

West Derby School
SEN Information Report, September 2016
Contributing to the Liverpool Local Authority Local Offer

School Mission Statement

“Our school is a happy, caring and respectful community in which people are treated with fairness and are supported in developing themselves to the fullest possible extent to enable them to take their place in society.”

Introduction

West Derby is an inclusive school where every child is valued and respected. We are committed to the inclusion, progress and independence of all of our students, including those with SEN. We work to support our students to make progress in their learning, their emotional and social development, and their independence. We aim to create a learning environment which is of high quality and we also actively work to support the learning and needs of all members of our community. Our Local Offer can be found on the school website but if you have any specific questions about the Liverpool Local Offer please visit

<http://liverpool.gov.uk/schools-and-learning/special-educational-needs/send-local-offer/>

High Quality Teaching

West Derby staff strive to provide high quality teaching to all of our students. Teachers prepare Schemes of Work and lessons which support the learning and progress of all students through a variety of methods, creative and innovative teaching techniques and the use of a wide variety of resources. Individual Departments are responsible for their curriculum and teaching staff adapt their teaching and resources to suit the needs of all learners, including those with SEN, in their classrooms (known as differentiation). Such in-class differentiation may involve many adaptations and strategies, dependent upon the needs of the student.

Staff have access to regular training opportunities to improve their knowledge and skills, including regular CPD sessions on a wide variety of educational concerns, including SEN issues. For example, recently there has been training for all staff on differentiation, Autistic Spectrum Disorders, ADHD and the new 2015 SEN Code of Practice.

Training 2015-16

Date	Staff	Training
October 2015	Whole School	Safeguarding
October 2015	H Howe	Questioning Techniques
November 2015	J Hennessey	Safeguarding for Designated Safeguarding Officers
November 2015	H Howe	SENCO Briefing, School Improvement Liverpool
Spring and Summer term 2016	H Howe	SENCO Award and Access Arrangements / Assessor Qualification Training
March 2016	Whole School	CAMHS Training
March 2016	Whole School	Assessment Training
March 2016	Whole School	SEN Code of Practice
March 2016	Whole School	ASD Training
March 2016	H Howe	SENCO Briefing, School Improvement Liverpool
April 2016	Whole School	Pupil Premium Training
May 2016	Whole School	Differentiation and Questioning
June 2016	J Hennessey	Sensory Processing Awareness course
June 2016	H Howe	Transition Day, School Improvement Liverpool

Tracking and monitoring progress

All staff are responsible for assessing, monitoring and tracking the progress of our students. Each student is regularly assessed in class in all subjects and levels are recorded on SIMS and reported to parents at intervals throughout the year. All students are set achievable yet challenging targets which have high expectations for progress. Class teachers, Heads of Departments, Form Tutors, Heads of Year and the Inclusion Team regularly check on the progress of students and raise a concern if students are not making expected progress. If a student is not making expected progress intervention strategies and mentoring sessions are put in place immediately.

Identifying and Co-ordinating SEN

The SENCO (Special educational needs co-ordinator) is responsible for the co-ordination of SEND provision within the school. It is their responsibility to provide strategic leadership for the vision and implementation of SEN provision in the school. There is consequently a whole school approach to monitoring, intervention and support strategies for SEN pupils. The school SENCO is Mrs H. Howe and can be contacted via the school website or by telephone.

Our objective at West Derby is that all pupils are able to make the best progress possible despite any barriers to learning, through the access to a broad and balanced curriculum that is differentiated to support their needs. However, there are occasions where some students are unable to make expected progress and this could be for a variety of reasons, one of which is that they have a special educational need. Staff use tracking data and knowledge of students to identify such children and if they have a concern they will raise it with the SENCO. The SENCO will then investigate further by liaising with parents, gaining the views of the student, observing the student in class, gathering more information about the student from other staff who teach or support them, carrying out testing as appropriate and referring the student to the relevant professionals. Once this information has been gathered, if a special educational need is suspected or diagnosed, a meeting will be arranged, including parents, to discuss the student's needs and subsequent actions.

The types of tests that may be used to assess if a student has a special need include: the WRAT 4 (Wide Ranging Assessment Test); the DRA (Diagnostic Reading Analysis); CTOPP (Comprehensive Test of Phonological Processing); DASH (Detailed Assessment of Speed of Handwriting); Young's Spelling Test; HGRT (Hodder Group Reading Test); NFER Maths Test; Working Memory screening. Some students transitioning to West Derby are already diagnosed with a special educational need and this information will have been passed on by their previous school. Such students will be placed on the SEN register, and will be monitored and tracked in terms of their progress. All staff have access to this register and will be aware of every child's need and will plan accordingly. Provision will be made by the SENCO and Pupil Support team for all children with a SEN to have access to the support that they need.

Supporting SEN students

Where a student is diagnosed with a special education need, support will be put in place to help them make progress. Such support might involve: further differentiation in class by teachers, advice to teachers on a student's need and strategies to be implemented or in-class support. For the majority of our students, such in-class strategies are effective and inclusive. However, some students may need further out of class support on either a one-to-one basis or small group targeted intervention sessions with a Progress Mentor or a Learning Support Assistant. If a student continues to fail to make expected progress, they may be referred to an outside agency for further testing and/or advice.

Interventions may involve bespoke packages or a programme developed specifically for that student or group of students. Current interventions include spelling interventions, reading interventions, Maths and writing interventions as well as Social Skills interventions (such as the Social

Communication Group Intervention programme). Access to laptops for handwriting support is also available as is support relating to revision skills, exam technique and essay writing skills.

Interventions follow a monitoring cycle involving the Graduated Approach: assess–plan–do–review. Where an intervention with a student is found not to be effective, the school will endeavour to find out why and put in place a more effective programme. Interventions are regularly reviewed to ensure effectiveness and to ensure that the school continually strives to improve their intervention programme.

All students' views are sought when developing individual plans of provision, collated through the Pupil Profile. In conjunction with this, all SEND students are encouraged to foster independent learning in the classroom.

Education, Health and Care Plans

Where a student with SEN is failing to make progress, despite high quality teaching and support through their SEN support, an application to the Local Authority for an Education, Health and Care Plan may be considered. Parents, the Local Authority and outside agencies will be fully involved in such decisions and meetings will be organised to consider and plan such a referral. More information on the application process and criteria for Education, Health and Care Plans is available on the Local Authority website.

Students with current Statements of Special Educational Need will continue on these until the Local Authority transfers the statement into an Education, Health and Care Plan (EHCP).

Students with SEN who have Statements of Special Educational Need or Education, Health and Care Plans will receive a higher level of support than other students and such support is co-ordinated by the SENCO. Their Statement of Special Educational Needs or Education, Health and Care Plan will be reviewed regularly, at least half termly, with the parent/carer, student and appropriate outside agencies.

Working with outside agencies

Where a student with SEN is not making progress and West Derby feel that they need advice and support from external professionals, we will discuss such a need with parents. If it is felt appropriate, we will then refer a student to an external agency and/or professionals for diagnosis, support or advice. Subsequent to such a referral, we will work with the external agency to support such students, using their advice and guidance. West Derby has a contract with the Local Authority EPSS Service (Educational Psychology Support Service) to whom we make referrals to our Educational Psychologists. West Derby also works with other external agencies such as Abbot's Lea, Child and Adolescent Mental Health Services (CAMHS), Speech and Language Therapy, Beacon Counselling Service, SENISS literacy support, EMTAS language support and behaviour outreach services. Parents and carers are always fully consulted and made aware of the support available to them. The Local Offer (linked to this document) provides parents and carers with Liverpool's Early Help Directory. This can direct parents and carers to numerous provisions and specialist services.

Within the 'Schools' tab of the Local Offer parents and carers can find West Derby's 'offer' which further details the school's provision.

Parent and child involvement

West Derby puts working with parents/carers and students at the centre of its work. There are also regular parents' evenings for each year group. Students are regularly involved with reviewing their progress and encouraged to express their needs and concerns with relevant staff. Students with SEN

are encouraged to express any concerns they may have to the SENCO, Pupil Support staff, Learning Support Assistants, their Form Tutor, their Head of Year or any other member of staff with whom they feel comfortable to talk about their concerns. A Pupil Profile, updated annually, is prepared for each SEN student and shared with all teaching staff.

Parents and Carers are equally at the centre of supporting their children. They are fully involved in decisions about support for their child, including decisions to investigate a potential diagnosis, referral to external agencies, planning and evaluating support. They are encouraged to contact staff at school if they have any concerns about their child. The Inclusion Team is always pleased to discuss any concerns involving SEN with parents and carers.

Equality (incl. accessibility)

'All schools have duties under the Equality Act 2010 towards individual disabled children and young people. They must make reasonable adjustments to prevent them being put at a substantial disadvantage.' 'Schools also have wider duties to prevent discrimination, to promote equality of opportunity and to foster good relations.' (Quotations taken from the Special Educational Needs and Disability Code of Practice: 0 to 25 years. Published June 2014 for implementation September 2014.)

West Derby is an inclusive school and actively seeks to promote the inclusion of students with SEN and disabilities. We use our best endeavours to ensure that all students with SEN and disabilities are able to fully participate in the life of the school, both in their learning and in the wider provision and life of the school. Adaptations and provisions are made for SEN and disabled students to enable them to participate in all school trips and activities both in and out of the classroom. A number of clubs take place in the Pupil Support Centre for example. The school is fully accessible and complies with the Equalities Act 2010. For more information, refer to our Equal Opportunities Policy, Single Equality Policy and Accessibility Plan in the Policies section of our website.

Transition

West Derby understands that transition between schools and other establishments is sometimes an anxious time for parents/carers and students, especially for students with SEN.

For students coming into Year 7 at West Derby, the Head of Year 7, Mr C. Parkinson, will liaise with all primary schools. He meets with Year 6 teachers to gain as much information as possible about these students, including SEN information. For students with SEN, the SENCO, Mrs H. Howe liaises with SENCOs from our feeder primary schools, who pass on all relevant information, including SEN files. Parents/Carers of students with SEN in primary schools whose child will be coming to West Derby are always welcome to contact our Inclusion Team who will discuss your child and their provision on the telephone or arrange a meeting for you (and your child if appropriate) to come in to discuss this.

All Year 6 students who will be attending West Derby, are invited in for a transition day in the summer term, when they spend the day in their new form group and take part in activities to help them adjust to life at Secondary School. Many students with SEN are invited in for extra transition sessions to introduce them to life at West Derby and to try to allay any anxieties as much as possible. For students leaving Year 11, the SENCO works with our CEIAG Advisor (Careers, Education, Information, Advice and Guidance) to ensure that students have thought through their next steps and have at least two applications to post-16 providers. Where appropriate we also liaise with their next provider to ensure that they understand about a student's support needs. All students with a Statement of Special Educational Needs or an Education, Health and Care Plan will have access to our Guidance Advisor from Year 8 onwards.

For students with SEN entering our Sixth Form, their support will be discussed with them and their parents and provision put in place as appropriate.

The Inclusion Team

Key staff working with students with SEN are as follows:

Mrs J. Hennessey: Inclusion Manager (Masters Degree, NPQH)

Mrs H. Howe: SENCO (CCET and AAC = CPT 3A Qualified SENCO and Level 7 Assessor)

Mrs J. Horend: Learning Support Assistant, Pupil Support centre

Ms K. Daley: High Needs Learning Support Assistant (Qualified Teacher)

Mr R. Swale: High Needs Learning Support Assistant (BA Honours in Graphic Design)

Learning Support Assistants: Fourteen Learning Support Assistants and Higher Level Teaching Assistants work with SEND students both in-class and on intervention/pastoral programmes.

The Inclusion team is responsible for monitoring the progress of all students and interventions for students requiring any additional support. The team works together to oversee the implementation of the school's SEND policy, management of the day to day support, progress and inclusion of all students with SEN, identification of students with SEN, liaison with parents, students and outside agencies, special exam access arrangements, providing support and training for all school staff on SEN needs and liaising with feeder schools. The Inclusion Team is based in the Pupil Support Centre, which is a multi-functional area in the school where 1:1 and small group learning and activities, including mentoring for students, take place.

The school's SEN Governor is Mrs. S. Price

Key Progress data for SEN Pupils 2015-16

GCSE

<u>Summer 2016 Results</u>	% SEN PUPILS GAINING A*-G	% SEN PUPILS MAKING 3+ LOPS	Upward trend
English lang.	93.8	71	↑
English Lit.	100	65.5	↑
Maths	84.4	34.4	↑
5 x A*-C inc English & Maths	31.3		↑
English A*-C	59.4%		↑
Maths A*-C	40.6%		↑

Progress from KS3 Reading intervention schemes:

Y7 Ave improvement in the 6 months between October 2015 and March 2016: 6.3 months

Y8 Ave improvement in the 6 month between October 2015 and March 2016: 6.04 months