



FLEETWOOD HIGH SCHOOL

SEN Information Report

Date: 20/04/18

Name of the Special Educational Needs/Disabilities Coordinator:

Miss Jackie Hibbert

Contact details:

jhibbert@fleetwoodhs.org.uk

Fleetwood High School
Broadway
Fleetwood
FY78HE

01253 876757

The kinds of SEND we provide for.

At Fleetwood High School we provide support for students across the four areas of need as detailed in the SEND Code of Practice 2015.

Cognition and learning

The school is experienced at supporting children with cognition and learning difficulties through high quality teaching and effective differentiation. This includes children with Specific Learning Difficulties such as dyslexia (specific difficulties with reading or spelling), dyscalculia (specific difficulties with Maths) or dyspraxia (specific difficulties with coordination). We also support children with moderate learning difficulties. For example, we support children by breaking down activities into smaller, achievable chunks; providing appropriate resources including the use of technology and through providing adult support. We also run a number of interventions including support for students with dyslexia, catch-up maths and English sessions, reading and additional numeracy sessions.

Social, emotional and mental health

For some children, difficulties in their social and emotional development can mean that they require additional or different provision. We support these children through Emotional Literacy Support Sessions and social skills groups. We involve outside agencies such as CAMHS (Child and Adolescent Mental Health Service) if necessary. There is a Learning Support Assistant trained in ELSA, the Emotional Literacy Support Assistants programme, run in conjunction with the Educational Psychology service. We also provide, during tutorial times, the 'Heads-Up programme, where pupils working in a group scenario, go through a series of tasks aimed at informing them how to negotiate everyday experiences which have previously caused stress/anxiety. ACE (Achieve, Change and Engagement) and the School Nurse are also available in 'Learning Support' for 1

day a week.

Sensory and/or physical needs.

We are required the school works closely with outside agencies to provide support for children in our school who have sensory or physical difficulties. Where necessary, we make adaptations to the curriculum or environment in order to make lessons and learning opportunities accessible to students. We hold regular meetings with these agencies and the parents to review the equipment and approaches that are in place.

Communication and interaction

The school works closely with and makes effective use of guidance from Speech and Language Therapists to put into place effective strategies to enable students to succeed within their classrooms. We provide 1:1 support to deliver intervention recommended by Speech and Language Therapists.

The school is able to make provision for every kind of frequently occurring special educational need, for instance dyslexia, dyspraxia, speech and language needs, autism, Asperger's syndrome, learning difficulties and behaviour difficulties. There are other kinds of special educational need which do not occur as frequently and with which the school is less familiar, but we can access training and advice so that these kinds of needs can also be met.

The school currently meets the needs of Students with an Education, Health and Care (EHC) plan with the following kinds of special educational need: speech and language communication needs, autism spectrum disorder, and social, emotional and mental health.

Decisions on the admission of Students with an Education, Health and Care plan are made by the Local Authority. The admission arrangements for students without an Education, Health and Care Plan do not discriminate against or disadvantage disabled children or those with special educational needs.

How does the school know if children/young people need extra help and what should I do if I think my child/young person has special educational needs?

Prior to Year 7 entry, the school gathers SEND related information from the Year 6 primary teachers and their SENDCos. The school also gathers information directly from Year 6 parents during open and transition evenings. There are further meetings between parents and the SENDco or other appropriate members of staff when necessary. For Year 6 students with Educational Health Care (EHC) plans and where the information is made available to the school, final EHC Reviews are attended by the SENDco to assist with student transition.

Upon entry to Fleetwood High School, the school requests all primary school SEN information is passed on to the school. We also use end of KS2 results and

Cognitive Abilities Tests (CATs) to identify SEN.

At Fleetwood High School, the attainment and progress of all students is tracked and monitored in all subject areas five times throughout the school year. Teachers also evaluate their lessons on a daily basis and consider whether individual students are making the expected progress within the classroom. If teachers have any concerns regarding a child in their class, they will discuss these concerns with the student, parent/carer and also with the SENDco.

Where concerns have been raised about a child's progress in school, the student and their parents would initially meet with the subject teacher or Head of Department for a subject specific concern. For more general concerns about progress, the student or the parents would contact the Head of Year, Assistant Head of Year or the SENDco. Staff are able to explain what support is in place within the classroom to ensure a child is making progress against their objectives, using (QFT) Quality First Teaching strategies. This means support for your child in the classroom with their teacher. Subject teachers will use Quality First Teaching strategies within the classroom with work being differentiated to meet students' needs.

If a student, parent or teachers continue to be concerned that progress is not being made, some specific interventions may be undertaken, either individually or in a group. At this point, staff will begin a graduated approach which means creating a plan on how to achieve the outcomes, identifying support and reviewing progress against outcomes. The school's SENDco will become involved at this stage.

Should the teachers or SENDco have ongoing concerns, with student and parental consent, they may refer the child to an outside agency who can support with the identification and assessment of individual needs. Such agencies could include Speech and Language Therapists, Educational Psychologists, Occupational Therapists, the School Nurse, or Lancashire Special Educational Needs Team. This will help to inform our decisions as to whether the young person should be placed on the SEND register at SEN Support level so that progress can be closely monitored and additional support can be put in place as necessary. The student and their parents are always informed at every stage of this process.

The SEND department may carry out some further formal assessments to identify key areas of need and to support the process of evaluating the effectiveness of any interventions that are put into place. Such assessments could include:

- WRAT 4 – Spellings, Reading, Comprehension and Numeracy
- LUCID/GL Assessment system for schools – multi-functional assessment to test visual memory, auditory-verbal memory, phonic reading skills, phonological processing ability, single word reading, sentence reading, spelling and reasoning
- Visual Stress – test to establish potential use of an overlay.
- DASH – Detailed Assessment of Speed and Handwriting.
- BPVS – British Picture Vocabulary System. Understanding of word comprehension
- BOXALL – Developmental and Diagnostic assessments

These assessments could be repeated following an intervention programme to evaluate whether and the extent of any progress made.

Whilst most children with SEND will have their needs met at the 'SEN Support' level, a small number may require an Education, Health and Care (EHC) assessment to determine whether the Local Authority needs to provide a higher level of support and funding in order to meet the identified learning outcomes. Children who have Education, Health and Care Plans (EHCPs) will also have a formal Annual Review meeting to review their progress and current needs. For children with more complex SEND needs, progress is measured against the own individual starting points and targets on their individual EHCPs.

The outcomes sought for students who have Education Health Care Plans are reviewed annually by the SENDco, and include input from the student, their parents, teachers and allocated Learning Support Assistant. Termly targets related to the outcomes sought are also set and reviewed each term by the SENDco, including input from the student's Learning Support Assistant and teachers. This ensures the progress and provision for students are discussed in detail in order to inform of future provision and priorities. In addition, teachers are formally asked at key points of the year to reflect upon the progress of students on the SEND Register and to identify any other areas of concern.

What arrangements does the school make for consulting with children/young people with special educational needs and disabilities about - and involving them in - their education?

At Fleetwood High School, we value the views and opinions of all students in our care. When supporting children with SEND, we aim to talk to our students and fully involve them in the process. We discuss their individual outcomes and progress with them and make sure we celebrate their achievements with them, however big or small.

For students with EHC plans, we always share their views within the Annual Review process. These views may be discussed with them before the meeting or if appropriate, young people can come into the meetings to share their views. We support students to complete a 'One Page Profile' to provide all the professionals who work with the young person with an accurate summary of their interests, strengths and views. Wherever possible, we try to take into account the views, wishes and aspirations of our students when discussing outcomes for them and approaches on how to achieve them.

Fleetwood High School fully embraces the importance of student voice and engaging students in both operational and strategic decision making through the provision of a student council. Every form in each year has two form elected representatives who meet every half term with the Head of Year to discuss matters relating to the school. Each year group also has two elected year group

representatives who attend a whole school student council meeting each half term with the Head and other relevant school stakeholders. The school also participates in and acts upon findings from the Lancashire Pupil Attitude Questionnaire taken by all students in Year 7 and 9.

What arrangements does the school make for consulting with the parents & carers of children/young people with special educational needs and disabilities and involving them in – their child's/young people's education?

At Fleetwood High School, we recognise the value of working in collaboration with parents and carers of young people with SEND in order to achieve the best outcomes for them. As a school, we strive to ensure a high level of communication with parents so that you feel well informed about what is happening in school and how your child is progressing. This includes parent consultation evenings, open evenings, parent information evenings and annual reviews.

All parents of students at Fleetwood High School are invited to discuss the progress of their children. For year 7 this occurs twice in the year and once a year for all other year groups. In addition we are happy to arrange meetings outside these times. Parents also receive a termly progress report and a full written report once per year.

We hope to meet with parents of children with SEND as they join our school, in Year 6 and maintain a high level of contact throughout their educational career with us. The SENDCo then regularly meets with many parents of children with SEND to review their progress and to make collaborative decisions about how to meet their needs.

For children with Education, Health and Care Plans (previously known as statements of educational needs), parents will be invited to attend their Annual Review meeting in which children's progress against their individual targets is looked at in detail and decisions about future provision is jointly agreed. Parents and young people are invited to contribute to this process.

Each year, every student with SEND will have a person profile, developed with each young person, outlining their strengths, areas for development, interests and views which will be shared with all staff and parents.

We have a variety of other methods of communicating with parents according to the needs of the individual child. This can include phone calls, home-school books or letters home.

How will the curriculum be matched to my child/young person's needs?

The SEN Code of Practice (2015) recognises that 'Special educational provision is underpinned by high quality teaching and is compromised by anything less' (p14).

At Fleetwood High School our priority is to ensure that all children, including children with SEND have access to outstanding lessons which are appropriately differentiated and personalised to meet the needs of individual children.

Students are grouped according to ability but have opportunities to work with children of all abilities through the varied and inclusive curriculum that we offer. Teachers differentiate learning to meet a variety of different needs within the class and students are encouraged to reflect upon their own progress. Our approach is to tailor learning opportunities so that they are accessible to all students through effective planning and differentiation of lessons. We aim to provide stimulating and exciting learning experiences that all children can access at their individual levels. We maintain high expectations and aspirations for all our students.

Both students with and without SEND are targeted for intervention in groups. For example, students who arrive in school with Maths and English scores of just below age expectation or lower have been offered additional literacy and numeracy support throughout the year.

The school recognises that some students will require educational provision that is 'additional to' or 'different from' this. To achieve this, we engage in a cyclical four-stage process: 'Assess, Plan, Do and Review':

Assess

The class teachers and if necessary the SENDco or professionals from external agencies, assess the needs of the individuals.

Plan

We identify the barriers to learning, intended outcomes and plan appropriate support and intervention to meet those outcomes.

Do

We provide appropriate support either within the classroom or as part of a targeted intervention programme. This could involve the provision of a resource, a change in an approach to learning, access to technology or working with a Learning Support Assistant.

Review

We evaluate the impact of the support provided and consider whether changes to the support need to be made.

Through consultations with teachers, Heads of Year, Assistant Heads of Year, Learning Support Assistants, parents, students and the Senior Leadership Team, the SENDCo makes decisions regarding the most effective allocation of resources in order to most effectively meet the needs of the children with SEND within the school. This includes physical and human resources.

How accessible is the school environment?

Fleetwood High school is spread over two floors. All parts of the building are wheel chair accessible and there is one disabled lift. There are two designated disabled parking spaces within easy access of the main entrance.

Toilets with disabled access/facilities are situated on both floors and there are five accessibility toilets in total. While a small number of corridors are narrow, staff are fully aware of this and arrangements are suitably made to avoid congestion during lesson change over.

All classrooms are rated as acoustically acceptable. However, the sports hall and dining room have poor acoustics. All classrooms are either carpeted or have non slip specialist flooring.

There is a medical room with hand washing facilities, a medical bed, lockable storage area and shower facilities. There are male and female showers in the P.E disabled changing areas and an additional shower in the accessibility toilet on the ground floor.

While the school does not use height adjustable tables, height adjustable chairs and lower height tables can be made available.

Laptops and overlays are routinely provided to SEND students.

How are the school resources allocated and matched to children/young people's special educational needs and disabilities?

How the decision is made about the type and quantity of support my child/young person receives?

We review the needs of the learners within the school and endeavour to put in place provisions in order to be able to cater for these needs. Some of the funding the school receives may go towards funding training so that in-house provision is more targeted at needs. The SENDCo carries out learning walks which include reviewing how provision is delivered and helps in maintaining standards through rigorous quality assurance.

Decisions are made as to whether specific interventions are proving to be effective both in terms of the time spent on them and the finance used in providing the intervention.

The SENDCo liaises with key staff in the school where there are concerns about progress or engagement. Following the sharing of information, decisions are made as to the most appropriate type of support to put in place for the learner. Learners are then spoken to regarding progress/concerns with a one page profile being completed; parents are also consulted when the profile is put together.

Student profiles are produced in consultation with learners so that teaching staff have a clear overview of the whole child. We feel that it is important to have the views of the learner so that they feel involved in their own learning.

We involve parents and families as often as we can. We communicate with parents using a variety of means. The school sends 'in-touch' email messages with letters attached to communicate with parents. Parents are regularly asked for their opinion on provision including student profiles and SEN interventions. We have an active Parent Council Keyworkers feedback to parents of children with SEN when necessary. In the first instance, parents/carers are encouraged to talk to their child's form tutor. As part of the Year 6 into 7 induction evening parents have the opportunity where possible to meet with the tutor.

How will both you and I know how my child/young person is doing and how will you help me to support their learning?

At Fleetwood High School, we recognise the value of working in collaboration with parents and carers of young people with SEND in order to achieve the best outcomes for them. As a school, we strive to ensure a high level of communication with parents so that you feel well informed about what is happening in school and how your child is progressing. This includes parent consultation evenings, open evenings, parent information evenings and annual reviews.

We hope to meet with parents of children with SEND as they join our school, in Year 6 and maintain a high level of contact throughout their educational career with us. The SENDCo then regularly meets with many parents of children with SEND to review their progress and to make collaborative decisions about how to meet their needs.

For children with Education, Health and Care Plans), parents will be invited to attend their Annual Review meeting in which children's progress against their individual targets is looked at in detail and decisions about future provision is jointly agreed. Parents and young people are invited to contribute to this process. Each year, every student with SEND will have a person profile, developed with each young person, outlining their strengths, areas for development, interests and views which will be shared with all staff and parents.

We have a variety of other methods of communicating with parents according to the needs of the individual child. This can include phone calls, home-school books or letters home. We hope that you will make contact with the SENDCo, your child's Head of Year and subject teachers, on a regular basis throughout the year in order to discuss the provision for your child.

Student feedback is part of our established learning culture. Students with additional needs are fully integrated in the decision around their support.

What training have the staff supporting children/young people with SEND had or may they have?

What specialist services or expertise are available at or accessed by the school?

The Governors employ specialist teachers and teaching assistants as required to meet the special educational needs of students on roll at that time. The Governors also ensure they are kept fully abreast of their statutory responsibilities by attending training and receiving regular updates from the Headteacher / SENDCo.

The SENDCo and Headteacher are kept fully up to date about special educational needs issues through attendance at training and cluster meetings. In addition, the SENDCo's skills will be developed through attendance at specialist training with outside agencies and through subscriptions to professional bodies.

Senior staff responsible for curriculum development regularly discuss special needs issues with the Headteacher / SENDCo. Other teaching staff are kept up to date informally by the Headteacher/ SENDCo and formally at staff meetings and training.

Teaching Assistants need a wide range of curriculum and special educational needs knowledge. This is regularly updated by INSET and Sharing Good Practice meetings. Many teaching assistants have their own specialism and we find this is a useful model as it helps to match the right TA with the right child. For example one Teaching Assistant's specialism is autism.

Staff will be given the appropriate training should a child's medical care plan require it.

Sometimes a student may have a special need which our school cannot address. In which case support from an outside agency may be requested. Please see below the outside agencies which are actively involved with some of our students.

- Educational Psychologist
- SEND information, Advice and Support Service
- Counselling service
- School Nurse
- Speech and language therapy
- Physiotherapy
- Hearing Impairment service
- Visual impairment service
- Social services
- Children and Adolescent Mental Health Service (CAMHS)
- Youth Offending Team (YOT)

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

Transition from Primary to Secondary school

The school works closely with our Primary feeder schools to support the successful transition of all students as they begin their school journey with us in Year 7. Our Assistant SENDCo, with responsibility for Year 6 Transition, visits the children in their primary school setting and the children come into school for 'acclimatisation' visits, where they tour the school and attend taster lessons in a variety of subjects in order to become familiar with their new school. Where felt beneficial some students are also given the opportunity to attend additional taster sessions in our Learning Support area of the school. The Assistant SENDCo will collate any SEN information and may, depending on the data, arrange a further meeting with the Y6 teacher to discuss the student in more detail. The SENDCO attends Y6 EHC plan annual reviews when invited by the primary school. This gives parents the opportunity to find out how the school will be able to support a child through the transition and beyond.

Transition from Secondary school to College or Training provider:

We have close links with all of the college providers in the area.

We employ a dedicated Careers Officer, who meets with all of the Key Stage 4 students. This person puts a plan in place, advises on which colleges provide what and ensures applications are completed. Students are monitored to ensure all our leavers have a pathway from secondary school into college, apprenticeship or other training providers.

Work Experience is available in Y10 for all students and careers advice is also provided by a team of experts. The school regularly invites the college representatives into school to meet and talk to the students and to explain what their college provides. All of the colleges are invited to attend Y8 Options Evening and Y11 Parent's evenings in order that parents or students can meet with them.

For students with an EHC plan, a careers advisor attends all annual reviews from Y10. This is to ensure a transition plan is in place and the college or provider is able to meet the student needs. The SENDco will work with EHC plan students and their parent's to ensure that any specialist provision is in place at the student's chosen Post 16 provision once the decision has been made.

How will my child/young person be included in activities outside the classroom, including school trips?

The school prides itself on providing an inclusive learning environment where all children, including children with SEND are treated equally and have access to the full range of opportunities that we provide.

All clubs, trips and extracurricular activities offered to students at Fleetwood High School are available to students with special educational needs either with or without an Education, Health and Care Plan. Where it is necessary, the school will use the resources available to it to provide additional adult support to enable the safe participation of the student in the activity. Staff who are arranging an off-site visit will discuss with parents and the SEND staff the requirements needed and the suitability of any visit which the school is putting on. The school will not prevent any student from participating in an activity outside of school due to their special educational need and/or disability if the trip is suitable for the child and their safety and the safety of others is not compromised (Equality Act 2012). A member of the Senior Leadership Team oversees the planning of all visits to ensure students are safe and included where possible. Students with SEND are fully included in activities throughout the school day. If necessary, we provide additional support to enable this to happen, for example 'meet and greets' in the morning, additional support at break times or lunchtimes or for extra-curricular activities, including learning outside the classroom opportunities.

What support will there be for my child/young person's overall well-being?

At Fleetwood High School we understand that an important feature of the school is to enable all students to develop emotional resilience and social skills, both through direct teaching for instance as part of the PSHE programme of study or during form time, and indirectly with every conversation adults have with students throughout the day. All students belong to a year group. Each year group is led by a Head of Year and is supported by an Assistant Head of Year and team of form tutors. The Head of Year has overall charge of the year group and, in particular, student attitude to learning. Form tutors meet with students each morning and look after both their well-being and progress. Tutor time has planned learning throughout the year.

'Student Voice' forms an integral part of the decision making process within school. Elected representatives from each tutor group represent the views of the students at Student Council meetings. Feedback on this process is then provided by the Whole School Council in the presence of the Head Teacher and other relevant stakeholders of the school.

An Alternative Support unit, internal Inclusion Unit and Behaviour Support Managers support students who are having difficulties which may be interfering with their learning and progress in school.

The School Attendance Officer monitors daily attendance and addresses with parents and Heads of Year any issues of concern.

The School Nurse is in school one lunch time per week for students to drop in and discuss any concerns they may have.

The school has a policy which covers the support of students with medical conditions. There is a trained member of support staff on duty in the main office from 9.00 am to receive medicines. Student medication is then kept in a secure facility which can be accessed, in conjunction with this trained member of the support staff, as and when required. Students with very specific health needs and those who require rescue medication will also have a Healthcare Plan.

Students in the early stages of emotional and social development because of their special educational needs will be supported to enable them to develop and mature appropriately. This will usually require additional and different resources, beyond that required by students who do not need this support. For some students with the most need for help in this area we also can provide access to counsellor, external referral to CAHMs, time-out space for student to use when upset or agitated.

How do you evaluate the effectiveness of the provision made for children and young people with special educational needs?

At Fleetwood High School, we have a robust system of self-evaluation in which we evaluate:

- Student Achievement
- Leadership and Management
- Quality of Teaching and Learning
- Curriculum
- Behaviour and Safety

As part of this process, we evaluate the effectiveness of the provision for pupils with Special Educational Needs. The SENDCo and SEND governor meet regularly to discuss the provision for Young People with SEND. The Governors also receive regular reports through the termly Head's Report to Governors and to the curriculum committee.

Each term, the performance data of children with SEND is analysed and areas of need are identified. In addition, interventions are regularly reviewed and monitored to ensure that the impact is effective.

How do you involve other bodies, including health and social services, local authority support services and voluntary organisations, in meeting the needs of children/young people with SEND and in supporting their families?

Sometimes a student may have a special need which our school cannot address. In which case support from an outside agency may be requested. Please see below the outside agencies which are actively involved with some of our students.

- Educational Psychologist
- SEND information, Advice and Support Service
- Counselling service
- School Nurse
- Speech and language therapy
- Physiotherapy
- Hearing Impairment service
- Visual impairment service
- Social services
- Children and Adolescent Mental Health Service (CAMHS)
- Youth Offending Team (YOT)

www.lancashire.gov.uk/SEND This link also contains details about 'personal budgets'. This is money that the local authority will make direct payments to a parent or young person who has an EHCP. 'A **personal budget** is an amount of money identified by the local authority to deliver all or some of the provision set out in an EHC plan. By having a say in the way this **budget** is used, a parent or young person can control elements of their support' – Children and Families Act **2014**.

What arrangements do you make in relation to the treatment of complaints from children/young people and their parents/carers with special educational needs concerning your provision made?

At Fleetwood High School, we are committed to working in partnership with parents and carers to meet the needs of the children in our school. If you were to have a question or concern about the provision for your child with SEND, in the first instance, we would encourage you to contact your child's Head of Year, Assistant Head of Year or Form Tutor. Should you wish to discuss your concerns further, you could contact the SENDCo. If you still have concerns regarding the provision for your child, then please contact our Head teacher who will investigate your concern. Should the Headteacher be unable to resolve the difficulty, the concern could then be put in writing to the Governor with oversight of special educational needs. The Chair of Governors would become involved if other avenues to resolve the situation have been exhausted.

Should you need assistance with this from someone outside the school please contact SEND Information, Advice and Support Service. 01772 536981, www.lancashire.gov.uk/SEND

While the school will actively seek to resolve a concern, if you are not satisfied with how we have responded, you may wish to make a formal complaint. The school has a formal complaints procedure which you can download from our school website or request a copy of.

Where can I find the contact details of support services for the parents of children/young people with SEND?

If have a question or concern about the school's provision for your child with SEND, we would encourage you in the first instance to contact your child's Head of Year or Assistant Head of Year. Should you wish to discuss your concerns further, you could contact the school's SENDCo – **Miss Hibbert**. All staff can be contacted through reception on 01253 876757.

If you require any further support or guidance about the provision for your child you can also contact the **SEND Information, Advice and Support Service** on 01772 536981 or visit their website www.lancashire.gov.uk/SEND

Barnardos also provide support for parents Tel: 01772 629470 or Email...
southribblefamilies.project@barnardos.org.uk

The Family Information Network Directory (FIND) have a newsletter which is issued four times a year and has the details of many different groups.

www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/help-for-parents-and-carers/family-information-network-directory.aspx

Where can I find information on where the local authority's local offer is published?

Lancashire County Councils Local Offer - www.lancashire.gov.uk/SEND