

Alder Community High School SEN Information Report

SENDCO: Jane Bibby

Assistant SENDCO: Amy Howarth

Designated Senior Leader: Elizabeth White

SEND Governor: Dorothy Wills

To contact a member of the SEN team, please contact Jennifer Murphy or Shirley Graham on 0161 368 5132 or via email at SEN@alderchs.uk

What Special Educational Needs we can provide support for.

Our school currently provides additional and/or different provision for a range of needs, including:

Communication and interaction, for example, autistic spectrum disorder, 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/severe/profound and multiple learning difficulties

How we identify learners with SEND.

At Alder we identify students with SEN at the earliest possible point.

Students may be referred for further investigation into potential SEND via three methods.

- A parent may make raise a query via a progress leader or by contacting school to speak to a member of the SEN team or via the email SEN@alderchs.uk.
- A teacher may refer to the SEND department via our secure referral system in school.
- A referral may be made via contact with external agency such as CAMHS.

This referral system can apply student in any year group. After the initial referral is made, contact will be made with the referrer to discuss next steps which will be dependent upon the type of investigation required.

In year 7, We will assess each pupil's current skills and levels of attainment in the first term via Cognitive Ability Tests. Along with this data and information from current subject staff and from previous settings to ascertain where a student's 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, emotional wellbeing, communication and processing difficulties.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

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 pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by making small adjustments to provision offered to all students, or whether something different or additional is needed. There will be a process of monitoring before SEN status will be given. This will always be decided by those staff members who are involved in the care of students and their adults at home

How we work with families and students to support students.

When a referral is made, we will always consult with the adults involved in the care of students. We believe that clear and consistent communication creates the best environment for students to progress. We will communicate via email or phone call. This communication may come from a member of the SEN team, a progress leader or a class teacher. We want to communicate openly so that:

- Everyone develops a good understanding of the pupil'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 recorded via school systems and we will always actively involve those involved in the care of students in decisions around admission on to the SEN register.

For all students on the register, we will make contact at the start of each academic year where the pupil profile will be reviewed with families and students. We will make two further contacts between February and Easter and then again to discuss and review progress towards outcomes.

For students with an EHCP, one formal annual review will be completed as part of the statutory support alongside two other review points.

How we assess progress of students towards outcomes:

Any student on the SEN register will be allocated a key worker from the SEN team. They are responsible for monitoring SEN support and progress towards agreed outcomes via the graduated approach (Assess, Plan, Do, Review).

Outcomes are set in line with the student's identified SEN needs.

Students may receive support in lesson or in structured interventions.

The assessment will be reviewed regularly and will be separate from the school's parents evenings and whole school reporting systems. We will regularly review the effectiveness of the support and interventions, and their impact on the pupil's progress via the school and department quality assurance procedures.

All teachers and support staff who work with the pupil will be made aware of their needs via a pupil profile which is created on entry with adults involved in the care of our student, information from previous schools and from the students themselves.

Contact will be made to involve families and students at review points.

How we support students at key transition points:

Key Stage 2 to Key Stage 3

The Progress Leader and SENCO will arrange to meet with staff and students with SEN in the Summer term of year 6. All students are invited to two transition days and at transition evening will have the opportunity to speak to form tutors and the SENCO if necessary. Additional transition experiences may be arranged depending on the needs of the students. For students with EHCPs, if invited the SENDCO and Progress leader will attend year 6 final reviews and we aim to meet with all families of students with EHCPs before the end of the Summer term to agree provision and support.

Key Stage 3 to Key Stage 4

At the end of year 9 student's progress and options will be reviewed. Pathways will be discussed with the students and parents will have a chance to speak to teachers at our Pathways evenings. Students are supported through the process via work in form times and in PHSE lessons leading up to pathway selection. Additional opportunities to discuss selected subjects can be held with progress leaders and key workers to ensure that students are prepared for their next steps.

Key Stage 4 to Post 16

At key stage four all students attend taster days at college. They have access to careers advice via our school careers support service. We have a careers fair in year 10 and also mock interviews to support with college preparation. Students will participate in work experience. Colleges will meet with the SENCO and progress leaders prior to students starting after year 11 where information will be shared. For students with EHCPs, additional transition support is available and colleges and careers will be invited to attend final reviews.

Our approach to teaching students with SEND

We believe that all learners including those with SEND should have the opportunity to experience a broad, balanced and appropriate curriculum. We have high aspirations and expectations of all students and believe that this is the best way to ensure that students leave Alder with the right skills and qualifications to make their next steps into adulthood.

At Alder all teachers are responsible and accountable for the progress and development of all the students in their class and will communicate with families in line with school reporting and monitoring policies.

High-quality teaching is our first step in responding to students who have SEN. This will be differentiated for individual students and students will be taught in line with their overall academic achievement. We believe it is important that students with SEND are placed in appropriately challenging groups to ensure they achieve the best outcomes.

As part of our SEND support, we may also provide the following interventions based upon needs:

- Emotional wellbeing support via one of the school's support services
- Literacy and numeracy support
- Accelerated reader
- IDL- Our online literacy intervention to improve reading and spelling
- Lego therapy
- Choices and Consequences interventions
- Social communication interventions
- Emotional regulation support
- Speech and Language support
- Specialist interventions based on professional recommendations

This list is not exhaustive of what we may offer. All interventions will be shared with families and measured via the graduated approach on a minimum termly basis.

How we adapt the curriculum and learning space for students:

Although we believe our students should have access to a broad, balanced and aspirational curriculum, there is the need to adapt and shape this to ensure that progress is being made and needs are being met.

In class, 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.

All students with SEND will have a pupil profile which outlines any other reasonable adjustments that should be made from a student, including access arrangements and support for learning.

For full details of our adaptations for curriculum and learning environment please see our Accessibility Policy.

Staff expertise and training:

Our teaching assistants who are trained to deliver interventions such as:

- Literacy and numeracy support
- Accelerated reader
- IDL- Our online literacy intervention to improve reading and spelling
- Lego therapy
- Choices and Consequences interventions
- Social communication interventions
- Emotional regulation support
- Speech and Language support
- Specialist interventions based on professional recommendations

Our teaching staff have professional development training in quality first teaching, the deployment of teaching assistants and all areas of SEND.

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

- The Educational Psychologist
- Specialist Outreach Service at the Local Authority (formerly Pupil Support Services)
- The school nursing team
- Visual Impairment Support Services
- Hearing Impairment Support Services
- Speech Therapy
- CAMHS
- Physiotherapists and Occupational Therapists

How we monitor the effectiveness of SEND provision across the school:

We evaluate the effectiveness of provision for students with SEN via a whole school quality assurance process.

Other ways we may review the effectiveness of provision are:

- School progress monitoring and data
- Reviewing the impact of interventions after 6-8 weeks via the graduated approach
- Using pupil voice
- Observation by the SENCO
- Using provision maps to monitor support
- Holding annual reviews for students with EHC plans

How we support students with SEND to participate fully in school life:

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

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 trips.

All students are encouraged to take part in school activities, clubs and productions.

We have ensured that the school building is accessible in all areas so that students with disabilities may be included in all activities.

We share SEND information with all staff through student profiles. This allows students to have their needs met in a mainstream environment and enables staff to be aware of potential difficulties for engagement that may need additional support.

How we support students' social and emotional development:

We understand that our learners with SEND may need additional pastoral support to engage with school.

Our form tutors have daily contact with students and are the first port of call for any student each day. They can support with any day-to-day issues that may arise.

Additional pastoral support is provided in our Headway space where students have access to a range of support staff including our learning mentor, family liaison, progress leaders and the SEN team.

Students may also have access to outside support from agencies via a referral system in school.

How we encourage involvement with other bodies, including local authority support, social and health care and other organisations:

We encourage and welcome support from outside agencies when supporting our students. For learners with SEND we may refer to outside agencies to gain expert level knowledge to enable us to effectively support students. We will liaise with families when making any referrals.

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

- The Educational Psychologist
- Specialist Outreach Service at the Local Authority (formerly Pupil Support Services)
- The school nursing team
- Visual Impairment Support Services
- Hearing Impairment Support Services
- Speech Therapy
- CAMHS
- Physiotherapists and Occupational Therapists
- Specialist Nursing Team.

Complaints procedures for SEND:

In the first instance, all complaints or concerns around SEND provision should be made to SEN@alderchs.uk for the attention of the SENDCO.

The school's formal complaints procedure can be found on the school website.

Contacts for support services:

We encourage families to access support from outside services as this can create opportunities to create additional support networks for families.

www.tameside.gov.uk/sendiaass

www.ipsea.org.uk

www.ourkidseyes.org

www.autismeducationtrust.org.uk/parents

www.adhdfoundation.org.uk

Links to the local offer for Tameside:

Our local authority's local offer is published here: www.tameside.gov.uk/localoffer