



Alsager School
An Achieving School - A Caring Community

SEND INFORMATION REPORT

**Prepared by Mrs R Walker
SENDCO, Alsager School**

<p>1. What kinds of special educational needs does the school provide for?</p>
<p>We are an inclusive mainstream setting catering for children and young people with a wide range of needs who are able to demonstrate capacity for accessing the mainstream curriculum with differentiation and support</p>
<p>2. How does the school know if children/young people need extra help and what should I do if I think that my child/young person may have special educational needs?</p>
<p>A child or young person who is thought to have a special educational need is identified and assessed as early and as thoroughly as possible. These are pupils who:</p> <p>a) have a significantly greater difficulty in learning than the majority of children the same age; or</p> <p>b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority.</p> <p>Referral can come from a multitude of sources, e.g.</p> <ul style="list-style-type: none"> • staff/teacher request • pupil self-request • parental request • request or information from outside agencies • following information from previous school (e.g. primary school) • meetings with primary SENCOs • Literacy screening for Year 7 pupils • following diagnostic testing for individual pupils <p>A process for identification, assessment and provision in accordance with the Code of Practice has been established. (section 3: Alsager School SEND Policy: currently under review 2014/15 policy available)</p>
<p>3. How will both you and I know how my child/young person is doing?</p>
<p>There are a number of mechanisms for recording and reporting information pertaining to pupils with SEN:</p> <ul style="list-style-type: none"> • a register of pupils with SEN at each SEN stage is kept and updated regularly. • School Focus Plans are distributed to all relevant staff and parents, and reviewed twice a year, in line with school assessment points for each Year Group by the SENCO, teachers, parents and pupils. • Guidelines are issued to all staff and parents for some pupils with literacy difficulties, which are reviewed annually. • Parents are informed of identification, provision and progress of their children through letters, reports, School Focus Plans, annual reviews (where applicable), parents' meetings and personal contact.

- Results of screening tests for pupils with SEN are distributed to relevant staff.
- A provision map details the support offered on a year by year basis. SFPs outline provision and interventions on an individual basis.
- SEN pupil achievement is tracked and monitored twice a year and appropriate interventions and provision implemented to help to ensure progress is made.

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

- As part of Quality First Teaching, teachers differentiate within the classroom to ensure the needs of individual are met such as providing writing frames, work on coloured paper, extra time to complete task and assessments. This is monitored through the as part of the whole school Monitoring and Evaluation Programme. Teachers are given Guidelines and SEND Pupil Support Plans to ensure they know how to meet the needs of individual children or young people within their class. Additional training and advice relating to a wide range of SEND need is implemented as part of the whole school INSET programme.
- Provision mapping and timetabling of support for children and young people with SEND is completed by the SENCO and in consultation with Curriculum Leaders and Senior Leadership Team.
- Guidelines and SEND School Focus Plans are written by the SENCO for individual children and young people in consultation with parents, teachers, children and young people and outside agencies as appropriate. Guidelines and SEND School Focus Plans are reviewed twice a year at each whole school assessment points so the progress of children and young people can be monitored and Guidelines and SEND School Focus Plans are adapted to try to ensure continued progress and appropriate support. Guidelines and SEND School Focus Plans are reviewed by the SENCO, teachers, parents and children and young people to ensure a collaborative approach. The SENCO has responsibility for ensuring that Guidelines and SEND School Focus Plans are followed within school. Parents and children or young people are encouraged to feedback information regarding implementation of Guidelines and SEND School Focus Plans.
- Additional equipment or resources may be needed to support specific needs. The SENCO will liaise with parents, children and young people and the appropriate outside agencies to make sure that are reasonable adjustment are made to make sure that children and young people of fully included and supported. Such specific support will be included in SEND School Focus Plans or Medical Care Plans.
- Exams access arrangements can be applied for within school based on medical or SEND needs. Pupils are assessed in the summer term of Year 9 for exams access arrangements. This is based on a wide range of assessment dependent on needs and must meet the exam board requirements set out by JCQ. Access arrangements can range from readers, scribes and extra time to prompters, rest breaks and modified papers. Evidence from external agencies such as specialist teaching teams and medical professions may be sought to support applications. Referrals for exam access arrangement assessments and applications can be made by parents, children and young people, teachers or professionals from outside agencies. Applications for exams access arrangements must meet the strict criteria laid down by the JCQ which is subject change annually.
- For parents who wish to find out about the variety of subjects that are taught at Alsager School there are a number of avenues they can pursue:
 - Visit Alsager School website (www.alsagerschool.co.uk)
 - Attendance to one of the Open Evenings/ Open Mornings (Open Morning is on Saturday 24th September 2016 and Open Evening for Sixth Form is on Thursday 13th October 2016)
 - Attendance at Year 8 Options Parent information Evening usually held in February.

Contacting our Connexions Team. For Connexions you need to contact Claire Casewell on 01270 871124 or email c.casewell@alsagerschool.org

5. How will school staff support my child/young person?

There are sometimes circumstances in which some additional/different action is needed, if pupils with special educational needs are to make progress. Pupil may receive support in the classroom, they may be withdrawn for small group or 1:1 intervention, or they may have additional support outside the academic curriculum to meet pastoral and social needs. In all cases, there are decisions to make about what resources, targets and actions are most appropriate to the needs of the child and in consultation with parents.

Pupils are identified for support through KS2 grades and through literacy screening programme for reading and spelling and numeracy. Pupils are identified for additional support and interventions through a below average reading and spelling or numeracy age (i.e. a standardised score of below 85).

Interventions and support include:

- Small group English and Maths lessons (approximately 15 pupils), often with additional LSA support. In year 7 the lessons are designed specifically for pupils working below national expectations at KS2 to enable them to make progress.
- Core Enrichment at KS4 offers a booster class for pupils with literacy and numeracy difficulties which support their progress in English and Maths. Pupils work towards GCSEs in Functional Maths and English.
- Core Enrichment at KS3 offers a booster class for pupils who are working below national expectations in English and have a reading or spelling age in the below average range.
- Additional literacy and spelling lessons are offered on a small group or 1:1 basis as appropriate. These include SOS Spelling Programmes which focus specifically on spelling.
- Additional speech and language interventions are run on a 1:1 and small group basis.

Learning Support works closely with the Sensory Impairment team to ensure that the needs of pupils with visual or hearing impairment are met. Information sheets, guidelines and training sessions are distributed and arranged in consultation with the Sensory Impairment Team.

Intervention Programmes such as Motor Skills United are used to support pupils with difficulties with motor control.

We work closely with Occupational Therapy (OT) to provide support for pupils and implement care plans as appropriate.

A Peer Mentoring Scheme is also run to help pupils settle into Year 7 and to support pupils in KS3. Pupils are matched up with pupils in Years 12 and 13. They offer a buddy system where pupils are mentored or supported in class by their peers.

Homework Club is offered to all pupils. It is run 4 nights a week and is a drop in session. The club is run by an LSA and Sixth Form Mentors. Breakfast Club is run before school 5 days a week.

Catch up Premium is used to provide literacy and numeracy support to enable pupils to make progress in Maths and English. This can involve small group teaching for Maths and English with a specialist subject teacher and a LSA and /or additional numeracy and literacy interventions.

The Skills Development Group (SDG) is a personalised intervention programme designed to develop the learning skills of students so that they can access the mainstream curriculum more effectively and independently. The group concentrates on building and accelerating literacy and numeracy skills alongside the development of skills such as co-operation, collaboration, research skills, taking personal responsibility, improved communication skills, self-esteem and confidence building and enhanced levels of concentration. The programme of student encompasses Geography, History and RE alongside the development of social, emotional and behavioural skills necessary to become effective and efficient learners. Progress is closely monitored and reintegration into mainstream classes occurs at a time appropriate to the individual needs of the pupil.

The Learning Support Faculty works with all faculties and departments to ensure that the needs of all pupils with SEN are met as far as possible within the mainstream curriculum.

This is achieved in a number of ways:

- TA Coordinators and the SENCO work within curriculum areas to liaise with subject staff and Learning Support to ensure that interventions and support are targeted efficiently and are effective. (See the Faculty/subject based structure in Appendix A)
- School Focus Plans and Guidelines are distributed to staff to inform staff on how to meet the needs of individual pupils in their lessons.
- Advice and support is offered relating to teaching pupils with a variety of SEN. This can be in the form of strategies to use with particular pupils, advice on differentiation, help with planning, writing schemes of work or choosing appropriate textbooks or advising on teaching styles or classroom management strategies.
- The Learning Support Faculty timetables in class support for pupils with SEN in many subject areas. Teachers are informed of the level of support given. Discussion takes place regarding in class support and requests for additional support are met, if resources allow.
- LSAs work closely with subject teachers to provide appropriate support and help for pupils with SEN in mainstream classrooms.
- The Learning Support Faculty provides Inset and Training on issues related to teaching pupils with SEN on an individual, faculty or whole school basis. The SENCO provides a training session to both NQTs and Keele Associates. The Learning Support Faculty also helps to organise and facilitate training from outside agencies such as the Sensory Impairment Service and CEAT (Cheshire East Autism Team) and the Educational Psychology Service.

At its most effective, the education of young people with SEN is a collaborative enterprise involving teachers, parents and the pupils themselves. Self-evidently, parents know a great

deal about their children; they have particular insights about their strengths, skills, interests, preferences, aspirations, anxieties and difficulties. Accordingly, the importance of meaningful, regular and positive communications between teachers and the parents of their pupils, can never be over stated - this principle forms the foundation of the Faculty's policy on liaison with parents.

Parents are informed and consulted upon identification, provision and progress of their child through letters, reports, SFPs, annual reviews (where applicable), parent's meetings and personal contact.

6. How is the decision made about what type and how much support my child/young person will receive?

- Support for individual children and young people with SEND is based on identified needs which are additional and different from the mainstream curriculum.
- Additional support required will be identified through Guideline or SEND Pupil Support Plans which are written by the SENCO in consultation with teachers, parents, children and young people and outside agencies as appropriate.

Parents can request a meeting with the SENCO to discuss the specific needs of their child and how they could be supported within school. Contact details: SENCO – Ruth Walker on 01270 871100 or email on: r.walker@alsagerschool.org

7. How will my child/young person be included in activities outside the classroom including physical activities and school trips?

Alsager School has a wide range of activities outside the classroom and uses its best endeavours to ensure these activities are inclusive to all.

There are numerous extra-curricular activities which take place at lunchtime and after school which are open to all. Details of current extra-curricular activities can be found on the school website. This is regularly updated.

There are a wide range of off-site trips which run throughout the year. Meetings with parents may be needed to make sure that the right plans are in place to support children and young people to access the trips dependent on need and the nature of the activity. Risk assessments are carried out for all school trips as a matter of course to ensure the safety of all children and young people accessing the trip. The school uses Evolve to collate all information for school trips. As with all matters parents are invited to contact Alsager School to discuss all trips and activities so that their child may access them and get the most enjoyment from them. This can be done through, dependent on the nature of the need or concern through the SENCO Mrs Ruth Walker or the Head of College.

8. What support will there be for my child/young person's overall wellbeing?

Social skills and Anger Management lessons. Pupils can be identified through the pastoral system and via monitoring of BFL grades.

Timeout cards can also be used for pupils who can have behavioural problems in class.

Weekly target sheets can also be issued for some pupils with behavioural problems.

Mentoring by an LSA is also used effectively to help pupils with SEMH.

Student Work Room is also used as a safe haven for pupils with SEMH in order to help them deal with and overcome difficult situations.

A safe haven in SWR can also be used to support pupils who have difficulties attending school or have emotional issues relating to situations at home.

Some LSA support in class.

A break and lunch time Safe Haven runs in SWR to support pupils at break and lunch to socialise, eat lunch and relax.

Within form groups we can operate a buddy system to help children and young people settle in and find friends.

There is a Lunch and Break time safe haven that pupils can access to socialise and make friends.

Peer Mentor and buddy systems are in place to support children and young people if needed.

There are a number of mechanisms used to support pupils who may have low self-esteem. Children and young people can talk to their form tutor, Head of College or staff within the Learning Support Team. Additional support can be put in place such as access to SWR (Alsager School's Inclusion Centre), mentor support, additional support lesson, daily debriefs and access to Talking Point: a listening and signposting service. Such support would be accessed in consultation with parents and children and young people as appropriate. In addition to this the school employs a qualified counsellor and referrals are made through consultation with the Head of College. If appropriate or necessary referrals to the relevant outside agencies may be made to support children and young people who have self-esteem issues. This would be done in consultation with parents and children and young people.

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

The Learning Support Faculty at Alsager School includes:

1 SENCO

- 1 Skills Development Manager
- 3 TA Coordinators
- 8 LSA (part time)

Additional training and advice relating to a wide range of SEND needs is implemented as part of the whole school INSET programme to all teaching and Learning Support staff. Alsager School has a member of staff who is qualified to carry Irlen's Screening and Assessments and is qualified through the Irlen's Institute. The SENCO has qualified for the national award for SENCOs from MMU.

The skills development manager has an BA Honours Degree in Special Educational Needs from MMU.

The Learning Support Team has awareness and knowledge of a wide range of SEND needs including dyslexia and specific learning difficulties, speech language and communication, ASC and ADHD and ODD. This includes both theoretical knowledge and practical strategies for supporting children and young people within school.

10. What training have the staff supporting children/young people with SEND had?

- Additional training and advice relating to a wide range of SEND needs is implemented as part of the whole school INSET programme to all teaching and Learning Support staff. The school has a working party focusing on identifying teaching and learning strategies to support SEND pupils.

11. How accessible is the school environment?

The school has a lift to support access to lessons for pupils with physical disabilities. This provides access to middle and top floors of one of the school's buildings. Two other buildings are single story; one three- storey building does not have wheelchair access to the second or third story.

12. How are parents and young people themselves involved in the school?

- Guidelines and SEND Pupil Support Plans are reviewed twice a year. The child or young person completes a comments sheet at each assessment point to review their plans and have their views taken into consideration.
- Pupil's views are sought as part of the whole school Monitoring and Evaluation Programme within Student Voice.
- Children and young people are encourage to attend meetings which discuss their progress and plan for their future especially Annual review meetings for Statements or Education, Health and Social Care Plans.
- Children and young people may have mentors where they can express their concerns and views.
- Alsager School has a Student Voice Coordinator who runs and coordinates all aspects of Student Voice within Alsager School which includes an active School Council.

13. Who can I contact for further information?

- Form Tutor or Head of College if the concern is a pastoral one. Heads of College. Contact details for the Heads of College can be found on the school website.
- SENCO: Contact details: SENCO – Ruth Walker or email **r.walker@alsagerschool.org** Subject teachers or Curriculum Leaders if the concern is related to a particular subjects or progress within subjects

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

For children and young people joining us in Year 7 from Primary School:

- There are a number of transition events for children and young people including Open Evenings and Transition Days
- For SEND children and young people there are separate SEND transition events on top of the ones provided for all students
- Some SEND children and young people may require an individualised transition programme as well – this will be discussed with parents and feeder primary schools.
- During the summer term members of staff will visit all feeder primary schools and obtain advice on students including progress grades, SEND information, and particular levels of need

For children and young people joining us from other schools/ educational establishments:

- Individual transition plans will be made for pupils dependent on need.
- Contact Mrs Jenifer Broad on 01270 871109 or email at **j.broad@alsagerschool.org** to discuss mid-year transfers or general admissions.
- Contact the SENCO if you would like to find out more about SEND Support at Alsager School or discuss specific needs for a child or young person. Contact details: SENCO – Ruth Walker: 01270 871100 or email: **r.walker@alsagerschool.org** For young people transferring to college:

- The Connexions Team at Alsager School advises all students on preparing them for transition Post 16. For Connexions you need to contact Claire Casewell on 01270 871124 or email c.casewell@alsagerschool.org
- All pupils in Year 10 have a Cooperative Learning Programme in Year 10 and 11 which helps to prepare them for college, sixth form and work. This includes writing CVs, meeting employer, colleges and completing 'Go to Work Days'
- There are some pupils who attend college or work experience placements in year 10 and 11 to help them prepare for post 16 transition.
- There is an option in Year 9 that children and young people can choose which includes support with Functional Maths and Literacy, an ASDAN Lifeskills Programme or a BASCO practical skills course in building and construction.
- During the summer term, the SENCO has meetings with the local colleges to discuss transition needs for SEND young people.
- Young people with a Statements or Education, Health and Social Care Plans will have a transition focus to their Annual review from Year 9. This will be supported by Cheshire East Youth Support Services – Jonathan Blackburn is a Senior Young Person's advisor. This may involve setting up individual plans to support young people which could include independent travel training dependent on need and availability.

15. What other support is available?

The Learning Support Faculty supports a multi-disciplinary approach to maximise the educational provision for SEN pupils. Many agencies and support services are able to help identify, assess and provide support for SEN pupils. Such agencies and support services include a wide variety of specialist teachers and other professionals.. In addition we have a Connexions Service Personal Adviser, Jonathon Blackburn.

The SENCO is responsible for contacting and coordinating involvement from outside agencies.

Co-operation between the School, the LA, the health services and social services is vital if we are to secure the most effective assessment, intervention and deployment of resources for pupils with SEN. The Children Act 1989 and the Education Act 1993 place statutory duties on these agencies to co-operate with the School/LA's request unless they consider that the request is not reasonable (with respect to available resources) or that the required help is not necessary for the LA to discharge its functions.