



SEND Information Report: 2019 - 2020

Introduction

Welcome to our SEND information report which is part of the Lancashire Local Offer for learners with Special Educational Needs and Disabilities (SEND). For more detailed information about our provision for SEND students, please see the SEND Policy on our website. <https://www.lancasterhigh.lancs.sch.uk/our-school/policies-and-reports>

Our SEND Profile 2019 – 2020

Currently, the number of students receiving intervention and the total number of students with identified SEND are outlined below. This data may be subject to slight changes during the year.

Year	Total number in Year	Number of students with EHCP / statement	Number of students with SEND support	Total % of SEND students	Total % of students with medical needs	Non-SEND students receiving intervention
7	146	5	39	27%	10	8 (5%)
8	103	1	20	19%	8	17 (16.5%)
9	102	2	28	27%	13	13 (12.8%)
10	118	4	34	29%	15	12 (10.1%)
11	85	2	18	21%	3	15 (17.7%)
Whole School	554	14	139	23%	49	65 (12%)

Our approach to teaching learners with SEND

At Central Lancaster High School we are committed to empowering our students to harness their own creativity and fulfil their potential. We want to break down possible barriers to learning and raise the aspirations and expectations for all students, including those with special educational needs and disabilities.

How we identify students with SEND

Identification of pupils with SEND is often a result of information received from a range of sources, such as:

- Primary school or previous school
- Parents / carers
- The pupil themselves
- Subject teachers and pastoral teachers
- Assessments and tests
- Relevant professionals e.g. doctor or social worker

We will assess each pupil's current skills and levels of attainment on entry, (in Year 7 CATS are used for baseline assessment against national statistics). Class teachers will make regular assessments of progress for all pupils and identify those whose 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 or behaviour. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with assessing the individual's needs and discussing 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 adapting our core offer, or whether something different or additional is needed. This process may include referrals or assessments from other professionals and outside agencies.

Non-SEND barriers to learning

It may be that there are barriers to learning but these are not necessarily SEND. These could be:

- attendance and punctuality
- health and welfare
- EAL
- being in receipt of a Pupil Premium Grant
- being a looked after child
- being a child of a serviceman/woman

Those students will be supported to achieve the best possible outcomes through a variety of strategies and interventions, some of which may be provided by the SEND department.

School Arrangements

Central Lancaster High School endeavours to meet the needs of all students through high quality teaching, differentiated curriculum planning and resources, robust monitoring and assessment procedures and a strong pastoral system. For those pupils identified as SEND we provide support and intervention that is additional to and/or different from what is provided in the classroom.

How we evaluate support for SEND students

Central Lancaster High School has robust monitoring and assessment procedures in place to evaluate the effectiveness of provision for all pupils. The SEND department, together with the Senior Leadership Team monitors the effectiveness of SEND provision in a similar way.

Evidence of effectiveness of SEND provision might be:

- students moving on and off the SEND register and between the different levels of intervention according to their needs
- improved individual SEND students' attainment evidenced through reports, school and public exams, termly tracking and standardised testing
- improved individual SEND students' behaviour or social and emotional well-being possibly evidenced by a reduction in behavioural incidents, improved attendance and increased social awareness and interactions at an age-appropriate level
- parents/carers report improvements at home e.g. reading levels, behaviour etc.
- students report improvements at school and/or at home in either academic confidence and attainment or in their social and emotional well-being.

Each year the SENCO writes an exam analysis for the Principal. This analyses the attainment of students with SEND against their ability profiles and evaluates the effectiveness of any support or provision received by those students.

How we involve parents/carers in planning and reviewing progress

When a student is receiving SEND support (Wave 2 and Wave 3 interventions), the school will talk to parents regularly. These discussions should:

- set clear targets and review progress towards them
- discuss support and activities that will help achieve the targets
- identify the responsibilities of the parent/carer, the student and the school

This information report is specific to Central Lancaster High School for the academic year 2019 – 2020. For further information please see the SEND Policy on our website.

The school's SENDCO is Miss R Ashton and she can be contacted by email:
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