**SEN Information Report**

**The SENCO is Miss Joanne Mayor**

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The AIMS of SEN provision at Walton-le-Dale High School are:

* To identify and provide for students who have special educational needs and additional needs
* To work within the guidance provided in the Code of Practice (2014)
* To operate a whole student, whole school approach to the management and provision of support for special educational needs
* To provide support and advice for all staff working with students with special/additional educational needs

**Identifying and assessing SEN**

We aim to ensure that:

* Students with learning difficulties are able to access their entitlement to a broad, balanced and relevant curriculum as part of the whole school community.
* Students with SEND are educated, wherever possible, in an inclusive environment alongside their peers to enable each student to reach his or her full potential.
* We match levels of additional support for learning to the wide variety of individual learning difficulties, while enhancing self-esteem.
* We identify and assess students with SEND as early and as thoroughly as possible using the revised Code of Practice (2014).
* Parents/carers and students are fully involved in the identification and assessment of SEND, and that we strive for close co-operation between all agencies concerned, using a multi-disciplinary approach.
* We meet the needs of all students with SEN by offering appropriate and flexible forms of educational provision, by the most efficient use of all available resources.
* We maintain up to date knowledge of current SEN good practice and methodology in order to offer support and training in these areas to all staff in the school.

There are four types of Special Educational Needs and Disabilities (SEND), decided by the department for education:

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

If a student has SEND, then their needs will fit into one or more of these categories.

A school’s provision for SEND is defined as **support** which is additional to or different from that which is available to all students.

At Walton le Dale High School, we recognise that students make progress at different rates and not always in a steady linear pattern.  Therefore, students are identified as having SEND in a variety of ways, including the following:

* Liaison with primary school/previous school
* The student performing significantly below expected levels
* Concerns raised by parent/carer
* Concerns raised by teacher
* Liaison with external agencies, e.g. physical health diagnosis from paediatrician

If a student is identified as having SEND then their name will be added to the SEN record, but we recognise that students’ needs may change over time and provision must reflect this.  The aim of any additional provision is for the student to fulfil their potential and remove barriers to learning. Once they reach this threshold they may be removed from the school SEN record.  If they fall behind again at any point, then they may be added to the record again.

**Reviewing progress to agreed outcomes**

The school will review the provision for a student where:

* We see evidence that the student is making progress academically against national/age expected levels and that the gap is narrowing – they are catching up to their peers or expected age levels
* The student is achieving or exceeding their expected levels of progress
* Verbal feedback from the teacher, parent and student
* Formal or informal observations of the student at school
* Students may move off of the SEND record when they have ‘caught up’ or made sufficient progress.

**Support at points of transition and transfer, especially where vulnerable**

SEN support is available at all stages of transition. Arrangements are always made to support students moving between phases of education and in preparing for adulthood. In the primary/secondary transition phase students identified with special educational needs/vulnerable access a programme called WELCOME where a member of the Learning Support Department visits the young person for 6 consecutive weeks to work on issues relating to transition. Extra visits to the school can also be arranged. The SENCO or one of the Learning Support Team will attend year 6 reviews.

The careers coordinator works with all key stage 4 students to develop action plans. These plans are developed and support is given to students with special/additional needs with regard to appropriate college courses etc. Again extra visits are made for those who need that additional support. Pastoral support is strong and effective making provision as young people prepare for adulthood, including higher education, employment, independent living and participation in society. Enrichment activities provide opportunities to experience interviews, world of work etc.

**Adaptations to the curriculum and specific programmes followed**

Subject teachers are responsible for planning lessons that are accessible to and differentiated for every student.  In some curriculum areas (English, Maths and Science) students are grouped by levels of ability, whilst other curriculum areas are taught in mixed ability groups.  Students are entitled to participate in all areas of the curriculum and it is the subject teacher’s role to differentiate resources and activities to ensure the student can access the learning.  This can mean teachers plan:

* Visual, auditory or kinaesthetic activities
* Small group or 1-1 learning with a TA
* To set alternative activities for home learning
* To provide specially targeted texts and resources appropriate for students’ reading ages
* To provide additional apparatus or materials
* To adapt and adjust resources and materials to make them accessible for students with specific learning difficulties

At Key Stage 4 students choose from a range of GCSE, BTEC and vocational courses, which help to prepare them for the next steps in their education, be that college, apprenticeships or work.  Students and parents/carers are offered advice and careers guidance at the appropriate time to help make these important decisions.

**Resources available to support specific needs**

Our provision is arranged to meet our students’ needs, within the resources available.  This approach reflects the fact that different students require different levels of support in order to achieve age expected attainment.

The SENCO consults with subject teachers, academic leaders and pastoral leaders, as well as with support staff, to discuss the student’s needs and what support would be appropriate.

There are always on-going discussions with parents/carers for any student who requires additional support for their learning

**External expertise available and how it is secured**

When a student continues to make less than expected progress, despite intervention we can seek advice from appropriate specialists. At Walton le Dale we have access to an experienced Educational Psychologist who has a range of expertise. She works with both staff and students developing their skills, delivers whole staff INSET and provides advice and support on individual cases in school. The SEN department works closely with the pastoral team sharing good practice and providing support. Supporting students with special educational needs is included in our programme of continuing professional development and all staff have access to specialist training.

The school offers expert support to students with a wide range of needs including speech and language, preparation for Access Arrangements in external examinations and EAL.

**Assessing the effectiveness of SEN provision and reporting to governors**

Teachers, as part of their professional standards, monitor and review all students’ progress throughout the year.  The whole school system at Walton le Dale High School includes:

* Data collection at regular intervals, from all teachers, showing the current level of attainment of all the students they teach.  This means that teachers and academic leaders in each subject area can track the progress of students across the school year and intervene if students experience difficulties.
* In the case of intervention programmes, progress is reviewed regularly which might include testing or screening.  These programmes are reviewed by the Senior Leadership Team in discussion with the Senior teachers in English and Maths. The SENCO will use the information to plan further intervention programmes.
* The Assistant Head Teacher is responsible for whole school data and tracks the school’s progress against national standards.  This provides guidance for academic leaders when planning the curriculum and additional support for students.
* At the start of Y7 students are screened for reading and spelling and maths skills.  This allows us to identify when students may need further support, intervention, or additional assessment to detect any underlying difficulties.
* The school positive behaviour management system provides parents/carers with information about how well a student is engaging with the learning opportunities on offer, and provides pastoral staff with evidence for how well a student is learning at school.
* Students who will have an EHCP will have annual reviews.

A report is prepared annually for the governors outlining the successes of the students and the positive developments the department is making.

**Enabling Child/young person to access the whole experience, including extra-curricular and off site experience**

All students are entitled to be included in all parts of the school curriculum and we aim for all students to be included on school trips. We will provide the necessary support to ensure that this is successful.

A risk assessment is carried out prior to any off-site activity to ensure everyone’s health and safety will not be compromised.  In the unlikely event that it is considered unsafe for a student to take part in an activity, then alternative activities which will cover the same curriculum areas will be provided in school.

All students in school have access to extra-curricular activities and are involved in all off site experiences. The school works hard to ensure that all externally examined courses are available to all students and currently several students with special educational are educated off site following courses at local colleges. At our annual extra- curricular audit and Inclusion Quality Mark assessment students with special educational needs were very well represented and included.

**Supporting and improving emotional and social development and measures to prevent bullying**

The school is proud to be a Flagship school for Inclusion, assessed annually by the IQM, which recognises the individual needs and strengths of every student. As a school we emphasise the need for our students to be safe and happy to enable effective learning.

Staff from the Learning Support Department and the pastoral team work together to ensure that the emotional and social needs of students are met. The experienced teams develop programmes of support and tailor make them to meet individual needs. They are under the guidance from our educational psychologist who provides specific training and supervision.