

Litherland High School SEND INFORMATION REPORT

Definition of SEND

A child or young person has SEND if they have a learning difficulty which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they

- a) Have a significantly greater difficulty in learning than the majority of others of the same age, or
- b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post 16 institutions.

All members of staff, in conjunction with the authorities, (Governing Body and LA) have a responsibility to ensure that every student has an equal opportunity to attain their maximum potential in all aspects of the curriculum. Students are entitled to a broad and balanced curriculum, including the National Curriculum (incorporating personalised provision), and their relative progress will be recorded, valued and reviewed.

QUALITY FIRST TEACHING PROVIDED TO ALL STUDENTS

Litherland High is committed to providing an inclusive education for all students in order that they are successful, regardless of need or disability. The school's aims are based on the development of each individual student and our determination to encourage them to achieve their best. This is done in a secure and stimulating learning environment where the child is at the centre of our planning. We seek to engender a sense of belonging to the school and to boost self-esteem, self-confidence and motivation. As well as developing personal qualities and values based on 'being responsive to others', this enables students to achieve their personal potential in knowledge, skills and understanding.

Litherland High is an inclusive school with a strong commitment to meeting the needs of all our students. The Inclusion Team work together with all staff to ensure that lessons include a range of tasks and ways of working. Extra curricular activities are accessible to all students. We also provide a range of additional support for students who have been identified as having a specific need. This might include:

- small groups of students;
- targeted in-class support across the curriculum;
- language and literacy groups taught by specialist teachers;
- social skills groups;

- behaviour, emotional, social development projects;
- support with homework.

The approaches listed below reflect adjustments that can be reasonably offered within Litherland High School. They are indicative of good teaching and benefit a range of learners, whether they have been identified as requiring SEND support or not.

For convenience, the strategies have been grouped within the types of need identified by the Code of Practice. However, teachers will choose the adjustments they feel will support the students in their class. This is therefore, not an exhaustive or exclusive list, it simply summarises approaches that may be drawn upon to create an inclusive learning environment.

Approaches could vary considerably depending upon the needs of the students in a class or the subject taught. Teachers will make a professional judgement regarding the strategies they employ to promote progress.

Approaches to support Communication and Interaction

- Clear and simple instructions
- Clear classroom organisation and structures
- Clear unambiguous use of language
- Time provided for students to process language
- Outcomes modelled and demonstrated
- Opportunities to work independently, without interruption
- Teacher able to access and employ method of communication appropriate to need
- Visual timetables and supports
- Access to talking partners or alternative approaches
- Strategies and approaches to manage change and transitions

Approaches to support Social, Mental or Emotional Health

- A clear and understood behaviour policy, detailing rewards, sanctions and other motivators
- An environment where students feel safe and free from bullying and harassment
- A range of opportunities to support social and emotional development, including a sense of self-efficacy and self-confidence

- Consistent use of positive language and clear expectations from adults
- Positive, regular communication with parents and carers
- A curriculum that takes into account concentration levels
- Tactile sensory objects to calm students
- Time arrangements
- Recognition of sensory needs and appropriate adjustments made
- Class and school mediation strategies

Approaches to support Cognition and Learning Needs

- Differentiated Curriculum, pertinent to students' level of attainment or development
- Reading material accessible to students
- Students can present knowledge / views in a variety of ways
- Assessment for learning concepts – student aware of the next steps in learning and how to achieve them
- Accessibility to personalised learning aids such as word banks, number lines, memory prompts, etc.
- Collaborative working opportunities
- Repetition and reinforcement of skills
- Visually supported learning environments
- Adjustments to alleviate visual stress
- Multi-sensory approaches to learning
- Methods to summarise and highlight key teaching points
- Questions differentiated in accordance to level of understanding and emotional needs
- Interactive learning opportunities
- Teaching adapted to a range of learning preferences

Approaches to support SEND and / or Physical Needs

- Access to equipment to ensure mobility provided by health professionals
- Awareness of seating positions to take into account sensory difficulties
- Adaptations to resources to ensure accessibility
- Access to developmentally appropriate materials and resources
- Adaptations to presentation of learning
- Effective use of resources and technology
- Support as detailed in access plan or health care plan

The support of individual students is a responsibility shared by all staff and concerned adults.

SEND SUPPORT

Litherland High will identify students, within our assessment cycle, who are not making appropriate progress. Once identified, we will consider all the factors that could affect progress and decide whether any SEND is impacting on learning. It may be necessary to consult with outside professionals to help gain a better understanding of the student's profile. Alternatively, it may be felt we have enough information to decide next steps internally. If the school decides that the student requires a SEND Support Plan (SSP) to make progress, we will contact the parents and put effective special educational provision in place.

The process for implementing SEND support is described in the SEND Code of Practice 2015, as the Graduated Approach, this has four main stages: Assess, Plan, Do and Review.

TRACKING PROGRESS

Assessment is a continuous process that may identify students who may struggle with the demands of the curriculum. Litherland High measures progress by referring to:

- Assessments from the primary school so an appropriate curriculum response can be provided
- Ongoing observations and assessment feedback to inform future planning
- Additional information about what the student has already achieved and what their interests are
- Any additional Pastoral support that may be needed in the short or long term
- Any special arrangements that will have to be made for a student who has physical needs
- Information from parents about their child's learning style so a joint learning approach at home and in school can be set up quickly
- Any access arrangements for exams that a student may be entitled to
- Evidence of teacher assessment and observation
- Scores from standardised testing such as cognitive ability tests
- Other standardised screening or assessment tools that identify more specific learning needs

The main methods of provision made by the school are:

- Differentiated curriculum
- Teaching Assistant support
- Small group withdrawal
- Specialist teacher support
- Intervention groups
- Basic skills support
- Behaviour and Welfare Officers

If, despite intervention, the student does not make expected progress, they may then require direct intervention by support staff or a specialist service.

BUILDING CAPACITY

The SEND Department supports a multi-disciplinary approach to maximize the educational provision for students. Many agencies and services are able to identify, assess and provide support for SEND students and advice for staff. Such agencies and support services include a wide variety of specialist teachers and other professionals.

The SENDCO accepts responsibility for access to these support services and for liaising with other professionals.

The SEND Department works with the following services that are provided by Children's Services and Health professionals:

Educational Psychology Service (SEPPS)

Specialist Advisory Inclusion Service (SAIS)
High Needs Funding
Connexions
School Nurse
Speech and Language Service (SALT)
Child And Adolescent Mental Health Service (CAMHS)
Community Paediatrician
Physiotherapy
Occupational Therapy
Alternative Provision
Young Carers

PARENT AND STUDENT COMMUNICATION

The school recognises that parents hold key information and have the knowledge and experience to contribute to a **shared** view of the child's needs and the best way of supporting them. All the parents of students with special educational needs at Litherland High will be treated as partners and will be supported to play a valued and active role in their child's education.

Our parent related targets are:

- Assist parents/carers in their understanding of Special Educational Needs procedures, school-based provision, and other support available for their child and additional sources of help and information, for example, voluntary organisations and childcare information services.
- Value families as the prime educators of their children.
- Recognise that families have valuable knowledge of their child which service providers should encourage them to share.
- Promote mutual respect as the basis for communication between the school and families. This should include sensitivity to families' needs, desires and understanding.
- Develop and promote open, honest and effective means of communication about the needs of young people who have SEND.
- Deliver information in an appropriate and accessible form.
- Ensure induction procedures are such that new parents feel confident to share information about their child's SEND.

- Facilitate an annual review of a student's EHCP.
- Report termly on the work of the SEND department via the Governors' Annual Report.

Our student related targets are:

- To ensure that the learning needs of students with SEND are identified and assessed as early as possible.
- To provide a timetabled withdrawal programme of support for students if needed.
- To monitor student progress and provide termly monitoring reports for parents according to school policy.
- To ensure that students are involved in the reviews of their SSPs.
- To ensure that students are supported appropriately in order to achieve their targets/potential.
- To apply for special considerations for examinations where necessary.

TRANSITIONS

Before a student transfers to Litherland High, through thorough transitional arrangements, children with a significantly greater difficulty in learning than the majority of children the same age will have already been identified to our team. The student's class teacher, having prior knowledge of the child's academic, physical, or social needs as appropriate, will share information with us. This information will help to inform teaching and non-teaching staff of how they can meet the needs of students. When a student leaves Litherland High a transition process will take place to ensure all relevant information is shared with the relevant provider and the student's needs will continue to be met.

Partnership with parents is of vital importance to Litherland High. Students with special educational needs will always be encouraged to participate in the decision making processes and, where possible, their views will be taken into account. This is particularly important around times of transition.

QUALITY OF PROVISION

The progress of all students, including those with SEND, is an integral part of the appraisal process for all teachers.

Schools must regularly review the quality of teaching for all students, including those at risk of underachievement and those with SEND. This rigour will ensure that the agreed minimum Quality First offer is maintained for all students.

Parents will receive a progress report every term so that they are able to monitor their child's progress.

EQUAL OPPORTUNITIES

Litherland High aims:

To give young people the experience in school as a caring, supportive community, where life is enjoyable and where there is equality of opportunity regardless of sex, race, culture, ability, social class or age.

To provide a secure, safe and happy place of work for all members of the school community.

To enable all young people to achieve their academic potential and to develop as fully as possible their abilities, interests and aptitudes, including additional provision for those whose needs are in some way special.

To allow young people to develop lively enquiring minds, to be capable of independent thought and self-appraisal and to experience enjoyment in learning so that they may be encouraged to take advantage of educational opportunities in later life.

We are aware of our duties as outlined in the Equality Act (2010) and ensure that reasonable adjustments are made to ensure inclusion for all.

Participation in all aspects of school life is our aim for all students. We closely monitor attendance in extra-curricular activities and ensure that all students have equal access. Students with physical disabilities have significant barriers in sports and PE and we have devised alternative physical challenges to ensure they are included in competitive sport. We continue to look for ways in which all our students can participate in every aspect of school life.

STUDENTS WITH EMOTIONAL AND SOCIAL NEEDS

We have a strong anti-bullying policy and involve students in the review of this policy. We work to create a positive and caring environment which promotes social development, emotional well-being and respectful relationships.

We strive to provide a consistent approach to the quality of learning, teaching and behaviour by taking collective responsibility for the achievement and well-being of all children

We recognise the strength of the relationship between quality first teaching, personalised curriculum, extended opportunities and strong pastoral systems as these are the cornerstones for the positive engagement of young people. We have involvement of outside professionals and support that can be accessed outside of school.

ROLES AND RESPONSIBILITIES

The SENDCO will work alongside the Inclusion Team to ensure students are receiving the right support. Regular reports to the Governors will outline how expertise and resources are being used to address the needs of students.

Litherland High School staff:

Mrs L. Roberts (Assistant Principal – Personal Development, Behaviour and Welfare (inc SENDCO))

Ms C. Murphy (Assistant Principal - Student Support inc Attendance)

To view the local authority's local offer please follow this link: www.sefton.gov.uk/localoffer

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