



**Education
Partnership
Trust**

Creating outstanding schools
which transform learning, lives
and communities

SEND INFORMATION REPORT

Document Control

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1. The kind of SEND that are provided for

Our school currently offers support for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate learning difficulties

We are committed to inclusive education and aim to meet the needs of individuals, developing personal progress.

2. Identifying and assessing the needs of our pupils

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs. The SENCo is responsible for coordinating all support for pupils with SEND to ensure that all pupils have access to an appropriate curriculum.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

3. Consulting and involving pupils and parents

We fully recognise the importance of close liaison between school and home in effectively providing support for a child's education. Parents are able to access a 'who's who' guide from the school website and can communicate with key staff in a variety of ways. Our Review Day allows parents to meet with their child's form tutor to discuss the progress that they are making. Parents are welcome to contact the school at any time via email, phone and letter or in person. For those students with an EHCP, we will hold an annual review meeting to allow parents and students to discuss the student's progress and to review the existing interventions that are in place.

4. Seeking additional support

If you have concerns about your child, you can come and discuss them at any time. You can talk to any of the following people:

Headteacher [Emma Starkey]

Assistant Headteacher [Cath Walmsley]

Special Educational Needs Coordinator [Joanna Garvey]

5. Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear 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, the outcomes sought, the support provided, 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.

6. Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

During the transition period from primary school to secondary, children with additional needs are invited to attend extra transition days, in addition to the main two transition days, that we hold for everybody.

We hold 1-2-1 career guidance meetings for year 10 and 11 to discuss what they want to do when they transition from secondary school and pass on information to colleges when they request it.

7. Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

We will also provide the following interventions:

- Fresh Start catch up literacy programme
- Catch up Literacy & Catch up Numeracy

- Additional Literacy and numeracy intervention based on assessment
- SLT reading (using Phonics Trained staff)

8. Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

9. Expertise and training of staff

We have an ongoing programme of training and development available in our school for all staff. Our SENCo, Joanna Garvey, holds the National Award for Special Educational Needs Coordination qualification. We have a team of seven teaching assistants, including one higher level teaching assistant (HLTA), who are trained to deliver SEN provision.

Every academic year our teaching staff receive training from our SEND team, focusing on a range of SEND needs, including ADHD and Autism.

We use specialist staff for Fresh Start and our Catch up Literacy and Numeracy training.

10. Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after two weeks
- Using pupil questionnaires
- Monitoring by the Head/SENCo
- Using provision maps to measure progress
- Holding annual reviews for pupils with statements of SEN or EHC plans

11. Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

All of our extra-curricular activities and school visits are available to all our pupils. All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

In order to ensure our pupils with SEN have the best possible experience of school, we offer some alternative activities at times so that students who may find a whole school activity overwhelming

can participate in an environment more suited to their needs. Examples of this include VIP lunch club and a SEN end of year rewards trip to a lower stimulus environment.

12. Support for improving emotional and social development

We have a very robust pastoral system beginning with form tutors who are responsive to any issues in the first instance and a strong PSHCE curriculum addressing the needs and questions of many of our young people.

We have access to BFC mentors and a CAMHS counselling service who are available for single or multiple sessions in a confidential environment. We also have strong links with many external agencies including ELCAS, ADHD Northwest and Action for ASD.

Every pupil with SEN is assigned a teaching assistant as a mentor, who will meet with them on a fortnightly basis.

13. Working with other agencies

The school continues to build strong working relationships and links with external support services in order to fully support our SEND students and aid school inclusion. Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our school. We work closely with and have access to the following agencies to support your child's needs:

- Access an Educational Psychologist if appropriate
- Careers advice
- Specialist teachers
- Catch up programmes for Numeracy and Literacy
- Counselling services
- Pastoral Support
- Access to School Nurse

14. Complaints about SEND provision

Any concerns about SEND provision in our school should be made to the Headteacher or SENCo in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

15. The local authority local offer

Lancashire County Council's local offer sets out a range of support and services available to you and your child and can be accessed at www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/

