coordinators ensure students are able to access nourishing visits outside of the classroom. Vocational Provision Coordinators engage students in activities that build upon a range of skills that students will find useful as they prepare for adulthood. These include:</p> <ul style="list-style-type: none"> <li>● Forest School courses.</li> <li>● Business Enterprise experience</li> <li>● Art</li> <li>● ICT</li> <li>● Cafe experience</li> <li>● Outdoor activities</li> </ul>

		<ul style="list-style-type: none"> <li>● Individual and group visits to colleges for post-16</li> <li>● Links with Sir John Nelthorpe School (local mainstream school)</li> <li>● Sporting opportunities with other schools e.g. football tournaments</li> <li>● Residential - school caravan trips</li> <li>● <i>Experience IT</i>: Project work (Haxey Pre-School / Munchkins Nursery / Hornsby's Travel / Gallery Des Fleurs) &amp; Work placements (Samaritans / Hornsby's Travel)</li> <li>● Preparations for Adulthood programmes</li> </ul>
<p>3g. Support that is available for improving the emotional, mental and social development of pupils with special educational needs.</p>	<p><i>What support does Demeter House School provide for the overall well-being of children and young people?</i></p>	<p>At Demeter House School our pastoral responsibilities are taken seriously. We pride ourselves on providing a high level of student support and guidance. One way we support our students is by assigning them to a keyworker who will be the first port of call for any support and guidance. This provides continuity and builds a strong relationship between Key Workers and students.</p> <p>There are additional members of staff who are able to provide pastoral support, these include:</p> <ul style="list-style-type: none"> <li>● Behaviour strategy coordinator</li> <li>● Lower &amp; upper school pastoral coordinator</li> <li>● Therapeutic team coordinator</li> <li>● Two Special Educational Needs Coordinators</li> <li>● Designated Safeguarding Officer (Assistant Head)</li> <li>● Student counsellor</li> </ul>

		<ul style="list-style-type: none"> <li>● Vocational provision coordinator</li> <li>● Designated Teacher (Looked After Children)</li> </ul> <p>We also have strong working partnerships with a number of external agencies and organisations.</p>
4. The name and contact details of the SEN co-ordinator.	<i>Who should parents/carers contact if they want to find out more about how Demeter House School supports pupils with SEND?</i>	<p><b>Steph Brumby (Qualified SENDCo)</b>  <a href="mailto:steph.brumby@demeterhouseschool.com">steph.brumby@demeterhouseschool.com</a></p> <p><b>Philip Eddleston (Qualified SENDCo - SEND Team Leader)</b>  <a href="mailto:philip.eddleston@demeterhouseschool.com">philip.eddleston@demeterhouseschool.com</a></p>
5. Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.	<i>What training have the staff supporting children and young people with SEND had or are having?</i>	<p>At Demeter House School we have a dedicated SEND department which provides support as part of the whole school development team in driving forward provision for our students with SEND. Due to the Special School status of Demeter House School all staff work in partnership as part of a team of professionals bringing to bear a wealth of knowledge, experience and expertise.</p> <p>Examples of the training and expertise of the staff supporting children and young people with SEND include:</p> <ul style="list-style-type: none"> <li>● National Award for Special Educational Needs Coordinator CCET (Certificate in Competence in Educational Testing) Post-graduate certificate in SpLD (Dyslexia)</li> </ul>

		<ul style="list-style-type: none"> <li>● Autism Awareness</li> <li>● Safeguarding Children in Education</li> <li>● Anti-Bullying</li> <li>● Teaching for Neurodiversity</li> <li>● Team Teach</li> <li>● MA Art Psychotherapy</li> <li>● Registered with the British Association of Art Psychotherapists (BAAT) and Health Care and Professions Council (HCPC)</li> <li>● Creative Responses to Self-Harm</li> <li>● Working With People Who Hear Voices</li> <li>● Post graduate diploma in Child Psychotherapy</li> <li>● Diploma in Child Psychotherapy (pending)</li> <li>● Diploma in Psychotherapeutic Counselling NGP UKCP Accredited</li> <li>● Diploma in Counselling NGP BACP accredited</li> <li>● Bsc Counselling and Therapeutic Studies Advanced safeguarding</li> <li>● Child attachment interview training, Anna freud centre</li> <li>● Introducing psychoanalytic ideas on violence, delinquency and sexual deviation</li> <li>● Restorative justice</li> <li>● Life coaching</li> <li>● Sex Education for children with SEND</li> <li>● Mindfulness</li> <li>● Prevent duty</li> </ul>
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		<ul style="list-style-type: none"> <li>● Dyspraxia (Madeleine Portwood)</li> </ul> <p>Training is provided to all staff as part of a rolling programme of continuous professional development. Staff who are new to the school follow an induction programme which includes training and information on SEND.</p> <p>Demeter House School also calls on support from specialist organisations from within the Local Authority as well as Health and Social Care Services.</p>
6. Information about how equipment and facilities to support children and young people with special educational needs will be secured.	<i>What happens if my child or young person needs specialist equipment or other facilities?</i>	<p>At Demeter House School we can access a range of specialist services which can provide support in instances whereby children and young people require support additional to or other than their peers. This includes close partnership with the Local Authority and associated agencies. These services can be contacted where appropriate and as the need arises.</p> <p>Within the school environment students have access to wide variety of assistive tools and resources.</p>
7. The arrangements for consulting parents of children with special educational needs about, and involving such parents	<i>How will parents/carers be involved in discussion about and planning for their child or young</i>	<p>At Demeter House School we believe that a good partnership between home and school leads to outstanding results for children and young people.</p> <p>As part of the 'assess, plan, do, review' cycle of SEND provision,</p>



		<p>person at the heart of the decision making process regarding their own education.</p> <p>Under Social, Moral, Spiritual and Cultural provision at the school, children and young people have the opportunity to engage in Student Voice activities. We have an appointed student council and student council president. This allows students the opportunity to share their ideas about their own education in a proactive and appropriate manner.</p> <p>Students are also at the centre of the decisions they make regarding pathways through their transition journeys.</p>
<p>9. Any arrangements made by the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.</p>	<p><i>Who can I contact for further information?</i></p> <p><i>Who can I contact if I have a complaint?</i></p>	<p>In the event of any complaint the school will welcome the opportunity to discuss any issues and would hope that this would resolve them quickly and satisfactorily. The school does have an independent complaints procedure; this is outlined in our complaints policy, a copy of which is available on request from the school office or on our website.</p> <p>Following a complaints investigation the complainant and the person complained about will be given a copy of the findings and recommendations.</p> <p>In the last 12 months the school has received no formal complaints.</p>

<p>10. How the school leadership involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils.</p>	<p><i>What specialist services and expertise are available at or accessed by Demeter House School?</i></p>	<p>At Demeter House School we have access to a wide range of specialist services, including:</p> <ul style="list-style-type: none"> <li>● Child and Adolescent Mental Health Service (CAMHS)</li> <li>● Social Care Services</li> <li>● School Nurse Service</li> <li>● Educational Psychology Service</li> <li>● Youth Offending Service</li> <li>● Visual Impairment Team</li> <li>● Hearing Impairment Team</li> <li>● Looked After Children Education Service</li> <li>● Careers and Guidance</li> <li>● Short Breaks</li> <li>● Speech and Language Therapy</li> <li>● Autistic Spectrum Education Team (ASET)</li> </ul> <p>If you believe your child needs support from a specialist please contact Philip Eddleston or Sharon Drinkwater (SEND Team PA).</p> <p><a href="mailto:Philip.eddleston@demeterhouseschool.com">Philip.eddleston@demeterhouseschool.com</a>  <a href="mailto:Sharon.drinkwater@demeterhouseschool.com">Sharon.drinkwater@demeterhouseschool.com</a></p>
<p>11. The contact details of support services for the parents of pupils with special educational needs, including those for</p>	<p><i>Who should I contact to find out about support for parents/carers and families of children</i></p>	<p>North Lincolnshire Council  <a href="http://www.northlincs.gov.uk/schools-libraries-learning/sen/">http://www.northlincs.gov.uk/schools-libraries-learning/sen/</a></p> <p>North East Lincolnshire Council  <a href="https://www.nelincs.gov.uk/children-and-families/send-and-local-">https://www.nelincs.gov.uk/children-and-families/send-and-local-</a></p>

<p>arrangements made in accordance with section 32.</p>	<p><i>and young people with SEND?</i></p>	<p><a href="#">offer/support-for-sen/</a></p> <p>Lincolnshire County Council  <a href="https://www.lincolnshire.gov.uk/parents/schools/sen/">https://www.lincolnshire.gov.uk/parents/schools/sen/</a></p> <p>Doncaster Metropolitan Borough Council  <a href="http://www.doncaster.gov.uk/services/schools/special-educational-needs">http://www.doncaster.gov.uk/services/schools/special-educational-needs</a></p> <p>East Riding of Yorkshire Council  <a href="http://eastridinglocaloffer.org.uk/">http://eastridinglocaloffer.org.uk/</a></p>
<p>12. The school's arrangements for support pupils with special educational needs in a transfer between phases of education or in preparation for adulthood and independent living.</p>	<p><i>How does Demeter House School prepare and support children and young people when joining our school or transferring to a new school or post-16 provision?</i></p>	<p>At Demeter House School it will be likely that when students transition to us they have found it difficult in a previous setting. Therefore we understand the importance of allowing the child the opportunity to come and experience Demeter House School on a normal day through transition visits and get to know some of the key members of staff that will make their transition as smooth as possible.</p> <p>Communication between the child or young person, parents/carers, the local authority and school is crucial in this process.</p> <p>Students are provided with a transition journey booklet, which aims to support their emotional regulation throughout their transition journey. This will allow children or young people to familiarise</p>

		<p>themselves further with the school and help towards alleviating the potential anxiety of moving to a new school.</p> <p>When students reach the age where they are ready to leave Demeter House School we work closely with other colleges or providers to ensure the transition process post-16 is also a smooth as possible. In line with this we have dedicated members of staff who are responsible for the provision of Preparation for Adulthood activities and Careers guidance.</p> <p>Furthermore, we actively encourage our students to engage in structured work experience. This will develop their skills and provide them with attractive employment prospects further down the line.</p>
<p>13. Information on where the local authority's local offer is published.</p>	<p><i>Where can parents/carers find out about other services that might be available to their family and their child or young person?</i></p>	<p><b>North Lincolnshire Council Local Offer:</b>  <a href="http://www.northlincslocaloffer.com/s4s/WhereILive/Council?pageId=827&amp;lockLA=True">http://www.northlincslocaloffer.com/s4s/WhereILive/Council?pageId=827&amp;lockLA=True</a></p> <p><b>North East Lincolnshire Council Local Offer:</b>  <a href="https://www.nelincs.gov.uk/children-and-families/send-and-local-offer/">https://www.nelincs.gov.uk/children-and-families/send-and-local-offer/</a></p> <p><b>Lincolnshire County Council Offer:</b>  <a href="http://search3.openobjects.com/kb5/lincs/fsd/localoffer.page?familychannel=2">http://search3.openobjects.com/kb5/lincs/fsd/localoffer.page?familychannel=2</a></p>

		<p><b>Doncaster Metropolitan Borough Council Local Offer:</b> <a href="http://www.doncasterchildrenandfamilies.info/thelocaloffer.html">http://www.doncasterchildrenandfamilies.info/thelocaloffer.html</a></p> <p><b>East Riding of Yorkshire Council Local Offer:</b> <a href="http://eastridinglocaloffer.org.uk/">http://eastridinglocaloffer.org.uk/</a></p>
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