



**Education  
Partnership  
Trust**

Creating outstanding schools  
which transform learning, lives  
and communities

# SEN INFORMATION REPORT AND LOCAL OFFER

**DOCUMENT CONTROL**

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| This document has been approved for operation within: | Atherton High School |
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### Our Guiding Principles?

We are a fully inclusive school and aim to ensure that *all* students achieve their potential: academically; emotionally; socially; personally, in all areas of the curriculum. At Atherton High School we seek to develop the full potential of each child, recognising the uniqueness of each individual. We aim to provide support for students who require it, within a caring 'family' environment, which allows individuals to develop their full potential regardless of their ability. We believe:

- All students have an equal right of entitlement to an appropriate and worthwhile education
- All students are special, different and have individual needs
- All students are equally valued within the school and have a right to voice their views
- All students have a common entitlement to a broad, balanced and relevant curriculum

Inclusion is a process and the use of this term within the SEND Strategy is consistent with the broad definition provided by OFSTED (2001):

*"An educationally inclusive school is one in which the teaching, learning, achievements, attitudes and well-being of every young person matter. Effective schools are educationally inclusive schools."*

The ethos is driven by the Senior Leadership Team and Middle Leaders to ensure that an inclusive ethos is maintained throughout teaching and learning including assessment and feedback, celebration of achievements, attitudes and the well-being of every student. Students may have specific learning needs at different times and therefore a wide variety of strategies are used to meet these needs as they arise.

### What specialist services and expertise are available at or accessed by the school?

CANW (Child Action North West counselling service based on site)  
Inclusive Learning Team (4 specialist HLTA's in literacy, numeracy and primary education. Pastoral Care team for SEMH and Classroom mentors TA level 2&3)  
Targeted Education Support Service (TESS Team)  
Educational psychologist  
Speech and language therapist  
Physiotherapist  
Hearing impairment service  
Visual impairment service  
Outreach service  
Engagement Centre  
Assessment Centre led by the SENDCO  
Paediatrician  
CAMHS  
Wigan Careers Service  
The Local Authority  
Social Care  
Enforcement Team (Attendance)  
Inclusive Learning Team

External SEND agency support will only be delivered in accordance with the SEND Code of Practice and following detailed discussions between the SENDCO, parents/carers and pupils. Parent/carer consent is always sought before inviting external agency support.

Other support will be delivered in accordance with safeguarding policy.

### What training are the staff supporting children and young people with SEND had or are having?

The SENDCo has the National Award for SENCO qualification and has previous experience of managing services for people with learning disabilities.

The schools quality assurance process is used to identify and monitor staff expertise and knowledge in supporting children with SEND needs. This is driven by the Senior Leadership Team and Middle Leaders to ensure effective differentiation strategies and inclusion is promoted throughout all teaching practice.

Teaching and support staff are experienced in working with children with a range of SEND needs. The inclusive learning team are qualified at HLTA level, level 3 & level 2, have subject knowledge specialism including in maths, English, sports, humanities and primary school teaching. They are also trained in specialism areas such as dyslexia, dyspraxia, dyscalculia, SPLD, trauma and attachment and mental health and well being. All Teaching Assistants/ mentors are all appropriately qualified for their roles and attend all whole-school weekly CPD sessions.

### Accessibility

Students are provided with individual packs that will support their learning needs where required. The packs contain the resources required based on an assessment of need. It enables individuals to access the curriculum independently without disadvantage. The pack for example may include a word bank of key vocabulary used in different subjects, mini- white-boards, overlay, numeracy aids, and equipment such as stablio pen, flexible ruler, ipad, ear defenders, homework planner, reward chart, flash cards, communication aids, and timer.

To ensure all our students who have additional learning needs have access to the curriculum advice from families and external agencies is taken seriously. In aim of overcoming barriers to learning the recommended strategies are implemented using personal passports to promote consistency in quality first teaching and learning which are regularly reviewed and updated throughout the academic year.

All students have access to the assessment centre for self- referral should they be having difficulties with learning and assessment.

There is a disabled toilet in the school, a number of lifts for wheelchair access and disabled parking is available in the visitor and staff car parking areas.

Who to contact:

Julie Lowe

Phone 01942 885500

Email [j.lowe@athertonhigh.org](mailto:j.lowe@athertonhigh.org)

Website:

### How does the school know if children need extra help?

Students with SEND are identified throughout the transition process. Meetings take place between the Year 6 teacher, SENDCo, Head of transition/Year and our Pastoral Manager; following this a preliminary assessment can be made. A transition programme is implemented, including a coffee morning to meet with all children identified as having a SEND need to formalise a personal passport.

This ensures effective strategies can be implemented before joining us to allow the student to access the curriculum and reach their full potential.

Alongside transition all Year 6 SATs results are passed to us as students transfer from their feeder primaries along with all SEND files to support a smooth and effective transition. In addition, during their first term all students are given standardised reading and spelling tests, and the full range of Cognitive Abilities Tests. All data is considered, along with the progress a student is making and decisions are made with regard to placing students on the appropriate category of SEND register. The SEND categories are:

- Cognition and Learning
- Communication and Interaction
- Emotional, Behavioural and Social
- Sensory/Physical and/or Medical

All teachers are responsible for monitoring progress academically, socially and emotionally and identifying barriers to learning and working collaboratively with the HOD, HOY and SENDCO to ensure all student's that may need additional support are identified at an early stage.

Within the first half term a full review is made of each student's needs, all families are updated on their child's progress daily by use of class charts, telephone calls home and are expected to contribute to the students individual learning and progress plans as required where a child is not making expected progress. We ensure that this process is personalised, involves a graduated inclusive approach, with the child at the very centre of everything that we do.

### What should I do if I think my child may have special educational needs?

**We believe positive working relationships with our students and families is vital for your child's development as you have vital and unique knowledge about your child's needs. If you are concerned about your child do not hesitate to contact your child's Head of Year or SENDCO Mrs Julie Lowe who can advise on the next steps, this may involve further assessments in school, referral to your GP or other external agencies dependent on the nature of the concern.**

### How will school staff support my child?

The school focuses on quality first classroom teaching, which is embedded throughout all school policies including CPD to support all students to achieve their full potential academically and reach their aspirational goals. All teaching staff work consistently with the HOD, HOY and SENDCO to ensure delivery in teaching and learning is effective in meeting individual learning needs.

Some students may require 1 to 1 or small group intervention from a member of the SEND team to bridge a learning gap or to develop strategies to cope with a particular need and access the curriculum and develop independence, socially and emotionally. The Inclusive learning comprises of a team of pastoral care and SEND learning mentors who work in a variety of roles to promote the learning and well-being of all learners.

Children on the SEN register have an Individual Pupil Passport which outlines key teaching and learning strategies. All strategies are implemented with the student family and all key people involved before being implemented. The quality assurance process monitors all strategies including core data to ensure they remain effective for the individual. For those students who have an EHC plan annual reviews in addition take place to monitor the effectiveness and appropriateness of the plan.

### How will the curriculum be matched to my child's needs?

All children will be setted within the first half term at the school following literacy tests, KS2 SAT data and other data. We are happy to discuss curriculum concerns with families where appropriate.

We offer bespoke pathways for individuals or small groups of students to ensure maximum progress. This may include keep up classes for those students below national average for English and maths, in year 7,8,9, and in year 10 & 11 a vocational pathway along with individual planned interventions as required. The quality assurance process ensures all students access the curriculum and the curriculum meets individual needs. All teaching staff share good practice, attend weekly CPD sessions to ensure the consistency in high teaching and learning in all subjects. Student progress is closely monitored by the HOD who will liaise with families, SENDCO, HOY and classroom teachers.

The pastoral team including the Head of Year, SENDCO and Pupil Premium Co-Ordinator work closely with outside agencies, families and students to ensure all children are happy in their environment and monitoring of their health and well-being. Where required intervention programmes are implemented for social, mental health and well-being for individuals.


During social time any students identified to be vulnerable are offered activities in the STEPS centre (Steps to educational progress for all students) with support from the inclusive learning team in aim of developing social skills, independence and promoting health and well-being.

Following identification of learning needs, the SEND team will initiate a personalised intervention programme with the student and family. Intervention may include:

- Breakfast nurture club
- Sounds Write (phonics)
- Handwriting club
- Homework club
- Grammar workshops
- Numeracy intervention
- Precision Teaching
- Overlearning
- 1:1 teaching support in class/small groups
- Various clubs – peer support/relationships/social development
- Anger Management
- Emotional well-being
- Buddy System
- Parent Consultation Group
- Speech and Language
- Relaxation strategies
- Active Student Voice
- Access to the STEPS centre for additional learning support

### How will teaching approaches be modified to support my child?

Work is planned and delivered at a level appropriate to abilities of students in the class. Teachers follow strategies recommended by the SENDCO, HOY and learning mentors for all students with specific needs, for example cognition and learning, sensory, physical, social, emotional communication



and interaction . Students are issued with resources to remove barriers to learning to ensure they can access the curriculum as fully as possible.

### **How will both you and I know how my child is doing?**

Your child's progress is monitored daily on class charts by teaching staff and the inclusive learning team as appropriate. All interventions are tracked for the impact and feedback provided to the child and families.

You can access class charts daily and will have regular contact with your child's form teacher, head of year and teachers to keep you updated on your child's progress and academic achievements. Throughout the year there are planned dates and times for you to come into school for celebration assemblies, SEND coffee mornings, parents evening and organised events. You will also receive a progress report twice a year.

The school website also contains all parent information, events and updates.

We encourage all families to discuss your child's learning with them after school and monitor their progress with commitment to homework. We welcome feedback from families and likewise we will contact families to share feedback on your child's progress should be deemed necessary.

### **How will my child/young person be included in activities outside the classroom, including school trips?**

As an inclusive school, all activities are available to all pupils. All pupils are encouraged to take part in activities including school trips. Health and safety polices are effectively applied for the planning of all school trips and monitored by HR. We work closely with families informing them in advance of all trips planned.

### **How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?**

Transition process from year 6

Transition process is the same if a child joins into other year groups from another secondary school

### **Transition to Post -16 provision**

All students receive career support and advice from Wigan Council Careers service and the Schools Careers advisor

Organised visits to local colleges and taster days (Wigan and Leigh, Bolton)

Career conventions are planned in the school

Post -16 provision is organised through annual Education and Health Care Plan.

Named professionals in Further Education to manage the transition of vulnerable pupils.

SENDCO will liaise with the schools careers officer and share information on request

Children are given the opportunity to have appointments with the careers services and families are invited to attend.



All information SEND files shared with post 16 provider on request from the family and child.

### **How are the school's resources allocated and matched to children's/young people's special educational needs?**

The school's SEND budget is allocated according to pupil need. The budget covers both human and material resources. When a need is addressed, specific equipment can be provided. The provision map identifies individual resources required.

### **Who can I contact for further information?**

In addition families can contact any of the following people via email, letter or phone dependent on the nature of their concern:

Head of Year  
Special Educational Needs Coordinator (Julie Lowe)  
Head of Pastoral Team (Laura Fazackerly)  
Pupil Premium Co-ordinator (Phil Parkinson)  
Subject Teacher  
Form Teacher

### **Useful Links**

All about Wigan's 'High Expectations for All' <http://www.wigan.gov.uk/Resident/Education/Special-Educational-Needs-andDisability/Information-for-professionals/High-Expectations-for-All.aspx>

The Local Offer from Wigan LA <http://www.wigan.gov.uk/Resident/Education/Special-Educational-Needs-and-Disability/SpecialEducational-Needs-and-Disabilities.aspx>

SENDIASS: <https://www.wigan.gov.uk/Resident/Education/Special-Educational-Needs-and-Disability/Local-Offer/SENDIASS-contact.aspx>

IAS <https://www.wigan.gov.uk/Resident/Education/Special-Educational-Needs-and-Disability/Local-Offer/Parent/Advice/Support-and-advice/IAS-Service.aspx>

ADHD Foundation - [www.adhdfoundation.org.uk](http://www.adhdfoundation.org.uk)

Colour Blindness Awareness - [www.colourblindawareness.org](http://www.colourblindawareness.org)

National Autism Society - <http://www.autism.org.uk/>

Royal National Institute for the Deaf and Blind People - [www.rnib.org.uk](http://www.rnib.org.uk)

British Dyslexia Society - [www.bdadyslexia.org.uk](http://www.bdadyslexia.org.uk)

Dyspraxia Foundation - [www.dyspraxiafoundation.org.uk/about-dyspraxia](http://www.dyspraxiafoundation.org.uk/about-dyspraxia)





Multiple Sclerosis Society UK - [www.mssociety.org.uk](http://www.mssociety.org.uk)

Muscular Dystrophy Society - [www.muscular-dystrophy.org](http://www.muscular-dystrophy.org)

Social and Emotional Wellbeing - [www.nice.org.uk/advice](http://www.nice.org.uk/advice)  
[http://www.youngminds.org.uk/about/whats\\_the\\_problem](http://www.youngminds.org.uk/about/whats_the_problem)

Spina Bifida Association - [www.spinabifidaassociation.org](http://www.spinabifidaassociation.org)

### Compliance:

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (2015)
- The Mental Capacity Act Code of Practice 2014
- Supporting Children at School with Medical Conditions 2013
- School's SEND Information Report Regulations (2014). See Wigan LA's *High Expectations for All* Documentations at:

<http://www.wigan.gov.uk/Resident/Education/Special-Educational-Needs-and-Disability/Information-for-professionals/High-Expectations-for-All.aspx>

- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- The National Curriculum in England Key Stage 3 and 4 framework document (Sept 2013)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards (2012)

### Address

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### Contact

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