

SEN Information Report

2017-2018

SENCO: Mrs Helen Howe

SEN Governor: Mrs S. Price

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Local Offer Contribution:

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

Our Approach as a School:

West Derby is an inclusive school where every child is valued and respected. We are committed to the inclusion, progress and the independence of all our students, including those with SEN. We work to support our students to help them make progress in their learning, their emotional and social development, and their independence.

High standards of quality first teaching and additional interventions are defined through our person-centred planning approach across the school contributing to our provision management arrangements. These discussions also serve to embed our high expectations amongst staff about quality first teaching and the application of a differentiated and personalised approach to teaching and learning. We make it a point to discuss aspirations with ALL our learners. This is a whole-school approach and this report will promote how we underpin this practice across our classrooms, pastoral care and support arrangements.

Underpinning ALL our provision in school is the **graduated approach** cycle of:



All teachers are responsible for every child in their care, including those with special educational needs.

Assess: All staff are responsible for assessing, monitoring and tracking the progress of students. The Whole School Assessment Calendar provides a structure for this and each student is regularly assessed throughout the school year. Assessments take place in all subject areas and levels are recorded on SIMS and reported to parents at the end of each term. All students are set achievable yet challenging targets which have high expectations for progress.

Plan: Class teachers, Heads of Departments, Form Tutors, Heads of Year and the Inclusion Team regularly check on the progress of students and raise concerns if pupils are not making expected progress. All lessons are differentiated to meet the needs of

each student and appropriate teaching methods employed. If a student is not making expected progress intervention strategies and mentoring sessions are put in place immediately.

Do: *West Derby staff strive to provide High Quality First Teaching for all 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 varied resources. Once areas of concern are highlighted through the assessment cycle, teaching staff adapt their teaching and resources to suit the needs of all learners (known as differentiation). This includes pupils with SEN and may involve many adaptations and strategies, dependent upon the needs of the student.*

Review: *Through the use of the Assessment Cycle, staff review the progress of the students continuously during the year. Any concerns regarding a child's needs or their potential barriers to learning are referred to the SEN team. The SENCO (Special Educational Needs Co-ordinator) is responsible for the co-ordination of SEND provision within the school. It is her responsibility to provide strategic leadership for the vision and implementation of SEN support 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 the Inclusion Team Manager is Mrs J. Hennessey. Both can be contacted via the school website or by telephone.*

Having consulted with children, young people and their parents, all our additional provision (internal or external) is based on an agreed outcomes approach and these are discussed with the professionals that offer the support to your child/young person.

SEN Needs:

Children and young people's SEN are generally thought of in the following four broad areas of need and support:

1. Communication and interaction

The school provides a Social and Communication Group to help develop confidence in pupils with limitations in these areas. The Pupil Support Centre helps to foster close friendships with children who struggle in these areas and the resources available encourage interaction. These include- Lego, I pads and board games. Visual timetables and adherence to direct strategies for the individual child are also used to help support children with needs in these areas.

2. Cognition and learning

Children will receive small group support for both literacy and numeracy. Reading intervention and literacy booster classes are available as are handwriting cohorts. Learning Support Assistants (LSA's) are also deployed in classrooms and pupils are given access arrangements where necessary.

3. Social, emotional and mental health

The school provides mentoring and, at the highest level, professional counselling support for pupils who require it. The school has a strong pastoral structure that ensures all children are well supported. The school also works closely with CAHMS and other outside agencies to promote good mental health and emotional well-being in our students.

4. Sensory and/or physical needs

The school's Pupil Support Centre provides a calm base for those with sensory needs. Specific resources are also available for those with sensory needs such as ear defenders and lap tops. Please refer also to the Accessibility Plan.

(Reference: SEN Policy [2014-2017](#))

As of September 2017, we have 182 children or young people receiving some form of SEN Support in Years 7-13.

We have internal processes for monitoring quality of provision and assessment of need. *These include Learning Walks, regular reviews of pupils' work, data and progress reviews and department reviews through the line management structure.*

Co-producing with children, young people and their parents

Involving parents and learners in the dialogue is central to our approach and we do this through:

Action/Event	Who's involved	Frequency
Pupil Profile	Pupil	At least once per year
Parents' Evening/review days	Parents and Pupils	Twice a year
Educational Psychologist Assessments	Parents and Pupils	When needed.
Parental interviews	Parents and Pupils	When necessary and on request.
EHAT meetings	Parent /pupils and outside agencies.	When required.

Staff development and Qualifications

We are committed to developing the ongoing expertise of our staff. Examples of current expertise in our school:

Initials of person	Area of expertise	Level of Qualification <i>(i.e. Masters, NVQ, Degree, HLTA)</i>
Mrs H.Howe	SEN- ACCESS	DEGREE, MASTERS
Mrs J.Hennessey	SEN/SAFEGUARDING	DEGREE, MASTERS, NPQH
Mrs J. Horend	Mentoring support	LSA
Mrs K. Daley	Dyslexia	Degree, specific courses
Mr R. Swale	Dyscalculia	Degree, specific Courses

This year, we have put in additional training into ADHD and Mental Health awareness. The SENCO also attends the School Improvement SEN Briefing in March and November.

Staff deployment

Considerable thought, planning and preparation goes into utilising our support staff. This is to ensure that the children achieve the best outcomes whilst allowing them to gain independence and be prepared for adulthood from the earliest possible age.

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

The Pastoral and Curriculum teams are responsible for monitoring the progress of all students and interventions for students requiring any additional support. The Inclusion Team works together to oversee the implementation of the school's SEND policy, the management of the day to day support, the progress and inclusion of all students with SEN and the identification of students with SEN. The team also liaises with parents, students and outside agencies, implements special exam access arrangements for pupils, provides support and training for all school staff on SEN needs and liaises 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.

School External Partnerships and Transition Plans

This year, we worked with our feeder partners to welcome 47 children and young people with special educational needs or disabilities and we supported 23 children and young people transition to the next phase in education or employment.

At West Derby we understand that the transition from Primary to Secondary is sometimes an anxious time for parents/carers and students with SEN. For this reason, a careful transition programme is followed by the school to try and ease this anxiety. The Year 7 Pupil Progress Leader (PPL) Mrs. J. Stephens liaises with our feeder primary schools prior to the new intake's arrival and transition visits with Year 6 teachers are arranged. The SENCO and Inclusion Manager also liaise with the primary schools and collect all relevant information needed.

A common transition day occurs in the summer term and Year 6 pupils receive the opportunity to spend the day at their chosen secondary school. Many students with SEN are invited into West Derby for extra transition sessions to try and help ease them in to life at our school. Parents/Carers of students with SEN are also encouraged to contact our Inclusion Team who will be happy to discuss their child's needs and provision and arrange a meeting where necessary.

For students in Key Stage 4, 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 there is an understanding about the student's needs and support. All students with a Statement of Special Educational Needs or an Education, Health and Care Plan (EHCP) 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 themselves and their parents and provision put in place as appropriate.

We closely monitor children and young people's destination data.

Complaints

Our complaints procedure can be found in our SEN policy on the school website.

What has worked well

For our school these have included :

- Improving pupils' spelling and reading ages through the use of targeted interventions.
- Small group sizes for literacy and numeracy classes.
- High percentages of SEN pupils excelling in vocational GCSE subjects such as Art and Photography.
- Building strong links with outside colleges and improving the transition process at post 16.
- Strong pastoral team working in liaison with external agencies.
- The proportion of pupils identified as SEN Support participating in extra-curricular activities
- The proportion of pupils identified as SEN Support represented in specific groups (e.g. School Council)

Further development

Our strategic plans for developing and enhancing SEN provision in our school next year include increased planned lesson observations and learning walks, ongoing evaluation of data (including attendance), pupils' and parents' feedback and collaboration and how this impacts on development.

Relevant school policies underpinning this SEN Information Report include:

- **SEND policy**
- **Equal Opportunities Policy**
- **Marking Policy**
- **Accessibility Plan**

Legislative Acts taken into account when compiling this report include:

- Children & Families Act 2014
- Equality Act 2010
- Mental Capacity Act 2005

Date presented to/approved by Governing Body: 13th December 2017