

Archbishop Temple Church of England High School



SEND Information Report 2023-24

Archbishop Temple Church of England High School is a non-selective Church of England secondary school in the Preston. We believe that all children should be valued as individuals. We have an inclusive ethos and a vision which sees students developing their God given talents. We have high expectations and targets, a broad and balanced curriculum differentiated to meet individual needs and systems for early identification

of barriers to learning and participation. We believe that educational inclusion is about equal opportunities for all learners whatever their age, gender, ethnicity, impairment, attainment and background.

Archbishop Temple Church of England High School's curriculum statement outlines the intent, implementation and impact of the curriculum for all children.

SEND at Archbishop Temple

At the start of the 2023/2024 academic year, Archbishop Temple's SEND profile is as follows:

- Education Health Care Plan 16 pupils
- SEND (K) 40 pupils. These are pupils who may have significant additional needs which may require targeted interventions to meet those needs.
- Additional Needs (AN) 45 pupils. These are students who we monitor closely in school. They may have weaknesses in certain aspects of learning for example, slower processing speed, poor working memory.

How does the school know if students need extra help with learning?

Achievement with care is our vision for all our students. We aim to ensure that:

- Students with learning difficulties are able to access their entitlement to a broad, balanced and relevant curriculum as part of the whole school community.
- Students with SEND are educated, wherever possible, in an inclusive environment alongside their peers to enable each student to reach his or her full potential.
- We aim to match levels of additional support for learning to the wide variety of individual learning difficulties, while enhancing self-esteem.
- We identify and assess students with SEND as early and as thoroughly as possible using the revised Code of Practice (2014).
- Parents/carers and students are fully involved in the identification and assessment of SEND, and that we strive for close co-operation between all agencies concerned, using a multi-disciplinary approach.
- We endeavour to meet the needs of all students with SEND by offering appropriate and flexible forms of educational provision, by the most efficient use of all available resources.
- We maintain up to date knowledge of current SEND good practice and methodology in order to offer support and training in these areas to all staff in the school. There are four types of Special Educational Needs and Disabilities (SEND), decided by the Department for Education: 1. Communication and interaction 2. Cognition and learning 3. Social, mental and emotional health 4. Sensory or physical If a student has SEND, then their needs will fit into one or more of these categories. We currently have, or have had in the past, provided for children with visual and/or hearing impairments, Autistic Spectrum Condition, Dyslexia, Speech and Language difficulties, (mild) physical disabilities and Social, Emotional and Mental Health needs. A school's provision for SEND is defined as support which is additional to or different from that which is available to all students.

At Archbishop Temple, we recognise that students make progress at different rates. Therefore, students are identified as having SEND in a variety of ways, including the following:

- Liaison with primary school/previous school.
- Entrance assessments.
- The student performing significantly below expected levels.
- Concerns raised by parent/carer.
- Concerns raised by teacher after departmental interventions have not supported progression.
- Liaison with external agencies.

If a student is identified as having SEND then their name will be added to the SEND register, but we recognise that a student's needs may change over time and provision must reflect this. The aim of any additional provision above high quality teaching is for the student to reach age related expectations, so once they reach this threshold they may be removed from the register. Should they fall behind again at any point, then they may be added to the register again.

What should I do if I think my child has special educational needs?

Your main point of contact at school should always be your child's Form Teacher who will be able to discuss your concerns. If you need to speak with other staff members, such as Heads of Year or the SENDCO, then the Form Tutor will be able to help you arrange this.

Lancashire County Council Local Officer.

<http://www.lancashire.gov.uk/children-education-families/special-educational-needsand-disabilities.aspx>

How will school support my child?

Archbishop Temple place great importance in the development of Teaching and Learning within the school's improvement plan. Subject teachers are responsible for the progress of students in their lessons. They are trained to teach children with all types of additional learning requirements and are responsible for making the curriculum accessible to all students.

The SENDCo is responsible for ensuring that:

- Teachers understand a student's needs;
- Teachers are trained in meeting those needs;
- Teachers have support in planning to meet a student's needs;
- Provision across the school is efficiently managed.

Sometimes, some students require additional support to make progress across the curriculum, because they are significantly below the expectations for their age. Then, the SENDCo is responsible for:

- Ensuring Teachers understand a student's needs.
- Supporting Teachers in planning to meet student's needs.
- Additional adult support in the classroom – Teaching Assistants support the teacher in helping the learning of whole classes;
- Withdrawal sessions/Nurture Groups – when students come out of some lessons for pre-arranged sessions with TAs on, for example, handwriting, reading, numeracy, study skills, organisation skills, social skills, etc.
- Disapplication – if long-term intervention is needed, a student can sometimes be disappplied from a subject on the national curriculum, in order to allow time for intensive support with learning. This is at the discretion of the Head Teacher.

How is homework set?

Students' homework is set by teachers as an integral part of the students' learning experience and can contribute directly to how well a student makes progress. Homework consolidates and builds on the learning in lessons, ensuring that students fully understand concepts and apply skills they have learnt. The school expects parents to engage with their child's learning at home, so that the students can see the high value their parents place on working as part of a home-school partnership. This provides essential support for teachers and means no opportunity is lost for supporting every students' learning. There is not a homework timetable, rather homework is set to consolidate learning.

Who will explain provision to me?

- Information about the provision in individual subjects can be discussed with subject teachers or Heads of Department. There is an annual opportunity for this at Parents' Evening, along with an annual information evening for each year group. However, teachers can discuss with parents/carers at any point in the school year to discuss students' progress.
- In the case of individual or small group interventions, the Support Team will write to parents/carers explaining the aims of the intervention. Letters, phone-calls or emails will be used to keep parents/carers updated on their child's progress and discuss support in more detail, if required.

How are the school governors involved and what are their responsibilities?

- The SENDCo reports to the governors annually to inform them about the progress of students with SEND; this report does not refer to individual students and confidentiality is always maintained. One of the governors is responsible for SEND and meets with the SENCO. This 'SEND link governor' also reports to the governing committees, to keep all the governors informed.

How will the curriculum be matched to my child's needs? What are the school's approaches to differentiation and how will that help my child?

Subject teachers are responsible for planning lessons that are accessible to and differentiated for every student. Archbishop Temple operates a mixed ability approach to teaching across the majority of classes. There is, however, a nurture group within each year that has additional support offered within lessons where appropriate.

Students are entitled to participate in all areas of the curriculum, and it is the subject teacher's role to differentiate resources and activities to ensure the student can access the learning. This can mean teachers plan:

- A range of activities suited to the individual student's learning preference;
- Small group or 1-1 learning with a Teacher or TA;
- Pre-teaching content or vocabulary;
- Over-learning topics;
- To set alternative activities for homework;
- To provide specially targeted texts and resources appropriate for students' reading ages;
- To provide additional apparatus or materials;
- To adapt and adjust resources and materials to make them accessible for students with specific learning difficulties.

At Key Stage 4 students choose from a range of GCSE courses which help to prepare them for the next steps in their education, be that college, apprenticeships or work. Students and parents/carers are offered advice and careers guidance at the appropriate time to help make these important decisions.

There is a homework club available to all students (Monday through to Thursday from 2.55pm until 4pm) within the school library, where students can seek help from a member of staff and use IT facilities.

For students with SEND, the Learning Support Base can be used at breaks and lunchtimes. This is much smaller and staffed by TAs, so that students can receive more targeted help and staff can differentiate materials to support the student in accessing the curriculum. By prior arrangement with the SENDCO those with SEND are able to attend a smaller homework club after school Monday – Thursday, 2.55 – 4pm within the support base).

How will I know how my child is doing and how will you help me to support my child's learning? What opportunities will there be for me to discuss my child's progress?

Parents/carers are welcome any time to make an appointment to meet with either a subject teacher or tutor or any other teacher and discuss how their child is progressing. Parents/carers can contact staff members directly by email or by phone: 01772 717782.

Planned arrangements for communicating between school and home include:

- Each year group has one Parents' Evening each year, when all subject teachers are available to meet with parents/carers and discuss progress and learning.
- Each year group has a tracking and monitoring system, which includes 3 progress reviews. These are sent home to parents/carers and provide a basis for discussion about progress in different subject areas.
- If your child has an Education, Health and Care Plan (EHCP) then there are legal requirements for at least one formal meeting each year (the Annual Review) organised by the SENDCo and attended by parents/carers and outside agencies involved in the student's education.

How does the school know how well my child is doing?

Teachers monitor and review all students' progress throughout the year. The whole school system at Archbishop Temple includes:

- Data collection from all teachers, showing the current level of progress of all the students they teach. This means that teachers and academic leaders in each subject area can track the progress of students across the school year and intervene if students experience difficulties.
- In-class additional support is reviewed termly within Support Team Meetings. TAs and teachers work together on a day-to-day basis, planning and reviewing lessons.
- At the start of Year 7 students undertake CATs testing and are screened for reading ages. This allows us to identify when students may need further support, intervention, or additional assessment to detect any underlying difficulties.
- The school behaviour management systems Class Charts provides teachers with collaborative information about how well a student is engaging with the learning opportunities on offer and provides pastoral staff with evidence for how well a student is learning at school.

What support will there be for my child's overall well-being? What is the pastoral, medical and social support available in the school?

- Archbishop Temple operates a tutor system, which means that students are placed in tutor group and pastoral guidance and care is primarily provided by a form tutor. Form Tutors are the main point of contact for parents/carers about their child's pastoral and social wellbeing. Each year group has a Head of Year who works closely with the Form Tutors.
- Within school we have a Lay Chaplain, Pastoral Manager and Pastoral Mentor to support students as needs arise.
- A member of the support team is a trained ELSA practitioner.
- Archbishop Temple has a designated Mental Health and Wellbeing Lead who oversees provision and support for identified students, along with supervising a team of staff Mental Health Champions and Student Well-being Ambassadors.
- Students who struggle with social situations are provided with a choice of quiet spaces to go during lunchtimes, break times and before school.

- If a student is unwell during the school day, then they will be seen by a member of staff and possibly access our medical room. If the student is too ill to stay at school, their parent/carer will be contacted and asked to make arrangements for collecting them as soon as possible.
- In a medical emergency, a member of staff who is first aid trained will attend urgently or may call for an ambulance if the student requires hospitalisation. Students who have severe allergies or other significant health/medical needs are flagged-up to all staff throughout the school year.

How does school manage the administration of medicines?

Please see the Medical needs Policy which is on the school website.

What support is there for behaviour, avoiding exclusion and increasing attendance?

- The school uses a positive behaviour recovery system. Points are given to students which are recorded on class charts. These points also are linked to in house prizes and an end of term/year trips.
- There are sanctions for poor behaviour, which are outlined in the school behaviour policy.

Students can receive sanctions such as detention, internal isolation, isolation at another local school or fixed term exclusions. However, if a student is falling significantly behind their peers, and their behaviour is affecting their learning or the learning of others, then additional support may be provided.

- Each Form Tutor, Head of Year and the Pastoral Assistant Head Teacher help parents/carers manage their child's attendance at school and can support with outside agencies coming into school.
- The Heads of Year alongside our Pastoral Support Mentor work with students when their learning is affected by their behaviour providing emotional support, signposting to sources of guidance and advice, liaising with external agencies relevant to improving emotional, social and mental health. Consistent poor behaviour may result in the involvement of the SENDCo.

How will my child be able to contribute their views?

Students' views are highly valued at the school and their opinions are sought on many areas of school life, as well as their own learning. We use a variety of methods for seeking student views:

- The school has an active Student Council, where students are elected each year to represent their peers. The Student Council consults on school linked initiatives, leads on charity activities at school and is able to express student views to senior leaders throughout the school year.
- Student panels regularly form a part of the school's interview process for new members of staff.

- There is an annual student questionnaire where we actively seek the viewpoints of students on a range of topics. The results of this questionnaire are used by the Senior Leadership Team to develop the whole school improvement plan.
- If a student takes part in an intervention programme, then they will contribute to viewing their progress.
- If your child has an EHCP, their views will be sought before any review meetings.
- Students are able to share their views confidentially via the whisper system.

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

The SENDCo liaises with many specialist services and outside experts, to ensure provision for our students is appropriate and meets all needs. The school works closely with any external agencies that are relevant to individual students' needs, including:

- Health – GPs, school nurse, clinical psychologists and psychiatrists (CAMHS), paediatricians, speech & language therapists, occupational therapists;
- Social services – locality teams, social workers, child protection teams, family intervention programmes.
- Lancashire Educational Psychology Service;
- Specialist Teacher Advisors – hearing impairment, physical disabilities, ASC, communication and language.

What SEND training have the staff had or are currently having?

- SEND training is an on-going rolling programme of professional development for our staff, throughout the school year.
- All staff are trained each year on the needs of new students joining the school – this can include training from specialist agencies or consultants.
- SEND training forms part of the continuing professional development of all teachers and TAs and is organised in accordance with the needs of the students.
- The school works closely with other local schools, especially our feeder primary schools.

How will my child be included in activities outside the classroom including school trips?

All students are entitled to be included in all parts of the school curriculum and we aim for all students to be included on school trips. We will provide the necessary support to ensure that this is successful. A risk assessment is carried out prior to any off-site activity to ensure everyone's health and safety will not be compromised. This may include specialist advice where relevant. In the unlikely event that it is considered unsafe for a student to take part in an activity, then alternative activities which will cover the same curriculum areas will be provided in school.

How accessible is the school environment?

- The school site is on varying levels, with a number of stairs the main access between levels. There is no lift facility to allow movement between the different 'ground floor levels' and/or additional four floors.

- One entrance is accessible for wheelchair users or those with impaired mobility. This may, however, require movement within external areas of the school grounds and due to the design and listed nature of the building offers limited internal access.
- The site has an accessibility toilet in the main building and Music block. Although these are not large enough to accommodate disabled changing.

How will the school prepare and support my child when joining the school and transferring to a new school?

We want to make sure our students feel comfortable at Archbishop Temple before they officially joining our school community. Learning is most effective when students feel they belong and are comfortable in the school environment. As a result:

Key stage 2 – 3 (Year 6 to Year 7):

- Careful transition is planned and arranged at Key Stage 2-3. The Assistant Headteachers for Behaviour and Attitudes, SENDCo and Head of Year 7 work closely with primary schools to organise activities, visits and experience of secondary life for those students who are especially vulnerable at transition.
- All students in Year 6 who have accepted a place at Archbishop Temple for Year 7 are invited to an induction day in July. The day provides a taste of secondary school life, gives experience of lessons, information about how the school runs and provides an opportunity for students to meet their new classmates.
- Parents/carers of 'new' Year 7 students are invited to an 'Welcome Evening' to receive information about the organisation of the school and about expectations of the next five years.
- The Head of Year 7 and where necessary the SENDCo visit feeder primary schools to meet Year 6 pupils and to gather information from Year 6 teachers and support staff.
- All teachers and TAs are provided with information about new students' needs, strengths and background before the start of Year 7.
- The school arranges regular transition visits for vulnerable Year 6 pupils to get to know the school site, meet staff with whom they will work and learn about how the school is organised.

Key Stage 3-4 (Year 9 to Year 10):

For KS4, students choose from a range of GCSE courses to help prepare them for the next steps in their education, be that college or apprenticeships. Students and parents/carers are offered advice and careers guidance at the appropriate time to help make these important decisions. High Needs SEND students along with parents/guardians are allocated meetings with our Carers Advisor.

Post 16 (Year 11 to Year 12):

- High Needs SEND students along with parents/guardians are allocated meetings with our Carers Advisor to support transition and post 16 choices.
- The school arranges visits to open days and further education establishments for all students. Support is available when making decisions.

- The Support department liaise closely with local colleges about individual students with SEND. This liaison is arranged in accordance with the student's needs, but typically can include extra visits or tours; meetings with college support staff; or, guidance and advice on meeting the student's needs for college staff.
- All information relating to a student's exam concessions and required differentiation is passed on to college or training provider after enrolment has been finalised.

Joining mid-year:

- A student's individual records are requested from previous school.
- A student 'buddy' is chosen to support the new student for the first few days of being at Archbishop Temple. The buddy takes the new student to lessons, introduces them to other students and answers questions.
- Contact is always made with the previous school to ensure the transfer of information and the child's school file.
- Screenings are undertaken for reading levels and dependent on circumstances CATs assessments.

Moving to another school:

Contact is always made with the new school to ensure the transfer of information and the child's school file.

How are the school's resources allocated and matched to children's needs?

We aim to ensure that all students with SEND have their needs met to the best of the school's ability, within the funds available. The budget is allocated on a need's basis. The students who have the most complex needs are given the most support.

How is the decision made about what type and how much support my child will receive?

- Our provision is arranged to meet our students' needs, within the resources available. This approach reflects the fact that different students require different levels of support in order to achieve age expected attainment.
- The SENDCo consults with subject teachers, Heads of Subject, Progress Leaders, as well as with support staff, to discuss the student's needs and what support would be appropriate. There are always on-going discussions with parents/carers for any student who requires additional support for their learning.
- EHCP outcomes are looked at in line with provision requirements as set out for individual students.

How do we know if it has had an impact?

- We see evidence that the student is making progress academically against national/age expected levels and that the gap is narrowing – they are catching up to their peers or expected age levels.
- The student is achieving or exceeding their expected levels of progress.
- Student feedback.
- Verbal feedback from the teacher, parent and student.

- Formal or informal observations of the student at school.
- Students may move off the SEND register when they have 'caught up' or made sufficient progress.

Who can I contact for further information?

- A parent/carer's first point of contact should be the child's Form Tutor to share concerns.
- Parents/carers can also arrange to meet the Assistant SENDCo (Miss Chelsea Barker) c.barker@archbishoptemple.com in the first instance or SENDCo (Miss Melanie Shaw) m.shaw@archbishoptemple.com on 01772 717782.
- Look at the school's policy on SEND/Inclusion and our Local Offer which can be found on the school website.
- The school liaises with and can refer parents/carers to the following agencies for information and support: Parent Partnership, offering independent, free advice for parents of children with SEND; The National Autistic Society Dyslexia; County SEND.

Complaints.

The procedures for complaints can be found on the school website.

Who should I contact if I am considering whether my child should join the school?

For those students with SEND in the first instance – m.shaw@archbishoptemple.com

For those students without SEND in the first instance – j.cross@archbishoptemple.com

What are the admissions arrangements for students with SEND who do not have an EHCP.

The Pupil Access Team at Lancashire County Council deal with all admission arrangements for students allocated places at Archbishop Temple High School. Their contact details are:

southadmissions@lancashire.gov.uk

01772 532109

The Governing Body at Archbishop Temple Church of England High School believes that the admissions criteria should not discriminate against pupils and has due regard for the practice advocated in the Code of Practice and The Equality Act 2010:

'All schools/colleges should admit students already identified as having special educational needs, as well as identifying and providing for students not previously identified as having SEN. Students with special educational needs but without statements must be treated as fairly as all other applicants for admission.' (Code of Practice 1:33)

It is unlawful for a school to discriminate against a student or prospective student by treating them less favourably because of their protected characteristics:

- sex
- race
- disability
- religion or belief
- sexual orientation
- gender reassignment

- pregnancy or maternity (Equality Act 2010)