



Great Sankey High School

SEND information Report and Local Offer

Feb 2021

Date of review: Feb 2022

School Name and contact details:

Great Sankey High School

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Introduction:

Our mission is to ensure every student leaves Great Sankey *articulate, resilient, compassionate* and *culturally aware*. That they will achieve their best and make a successful transition to adulthood. We believe that through this they will be inspired to contribute to society, be able to pursue careers they are passionate about and live healthy, happy and fulfilled lives.

The educational underpinnings that help us achieve this mission should be delivered by trained personnel, committed to maximum inclusion, who are able to provide a happy, sensitive, secure and developmental environment in which all individuals are encouraged and enabled to undertake self-development, self advocacy, respect for self, respect for others and respect for the environment. Equality of opportunity, thoughtful and effective assessment and testing, parental involvement and a variety of teaching and learning styles appropriate to the needs of the individual and the subject matter should be integral to the planning of educational provision for all students. We are committed to ensuring that every student who is in difficult circumstances gets the extra support that is needed, without stigma or prejudice. All students are equally valued. High standards of behaviour and moral values are set for all whilst appreciating that not all students will already have the ability to meet them without support and structure.

Local Offer:

In response to the Children and Families Bill, Local Authorities are required to publish information about the provision that is available in their area for children and young people from 0 – 25 who have special education needs. This is called the local offer, we aspire to work in partnership with the LA and actively encourage parents to visit the local offer which can be found at <https://www.warrington.gov.uk/special-educational-needs-and-disability-send>

1a. How does the school know if young people need extra help?

Any support required will be identified early, implemented seamlessly working collaboratively & in partnership with stakeholders to ensure every child has the opportunity to succeed & thrive at Great Sankey High School regardless of starting point, background or the challenges they may encounter (be they at home, school, physical, mental or academic).

Firstly, a successful transition from primary school is key to the success and wellbeing of any student and so a rigorous and supportive transition programme is in place for all admissions.

Year 6- Year 7 transition:

- Close liaison with the feeder primary schools including SEND questionnaire, completion of transition for inclusion documents meetings with Headteacher, Y6 teacher or SENCO.
- HLTAs from the SEN department visiting students in their primary school
- Bespoke intervention activities for selected SEN students including 1:1 and small school transition days.
- For students with an Education Health Care Plan the SENCO or a Higher-Level Teaching Assistant will attend Year 6 annual to ensure parents / carers are aware of the provision that is in place.
- Literacy screening.
- Scrutiny of KS2 data.

Year 7 onwards:

- Close liaison with Heads of House, Heads of Department Form Tutors and Class Teachers to raise any possible student concerns.

- Communication with parents – by email – telephone – face to face meetings and Parents Evenings.
- Progression to multi agency action referral/ Team Around the Family (TAF-involving, where necessary, outside agency professionals to support school and parents in realising progress for student.
- Fortnightly meetings with Deputy Headteacher, Heads of Houses, House Officers and SENDCO to consider student progress, to review individual action plans and to discuss the possibility of any emerging SEND for any student.
- A confidential list of names of those children who have additional needs is compiled and this information is disseminated to all teaching staff via the SEND register which is linked to the school's class charts system. This is a working document and is updated each time a change is made.
- Students who do not currently require action are monitored at each report cycle and recorded as code 'M', Students who have additional educational needs, requiring additional provision are recorded as code 'K'. Students who have more complex additional needs and who hold a Education Health Care Plan are recorded as code 'E'.
- Staff training on SEND is delivered both in house and with external stakeholders including our link with the ADHD foundation.
- Information around the various SEND and Quality First Teaching strategies are available to staff.

1b. What should I do if I think my young person may have special educational need? How will I be able to raise any concerns which I may have?

Make contact with School SENDCO via email (edwardsj@greatsankeyhigh.co.uk) to raise your concern and if necessary or upon request your SENDCO will invite you in for an appointment to discuss the situation and to write an action plan where necessary.

The school currently caters for Students with the following SEND:

- Literacy needs
- Dyslexia
- Dysgraphia
- Dyspraxia
- Numeracy needs
- Autism (Including Asperger's/ PDA profiles)
- Social Communication Issues
- Speech and Language Needs
- ADHD
- ODD
- Hearing Impairments
- Visual Impairments
- Physical Impairments
- Tourette's
- Eating disorders
- Diabetes
- Anxiety
- OCD
- Chronic fatigue syndrome

This list is not exhaustive and in addition to these areas of SEND we will happily discuss any other SEND and discuss how we can work together to manage the specific need(s) and provide the most appropriate support.

2: How will the school staff support my young person?

The 2014 SEN Code of Practice (SEN CoP) puts a greater emphasis on improving outcomes for students, setting high aspirations and expectations rather than on hours of provision and/or support. Intervention will be coherently planned and have a tangible impact on student's wellbeing and academic success.

- The school follows the graduated approach, in the first instance contact is likely to be their Form Tutor or a HLTA followed by their Head of House.
- House team meet regularly with the School SENDCo where data is analysed, cases are discussed and where necessary are progressed to the SEND department for additional action.
- Bespoke interventions are offered by the SEND (Student Services Department). They are managed and overseen by the School SENDCO of HLTAs.
- The profile of your child's needs determines who will deliver and the frequency of interventions. Interventions are carried out in School by the Learning Support Department staff. In some cases, outside agency professionals' work with the Student Services Staff – usually to carry out assessments and to advise the staff on the work that needs to be undertaken.
- SEND support could also be where intervention alone has not helped the child to make adequate progress, and the school asks for outside advice from the LA's support services, or from health or social work professionals such as speech and language therapists, occupational therapists and the educational psychologist.
- Most children will have their additional educational needs met by their school through SEND support, but that will not be possible all the time. If a child's needs cannot be met through SEND support, the LA may consider the need for statutory assessment made by a parent/carer or school and if appropriate, makes a multi-disciplinary assessment to consider the need for an Educational Health Plan. The local offer for Warrington can be found at <https://www.warrington.gov.uk/special-educational-needs-and-disability-send>
- The Specialist Professionals from the various Outside Agencies usually make contact with parents/carers and explain their role and the work to be carried out.
- The School offers full communication to parents via email, phone calls and in person at pre-arranged meetings and Parent's Evenings.
- The impact of interventions is reviewed regularly and progress, where necessary, is reported to parents and explained to students.
- Interventions are reviewed together by the SEND department and overseen by the relevant Senior Leadership Team Line Manager. Interventions are modified as required. Ineffective intervention/ support is withdrawn and consideration of alternative approach given and agreed.
- The secure SEND register is available to all teaching staff. Supply staff have access to the list of the relevant SEND of the students in school. Parents/ carers are made aware when their child is placed on/ removed from the register

3. How will the curriculum be matched to my young person's needs?

- The school follows the graduated approach. All departments hold Quality First Teaching strategies to aid with meeting the needs of individual students.
- TA time may be used to differentiate materials or to forward teach students in advance of lessons. Where children do not respond to differentiation and do not make adequate progress, where possible, the school will provide additional or different interventions to that normally available to all students of the same age.
- When deemed necessary, SENDCo will work alongside Heads of House, teaching staff, teaching assistants, students and in some cases parents in the co-production of a one page profile detailing teaching strategies specific to the student's needs.
- Personalised timetables are offered to some students with SEND to allow them additional time to focus on set classwork and homework alongside other identified interventions.

4a. How will both you and I know how my young person is doing and how will you help me to support my young person's learning?

- Depending on the individual needs of your child, the school will either meet with you on a termly basis or via the school parents' evening system.
- Contact will be made where necessary about significant things which may happen in school.
- You will be involved in planning your young person's education when meeting with the School SENDCO.
- Parents of students with SEND will be made aware of training events, such as those from National Autistic Society and those in conjunction with our service level agreement with the ADHD foundation. These will either be emailed out or posted on school social media.

4b. What is the pastoral, medical and social support available in the school with SEND?

- Pastoral support is offered via the form tutor – house team and where necessary via the learning support department.
- Medical support is offered via the School Trained First Aiders who hold the role of house officers.
- All medicines requiring special administration are held in the house office and administered in line with safeguarding guidelines. Details are recorded by trained staff.
- Medical support is also available via the School nurse, school and School Health maintain regular contact. Referrals can also be made to the School Community Paediatric Consultant and the Child Development Centre.
- The school have a therapeutic councillor from the ADHD team, these sessions are on appointment only after referrals which are triaged by the SENDCo.
- Support to manage behaviour, attendance and emotional health needs of our students is offered in conjunction from the house team, learning support, and where necessary with the support of professional outside agency staff such as CAMHS (Child and Adolescent Mental Health Service), St Joseph's and the Medical Needs Education Access Team.
- Students are always welcome to attend meetings about themselves and if relevant they can complete a wishes and feelings feedback sheet. The school will make sure that the student understands what the meeting will be about – that it is their opportunity to speak. It will be a non-threatening environment and there will be someone there to support them every step of the way.
- Support is in line with Warrington's Local offer which we encourage parents to read and can be found at <https://www.warrington.gov.uk/special-educational-needs-and-disability-send>

5. What specialism services, experience, training and support are available at or accessed by the setting?

The team's expertise includes:

- > Miss Jennifer Edwards, SENDCO- qualified and experienced SENCO with previous experience in a pastoral role.
- > Mrs Jackie Rauer, HLTA for Parks, Stephenson and Thompson house, with responsibilities including finance and coordination of the therapeutic services offered by the ADHD foundation.
- > Mrs Paula French, HLTA for Austin, Banister and Newton, with responsibilities including the coordination of the medical register, dyslexia screening and exam access arrangements.
- > Twelve additional TAs who work with students in class or on intervention work.

- The school works closely with outside agencies, including but not limited to:
- Warrington Local Authority- <https://www.warrington.gov.uk/special-educational-needs-and-disability-send>
- CAMHS- <https://www.nwbh.nhs.uk/camhs-warrington>
- ADDVanced Solutions- <https://www.advancedsolutions.co.uk/whats-on/whats-on-in-warrington.html>
- Early Help- <https://www.warrington.gov.uk/early-help>
- ADHD foundation- <https://www.adhdfoundation.org.uk/>
- The National Autistic Society- <http://www.nas-cheshire.org.uk/>
- Family Support Warrington [Family support | warrington.gov.uk](http://www.warrington.gov.uk/family-support)
- Warrington CDC - [Children's Community Medical Services in WarringtonBridgewater Community Healthcare NHS Foundation Trust](http://www.warrington.gov.uk/childrens-community-medical-services-in-warrington-bridgewater-community-healthcare-nhs-foundation-trust)

6. What training have the staff supporting children and young people with SEND had or are having?

Training attended most recently:

- Mindfulness
- Supporting student anxiety
- Neurodevelopmental conditions
- ACES
- Bereavement training
- Social Communication training (provided by Bridgewater NHS trust)
- ADHD training
- Dyslexia training
- Think Reading accreditation
- Safeguarding and Child Protection- statutory safeguarding level 2
- In school inset programme – including Dyslexia – Exam access arrangements – Emotional Health, Autism, ADHD

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

- The Equality Duty is applied to all decisions relating to activities outside the classroom and school trips, to ensure that we consider the needs of all Students with SEND.
- Students with an EHCP may require TA support /attendance on school trips. Each EHCP student will be discussed and where necessary are supported.
- Student services staff prioritise the support of statemented and EHCP students on school trips.

8. How accessible is the school environment?

- The main school is all on one level.
- There are three accessible toilets in the school.
- Disabled parking at the front of the school entrance.
- The school work closely with the Hearing and Visual impaired teams in Warrington and have access to specialist equipment when required.
- There are double doors fitted around the school for students using a wheelchair.
- There are high contrasting steps within the school for students with visual impairment.
- There is a lift in Barrow Hall College which provides access to the accessible toilets.
- The resources of the Learning Support Department are fully accessible for all students.

9. How will the school prepare and support my child to join the school or transfer to a new setting / school for the next stage of education and life?

Year 6 – Year 7: The pastoral team and SENDCO all work together in close liaison with all the feeder primary schools and other primary schools to ensure a seamless transition.

The transition process involves:

- Early identification of vulnerable students
- Data collation – KS2 SATS – Teacher assessment
- GSHS staff visit to Primary schools
- Various visits to school
- Literacy assessment (spelling/reading comprehension)
- Bespoke SEND transition sessions – agreed on an individual needs basis
- Summer School
- All data shared with teaching and TA support staff via class charts and provision map

Year 8 – Year 10:

- Statemented (Educational Health Care Plan) Students via SEND annual review process with Young Person's Service Advisor with regard to possible future career pathways. Local Authority SEND) team, Educational Psychologist or other outside agencies where involved are also requested to attend.
- Communication with House team and Form tutor.

Year 11 – Year 12:

- Statemented (Educational Health Care Plan) Students.
- School, Parents/Carers and Student plus subject teaching staff meet and consult to determine required programme of support.
- Young person's service involved with regard to future pathway planning.
- Students are provided with careers guidance.

The school provides support around the different transition phases (between key stages/higher education/training).

10. Provide examples of interventions, equipment, resources that schools may allocate to match children's special (additional) educational needs.

Each department is responsible for children with additional educational needs in its own subject areas. The graduated approach is adopted and a focus is placed on Quality First Teaching and differentiation for all students.

Specific Intervention (including but not limited to):

- IDL – indirect dyslexia learning (Spelling and Reading)

- Think Reading
- My Maths
- Timetable Rock Stars
- Talk About Series for Social Skills
- Blob Series – for Social Skills – Self esteem
- Elklan – Speech and Language resource book
- Teaching Assistant support in the classroom or for individual/small group intervention
- Social Stories resource book o Fiona Spears – PSCH autism curriculum.
- Reading overlays
- Reading rulers
- Reading pens
- Claro reading pen app
- School laptops

SEN support could be; further assessment, additional or different teaching materials or a different way of teaching and it might sometimes, but not always, be additional one to one adult support. All students coded either 'E' or 'K' on the SEND register receive a specific intervention programme or access arrangements for examination and testing.

Learning Support operates an 'Open Door' policy during all breaks, before school and after.

11. How is the provision put in place for my child evaluated?

Great Sankey High School is able to monitor the success of its provision by evaluating a number of factors (including but not limited to):

- Education is accessible for all students either by adapting timetables or rooming.
- Arrangements are put in place to ensure accessibility and safety for all.
- TA support is in place for students with SEND.
- Quality assurance of support and provision by the SENDCO
- The progress of SEND students both academically via assessment and socially via the monitoring of behaviour and attendance.
- Six monthly testing for students who participate in the literacy program.
- The use of pastoral system and form tutor to monitor student well-being.
- Regular meetings with SENDCO and SEND governor.
- Regular reports to the pastoral governing committee.
- Yearly reviews of students in receipt of Top up Funding and Educational Health Care Plans.
- Staff usage of the AEN register and One Page Profiles when required.
- Regular review meetings with SLT link.

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

Working in partnership with parents, external agencies and children to ensure all decisions take account of their views

13. How are parents involved in the school? How can I be involved?

- The severity of need determines the frequency of involvement of parents and the number of meetings required to be held.
- Parents are, however, always welcome to make an appointment. Frequency of contact can range from daily telephone conversations to termly meetings.
- Parents are actively encouraged to attend Parents' Evenings, school productions and apply to be a school governor.

14. How can I report a complaint about SEND needs?

[Great Sankey High School » Complaints Procedures](#)

15. Who can I contact for further information?

Jennifer Edwards, SENDCo – Jennifer.edwards@greatsankey.org

Mrs Jacqueline Rauer, HLTA- Jacqueline.Rauer@greatsankey.org

Mrs Paula French, HLTA -Paula.French@greatsankey.org