

Archbishop Temple School

SEN Information Report

September 2020

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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 13 children with Education Health and Care Plans.

The kinds of SEN that are provided for:

We currently have, or have had in the recent past provided for children with visual impairments, hearing impairments, ASD and Asperger's, BESD, Dyslexia, Speech and language difficulties and (mild) physical difficulties. The school is built on the side of a hill so has lots of stairs. We have accessible parking spaces near to the building.

At Archbishop Temple School we have adopted a whole-school approach to SEND policy and practice. Pupils identified as having SEND are fully integrated into mainstream classes. Every effort is made to ensure that they have full access to the National Curriculum (NC) and are integrated into all aspects of the school.

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. 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.*

Inclusion:

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, lads club and sports such as Boccia and DofE to achieve this. (See bullying policy for details)

Adjustments:

We can make alterations to regular provision if pupils require it. These alterations can include:

- Allowing extra time or a scribe/reader for a dyslexic child to complete an assessment or exam
- Providing examination papers in larger print for a child with a visual impairment 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 adult 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:

- 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

We have internal processes for monitoring quality of provision and assessment of need. These include lesson observations, monitoring results, and formal meetings with staff.

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 eg lunch clubs and time out with the school Chaplin.

Evaluation:

The effectiveness of provision is evaluated along with other groups of pupils in the school's review cycle, through our own data, along with FFT and other external data.

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:

Action/Event	Who's involved	Frequency
SEND reviews	SENCO, TAs, parents, pupil	Six monthly (7) / Yearly
IEP meetings	TA/SENCO, pupil, parents if wish	Twice per year
Reporting pattern	SENCO, Parent, pupil	Two written and one in person

Staff development

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

Initials of person	Area of expertise	Level (as per p58 of SEN Code of Practice 2014)
GC	SEND	National SENCO award L 5
TA staff	ELKLAN	

We also employ staff from IDSS to support the expertise of our staff in school.

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 SENDO if necessary.

School Partnerships and Transitions

Year six pupils are visited in their primary by our transition coordinator. We also participate in 'taster days'. The form groups have older pupils in to help organise the new year 7s. Careers advice is bought in to the school to offer greater expertise and pupils all receive this in year 10 and 11 along with visits to local colleges. Pupils with SEND can expect to be invited in for extra taster days in yr 6, and receive additional CAG in year 10 and 11.

Relevant school policies underpinning this SEN Information Report include:

SEN policy

Disability and equality policy

Legislative Acts taken into account when compiling this report include:

Children & Families Act 2014

Equality Act 2010

Mental Capacity Act 2005