



SEND Information Report

September 2017



Our School

At Sir William Stanier School (SWS) our moral purpose is to make a positive difference to our children and our community by providing the best possible education that will improve, enrich and enhance the lives of our students. As an inclusive mainstream school serving in the Cheshire East Local Authority our vision is to be a great school for our children and our community where creativity, determination and excellence are found in every lesson. We aim to be a safe and happy place for all children and staff and to build a history and culture to be proud of.

SWS are committed to providing an appropriate and high quality education to all the young people it serves. We believe that all young people, including those identified as having SEND, have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them and enables them to be fully included in all aspects of school life.

Our school is now an IQM (inclusion quality mark) centre of excellence, and we aim to provide an environment in which individuals are respected and encouraged to reach their full potential. Students with SEND, at times, require a more specialised programme than the majority of students of the same age, in part or all of their school work. We place a high priority on the need to provide the best possible education for such students, and no less than for students who display no learning difficulties or other problems.

Our Values – We have a common purpose

- **Determination and Resilience:** We work hard and never give up.
- **Equality and Acceptance:** We welcome everyone to contribute positively to our school.
- **Care and Support:** We look after each other and bring out the best in each other.
- **Aspiration and Ambition:** We believe we can achieve anything and we have high expectations of ourselves.
- **Appearance and Presentation:** We take pride in how we dress and how we talk to everyone at all times.
- **Respect:** We are all part of the SWS family.

At SWS, all students are valued equally, regardless of where their abilities lie, with the school being committed to supporting students to meet their full potential. All students are entitled to have access to a broad, balanced and relevant curriculum, which is differentiated to meet individual needs. Within its aims, SWS is committed to equal opportunities, with students being encouraged to achieve their full potential, whatever their academic or physical ability, through the provision of a balanced and challenging curriculum in both content and styles of learning.

We at SWS are committed to meeting the Special Educational Needs of students and ensuring that they make maximum progress.

We believe that all students:

- Are equal – Equality Act 2010
- Are able to make a valuable contribution to the life of the school
- Should have equal educational opportunities
- Be educated in a climate of high expectation, co-operation and collaboration
- Should be integrated and participate fully in school life
- Have the right to be treated with sensitivity, consideration and respect in a safe environment.

We believe that all teachers:

- Have a responsibility to identify, respond and ensure high quality provision in the education and welfare of all students with Special Educational Needs to overcome barriers to learning, provide suitable learning challenges and accommodate a diversity of student need.

This SEND Information Report outlines information regarding the ways in which we provide support for all students with Special Educational Needs and Disabilities (SEND), in order to realise their full potential, make academic and personal progress and grow to be equipped for their future lives. Changes have been implemented in line with to the New 2015 Code of Practice. Provision may change and develop over time.

Key Staff

- Principal: Mr Jason Fraser
- SENDCo: Mrs Karen Cocker
- Inclusion Manager: Mr Craig Barker
- Academy Support Managers:
 - KS3 - Yr7-Mrs Sarah Shuttleworth, Yr8 – Mrs Sue Percival
 - KS4 – Yr9 – Mrs Kirsty Epps, Yr10 – Mr Dan Burgess, Yr11 – Miss Sarah Woods
- School Counsellor: Mrs Kate Coshall
- Nurture Manager: Mrs Diane Reed
- ASC Specialist: Mrs Jane Tarbuck
- School Governor with responsibility for SEND: Mrs Sue Okell
- You can contact any member of staff by telephoning the main reception on 01270 865361

SEND Information Report - important information and contact details:-

1. The kinds of special educational needs for which provision is made at the school.

Children are identified as having SEND when they have a need which is different from and additional to their peers or have a disability which prevents or hinders them from making use of education facilities of a kind generally provided for children of the same age in schools. Students at SWS have a range of difficulties including Communication and Interaction; Cognition and Learning; Social, Emotional and Mental Health difficulties and Sensory or Physical difficulties.

Steps are taken to prevent disabled students from being treated less favourably than other students as referred to in the school Accessibility Policy. The school is committed to providing equal access for all students to the broad and balanced curriculum to which they are entitled, in line with our Single Equality Policy. Students with SEND, at times, require a more specialised programme than the majority of students of the same age, in part or all of their school work. We place a high priority on the need to provide the best possible education for such students, and no less than for students who display no learning difficulties or other problems.

2. Information, in relation to mainstream schools and maintained nursery schools, about the school's policies for the identification and assessment of students with special educational needs.

Admission arrangements for students with SEND who do not have a statement do not differ from the arrangements for other students. Transition for students from year 6 to year 7 is well established. The SENDCo is part of the transition team who liaise with the feeder primary schools. She will attend all year 6 annual reviews for students transferring to SWS.

Where invited by feeder primaries the SENDCo and TA with responsibility for transition will attend action for inclusion meetings for vulnerable students.

Additional transition dates for vulnerable students will be available for pupils who require extra support. Following discussion between the SENDCo and the primary SENDCo's identified children will visit school prior to the Yr 6 transition dates.

When your child first joins SWS, we use information from a range of sources to help identify SEND and other needs. These include information from parents/carers; primary school teachers; end of key stage 2 levels; base line testing; literacy and numeracy tests; application form information; subject teachers; specialist colleagues and external agencies.

Progress and attainment of all students including those who have or may have SEND is continuously monitored during their time at SWS and could identify students with a special educational need. This identification may come from teachers, subject teachers, support colleagues, Directors of Progress, outside agencies, parents/carers or the students themselves. If your child needs to be assessed we would use a range of assessments depending on the area of need. If it is thought a family needs support, we have good working relationships with outside agencies and a referral can be made to them.

Using a SEND referral process, we use the 'Assess, Plan, Do, Review' model, following a staged and graduated approach to identifying and assessing needs.

All students with SEND are on the SEND register which is accessible to all staff. Staff use this information to inform their lesson planning, teaching and student learning activities. Targeted interventions are planned and delivered where appropriate. This may include small group or individual work across a broad range of activities.

3a) how the school evaluates the effectiveness of its provision for such students

All students, including those with SEND, are assessed on a regular basis. Teachers formally assess and review progress and attainment 5 times a year which is communicated to parents/carers by a report that is sent home. Additionally, progress evenings are held once a year when there is an opportunity to discuss progress, attainment and next steps. All students with a Statement or Education, Health & Care Plan (EHCP) have an Annual Review. The school has a Quality Assurance process that assesses the effectiveness of Teaching and Learning for all students, including those with SEND and the outcomes of these evaluations are used to create and implement development plans for all aspects of school life. These are regularly reviewed through regular evaluation. Additionally progress and attainment data for students is analysed for effectiveness and value for money.

3b) the school's arrangements for assessing and reviewing the progress of students with special educational needs

The school will send home up to 5 reports each year which will show your child's current and target levels as well as reporting on their effort, A2L and homework. Staff will monitor and review your child's levels and pick up on any subjects where your child is not making the right amount of progress. If necessary an intervention may be put in place and at the next assessment round we will check whether the right progress has been made.

We welcome the involvement of parents/carers and want to keep you up to date and involved with your child's progress. We do this through progress evenings; notes in planners; telephone calls; appointments made with individual teachers; Annual Reviews (for those on the SEND register).

The school provides information for parents through newsletters; information on the website; SchoolComms; open/information days; progress evenings and letters home.

3c) the school's approach to teaching students with special educational needs

Our teachers have high expectations of all students, including those with SEND. All teachers will be told about your child's individual needs and will adapt their lessons to meet these requirements, teaching high quality differentiated lessons for students with dyslexia, autism and a variety of needs. Teachers have experience and/or are trained in doing this. This may involve using Quality First Teaching (QTF) strategies, Dyslexia Friendly Strategies, more practical/adaptation of resources and activities. This means your child can access the lessons fully. Making reasonable adjustments to both the physical as well as the learning environment means that they will be able to access the curriculum.

Within school there are a variety of staff roles to help us fully support your child. Where it is felt it is the right thing to do a student may be offered additional help and support, in which case you would be informed. There are a range of interventions and additional subject support which are available and should your child need this, it would be discussed with you. When your child is approaching the start of Year 10, if we think it is needed, we will assess and apply for exam Access Arrangements according to the Joint Council for Qualifications exam regulations.

3d) how the school adapts the curriculum and learning environment for students with special educational needs

Most of our students follow a traditional curriculum, however a small number of learners have a more personalised curriculum to match their individual needs, interests and abilities. This may include option choices; additional literacy; nurture groups; intervention groups and number of qualifications studied.

Our school is a safe and accessible building and we do our best to make it welcoming to the whole community. All safeguarding procedures and risk assessments are in place and adhered to by all staff. We have a range of different facilities to help SEND students throughout our school including a lift to access all areas; disabled toilets; wide corridors and equipment to help with reading and writing.

An Accessibility Plan is in place and available from our school website.

3e) additional support for learning that is available to students with special educational needs

We have a wide range of staff to support students and address additional needs they may have, including students with SEND. This includes a nurture classroom; SENDCo; Inclusion Manager; Academy Support Managers; Literacy Intervention; Dyslexia support, ASC Specialist, Pastoral Support, Young Carers Support and School Counsellor.

Resources are allocated based on evidence of need and effectiveness. Students with a Statement/EHCP have resources allocated as outlined in their statement or plan. Teaching Assistants are allocated, where resources allow, to support students in lessons. Staff liaise closely with them to ensure maximum effectiveness. They have a huge range of skills to offer in supporting students directly and indirectly, assisting staff and helping parents/carers.

Students with Statements/EHCPs will have targets and strategies set by the SENDCo. Annual Reviews involving the student, parents/carers, subject staff and other professionals evaluate those targets and strategies. The decision is based on evidence of need and impact.

3f) how the school enables students with special educational needs to engage in the activities of the school (including physical activities) together with children who do not have SEND

A large range of academic and hobby/interest clubs are available at SWS. They are open to all students, including students with SEND. Details of these clubs are available on the school website.

Additionally we run a wide range of activities to support SEND students including nurture group, homework in the library, Lunch and Break Time ASC Club, Breakfast Club etc. We also run coursework/revision sessions for older students as and when required.

3g) support that is available for improving the emotional, mental and social development of students with special educational needs

At SWS we take our pastoral responsibilities seriously. We pride ourselves on providing a high level of student support and guidance.

There are additional members of staff who are able to provide pastoral support, these include: Pastoral Support staff; School Counsellor; Teaching Assistants; Academy Support Manager; and a Safeguarding team. We also have excellent relationships with a number of external agencies, for example: ChECS, CAHMS, School Nurse and Community Paediatrics.

4. In relation to mainstream schools, the name and contact details of the SEND co-ordinator.

The SENDCo is Karen Cocker.

Contact details: email karen.cocker@sws.cheshire.sch.uk or telephone 01270 685361

5. Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.

We have a SEND department which is made up of the SENDCo, Inclusion Manager, ASC Specialist, Nurture Manager and a number of teaching assistants. Within this team we have staff that have a range of experience and training covering various SEND needs including the National SENDCo Qualification; NVQ Level 2 & 3 Supporting Learners in Schools; SpLD staff, Behaviour Support; Supporting students with ASD; Supporting students with ADHD; Attachment Issues and CAF training. Training is provided to all staff, including teachers and TAs and there is ongoing training for all staff as well as opportunities to further develop skills. Staff who are new to the school follow an induction programme which includes training and information on SEND. As a school we can call on support from specialist organisations from within the Local Authority, as well as Health and Social Care Services.

6. Information about how equipment and facilities to support children and young people with special educational needs will be secured.

As a school we can access a range of services including Visual and Hearing Impaired Team and Disability Team. These services are contacted when necessary and appropriate, according to your child's needs. If you believe your child needs specialist equipment or other facilities please contact Karen Cocker or discuss the issue at the next review/parents evening.

7. The arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child.

We need you to support us and your child by encouraging them to fully engage with their learning and any interventions offered by:

- Helping them to be organised for their day (bringing the right equipment and books)
- Full attendance and good punctuality
- Completion of homework
- Checking and signing planner
- Attending parents meetings
- Attending any meetings specifically arranged for your child

We will support you by having regular communication and a named key worker for your child who will contact you on a regular basis.

8. The arrangements for consulting young people with special educational needs about, and involving them in, their education.

Students are encouraged to take part in Student Voice activities; regularly evaluate their work in lessons; form-time activities; attend review meetings; contribute to target setting and reviewing. Teaching assistants report to the SENDCo, who has an open-door policy for students with SEND and additional needs.

9. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of students with special educational needs concerning the provision made at the school.

In the first instance contact the subject teacher or your child's tutor who may refer your concerns to a more senior member of staff if needed. The complaints procedure is available on the school's website.

10. How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of students with special educational needs and in supporting the families of such students.

As a school we can access a range of services including Child and Adolescent Mental Health Service (CAHMS); Social Care; School Nurse Service; Educational Psychology Service; Speech and Language Service; Young Carers; Catch 22; CEAT; SEND Team. These services are contacted when necessary and appropriate, according to your child's needs. The school works closely with Cheshire East Council and use the CAF process when need arises. If you believe your child needs support from a specialist please contact Karen Cocker or discuss at the next review/parents evening.

11. The contact details of support services for the parents of students with special educational needs, including those for arrangements made in accordance with section 32.

Cheshire East Information Advice and Support (CEIAS):

<http://ceias.cheshireeast.gov.uk/home.aspx>

Cheshire East Special Educational Needs and Disability (SEND):

http://cheshireeast.gov.uk/children_and_families/special_educational_needs/special_educational_needs.aspx

Cheshire East Sensory Inclusion Service (SIS):

http://www.cheshireeast.gov.uk/children_and_families/special_educational_needs/sensory_impairments.aspx

Common Assessment for Families (CAF):

http://cheshireeast.gov.uk/children_and_families/common_assessment_framework/common_assessment_framework.aspx

Child and Adolescent Mental Health Service (CAMHS):

http://cwpcamhscentre.mymind.org.uk/?page_id=208

Cheshire East Parents Forum Group <http://cepcf.org/about-us/>

Autism Concern: <https://ice.cheshireeast.gov.uk/Services/1086/CEAT-Cheshire-East>

Community Paediatrics (support group for ASD & ADHD)

<https://ice.cheshireeast.gov.uk/Services/1164/Community-Paediatric>

Young Carers <https://ice.cheshireeast.gov.uk/Services/845/Cheshire-Young-Carer>

12. The school's arrangements for supporting students with SEND in a transfer between phases of education or in preparation for adulthood and independent living.

We liaise closely with primary schools and provide additional transition support both before your child starts and afterwards, if it is needed. We also host a Summer School for one week for Year 6 students.

All children receive advice on careers and are encouraged to visit colleges to explore post-16 courses. If additional support is needed this will be put in place. We work closely with Careers Education, Information, Advice and Guidance (CEIAG) to ensure relevant paperwork is completed for students with Statements/EHCPs.

13. Information on where the local authority's local offer is published.

Cheshire East Council Local Offer information:

http://www.cheshireeast.gov.uk/children_and_families/special_educational_needs/local_offer/local_offer.aspx

Associated links

Children's and families Act <http://www.legislation.gov.uk/ukpga/2014/6/contents/enacted>

Equality Act 2010 <http://www.legislation.gov.uk/ukpga/2010/15/contents>