

Archbishop Temple School SEN Information Report September 2021

SENCO: Grant Carruthers Contact: g.carruthers@archbishoptemple.com

Local Offer Contribution: <https://www.archbishoptemple.lancs.sch.uk/parents-carers/sen>

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

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health
4. Sensory and/or physical needs

As of September 2020, we have **16 children** with Education Health and Care Plans with others in the process of application.

Our 'Equality Duty' taken from the 'Equality Act' 2010

The Equality Duty is a duty on public bodies and others carrying out public functions. At Archbishop Church of England High School, we ensure that we consider the needs of all individuals every day– in shaping policy, in fulfilling our role in education and in relation to our own employees.

We are an inclusive organisation who carefully contemplates the needs of all stakeholders associated with our school, in order to meet those needs and encourage positive outcomes for all. We ensure that we provide opportunities for all staff and pupils no matter what age, race, disability, gender reassignment, pregnancy/maternity, race, religion/belief, sex or sexual orientation. We take our duty to deliver policies and services very seriously.

We believe in making society a fairer place by tackling discrimination.

Support for Improving Social and Emotional Development

At our school, we have a robust pastoral setup, closely linked with the SEND and RE/PSHE department, to allow us to listen to the views of children and young people who may be vulnerable in terms of the protected characteristics listed in the 'Equality Duty'. This includes:

- Lad's Club/Arch Angels- a club where pupils who are specifically identified as needing extra support join together to improve confidence, social skills and other aspects of well-being through activities such as camping and bowling.
- Mental Health first aiders- we have some staff who have trained to be mental health first aiders and work with children through activities such as 'Lego therapy'.
- Supported break and lunchtime clubs.
- 'Spring Room' to allow trained staff to nurture and support pupils.

- PSHE curriculum.
- RE/PSHE focus groups- children working with the curriculum leader of RE/PSHE to discuss issues they face in terms of those areas listed as protected characteristics.
- Faith, Nurture and Service representatives (linked to our school motto).
- Specialist external staff i.e. our school counsellor and other professionals linked to mental health, social and emotional well-being.
- Close links and communication with parents.
- Effective communication between staff.
- Behaviour plans.
- Classcharts.

The kinds of SEN that are provided for

We currently have, or have had in the recent past, provided for children who have:

- Visual impairments
- Hearing impairments
- Autistic Spectrum Condition (Disorder)
- Behavioural, Emotional and Social difficulties
- Dyslexia
- Speech, language and communication needs
- Mild physical needs

Accessibility

- We have accessible parking spaces near to the building for cars who need access to disabled parking.
- The multi-level nature of the site makes it very difficult for children with some physical disabilities to access the school. The land around is hilly, and changes in level within and around the school have been accommodated by the incorporation of steps. As of September 2021, the internal environment is largely inaccessible to wheelchair users. There is no lift or platform lift on site. Governors have commissioned an architect's report, suggesting ways to overcome these problems and hopefully to make the school more accessible within a five-year period.
- iPads are used to support pupils who require additional support. For example, some pupils with dyslexia find copying from the board difficult. Through the use of iPads, resources can be shared via our VLE to reduce the occasions that a pupil needs to look at the board/screen and can follow on their iPad.

- Some pupils use hearing 'Roger Pens' used to support conditions such as auditory processing disorder. Likewise, other pupils use hearing aids.
- Resources are adapted throughout teaching and learning, to meet the varying additional needs of pupils.

Our Approach to SEND

At Archbishop Temple School we have adopted a whole-school approach to our SEND policy and practice. Pupils identified as having SEND are fully integrated into mainstream classes and interventions are implemented when and where necessary; this could be adult support or withdrawal to an intervention group. Every effort is made to ensure that they have full access to the National Curriculum (NC) and are encouraged to participate in all aspects of school life, including extra-curricular activities, trips and events.

The SEND Code of Practice states that all teachers are teachers of pupils with SEND. All teachers are responsible for identifying pupils with SEND and in collaboration with the SENCO, will ensure that those pupils requiring different or additional support are identified at an early stage. Staff are aware of the protocols and procedures for reporting concerns and making referrals to the SENCO (see appendices).

Teaching SEND pupils is a whole-school responsibility. The core of the teachers' work involves a continuous cycle of planning, teaching, and assessing, taking into account the differences in pupils' abilities, aptitudes, and interests. Some pupils may need increased levels of provision and support. Children who are looked after by the local authority also come under the policies and procedures for CLA, however the named member of staff for looked after children is also the SENCO in order to coordinate effective provision.

Support Offered

Pupils with SEND are directed towards maximum participation in the wider life of the school in order to ensure social inclusion. This is often a focus of IEPs. We employ strategies such as:

- Supervised break and lunch clubs
- Clubs promoting well-being (Lego-therapy for example)
- Lad's club and Arch Angels
- Sports such as Boccia
- DofE

Reasonable Adjustments

We are able to make alterations to regular provision if pupils require it and it supports their needs, well-being and outcomes. These alterations can include:

- Allowing extra time or a scribe/reader for a child with specific needs to complete an assessment
- Providing examination papers in larger print for a child or a laptop/ enlarging device
- Rearranging the timetable to allow a student to attend a class in an accessible part of the building
- Arranging a variety of accessible sports activities
- Additional help and support by class teacher through differentiated tasks
- Periods of withdrawal to work with a specialist teacher
- In-class support with assistance from a Teaching Assistant
- IT support for pupils with literacy needs
- Structured home programs to improve literacy
- Wrap-around activities to build self-esteem and resilience

Identification

Early identification of pupils with SEND is a priority. The school will ascertain pupil progress and learning needs through:

- The use of diagnostic assessments (Edukey) upon entry in Year 7 and again in Year 9
- CATS tests
- Evidence obtained by teacher observation/assessment
- Their performance in NC judged against level descriptions
- Reports or observations
- Records from feeder primary schools
- Information from parents/carers

Assessment of Need

We have internal processes for monitoring quality of provision and assessment of need. These include:

- Lesson observations
- Tracking data
- Data analysis

- Liaison with professionals
- Book scrutiny
- Formal meetings with staff
- Lesson 'drop-ins'

Social care

Pupils may have social and emotional needs. These are provided for by extra pastoral monitoring, engaging with the school counsellor, CAHMS and ACERS along with social interventions in school: lunch clubs and time out with the school Chaplain.

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The effectiveness of provision is evaluated along with other groups of pupils in the school's ARR cycle, through each teacher's own data, along with Fischer Family Trust and other external data. It is also reviewed with parents and any other professionals (i.e. specialist teachers) who may be working with a pupil as part of the 'review' process. These all form part of a holistic approach to meeting the needs of each pupil, individually and inclusively.

Working with Other Bodies

Our school has a team designated especially for safeguarding and SEND purposes. There are key staff trained in being a safeguarding lead and SENCO and we have staff who are training to be a SENCO undertaking the NASENCO. The SENCO and the designated safeguarding lead (DSL) are responsible for acquiring support from external services such as:

- Hospital and home tuition
- CCG
- Other health and social care professionals specific to a child's needs
- Social services
- Local authority
- Voluntary sector organisations such as charities

Likewise, we have a chaplain at our school who communicates with external groups who provide support for some of our pupils, for example some of our local church groups are encouraged to come in to support us.

Complaints

The procedure for complaints can be found at:

<https://www.archbishoptemple.lancs.sch.uk/parents-carers/policies-and-procedures>

Consulting with children, young people and their parents

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

<u>Action/Event</u>	<u>Who's Involved?</u>	<u>Frequency</u>
EHCP Reviews	SENCO, SENCO Assistant, TAs, Parents, Pupil	6 monthly/Annually
IEP Reviews for those without EHCP	TA/SENCO, pupils and parents (if they wish)	Annually/bi-annually
School Reporting Pattern	SENCO/Parent/Pupil	Two written reports and one in-person report

Staff Development

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

<u>Staff Initials</u>	<u>Area of Expertise</u>	<u>Level</u>
GC	SEND	NASENCO- L5
TY	ELKLAN	LEVEL 3 TA
TA Staff	ELKLAN Well-being Mental Health	LEVEL 3 TA
KB	DSL- safeguarding Mental Health 1 st Aider	Level 3 Safeguarding
KEM	SEND/DSL- safeguarding	NASENCO (undertaking) Advanced Certificate in Safeguarding Level 3 (about to undertake)

Training is provided for staff through INSET days and as part of our continued professional development programme. Staff undertake training to support the four areas of need.

Staff Deployment

Considerable thought, planning and preparation goes into utilising our support staff to ensure children achieve the best outcomes, gain independence and are prepared for adulthood from the earliest possible age. Staff are deployed after investigating the needs of the pupil in collaboration between the SENCO, parents and child, and the SENCO if necessary. As per the SEN Code of Practice, from Year 9 there are staff deployed to work with pupils in relation to their career, aspirations and future once they leave secondary education. This will be reflected in IEPs and EHCPs.

School Partnerships and Transitions

Year six pupils are visited in their primary by our transition coordinator. We also participate in 'taster days'. Parents are invited into school during 'open mornings' and we have our 'open evening' whereby pupils can experience the different subjects in a school. Pupils with SEND can expect to be invited in for extra taster days in Year 6,

Careers advice is brought in to the school to offer greater expertise and pupils start to think about this from Year 9, as per the SEN Code of Practice. Pupils receive additional careers advice and guidance in year 10 and 11.

Relevant school policies underpinning this SEN Information report include:

- SEN policy
- Disability and equality policy

Legislative Acts considered when compiling this report include:

Children & Families Act 2014

Equality Act 2010 (Equality Duty)

Mental Capacity Act 2005

The Special Educational Needs and Disability Regulations 2014

The Special Educational Needs (Personal Budgets) Regulations 2014

The Special Educational Needs and Disability (Detained Persons) Regulations 2015

The Care Act 2014

Working Together to Safeguard Children 2013

Schedule 2, Sections 17 and section 47 of the Children Act 1989

Section 2 of the Children Act 2004

National Health Service Act 2006 (Part 3, section 75 and 142Z)

Local Government and Public Involvement in Health Act 2007

Health and Social Care Act 2012

Appendices

Flowchart for SEND identification: literacy/ (cognition and learning) and SEMH

