

SEND Report

The kinds of SEND that are provided for

Our school currently provides additional and/or different provision 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

Identifying students with SEND and assessing their needs

We will assess each student'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 students 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.

Slow progress and low attainment will not automatically mean a student is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the student and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

Consulting and involving students and parents

We will have an early discussion with the student and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the student's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are
 - Notes of these early discussions will be added to the student's record and given to their parents.
 - We will formally notify parents when it is decided that a student will receive SEND support.

Assessing and reviewing students' 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 SENDCO to carry out a clear analysis of the student's needs. This will draw on:

- The teacher's assessment and experience of the student
- 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 student'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 student 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 student's progress.

Supporting students moving between phases and preparing for adulthood

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

To ensure an effective transition, students are supported with induction sessions and extra transition visits.

Our approach to teaching students with SEND

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

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

We will also provide the following interventions:

- Social communication group

- Lexia literacy intervention

- PiXL Code for Year 7 students with additional literacy needs

- Emotional Literacy support delivered by trained staff

- Tailored Speech and Language programmes delivered by ELKLAN trained staff

- Typing and Keyboard Skills

- Review/preview sessions to support overlearning

- Sanctuary Programme, using biofeedback methods to manage emotions

Interventions are tracked and evaluated by our Interventions Coordinator Teaching Assistant. This data is analysed by the SENDCO.

Adaptations to the curriculum and learning environment

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

- Differentiating our curriculum to ensure all students 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.

- Access to The Quiet Room – a provision room for students with social communication difficulties. The room uses TEACHH principles, and supports the emotional wellbeing of students with ASC and associated difficulties

Additional support for learning

We have 3 teaching assistants who are trained to support to speech and language needs through ELKLAN based interventions

Teaching assistants will support students in the classroom, if this provision is detailed in their EHCP, or the SENDCO identifies a need which can only be met by 1:1 support.

Teaching assistants will support students in small groups through literacy/ numeracy based interventions.

We work with the following agencies to provide support for students with SEND:

Cheshire West and Chester SEND team
Speech and Language Team
Cheshire West and Chester Autism Service
Child and Adolescent Mental Health Service (CAMHS)
Educational Psychologist Service
Paediatric Team
Occupational Therapy Services
Young People's Service

Expertise and training of staff

Our SENDCo has significant experience in this role. Mr Davies has worked as a teacher in mainstream and specialist provision for over 20 years. This is a full-time, non-teaching position, allowing for a comprehensive management of SEND provision.

We have The Quiet Room, supervised by a trained member of staff (Amy Whittle), and a teaching room within the learning support department. The Quiet Room is used to build coping techniques, independence and resilience for students with social communication difficulties. The teaching room is used for early morning interventions, homework club, and small group teaching and interventions throughout the school day.

We have a team of 21 teaching assistants, led by TA Manager (Margaret Maddocks) who is responsible for the deployment and training of the Teaching Assistants.

The department has four teaching assistants who have departmental specialty –

Helen Clare – Humanities

James Thompson – Mathematics

Kate Roberts – English

Jess Burrows – Science

Steve Paulson – Interventions

We also have staff expertise in the following areas –

Sue Harvey – Specialist SEND Teacher

Amy Whittle (Family Support Worker) - Specialist Assessor for Access Arrangements. ASC Lead. Working towards MA SEND.

Lesley Arathoon - Specialist Irlen's Assessor, SEND Administration

In the last academic year, staff have been trained in ELKAN based Speech and Language, Multi-agency working, ASC Support in Mainstream Education, Effective Deployment of Teaching Assistants, Irlen's Screening and Emotional Literacy support (ELSA). We are committed to the regular training and development of all staff in the department.

Evaluating the effectiveness of SEND provision

The SENDCO reports to the Governing Body on improving outcomes of pupils with SEND and the Learning Support department is part of the whole school self-review processes.

We evaluate the effectiveness of provision for students with SEND by:

- Reviewing students' individual progress towards their goals each term
- Reviewing the impact of interventions after each term
- Using student questionnaires
- Monitoring by the SENDCO
- Using provision maps to measure progress
- Holding annual reviews for students with EHC plans and Top Up funding

Enabling students with SEND to engage in activities available to those in the school who do not have SEND

All of our extra-curricular activities and school visits are available to all our students, including our before-and after-school clubs.

All students are encouraged to go on our residential trip(s) to Menai in Anglesey.

All students are encouraged to take part in sports day/ school performances/ special workshops, etc. No student is ever excluded from taking part in these activities because of their SEND.

Support for improving emotional and social development

We provide support for students to improve their emotional and social development in the following ways:

Students with SEND are encouraged to be part of the school council.

Students with SEND are also encouraged to be part of the prefect team in Year 11.

We have a zero tolerance approach to bullying.

Working with other agencies

The SEND department has a Family Support Worker (Amy Whittle), who works closely with Pastoral Managers and external agencies to support a coordinated approach for families requiring multi-agency support. The link to the Local Child Safeguarding Board can be found [here](#)

Complaints about SEND provision

Complaints about SEND provision in our school should be made to the SENDCO in the first instance. They will then be referred to the school's complaints policy if necessary.

The parents of students 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

Contact details of support services for parents of students with SEND

Details of the local Information, Advice and Support Service can be found [here](#)

Contact details for raising concerns

L Arathoon (SEND Administrator) larathoon@whitbyhs.cheshire.sch.uk

J Davies (SENDCO) jsdavies@whitbyhs.cheshire.sch.uk

The local authority local offer

Our local authority's local offer is published [here](#)

Monitoring arrangements

This policy and information report will be reviewed by Joseph Davies **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

Links with other policies and documents

This policy links to our policies on:

Behaviour

Equality information and objectives

Supporting students with medical conditions

Positive Relations Policy

Anti-Bullying and Discrimination Policy

Use of Reasonable Force Policy