



Education
Partnership
Trust

Creating outstanding schools
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and communities

SEND INFORMATION REPORT

Document Control

This document has been approved for operation within:	All Trust Establishments
Date effective from	September 2022
Date of next review	September 2023
Review period	Annually
Status	Statutory - Trust
Owner	Education Partnership Trust
Version	1

1. The learning needs of SEND that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia, dyscalculia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

We are committed to inclusive education and aim to provide personalised learning to meet the needs of individuals, developing personal progress.

2. Identifying and assessing the needs of our pupils

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs. The SENCo is responsible for coordinating all support for pupils with SEND to ensure that all pupils have access to an appropriate curriculum.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

3. Consulting and involving pupils and parents

We fully recognise the importance of close liaison between school and home in effectively providing support for a child's education. Parents are able to access a 'who's who' guide from the school website and can communicate with key staff in a variety of ways. Our parents evening allows parents to meet with their child's form tutor to discuss the progress that they are making. Parents are welcome to contact the school at any time via email, phone and letter or in person. An annual EHCP review meeting also allows parents and students to discuss the student's progress and to review the existing interventions that are in place.

4. Seeking additional support

If you have concerns about your child, you can come and discuss them at any time. You can talk to any of the following people:

Headteacher: Mr B Layzell

Assistant Headteacher: Mrs D Gibson

Special Educational Needs Coordinator: Mrs J Lowe

5. Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

6. Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this. For those moving from KS3 or mid-term, in year transfer to Atherton High a planned transition ensures that all information is shared from the previous school and all students receive an induction day.

7. Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

We will also provide the following interventions:

- Breakfast nurture club
- Sounds Write (phonics)
- Handwriting club
- Homework club
- Reading club
- Grammar workshops
- Numeracy intervention
- Precision Teaching
- Overlearning
- Teaching support in class/small groups
- Various clubs – peer support/relationships/social development
- Anger Management
- Emotional well-being
- Talking Partners (Speaking and Listening skills)
- Relaxation strategies
- Active Student Voice
- Access to the HUB centre for additional learning support

8. Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it by grouping, teaching strategies and style, content of the lesson and assessment.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, printed power points
- Differentiating our teaching by giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud.

9. Expertise and training of staff

We have an ongoing programme of training and development available in our school for all staff. Our SENCo, Julie Lowe, holds the National Award for Special Educational Needs Coordination qualification. We have a team of 7 teaching assistants, including 3 higher level teaching assistants (HLTAs) who are trained to deliver SEN provision.

In the last academic year, staff have been trained in:

Talking Partners

Maths Recovery

Specific Learning difficulties including dyslexia, dyscalculia

Working with children who have autism

All staff are involved in the weekly Atherton High CPD bitesize sessions for teaching and learning

Our HLTA achieved 2nd place for the HLTA North HLTA of the year award

SLCN Support – Supporting children's communication skills

raising awareness of sensory issues in the neurodiverse pupil

Access Arrangements and invigilation

We use specialist staff for Interventions for:

Talking Partners (Speaking and Listening skills) Julie Lowe/Jane Dickinson

Sounds Write (Phonics) Jane Dickinson, Tania Catterall, Hannah Dennis

Maths Recovery; Patricia Sloane

Reading is led by the literacy Coordinator, Denise Green and Dan Haydock

SEMH is led by Sarah Foster and the Heads of Year

10. Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after two weeks
- Using pupil voice and family voice
- Monitoring by the Head/SENCo
- Using provision maps to measure progress
- Holding annual reviews for pupils with statements of SEN or EHC plans
- SEN coffee mornings

11. Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

All of our extra-curricular activities and school visits are available to all our pupils. All pupils are encouraged to take part in sports day, career experience days, school trips, enrichment during social time and after school clubs

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

12. Support for improving emotional and social development

We have a very robust pastoral system beginning with form tutors who are responsive to any issues in the first instance and a strong PSHCE curriculum addressing the needs and questions of many of our young people.

We have access to an Educational Psychologist and TESS worker who are available for single or multiple sessions in a confidential environment and strong links with many external agencies including Wigan SEN, Oakfield Outreach and the Paediatrician Specialist.

13. Working with other agencies

The school continues to build strong working relationships and links with external support services in order to fully support our SEND students and aid school inclusion. Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our school. We work closely with and have access to the following agencies to support your child's needs:

Targeted Education Support Service (TESS Team)
Educational psychologist
Speech and language therapist
Hearing impairment service
Visual impairment service
Outreach service
Alternative provision
Engagement Centre
Paediatrician
CAMHS
The Local Authority
Social Care
Enforcement Team (Attendance)

14. Complaints about SEND provision

Any concerns about SEND provision in our school should be made to the Headteacher or SENCo in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

15. The local authority local offer

Wigan local offer sets out a range of support and services available to you and your child and can be accessed on <https://www.wigan.gov.uk>

