

SEN Information Report

September 2018

SENCO: Mr M Rawsthorne

SEN Governor: Mrs K Maunders

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Dedicated SEN time: 15 hours per week

Local Offer Contribution:

<http://fsd.liverpool.gov.uk/kb5/liverpool/fsd/service.page?record=tnWF5tgI9IU&category=10-1-3>

Our Approach as a School:

High quality first teaching and additional interventions are defined through our person-centred planning approach across the school contributing to our provision management arrangements. These processes help us to regularly review and record what we offer all children or young people in our care and what we offer additionally. These discussions also serve to embed our high expectations amongst staff about quality first teaching and the application of a differentiated and personalised approach to teaching and learning. We make it a point to discuss aspirations with ALL our learners. This is a whole-school approach and this report will promote how we underpin this practice across our classrooms, pastoral care and support arrangements.

Underpinning ALL our provision in school is the **graduated approach** cycle of:



All teachers are responsible for every child in their care, including those with special educational needs. (**Reference:** Teaching & Learning Policy *September 2015*)

- **Assess:**

We have a robust system of identification of pupils who have SEN which we use as a starting point to inform our strategies to meet individual pupil needs.

These include:

- Visiting all primary feeder schools to meet with staff to discuss pupils who have been identified as having SEN.
- Inviting parents of pupils with SEN to meet with us to discuss the needs of their child.
- Reviewing all individual primary pupil documentation to ensure accuracy of SEN.

- Baseline assessment of all pupils using NFER literacy and numeracy tests.
- Clear lines of communication with teaching staff, Heads of Department and Heads of Year to ensure that pupil concerns are shared.
- Formal assessment of pupil progress at three points during the year.

Plan:

- All lessons are differentiated to meet the needs of students in the class. The learning for all students is based upon the school's curriculum with its various pathways designed to meet the differing learning needs and abilities of our students.
- Where it is decided to provide additional pupil support parents will be notified. All teaching staff, Teaching Assistants and Learning Mentors will be made aware of your son or daughter's learning needs and are assisted by the Senco to plan how their needs will be met.

Do:

- Working closely with the Senco, class and subject teachers will be responsible for ensuring your child makes good progress. Additional support may be delivered by Teaching Assistants and specialist outreach teachers. Your consent will be obtained before specialist support is requested for your son or daughter.

Review:

Pupil Progress is tracked and reviewed using Sisra Analytical online. Targets addressing pupils SEN are set at the beginning of each term and reviewed at the end of every term. This is in addition to attainment tracking and reporting that takes place at three points during the academic year. The effectiveness of additional support is monitored using this information.

Pupils making insufficient progress are invited to an informal meeting with the Senco to discuss the way forward. Parents are also contacted and encouraged to contribute to this discussion. Often external factors such as attendance and behaviour may impact on progress and we address these issues by working our school's Attendance Team and Pastoral Support Team.

Data enables us to compare the attainment of pupils with SEN against national expectations. We use this data to ensure pupil progress continues to be significantly above the national average. It also enables us to ensure cohorts of pupils with specific SEN such as ASD or SPLD are making progress comparable if not better than their peers nationally.

SEN Needs:

Children and young people's SEN are generally thought of in the following four broad areas of need and support:

1. Communication and interaction

We support pupils with communication and interaction needs by the following means:

Speech and language service, Abbots Lea ASD specialist outreach, social and communication groups, lunch and break clubs, exam access arrangements and Teaching Assistant deployment.

2. Cognition and learning

We support pupils with cognition and learning needs through:

Nurture groups, literacy and numeracy interventions, Bank View specialist outreach, Seniss outreach, Inclusive technology including , Read, write Gold and Dragon Dictation, exam access arrangements and the strategic deployment of Teaching Assistants.

3. Social, emotional and mental health

We support pupils with social, emotional and mental health needs through:

Pastoral support mentors, Ks4 Access Centre, referral to Child and Adolescent Mental Health Service (CAMHS), counselling service and the strategic deployment of Teaching Assistants.

4. Sensory and/or physical needs

We support pupils with sensory/ and or physical needs through:

Visual and hearing Impairment service, Physiotherapy Service, Occupational Health Service, building accessibility including lifts, adaptive technology and Teaching Assistant deployment

(Reference: SEN Policy SEPTEMBER 2015)

As of September 2018, we have 220 children or young people receiving some form of SEN Support.

We have internal processes for monitoring quality of provision and assessment of need. These include observation of lessons and work scrutiny as part of Teacher Professional Development, Teaching Assistant observations, the reporting of pupil progress to parents three times a year and regular training for all staff.

Co-producing with children, young people and their parents

Involving parents and learners in the dialogue is central to our approach and we do this through:

Action/Event	Who's involved	Frequency
Pupil questionnaire and focus group	Pupils accessing SEN support/SENCO	Termly
Parent questionnaire	Parents	Termly
Informal parental contact	Parents/SENCO/ Class Teacher	Daily
Pupil review Meeting	Parents/SENCO/ Class Teacher	Annually
Parents Evening	Parents/ Form tutors/ Subject Teachers	Annually
End of year Report	Parents/ SENCO/ Teachers	Annually

Staff development and Qualifications

We are committed to developing the ongoing expertise of our staff. We have current expertise in our school:

Initials of person	Area of expertise	Level of Qualification
M Rawsthorne (Senco)	Autistic Spectrum, Dyslexia, Moderate learning difficulties	MA SEN Assessment Practising Cert SPLD (PATOSS) Specialist Teacher Access Arrangements
R Hudson (Resourced Provision)	Dyslexia, Dyspraxia	MA ED Assessment Practising Cert SPLD (PATOSS) Specialist Teacher Access Arrangements
N Walsh (Assistant Senco)	Literacy/Numeracy	BA (Hons) PGCE Senco Award Specialist Teacher Access Arrangements
12 Teaching Assistants	General SEN support	NVQ Level 3

This year, we have put additional training into Quality First Teaching across the whole school and our SENCO has attended the School Improvement SEN Briefing in March and November.

Staff deployment

Considerable thought, planning and preparation goes into utilising our support staff to ensure children achieve the best outcomes, this includes for them to gain independence and be prepared for adulthood from the earliest possible age. Support staff are deployed to support pupils with SEN across the curriculum.

School External Partnerships and Transition Plans

Our academic assessment for children and young people with special educational needs is moderated through our cluster of schools and neighbouring partners.

This year, we worked with our feeder partners to welcome 80 children and young people with special educational needs or disabilities and we supported 33 children and young people with their transition to the next phase in education or employment.

Our approach involved our primary liaison Team working with feeder schools to gather information on new Year 7 students, a Yr 6 open day and attendance at a primary transition meeting in which feeder schools meet with Alsop's SENCO.

We closely monitor children and young people's destination data.

Complaints

Our complaints procedure is available from Alsop High school on request

This year we have had 0 complaints that were dealt with following our schools policies and procedures.

Further development

Our strategic plans for developing and enhancing SEN provision in our school next year include the delivery of weekly training sessions for Teaching Assistants, specific training for teaching staff based upon the finding of the DISS Report (maximising the impact of TAs.)

Relevant school policies underpinning this SEN Information Report include:

SEN POLICY

EQUAL OPPORTUNITIES POLICY

Legislative Acts taken into account when compiling this report include:

- Children & Families Act 2014
- Equality Act 2010
- Mental Capacity Act 2005