

## SEN – School Offer/Information 2021-2022

### How does the school know if children need extra help?

- Students requiring additional support are often flagged up on transition
- Early identification is vital and outside agencies can help advise on the provision of intervention strategies
- Regular data collections and departmental progress meetings highlight those students who need additional support
- The class teacher and their department meet regularly to share concerns regarding the progress students are making and informs the SENCO/SLT if they have a concern regarding a child who then, if deemed necessary, informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation.
- There is an SEN departmental link for all subjects and students of concern are raised at that.
- Testing (such as reading, spelling and baseline tests) can also aid the identification of students who require additional support.
- Referrals can be made to other agencies for more specific assessments – these agencies can include Targeted Educational Support Service (TESS), Educational Psychology (EP), CAMHS, Speech and Language, Podiatry, Neurodevelopmental pathway (St Helens), Occupational Therapy as well as more specific agencies.

### What should I do if I think that my child may have special educational needs?

If you have a concern that your child has an SEN you should contact the schools SENCO Mrs Sutton. In her absence you should contact the member of the Senior Leadership who oversees Inclusion, Mrs A Hudson

### How will school staff support my child?

- All teaching staff will be aware of the entry points of students and are able to plan appropriate, differentiated work to meet the needs of learners. There are a range of strategies shared with all staff on meeting the needs of different categories of SEN.
- The SENCO works closely with parents and teachers to plan appropriate programmes of intervention and support. Either the SENCO or classroom teacher will let you know what support is being offered to your child.
- There are additional adults in some classrooms to support specific individuals, small groups or whole classes
- In the case of children with Hearing Impairment, Visual Impairment or medical needs specialist support, equipment and training is provided by Impairment services. Medical Health Care plans for medical needs are put in place by the school first aider and supported by the NHS personal where appropriate.
- All students identified as having a special need will have an IEP, this details specific strategies that classroom teachers should use to maximise the progress made.
- When sitting examinations children with SEN can be supported via access arrangements this support will vary but can include: timed breaks, additional time, access to a reader, sit exams in a quiet setting in a small group to aid concentration, use of laptops, use of a scribe.
- The SEN provision map records the type of intervention a pupil is receiving,

the duration and records how much progress individuals make following interventions. The school assessment system also tracks progress and provides data monitoring pupils receiving the Pupil Premium as well as pupils with SEN.

- The school has a number of facilities namely Learning Support, Student Support Centre and T12. Interventions are offered not only by Learning support staff but pastoral support officers who can complete the work discreetly in their own work areas. Part of the inclusion offer is the use of our Reflection Centre which incorporates areas for students to be supported by a member of the pastoral team and an isolation area for those who cannot be in the main school environment for short periods of time. They offer a variety of support programmes/interventions including literacy, numeracy, social skills, emotional and behavioural. These groups have proved greatly beneficial to children who have ASD, ADHD and some with behavioural/emotional difficulties.
- Our school also has the Intervention Team which was set up in response to COVID guidance, as such we have a team of three learning mentors each trained in English, Maths and Science who offer bespoke catch up based work to support gaps in learning of students.
- All additional support offered to students is reviewed on a regular basis to evaluate its effectiveness and this information is shared not only with parents but the governing body in the annual SEN report.

#### How will the curriculum be matched to my children's needs?

- We operate a setting system in school where students teaching groups are matched to their ability. This means that more able children can be in a group where the work is more challenging and the pace of learning can be faster, where those low attainers, who may find work challenging are in smaller groups, often with support where the pace and challenge of the work set can be matched to their needs.
- There are catch up sessions for students whose progress in literacy and numeracy is below floor standards (those working approximately 3 years behind their age)
- Interventions are planned and delivered for those students who have an SEN, this may be in the curriculum time of other subjects.
- It is the classroom teachers responsibility to plan lessons that meet the needs of all the learners in the classroom and they should use information provided by the SENCO to ensure that all students can access work in their lessons and are challenged to move on whatever their ability level.
- We offer support to students when choosing options to ensure that students take options that meet their academic needs.
- A small number of students may be able to access an alternative curriculum if this best meets their needs.

#### How will both you and I know how my child is doing and how will you help me to support my child's learning?

- All students have a planner that can be used as a means of communication between home and school. Details of work that should be done at home to support learning should be recorded in this. That information is also provided on the school Edulink

- All parents are provided with progress data matched against targets at least three times a year.
- Parents are also advised if their child is accessing a specific intervention either via their IEP or their planner if they do not have an IEP.
- The SENCO is available at all parents' evenings to discuss in person all students with an SEN. There are 2 Parent Evenings a year in year 7 to provide opportunities for parents to discuss the progress of their child. For year 8-11 this is one parents evening a year.
- Each class teacher has a school email address which is available from the website. We aim to work within a 24 hour response window.
- Parents contribute and take part in Annual Reviews and receive copies of all relevant paperwork concerning their child. Pupils are also asked to make a contribution to the review. IEPs are produced yearly and are shared with parents. They are also amended as and when new information is available from specialist agencies.
- Parents are encouraged to contact school if they ever require additional information regarding their child.

#### What support will there be for my child's overall well-being?

- All medicine is recorded in a medicine book along with details of dosage and frequency and parents sign to grant authorisation to the school to administer to their child.
- Health Care plans are completed and shared passed on to the relevant teachers and the master copy is kept on the pupils file if such a plan is necessary.
- All identified support staff and teaching staff are kept regularly up to date with First Aid Training to ensure staff are familiar with what action to take in the event of an emergency. In addition, should any other need arise, extra training is bought in using trained professionals to ensure the relevant staff are conversant with the appropriate action or medical procedure required.
- Each year group has a Head of Year. The Heads of Year are supported by an attendance and pastoral manager and each has their own non-teaching pastoral officers.
- Students have access to the school nurse either via an appointment system.
- We also have a school chaplain who is available to support the pastoral needs of pupils
- As a school we buy into support from Wigan Family Welfare counselling services.
- The pastoral assistants can support vulnerable children and has attended a course on supporting children through bereavement and loss.
- School encourages and supports outside agencies coming into school to support students emotional health if this is appropriate
- There is a programme of behaviour support in school managed Mrs Hindle—this is supported by the TESS team and other external agencies
- We are able to refer into a number of external agencies, including Startwell, CAMHS and TESS should we, in conjunction with parents, feel that additional advice is needed
- The Assistant Head Teacher for Inclusion and Inclusion manager with the support of the TESS team carry out Risk Assessments for individuals where

necessary.

- To ensure student safety parent cars are not allowed on site. There are separate arrangements for identified students to be dropped off at reception or in the learning support area
- There is a rota of supervision before and after school as well as each lunch break in and lunchtime there are more closely supervised arrangements for those students who require additional support in a number of areas around school. There is also a Year 7 only designated area with its own supervision.

What specialist support/expertise is available at or can be accessed by the school?

- Teaching staff in school have relevant teaching qualifications
- All teaching assistants delivering interventions have had the appropriate training to effectively deliver those interventions
- A number of Staff have received first Aid and Epi-Pen training.
- A number of staff including all TA's have completed the Team Teach Training.
- The SENCO is a qualified Specialist teacher with a Master's Degree in Education, the National Award for SENCO and has a PGCE in Specific learning difficulties for Dyslexia with AMBDA status as well as a PGCE in Information and Communication technology and Degree in Creative Music technology.
- The AHT who line manages the SENCO has completed the National Award for SENCO's.
- A school nurse is available at specific times.
- The school has access to a careers advisor once a week.
- The experienced SENCO and the AHT gives regular training and support to all members of staff with regards to strategies to use with SEN children, this is often done with the support of other agencies where appropriate.
- The school liaises with a wide range of Health and social care agencies such as Speech and Language, CAMHS, paediatricians, Startwell, TESS, educational physiologist and social services to meet children's needs where necessary.

What training have the staff supporting children with SEND had or are having?

- Staff training needs around all aspects including SEND are undertaken annually and appropriate training put in place.
- There are scheduled whole school training sessions on SEN as well as more specialist sessions as and when required. Training often focusses on meeting the needs of the child as an individual.
- The SENCO is available to do bespoke training with staff as required throughout the year, often in relation to specific needs that children present.

How will my child be included in activities outside the classroom including school trips?

- We encourage every child in school to access at least one extracurricular activity. Where there are additional needs these can be discussed with staff

on an individual basis and school will be able to offer support in a variety of ways.

- Students are able to access the school site and be supervised from 7.45-5pm. There is a homework support club after school that is staffed by teachers and teaching assistants.
- There are a wide range of extra-curricular activities on offer at lunchtime and after school – details are in all form rooms and can be found on the school website.
- Most of our extra-curricular activities are free of charge, however, on occasion we ask for a small donation (for example, resources for cookery club).
- There are specific activities available just for our more vulnerable students in T12/T8 at lunchtime.
- There are a wide range of trips available to all students. Support can be available to access these trips if necessary. The schools Educational Visits coordinator is Mr Rastrick.

#### How accessible is the school environment?

- The school consists of a number of buildings most of which are wheelchair accessible. There are however a number of rooms in the Allen building that are on the first floor nor served by a lift. To ensure all access for pupils and parents with disabilities the school has ensured that all doorways and entrances to the school are on a single level. The main entrance is a single entry door. There is a wheelchair lift in reception.
- There are accessible parking spaces available for the public and disabled persons. Disabled toilets are available for wheelchair users if the need should arise.
- Furniture is of a suitable height appropriate to the age group of children being taught in that classroom. All classrooms and learning spaces have up to date ICT equipment and an interactive whiteboard for aiding teaching and learning.
- The school has a range of ICT programmes for pupils with SEN in addition to headphones, net books and each student in school has access to a laptop provided by the school.
- The school has access to support from the EMAS team to support students and parents of EAL students

#### How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education or life?

- A member of the Senior team and the SENCO (if necessary) visits our feeder primary schools school during the summer term to prepare for our September intake. Care plans, child protection information and IEPs are shared at this point.
- Children with SEN, particularly ASD needs, have the option take up the offer of extra visits to their chosen high school (usually accompanied by their class TA or 1:1 support).
- We contact the previous school of all our midterm admissions to discuss any special needs and any support needs that will need to be put in place. Likewise we will contact school of any transferring students and share progress and pastoral information as well as any details of support being

<p>given.</p> <ul style="list-style-type: none"> <li>• We have a 'buddy' system for pupils joining year 7, Year 11 pupils take the lead and are responsible for helping our youngest pupils settle into secondary school life. They also help them at lunchtimes and some playtimes. All mid-term admission students are also allocated a buddy to aid their transition into the new school.</li> <li>• The SENCO is responsible for discussions with the local colleges/training placements who will be accepting our pupils with SEN</li> </ul>
<p>How are the schools resources allocated and matched to children's Special Educational Needs?</p>
<ul style="list-style-type: none"> <li>• The school receives funding from the local authority to support universal needs and the first £6000 of any additional support needed.</li> <li>• In cases where any additional funds above the £6000 are required school will apply for additional support through an application for an EHC plan or top up funding.</li> </ul>
<p>How is the decision made about what type and how much support my child will receive?</p>
<ul style="list-style-type: none"> <li>• Students who require some additional support will be placed on a school monitoring list and appropriate interventions put in place to support those needs, this support may be delivered by the classroom teacher or simply that staff are aware of this difficulty.</li> <li>• Where a child requires more intensive support they will be placed on the schools Code of Practice and be categorised as SEN Support. In many cases children at this stage will have the support of other agencies such as TESS in previous years. These children will have an IEP written by the SENCO and shared with all staff and parents detailing the additional interventions that are in place as well as classroom strategies that should be used to maximise the progress of that child in school. The IEP will be reviewed each year and evaluate the progress made towards agreed outcomes.</li> <li>• Those students who have an EHC plan or are in receipt of top up funding will have an annual review of that plan that will also involve the local authority, again the review will measure the progress towards the outcomes detailed in the EHC plan.</li> </ul>
<p>How are parents involved in the school? How can I be involved?</p>
<ul style="list-style-type: none"> <li>• Parents can access the courses that their children are studying via the year guides that are sent home and homework is set through the EduLink APP.</li> <li>• Parents are invited to contact school if ever they have a concern regarding their child.</li> <li>• Parents can meet teachers and school leaders at Parent Evenings. (Depending on the circumstance at the time this may be remotely)</li> <li>• There are opportunities to share views at Annual Reviews and IEP reviews.</li> <li>• There are parent places on the Governing Body; Elections to the Governing Body are held in the event a vacancy arises.</li> <li>• Information for parents and carers is available on the school website in addition to regular newsletters.</li> </ul>

Who can I contact for further information?

In the main for most students the form teacher is the first point of contact for any day to day queries. Where this is not appropriate staff should contact their child's Head of Year.

All mid-term admissions should be directed to the Admissions department in the local authority.

Where the concern is directly related to a concern regarding SEN, Mrs Sutton, the schools SENCO should be contacted

Matters of a more serious nature can be discussed with Mrs Hudson, Assistant Headteacher for Inclusion, the Head of Lower School, Mrs Fletcher or the Head of Upper School, Mrs Wilkinson

Mrs Hudson is also the named designated person for child protection in school. Her Deputy designated person is Mrs Macey who is also responsible for Looked after Children

The Headteacher is always happy to discuss concerns that cannot be resolved by any of the means above.