



**Central Lancaster High School**  
**A Visual and Performing Arts College**

*Inspiring success*

# SEND Policy

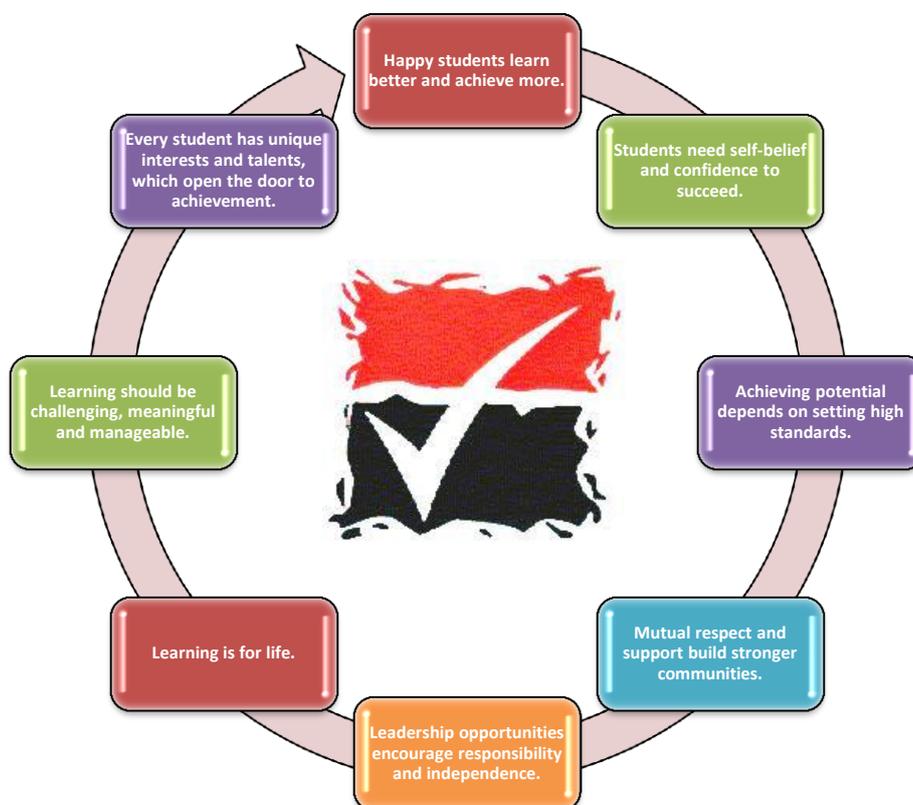
Policy reviewed | January 2015

To be reviewed | January 2016

Person i/c JEG, SENCO.



## Central Values



The table below shows how SEND provision supports the core eight Central Values:

Central Values	SEND Provision
Happy students learn better and achieve more	Identification and removal of potential barrier to learning
Students need self-belief and confidence to succeed	1:1 and group support offering reassurance
Achieving potential depends on setting high standards	Setting personal goals to raise achievement
Every student has unique interests and talents, which open the door to achievement	Identifying each individual's interests and abilities to bring a positive feeling to school
Learning should be challenging, meaningful and manageable	Providing a balance of support and challenge to ensure regular progress
Learning is for life	Developing independence in readiness for life after school
Leadership opportunities encourage responsibility and independence	Support for social and emotional development to make taking a lead possible
Mutual respect and support build stronger communities	Planning a place in society together and providing information, advice and guidance for future choices

## SEND Policy Contents

	Page
Section 1: Aims and Objectives	2
Section 2: Identifying special educational needs and disabilities	5
Section 3: A graduated approach to SEND support	9
Section 4: Managing student needs on the SEND register	13
Section 5: Meeting the needs of students with SEND	14
Section 6: Support for students transferring between stages of education	17
Section 7: Involving parents/carers and students	19
Section 8: Supporting students at school with medical conditions	21
Section 9: Monitoring, evaluation and review of SEND	22
Section 10: Training and resources	24
Section 11: Accessibility	26
Section 12: Staffing roles and responsibilities	27
Section 13: Complaints procedures	30
Appendix 1: Broad areas of need	31
Appendix 2: Overview of SEND provision by area of need	32
Appendix 3: Cause for concern referral form	33
Appendix 4: Exemplar Wave 1 provision map	35
Appendix 5: Exemplar Wave 2/Wave 3 Personal Education Plan (PEP)	36
Appendix 6: SEND Department staffing	37
Appendix 7: Outside agencies and specialist staff	38
Appendix 8: Support services for parents of students with SEND	39

## Section 1: Aims and Objectives

---

### School Ethos

This is a school where young people matter, which provides excellent teaching and learning. The school ethos is clearly visible; a warm, friendly yet purposeful environment with excellent relationships. The educational philosophy is known by all. The size of the school allows us to get to know our students well and therefore make the best of each individual's talents, providing the right challenges to achieve all our pupils potential.

### Educational Philosophy

All teachers are teachers of special educational needs and disabilities. We at Central Lancaster High School recognise that it is the teacher's responsibility to meet the needs of all children in their class through their classroom organisation, teaching materials, teaching styles and differentiation.

If a student does not make adequate progress even when teaching approaches are targeted at a their identified area of weakness, then the student may be identified as having special education needs and therefore may need additional support.

### Aims

Here at Central Lancaster High School we are committed to empowering our students to harness their own creativity and fulfil their potential; to provide an education that enables them to:

- achieve the best possible outcomes
- become confident individuals living fulfilling lives
- make a successful transition into adulthood, whether into employment, further or higher education or training<sup>1</sup>

### Objectives

Central Lancaster High School is committed to breaking down possible barriers to learning. We want to raise the aspirations and expectations for all students with special educational needs, disabilities and additional needs. This policy will set out how we will:

- identify students with special educational needs, disabilities and additional needs
- work in partnership with parents and students to provide the most effective support and achieve the best possible outcomes
- work with teachers and support staff to ensure the highest level of education and support is delivered to students with special educational needs, disabilities and additional needs
- provide intervention at a suitable level when a student is identified as having special educational needs, disabilities or additional needs

---

<sup>1</sup> Special educational needs and disability code of practice: 0 to 25 years, (DfE, June 2014), p1

- use resources effectively to support students with special educational needs, disabilities and additional needs

In order to achieve these objectives we will:

- ensure decisions are informed by the insights of parents/carers and those of children and young people themselves
- have high ambitions and set stretching targets for them
- track their progress towards these goals
- keep under review the additional or different provision that is made for them
- promote positive outcomes in the wider areas of personal and social development
- ensure that the approaches used are based on the best possible evidence and are having the required impact on progress
- work with outside agencies to provide the most effective support for the individual student
- provide a teacher to be responsible for co-ordinating the SEND provision (SENCO)
- provide a member of the Senior Leadership Team to oversee the SEND provision
- identify a School Governor to be responsible for SEND
- prepare a 'School Offer' and update this regularly, outlining the school arrangements for the admission of, and provision for, students with SEND
- work within the guidance provided in the SEND Code of Practice 2014

## School Offer

The School Offer is a comprehensive guide to the provision offered to students with SEND in Central Lancaster High School. It is updated annually and available on our website. The link is:

[http://www.lancasterhigh.lancs.sch.uk/index.php?category\\_id=203](http://www.lancasterhigh.lancs.sch.uk/index.php?category_id=203)

## Local Offer

The Local Offer is a comprehensive guide to the provision offered to students with SEND in Lancashire. The link is:

<http://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities.aspx>

# Section 2: Identifying special educational needs and disabilities

---

## Definition of SEND

The definition of SEND according to the SEND Code of Practice is:

'A child or young person has SEN if they have a learning difficulty or disability which calls for special education provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.<sup>2</sup>

## Categories of SEND

The four categories for Special Educational Needs and Disabilities are:

### 1. Communication and interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may include expressive or receptive language as well as the social rules of communications. Some children and young people with ASD, including Asperger's syndrome may have difficulties with communication and social interaction.

### 2. Cognition and learning

Children and young people may learn at a slower rate than their peers, even with differentiation. They could be identified as having moderate learning difficulties (MLD), severe learning difficulties (SLD) or profound and multiple learning difficulties (PMLD). Some children and young people may have difficulties in a specific area of learning, known as specific learning difficulty (SpLD) which can include dyslexia, dyscalculia and dyspraxia.

### 3. Social, mental and emotional health

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in different ways, including exhibiting challenging, disruptive or disturbing behaviours. Other children and young people in this category may have disorders such as attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD) or attachment disorder.

### 4. Sensory and/or physical

Some children and young people have a disability which prevents or hinders them from making use of the educational facilities generally provided. This can include vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI). Some children and young people have a physical disability (PD) requiring additional support and access to specialist equipment.

Many children and young people have difficulties that fit clearly into one of these areas; some have needs that span two or more areas; for others the precise nature of their need may not be clear at the outset. At Central Lancaster High School we consider the needs of the whole child, not just their special educational needs and disabilities to design and deliver provision.

***For further information about each of the broad areas, please refer to Appendix 1.***

---

<sup>2</sup> Special educational needs and disability code of practice: 0 to 25 years, (DfE, June 2014), p4-5

## Non-SEND barriers to learning

A number of factors can be significant barriers to learning but do not constitute special educational needs and disabilities. These might be:

- attendance and punctuality
- health and welfare
- EAL
- being in receipt of a Pupil Premium Grant
- being a looked after child
- being a child of a serviceman/woman

Those students will be supported to achieve the best possible outcomes through a variety of support strategies and interventions, some of which may be provided by the SEND department.

## Identification of SEND

There are a number of indicators to identify a student with SEND. This can be related to progress, such as:

- the student is making significantly slower progress than that of their peers starting from the same baseline
- the student fails to match or better their previous rate of progress
- the attainment gap between the student and their peers fails to close
- the attainment gap between the student and their peers widens<sup>3</sup>

The Code of Practice states that the first response to these difficulties should be high quality teaching targeted at the areas of weakness and would not necessarily indicate SEND:

‘Slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having SEN. However, they may be an indicator of a range of learning difficulties or disabilities. Equally, it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability. Some learning difficulties and disabilities occur across the range of cognitive ability.’<sup>4</sup>

At Central Lancaster High School we take into account a range of evidence to identify SEND, of which, progress slower than would be expected or a significant attainment gap between the student and their peers is one.

It is not just in the area of progress that SEND can be identified. Other indicators may include:

- persistent withdrawn or disruptive behaviours
- persistent difficulties in social interactions and social development
- persistent difficulties with receptive and expressive communication

---

<sup>3</sup> Special educational needs and disability code of practice: 0 to 25 years, (DfE, June 2014), 6.17

<sup>4</sup> Special educational needs and disability code of practice: 0 to 25 years, (DfE, June 2014), 6.23

These indicators do not necessarily mean that a child or young person has special educational needs but would trigger an assessment to determine what may be causing these difficulties, such as home difficulties, family or domestic disturbances, mental health issues or undiagnosed learning needs, to name a few.

## **Identification of SEND at Central Lancaster High School**

At Central Lancaster High School we look at a range of evidence in order to identify whether a student has special educational needs. These include:

- information provided by the Primary School
- information provided by parents/carers and the young person themselves
- assessments and tests carried out on entry to school (CAT tests, reading, writing and numeracy tests)
- significantly slower progress than expected (report cards, parents' evenings etc.)
- significant attainment gap between the student and their peers
- specialist testing (e.g. dyslexia screening)
- referral from a subject teacher
- referral from the pastoral team
- advice from a Specialist Teacher or other relevant professional

## Process for identifying students with SEND

**Students identified as cause for concern by referrers, who may be one or more of:**

- parents/carers
- students themselves
- teachers/other school professionals (*referral form completed - see Appendix 3*)
- outside agencies



**Information gathering, including some of all of:**

- parents/carer and student input
- report/grade cards
- round robin (information provided by all teachers of the student)
- specialist testing (e.g. dyslexia screening)
- Specialist Teacher/relevant professional information



**Decision – does the student have additional needs? If so, at what level:**

Wave 1: catch-up

Wave 2: SEND support

Wave 3: EHCP plan

## Section 3: A graduated approach to SEND support

Where there is a suspicion that a student may have SEND due to slow progress or a significant attainment gap, the first response would be high quality teaching targeted at areas of weakness:

‘High quality teaching differentiated for individual pupils is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching.’<sup>5</sup>

Teachers remain responsible and accountable for the progress of all the students in their class, including those with SEND and those who receive support from teaching assistants and/or specialists.<sup>6</sup>

### Criteria for SEND action

When children or young people have significant gaps in terms of their actual progress or access to learning and when this deficit can be ascribed to an identifiable learning need (as stated in the SEND definition above), the child or young person will be placed on the SEND register. Central Lancaster High School will use outside agencies and relevant professionals, such as Specialist Teachers to help identify where slow rates of progress are a result of SEND.

**Important:** Identifying a child or young person as having additional needs does not mean that they will automatically be identified as having SEND. It may be the case that, should their progress dictate, they will be placed on the SEND register at some future point. Equally, if a registered student who has received SEND support becomes able to make the expected progress without further SEND support, the student will be removed from the SEND register.

### The SEND register and categories

Where a student has been identified as a cause for concern and the information gathering process has been completed, a decision will be made about whether the student does show signs of having additional needs and at what level those needs are. ***An overview of provision for each category of SEND is provided in Appendix 2.***

### Wave 1: Catch-up

These are identified groups of students who may require extra support but who do not appear to have SEND. Students identified as Wave 1 will receive targeted support in the classroom from their teachers. The SEND department will provide information on their needs and a variety of strategies that can usefully be adapted in the classroom (***see Appendix 4 for an exemplar Wave 1 provision map***). Additional interventions may include EAL lessons, catch-up literacy and numeracy lessons, access to lunchtime/break refuge spaces etc.

<sup>5</sup> Special educational needs and disability code of practice: 0 to 25 years, (DfE, June 2014), 6.37

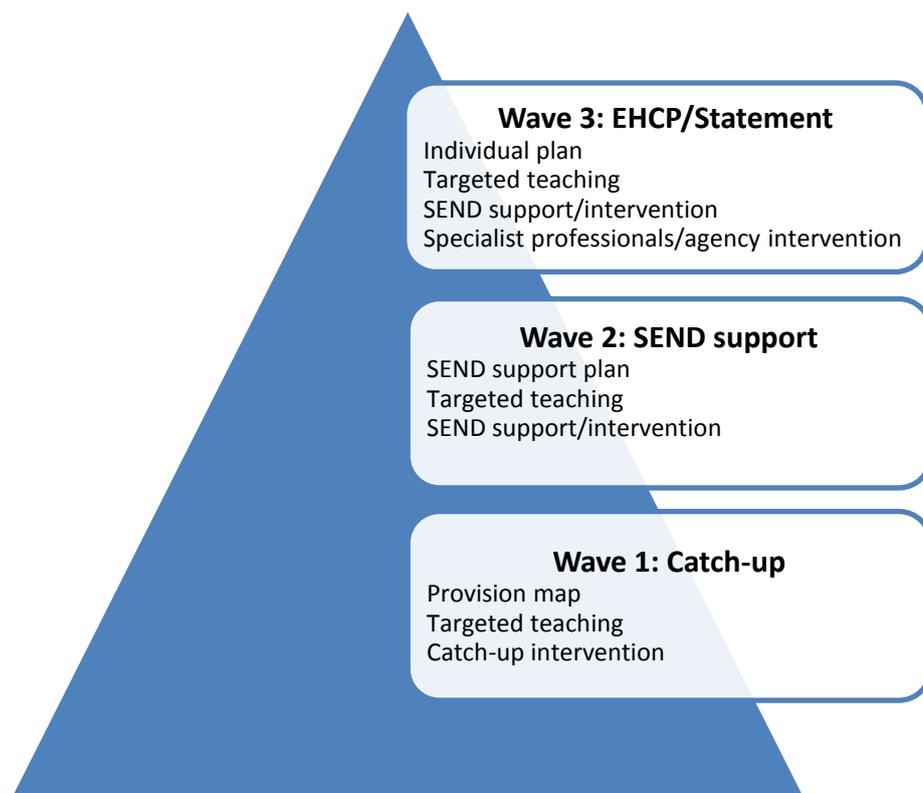
<sup>6</sup> Special educational needs and disability code of practice: 0 to 25 years, (DfE, June 2014), 6.36

## Wave 2: SEND support

Some students will have additional needs that require extra support but this support will be at a level below that of an EHCP. These students will be identified as having SEND support. This will be drawn up and monitored in a similar way to an EHCP but has a lower level of resource attached to it. Student in this category receive an individual SEND Personal Education Plan (PEP) outlining their areas of weakness and strategies that may be useful in the classroom. In addition, students will receive support and/or interventions from the SEND department, such as literacy and numeracy intervention, ASD Social Groups, TA support in class etc. **(See Appendix 5 for an exemplar Wave 2 /Wave 3 Personal Education Plan (PEP)).**

## Wave 3: Statement/EHCP

The highest category of need is represented by students who have an Education, Health and Social Care Plan (EHCP)/Statement. These students require additional resources, provided either out of the school's own funding or via combination of school's funding plus 'top-up' funding provided by the Local Authority. Students in this category receive a Personal Education Plan (PEP) outlining the key objectives on their EHCP/Statement and the strategies and support that will be provided for them to make the necessary progress. This could include a wide variety of support, including an individualised timetable, intervention from relevant professionals and 1:1 TA support where needed. **(See Appendix 5 for an exemplar Wave 2 /Wave 3 Personal Education Plan (PEP)).**



## Inclusion on the SEND register

Central Lancaster High School closely monitors the progress of all students. Once a concern has been raised about a student, they will be assessed to determine what level of need they have (*see Criteria for SEND action above*). If it is determined that the student has additional needs, they will be placed on Wave 1 (catch-up) or Wave 2 (SEND). If, despite targeted support, the student is still not making the progress expected, the school will request an EHCP assessment for Wave 3 intervention:

‘Where, despite the school having taken relevant and purposeful activity to identify, assess and meet the SEN of the child or young person, the child or young person has not made expected progress, the school or parents should consider requesting an Education, Health and Care needs assessment.’<sup>7</sup>

### Criteria for increasing support

We match the level of support and intervention to the needs of each child with a graduated approach outlined above. If the student is not making the required progress at Wave 1 or Wave 2 then an assessment will be made to decide if the level of support needs to be increased. The ‘triggers’ for further intervention might include:

- ongoing teacher and teaching assistant observation within the classroom
- attainment in annual or standardised tests
- progress grades in the termly report
- emotional, social or behavioural difficulties persisting or increasing
- diagnosis of a previously unidentified medical condition
- parental concerns regarding academic progress
- parental concerns regarding behaviour or social and emotional well-being
- self-help skills or social and personal skills inappropriate to the child’s chronological age
- concerns raised from other adults such as medical services, Educational Psychologist, social services etc.

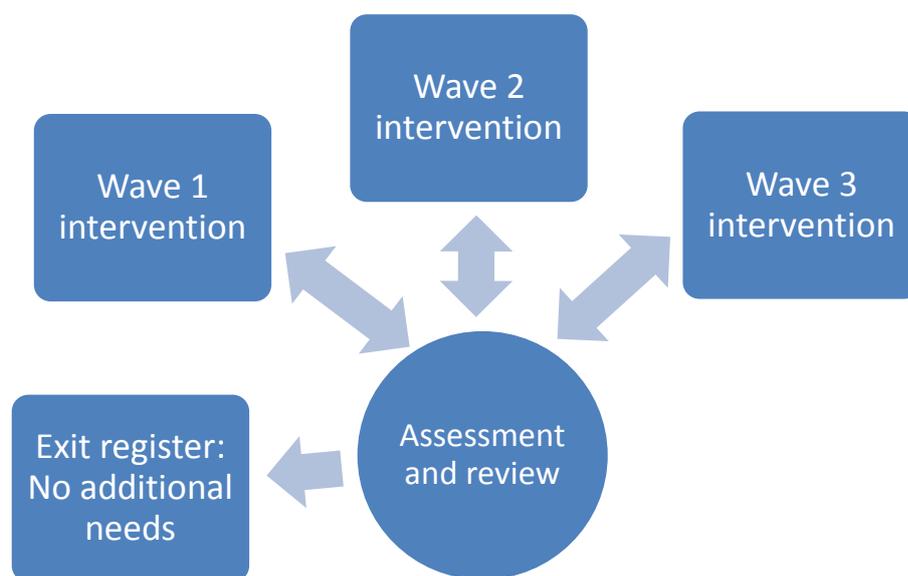
### Criteria for exiting the SEND register

Central Lancaster High School closely monitors the progress of all students. Those students identified as having additional or special educational needs will be monitored through the Assess, Plan, Do, Review cycle (*see Section 4: Managing student’s needs on the SEND register*) to determine whether the provision put in place is effective and if support is still needed. It is possible that students originally identified as Wave 1 will be moved to Wave 2 if they do not make sufficient progress. It is equally possible that the interventions have been successful and they no longer need additional support: they will be removed from the register. In the same way, students identified as Wave 2 may make good progress and be moved to Wave 1 or removed from the register completely. Alternatively, if they are not making sufficient progress, an application for an EHCP might be considered by parents and school.

---

<sup>7</sup> Special educational needs and disability code of practice: 0 to 25 years, (DfE, June 2014), 6.63

## Moving between different levels of support



A student identified as requiring Wave 1 support will not necessarily move to Wave 2 support, nor will a student accessing Wave 2 support necessarily move to Wave 3 support. Students may need support for a short time to start to make the required progress and then require no further support; other students may need support for a longer period of time.

Level of support	Assessment and review (termly)	Decision
<b>Wave 1</b>	The student is now making the required progress	<ul style="list-style-type: none"> <li>Exit the register</li> </ul>
	The student is making some progress but still needs support	<ul style="list-style-type: none"> <li>Continue Wave 1 support</li> </ul>
	The student is making slow progress or needs a different type of support	<ul style="list-style-type: none"> <li>Continue Wave 1 support</li> <li>Adapt Wave 1 support</li> </ul>
	The student is not making progress or needs a higher level of support	<ul style="list-style-type: none"> <li>Move to Wave 2 support</li> </ul>
<b>Wave 2</b>	The student is now making the required progress	<ul style="list-style-type: none"> <li>Exit the register</li> </ul>
	The student is making progress and now needs a lower level of support	<ul style="list-style-type: none"> <li>Move to Wave 1 support</li> </ul>
	The student is making progress but still needs support at this level	<ul style="list-style-type: none"> <li>Continue Wave 2 support</li> </ul>
	The student is making slow progress or needs a different type of support	<ul style="list-style-type: none"> <li>Continue Wave 2 support</li> <li>Adapt Wave 2 support</li> </ul>
	The student is not making progress or needs a higher level of support	<ul style="list-style-type: none"> <li>Apply for an EHCP</li> <li>Move to Wave 3 support</li> </ul>
<b>Wave 3</b>	The student is now making the required progress	<ul style="list-style-type: none"> <li>At Annual Review recommend move to Wave 2 support</li> </ul>
	The student is making progress but still needs support	<ul style="list-style-type: none"> <li>Continue Wave 3 support</li> </ul>
	The student is making slow progress or needs a different type of support	<ul style="list-style-type: none"> <li>Continue Wave 3 support</li> <li>Adapt Wave 3 support</li> </ul>

If a pupil is identified as needing Wave 2 or Wave 3 support, parents/carers and the student will be consulted. **See Section 7 for more information on involving parents/carers and students.**

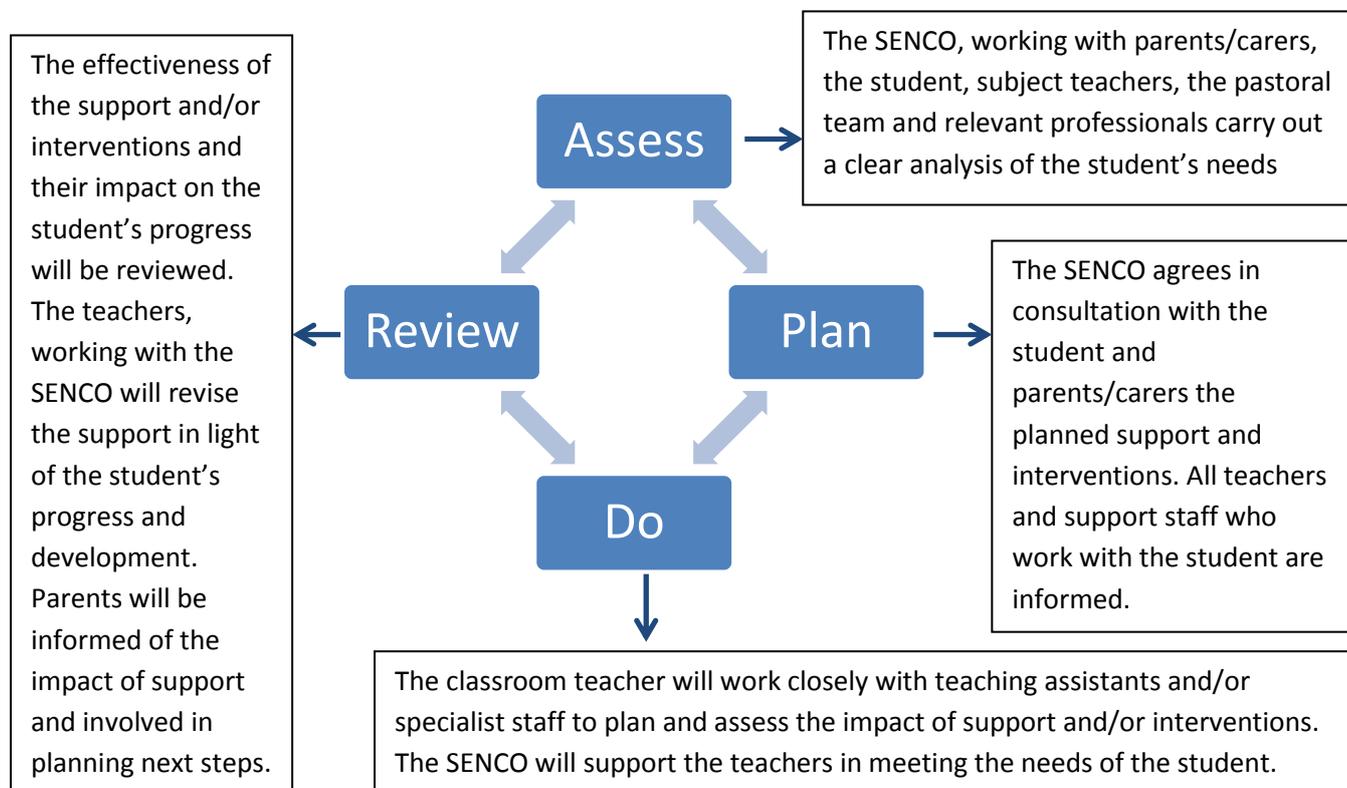
## Section 4: Managing student needs on the SEND register

There are comprehensive and robust procedures in place to monitor the progress of all students at Central Lancaster High School. This includes their social and emotional wellbeing as well as their academic progress. This is done through:

- termly reports
- parents' evenings
- department meetings
- pastoral meetings
- pupil tracking (within departments and whole school)
- school exams
- form teacher meetings with students every half term (TRAIL)

### Students on the SEND register

Once a student has been assessed and found to require additional support, a plan will be devised to help the student with their particular difficulties. For students identified as requiring SEND support, a plan will be drawn up involving the SENCO, the parents/carers, the teachers and any relevant professionals (*see Appendix 5 for an example*). Each term the effectiveness of support will be reviewed and a decision will be made on whether to continue or change the support.<sup>8</sup>



<sup>8</sup> Special educational needs and disability code of practice: 0 to 25 years, (DfE, June 2014), 6.44

## Section 5: Meeting the needs of students with SEND

---

### School arrangements

Some of the arrangements and strategies that the school employs which support all students, including those students with additional needs and SEND:

- high quality differentiated teaching
- ability setting based on literacy and numeracy
- small low ability class sizes
- Accelerated Reader programme delivered in Key Stage 3
- use of Positive Discipline strategies
- range of extra-curricular clubs and activities
- termly literacy targets
- options of vocational courses in Key Stage 4

Central Lancaster High School endeavours to meet the needs of all students through high quality teaching, differentiated curriculum planning and resources, robust monitoring and assessment procedures and a strong pastoral system. For those pupils identified as SEND we provide support and intervention that is additional to and/or different from what is provided in the classroom.

### Allocation of resources

The LEA provides the school with a budget to meet the needs of SEND students. In addition, we plan and provide for students using resources from the schools main budget. For those pupils identified as having high needs (Statement banding of E or above/EHCP), a top-up budget is provided. The SEND department spends this money on:

- teaching assistants (***see section 12 and Appendix 6 for more information***)
- training for staff, including teachers and teaching assistants
- EAL specialist teacher (part-time)
- assistive technology e.g. dyslexia computer program; laptops
- specialist equipment e.g. perching stool; writing slope
- clubs and activities e.g. homework club, social club
- Pupil Inclusion Centre (PIC)
- advice and support from LA Specialist Teachers

### SEND learning base

The SEND learning base includes a SEND classroom fitted with an interactive whiteboard and new computers for students and three further rooms dedicated for SEND use. These rooms are used for:

- small group interventions e.g. social group; dyslexia support
- lunchtime and break refuge

- catch-up interventions in literacy and numeracy
- 1:1 teaching and tutorials
- outside agency meetings with students e.g. Occupational Therapy; Specialist Teacher
- meetings with parents, including Annual Reviews

## Pupil Inclusion Centre (PIC)

This area is primarily aimed at supporting students with social, emotional and behavioural difficulties. It is staffed by a Pupil Inclusion Centre Manager, a Level 3 Teaching Assistant, a Learning Mentor and an Attendance Officer. It provides a classroom where students can work and two meeting rooms. These rooms are used for:

- small group interventions e.g. ADHD group; attendance group
- pupils to work individually e.g. re-integration into school
- 1:1 meetings with staff, including the Learning Mentor
- 1:1 meetings with outside agencies e.g. social workers; counsellors

The PIC works with a large number of agencies to support our students. Last year the following organisations provided small group and/or individual support:

Agency/organisation	Area of support
Young Peoples' Service	General advice and support
Lancashire MIND	Mental health/anxiety
Butterfly Project	Self-harm (girls)
Phoenix Project	Self-harm (boys)
CAMHS	Mental health
Young Addaction	Substance misuse
Lancashire Street Safe	Risky behaviour
Child Action North-West	Self-esteem/anxiety
Social Services	Social care and support
CAPPS	Parenting support
Shared Lives	Social care
Empowerment	Domestic violence
Barnados	Child and family support
CAFCASS	Court advisory service
Strawberry Fields	Behavioural support
Junction	Mental health
Fire Service	Fire safety
Young Carers	Young carer support

## Provision for SEND students

In addition to the provisions above, the SEND department provides support and intervention in a wide variety of ways for students with additional needs (*see Appendix 2 for a full list*). These are matched to the needs of the student and may include:

- catch-up literacy and numeracy interventions
- tutorials targeted at specific areas of weakness

- teaching assistant support in class
- teaching assistant support out of class e.g. extra-curricular clubs; school trips
- small group interventions
- specialist equipment
- assistive technology
- specialist teacher/relevant professional support
- learning mentor meetings

## Section 6: Support for students transferring between stages of education

---

Transition is often a very stressful time for both students and parents and at Central Lancaster High School we endeavour to make transition as easy and successful as possible. The SEND department uses a variety of strategies to support transition for SEND students.<sup>9</sup>

### Transition from primary to secondary school

In the normal course of events our transition arrangements are such that all students who will be attending Central Lancaster High School will, in the summer term of Year 6, attend the school for an induction day where they meet their form teacher, the other members of their form and some of their teachers.

Prior to the induction day, the SENCO or Assistant SENCO, together with a teaching assistant, will meet with the SENCO of each of the primary schools which have SEND students who will be moving to Central Lancaster High School. We will discuss both the students' needs and the transition arrangements. Parents will often be invited to these meetings by the primary school so that they can meet the SENCO and be involved in any support plans. The information that the SENCO receives from the primary school will be recorded and passed on to the Year 7 pastoral team before the induction day. For some students, especially those with ASD, it may be necessary for them to visit the school before the induction day, sometimes several times. We work with each individual child to ensure that they feel as supported as possible during transition.

In the first term, there is a 'Meet the Form Tutor' evening where parents can meet with their child's form teacher and review how the transition is going. The SENCO is available during this evening to discuss the needs of any SEND children with parents and their progress in settling in.

### Transfer from another school

When students transfer from one school to another, Central Lancaster High School will gather as much data as possible from the previous school. If necessary, diagnostic and ability testing will be carried out to ascertain correct setting and provision. If the student has SEND then the SENCO will meet with both parents/carers and the student to discuss what support and intervention might be helpful. For some students a gradual transition might be necessary and we will endeavour to meet the needs of each individual.

### Transition from Key Stage 3 to Key Stage 4

All students receive support when choosing their options in the Spring Term of Year 9. During assemblies, information on the different courses available will be presented and a comprehensive options booklet will be produced for each student. Before students choose their options, there is an

---

<sup>9</sup> Special educational needs and disability code of practice: 0 to 25 years, (DfE, June 2014), 6.57

Options Evening where parents are invited to come with their children to see what is available and to talk to any staff.

The Key Stage 4 curriculum offers a variety of qualifications, both academic and vocational including WRL (Work Related Learning) and IFP (Increased Flexibility Programme), which can equip student with relevant work skills and experience as well as developing their social skills

Students with SEND may need further support in choosing their options and those students with Statements/EHCPs will meet with an adviser from 'YPS' (Young People's Service) who will discuss their hopes and aspirations for the future and look at what options might be suitable for them. In addition, the Annual Reviews for Year 9 students are scheduled during the Options period and the YPS advisor will be invited to the meeting to discuss the different courses available with both parents/carers and the child. The SEND department offers advice and support to all students with additional needs who are choosing their options.

## **Post-16 transition and preparing for adulthood**

During Key Stage 4, students at Central Lancaster High School have a weekly Careers lesson where they will explore the different options available to them for post-16 study and beyond. In Year 10 they will prepare a CV, attend a 'Practice Interview' in school and complete a week of work experience. In their social development lessons, as part of a comprehensive PSHE curriculum they will have lessons on financial literacy. Each year there is a Careers Fair for students in years 9-11 to which parents are invited. There will be post-16 providers as well as industry stalls for students and parents to visit. In Year 11 students will receive support in exploring the different options available to them for post-16 study, including sixth form colleges, further education colleges and apprenticeships.

Students with additional needs, including SEND may need more support and intervention and this will be tailored to meet their needs. The support might include:

- advice and support choosing and arranging a suitable work experience placement
- prior visits to and support during work experience placements
- visits to post-16 providers
- help completing college applications
- meeting(s) with YPS adviser

All students with a Statement/EHCP will have at least one meeting with a YPS adviser to discuss their post-16 options. As part of this meeting, the advisor will record what additional support the young person might need which can be passed on to the post-16 provider (with the permission of the young person). Year 11 Annual Reviews are held in the Autumn Term so that the parents and the young person can explore what post-16 provision is available and suitable. The YPS advisor will be present at the meeting.

Central Lancaster High School works with local post-16 providers to make the transition of students as easy as possible and will discuss the needs of the SEND students with the providers. Once a student takes up a place at a post-16 provider, there may be a further meeting between the provider and the SENCO early in the Autumn Term of Year 12.

## Section 7: Involving parents/carers and students

### Parents/Carers

A key element of the legislation is to ensure that children, young people and their families and carers are central in the process of creating EHCPs and SEND Support Plans<sup>10</sup>. At Central Lancaster High School we actively encourage the participation of parents in the education of their children through:

- parents' evenings
- termly feedback forms for reports
- the input of Parent Governors
- Parent Voice
- Annual LCC parental questionnaire
- weekly checking of the school planner
- information evenings e.g. Options Evening; Careers Fair

Partnership with parents plays a key role in enabling students with SEND to achieve their potential. We recognise that parents/carers hold key information and have knowledge and experience to contribute to the shared view of a student's needs and the best way of supporting them.

### Involving parents/carers in planning and reviewing progress

When a student is receiving SEND support (Wave 2 and Wave 3 interventions), the school will talk to parents regularly. These discussions should:

- set clear targets and review progress towards them
- discuss support and activities that will help achieve the targets
- identify the responsibilities of the parent/carer, the student and the school

'These discussions can build confidence in the actions being taken by the school, but they can also strengthen the impact of SEN support by increasing parental engagement in the approaches and teaching strategies that are being used.'<sup>11</sup>

Following these discussions, a record of the outcome, action and support agreed will be kept and shared with appropriate school staff and parents.

The SENCO is in touch via phone, email and in person with many parents/carers of SEND students and parents are encouraged to get in touch with the SENCO if they have any questions or concerns about the support and intervention their child is receiving.

### Students

The importance of listening to the child or young person is emphasised in the 2014 legislation. The AAMP (All about me) section of an EHCP, drawn up with the child or young person and their

<sup>10</sup> Special educational needs and disability code of practice: 0 to 25 years, (DfE, June 2014), 6.65

<sup>11</sup> Special educational needs and disability code of practice: 0 to 25 years, (DfE, June 2014), 6.66

parent/guardian outlines the views of the child or young person and ensures that they are central to designing their own support. Whilst Central Lancaster High School has a wide range of ways in which students can express their views and feelings about their education, such as School Council and Student Voice, SEND students are often a group that does not get actively involved with these types of activities. Therefore we actively seek to engage SEND students in other ways, such as the 'Ideal School Project' where a group of ASD students worked with the SEND department, an Educational Psychologist and other teachers in school to recommend changes to the school environment which would benefit them. These proposals were adopted.

### **Involving students in planning and reviewing progress**

SEND students often have an understanding of what their unique needs and difficulties are, so their input in the planning and delivery of support and intervention is crucial. When a student is identified as SEND, their views are sought about what type of support they would find helpful. In addition, students' views are collected before Annual Reviews and shared with those at the meeting (with their consent). Students are invited to attend Annual Review meetings.

## Section 8: Supporting students at school with medical conditions

---

At Central Lancaster High School we recognise that students at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education.

We have a trained Level 3 TA, working under the direction of the SENCO, who is responsible for the storage and administering of medication. He keeps records of all medication in school and liaises with parents directly when needed. He also produces care plans which are drawn up in consultation with parents and medical professionals (where necessary), such as the diabetes nurse. Care plans for pupils with medical conditions are shared with all relevant staff, and pupils with allergies are identified to all staff who work in school, including office staff, support staff and welfare staff as well as teachers. Before any school trips, the TA will meet with the trip leader to discuss the medical needs of the students and give advice and support regarding the administration and record-keeping of medications.

There is a separate policy on meeting the needs of students with medical conditions available through the school website and/or the school office.

## Section 9: Monitoring, evaluation and review of SEND

---

### Monitoring

The SENCO provides a termly report for the Senior Leadership Team which is shared with Governors in the Headteacher's report. This sets out:

- numbers of students receiving additional or SEND support and at what level
- current number of TAs with their responsibilities
- current support and interventions
- evidence of effectiveness of interventions e.g. reading ages; numeracy ages
- specialist staff and outside agencies working within the SEND department

Each term the SENCO sets out the achievements of the previous term and the priorities of the coming term in a document given to the Assistant Head overseeing SEND and the Headteacher.

The SENCO meets with the Assistant Head overseeing SEND at least once a week to discuss any issues or students that may be cause for concern. Strategies are discussed and agreed.

The SENCO meets with the Headteacher at least once each half term to monitor SEND.

The SENCO meets with the Level 3 TAs at least once each half term to discuss support and interventions; any issues or problems and to raise any students of concern.

The SENCO meets with all TAs at least once a month to discuss support, interventions and to raise any students of concern.

Each term the SENCO reviews the reports of SEND students to monitor their academic progress.

The literacy and numeracy interventions are run by two specialist Level 3 TAs. They test students' reading/numeracy age before and after the interventions and the results are recorded and analysed by the SENCO each term.

The students accessing ASD support through social groups, tutorials and lunchtime and break support are recorded by the specialist Level 3 TA overseeing ASD.

### Evaluation

Central Lancaster High School has robust monitoring and assessment procedures in place to evaluate the effectiveness of provision for all pupils. The SEND department, together with the Senior Leadership Team monitors the effectiveness of SEND provision in a similar way. Evidence of effectiveness of SEND provision might be:

- students moving on and off the SEND register and between the different levels of intervention according to their needs

- improved individual SEND students' attainment evidenced through reports, school and public exams, termly tracking and standardised testing
- improved individual SEND students' behaviour or social and emotional well-being possibly evidenced by a reduction in behavioural incidents, improved attendance and increased social awareness and interactions at an age-appropriate level
- parents/carers report improvements at home e.g. reading levels, behaviour etc.
- students report improvements at school and/or at home in either academic confidence and attainment or in their social and emotional well-being

Each year the SENCO writes an exam analysis for the Headteacher. This analyses the attainment of students with SEND against their ability profiles and evaluates the effectiveness of any support or provision received by those students.

## Review

The SENCO regularly meets with the Assistant Head to monitor, evaluate and review provision, both for individual students and for the SEND department as a whole.

In light of the attainment of SEND students and the SEND provision and support offered, each year the SENCO writes a progress plan, setting out the priorities for the following year.

The SENCO meets with the Headteacher in the Autumn Term each year to discuss the SEND progress plan and review SEND provision. The review will focus on:

- allocation of resources
- effectiveness of interventions and support (evidenced by exam analysis and other data supplied by the SENCO)
- the SEND progress plan
- training needs
- staffing

## Section 10: Training and resources

Mrs Bonney (Assistant Head) is responsible for co-ordinating the training of all teachers and support staff. Training needs are identified through the Appraisal process in departments and tailored to meet the needs of the students and help the staff meet the needs of all students. Training is delivered in a number of ways:

- outside provider to individual teacher/TA who feeds back to the department
- outside provider to the whole school
- in-house training to small groups which feedback to their departments
- in-house training to the whole staff
- coaching from an experienced/advanced skills teacher
- peer observations
- individual support plan



### Teachers

Whole staff training addresses a wide range of subjects, many of which are relevant to SEND, including literacy training and marking and assessment training. However, staff also receive relevant training dedicated to SEND in response to student needs. Recent SEND training for staff includes meeting the needs of ASD students and changes to SEND provision (2014 legislation).

## Support staff

Support staff receive ongoing training to meet their needs. Individual training needs are identified through the Appraisal process. Recent training for all TAs has included:

- effective support in Maths for all TAs (delivered by Maths AST)
- attachment disorder for a small group of TAs (delivered by SENCO)
- developing questioning skills and promoting thinking for all TAs (delivered by Educational Psychologist)
- supporting students in exams for all TAs (delivered by Exams Officer)

In addition, TAs with specific responsibilities receive training to meet the needs of students they work with and to disseminate to the SEND department. Some of the recent training attended:

- meeting the needs of students with medical conditions (outside provider)
- ASD and Attachment Disorder (CAMHS)
- developing speech and language for SLCN students (Speech and Language Therapy Service)
- supporting bereaved students (CAMHS)
- attachment disorder (Clinical Psychologist from Local Authority)
- ASD and adolescence (Specialist ASD School – Hillside)

The SENCO or the Assistant SENCO attend all the local cluster meetings for SENCOs in order to keep up to date with local and national updates in SEND.

## Newly qualified teachers/new teachers

The induction of NQTs and new staff includes a meeting with the SENCO to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual students. The SENCO is available for support and advice at any time.

## New TAs

New TAs have an induction period where they will observe and shadow an experienced TA before they begin to provide support for students on their own. They will have a weekly meeting with the SENCO to provide support and advice on meeting the needs of students with SEND, as well as learning relevant school policies and procedures.

## Trainee teachers/Schools Direct

Trainee teachers will have training on SEND from the SENCO which is similar to that offered to NQTs but at a more basic level. They will learn about different types of SEND and a variety of strategies to meet the needs of students with SEND. The SENCO will explain how the school organises SEND provision and highlight the needs of some individual students. The SENCO is available for support and advice at any time.

## Section 11: Accessibility

---

The school is working with students with physical disabilities and their parents/carers to enable them to participate in school life as fully as possible.

With the addition of a new lift, the school site now has full wheelchair access and has had recent adaptations to meet the needs of students with visual impairments. In addition, a Soundfield system has been installed in a number of rooms to meet the needs of hearing impaired students. The school works with relevant organisations and agencies to adapt the environment and curriculum to ensure continuing access.

For a full access statement, please refer to the school offer ***(available on the school website or from the school office)***.

## Section 12: Staffing roles and responsibilities

---

Central Lancaster High School recognises that it is the job of all staff in school to meet the needs of students with SEND.

### **Governing body**

The governing body aims to recognise students' special educational needs and disabilities and to meet those needs within the resources of the school and the Local authority; to promote awareness of those children; to pay due regard to the SEND Code of Practice 2014 and enable SEND children to fulfil their potential.

### **SEND Governor:**

The designated school governor has responsibility for SEND. He will keep the governing body informed about the provision available for SEND pupils and the effectiveness of those provisions.

### **Headteacher: Mr Wright**

Mr Wright has responsibility for the day to day management of all aspects of the school's work, including provision for students with SEND. The Headteacher keeps the governing body fully informed and works closely with the SENCO.

### **Assistant Headteacher: Mrs Bonney**

Mrs Bonney is the line manager of the SENCO and oversees the welfare of pupils, including those with SEND. She manages the pupil progress leaders for each year and holds termly pupil progress meetings where the progress and well-being of students, including those with SEND is evaluated.

### **SENCO: Miss Green**

Miss Green is responsible for the arrangements for SEND provision throughout the school. As SENCO, her responsibilities include:

- maintaining an up to date register of students with SEND
- working closely with the Headteacher, Senior Leadership Team, Pastoral teams, teaching and support staff to co-ordinate provision for SEND students
- deploying and managing the teaching assistants
- liaising with staff, students and parents to design effective provision for SEND students
- liaising with specialist teachers and outside agencies
- liaising with primary schools and post-16 providers to aid transition arrangements

## Pupil Inclusion Manager: Mr Mackie

Mr Mackie is responsible for overseeing the work of the Pupil Inclusion Centre (PIC) and deploying and managing the PIC staff. He works with a range of students, some of which have SEND and liaises regularly with the SENCO to co-ordinate their provision. He has a responsibility to refer any concerns regarding SEND students or SEND provision with the SENCO.

## Head of Sixth form and Pupil Progress Leaders

Head of sixth form and pupil progress leaders should ensure that year team meetings contain the opportunity to discuss SEND issues, including referral of concerns about individual students. They have a responsibility to oversee the welfare and progress of all students in their year and raise any concerns regarding SEND students or SEND provision with the SENCO.

## Heads of Department

The head of department should ensure that department meetings contain the opportunity to discuss SEND issues, including referral of concerns about individual students. They should liaise with the SENCO and/or other SEND staff to review and evaluate the progress of SEND students in their subject area. The head of department should liaise with the teachers in their department to ascertain whether they need any advice and guidance on SEND. They have a responsibility to raise any concerns regarding SEND students or SEND provision with the SENCO.

## Form teachers

Form teachers are responsible for overseeing the day to day welfare and progress of the students in their form. They are often the adult in school that knows the student best and they should raise any concerns regarding SEND students with the pupil progress leader and/or the SENCO.

## Subject teachers

Subject teachers must ensure that they are aware of the special educational needs of the students in their classes. They should be familiar with any relevant information provided about each child (e.g. provision map; useful strategies) and use the suggested strategies in order to help each student make adequate progress. Class work and homework should be differentiated in accordance with the student's SEND.

## SEND support staff

SEND support staff (*a full list of roles and responsibilities is in Appendix 6*) have a responsibility to work, under the direction of the SENCO and subject teachers, with students with SEND. They should be familiar with any relevant information provided about each child and use the suggested strategies in order to help each student make adequate progress. SEND support staff should contribute to Annual Reviews and the planning and delivery of support and interventions. They have a role in overseeing the progress and welfare of each student they work with and should refer any concerns regarding SEND students to the SENCO.

## **Outside agencies and specialist staff**

A number of outside agencies and specialist staff support the SEND department in meeting the needs of SEND pupils. These include Specialist Teachers, Health and Social Care professionals and voluntary organisations. ***A full list of these organisations and staff currently working in school is in Appendix 7.***

## Section 13: Complaints procedures

---

We aim to be sensitive to the needs of the students and their parents/carers. The SENCO welcomes meeting with parents/carers at mutually agreed times to discuss the needs of their children and the school's provision for them, including aspects such as health, progress, behaviour at home and at school; factors contributing to difficulties students may be facing and further steps the school might take.

Informal complaints may be made through the SENCO, the Assistant Head overseeing SEND, the Pupil Progress Leader or the subject teacher. Complaints will be acknowledged and a response given or a meeting arranged for further discussion as soon as possible.

More formally, the Headteacher will receive and investigate complaints and seek to resolve problems.

Parents/carers who have a concern which they feel has not been properly addressed may put their concern in writing to the Chair of Governors.

***The School's Complaints policy is available through the school office.***

### Right of Appeal

Following a request for a statutory assessment of special educational needs or following a statutory assessment being completed by the local authority, parents/carers have a right to appeal about the decision to a Special Needs Tribunal.

The following reasons may be used by parents/carers to appeal:

- the Local Authority has refused to make a formal assessment of the child's SEND
- the Local Authority has refused to issue an EHCP

Parents/carers may value independent advice and support when their child is being assessed for a possible EHCP. This can be sought from Parent Partnership. ***A list of support services available for parents of children with SEND is provided in Appendix 8.***

## Appendix 1 – Broad areas of need<sup>12</sup>

---

### Communication and interaction

- 6.28 Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.
- 6.29 Children and young people with ASD, including Asperger’s Syndrome and Autism are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

### Cognition and learning

- 6.30 Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.
- 6.31 Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

### Social, emotional and mental health difficulties

- 6.32 Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

### Sensory and/or physical needs

- 6.34 Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties.
- 6.35 Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

---

<sup>12</sup> Special educational needs and disability code of practice: 0 to 25 years, (DfE, June 2014)

## Appendix 2: Overview of SEND provision by area of need

Area of Need	Cognition and Learning	Communication and Interaction	Physical and Sensory	Social, Emotional and Mental Health
<b>Catch Up/non-register support (Wave 1)</b>	<ul style="list-style-type: none"> <li>Differentiated curriculum planning, delivery and resources</li> <li>Provision map</li> <li>EAL lessons (Specialist Teacher)</li> <li>EAL intervention groups</li> <li>Catch-up Numeracy Groups</li> <li>Catch-up Literacy Groups</li> <li>Assistance with recording (e.g. laptop)</li> <li>Smaller class sizes</li> <li>Certificate of Achievement qualifications (Maths and English)</li> <li>Vocational qualifications (including Work Related Learning)</li> <li>Homework club</li> <li>Accelerated Reader</li> </ul>	<ul style="list-style-type: none"> <li>Differentiated curriculum planning, delivery and resources</li> <li>Provision map</li> <li>Visual strategies (e.g. communication cards)</li> <li>Communication tutorials</li> <li>ASC tutorials</li> <li>ASC refuge (break and lunchtime)</li> </ul>	<ul style="list-style-type: none"> <li>Differentiated curriculum planning, delivery and resources</li> <li>Provision map</li> <li>Handwriting tutorials</li> <li>Keyboard skills tutorials</li> <li>Access to lift</li> <li>Accessible site (slopes, ramps. High visibility rails etc.)</li> <li>Access to equipment (e.g. sloping boards, pencil grips, handwriting pen etc.)</li> <li>Assistance with recording (e.g. laptop)</li> <li>Care Plan</li> <li>Access to medication</li> </ul>	<ul style="list-style-type: none"> <li>Differentiated curriculum planning, delivery and resources</li> <li>Provision map</li> <li>Time Out (PIC)</li> <li>Refuge at break and lunchtime</li> <li>Social and emotional tutorials</li> <li>Individual reward system</li> </ul>
<b>SEN Support (Wave 2)</b>	<ul style="list-style-type: none"> <li>Personal Education Plan (PEP)</li> <li>Numeracy intervention groups</li> <li>Literacy intervention groups</li> <li>Dyslexia ICT programme delivered weekly</li> <li>TA support in class</li> <li>Advice from Specialist Teacher</li> </ul>	<ul style="list-style-type: none"> <li>Personal Education Plan (PEP)</li> <li>Speech and Language Therapy (NHS provider)</li> <li>Speech and language programme</li> <li>ASC social group (weekly)</li> <li>TA support in class</li> <li>Advice from Specialist Teacher</li> </ul>	<ul style="list-style-type: none"> <li>Personal Education Plan (PEP)</li> <li>Motor skills tutorials</li> <li>Occupational Therapy support</li> <li>Physiotherapy support</li> <li>Multi-sensory strategies</li> <li>TA support in class</li> <li>Advice from relevant professional</li> </ul>	<ul style="list-style-type: none"> <li>Personal Education Plan (PEP)</li> <li>Individual behaviour support plan</li> <li>ASC social group</li> <li>Motivational interviewing</li> <li>'Why try?' programme</li> <li>Anger Management programme</li> <li>TA support in class</li> <li>Advice from relevant professional</li> </ul>
<b>Statement/EHCP (Wave 3)</b>	<ul style="list-style-type: none"> <li>Individual support from Specialist Teacher</li> <li>Individual curriculum</li> <li>1:1 tutorials</li> <li>1:1 TA support</li> </ul>	<ul style="list-style-type: none"> <li>Individual support from Specialist Teacher</li> <li>Individual curriculum</li> <li>1:1 tutorials</li> <li>1:1 TA support</li> </ul>	<ul style="list-style-type: none"> <li>Individual support from Specialist Teacher</li> <li>Individual curriculum</li> <li>OT/Physiotherapist programme</li> <li>1:1 tutorials and TA support</li> </ul>	<ul style="list-style-type: none"> <li>Individual curriculum</li> <li>Individual support from Specialist Teacher/ relevant professional</li> <li>Support from EP</li> <li>1:1 tutorials and TA support</li> </ul>





## Appendix 4 - Exemplar Wave 1 provision map: Year 7

Name		Form	SEND		PP	Information	Targets	Suggested strategies	Outside intervention
Arkwright	Linda	7X	Cognition and learning	MLD	No	<ul style="list-style-type: none"> <li>Very slow progress academically</li> <li>Attendance can be poor</li> <li>Lovely girl who is popular with peers</li> </ul>	<ul style="list-style-type: none"> <li>Working at MTL</li> <li>Raise reading age to 10y+</li> <li>Raise numeracy age to 10y+</li> </ul>	<ul style="list-style-type: none"> <li>Give instructions in small chunks</li> <li>Regularly check understanding</li> <li>Make sure homework written in planner and letters taken home etc.</li> </ul>	<ul style="list-style-type: none"> <li>Literacy catch-up</li> <li>Numeracy catch-up</li> </ul>
Carnegie	Sam	7Z	Cognition and learning	MLD? and EAL	Yes	<ul style="list-style-type: none"> <li>Low levels across the board</li> <li>Struggles with literacy</li> <li>Can lack motivation</li> </ul>	<ul style="list-style-type: none"> <li>Working at MTL</li> <li>Raise reading age to 10y+</li> </ul>	<ul style="list-style-type: none"> <li>Give instructions and information in small chunks</li> <li>Encourage him to try harder</li> </ul>	<ul style="list-style-type: none"> <li>EAL lessons (weekly)</li> <li>Literacy catch-up</li> </ul>
Farrow	Alice	7Z	Communication and interaction	SLCN	Yes	<ul style="list-style-type: none"> <li>Expressive and receptive vocabulary difficulties. Can make up words.</li> <li>Struggles socially</li> </ul>	<ul style="list-style-type: none"> <li>Verbal contributions made in class</li> <li>Improves quality of social interactions</li> </ul>	<ul style="list-style-type: none"> <li>Encourage her to contribute verbally</li> <li>Avoid use of sarcasm and idiom</li> <li>Encourage group-working</li> </ul>	<ul style="list-style-type: none"> <li>SLT input (NHS)</li> <li>1:1 tutorial weekly</li> <li>ASC Social group</li> </ul>
Warren	Anne	7Y	Sensory and physical needs	Dyspraxia	No	<ul style="list-style-type: none"> <li>Struggles with fine motor skills</li> <li>Struggles with organisation</li> </ul>	<ul style="list-style-type: none"> <li>Working at MTL</li> <li>Using assistive technology where appropriate</li> <li>Use SMH at home</li> </ul>	<ul style="list-style-type: none"> <li>For long responses, use writing frames.</li> <li>Allow use of netbook where possible</li> <li>Ensure homework in planner and on SMH</li> </ul>	<ul style="list-style-type: none"> <li>Speed up programme (NHS)</li> <li>Netbook provided</li> <li>Motor skills tutorial</li> </ul>

## Appendix 5: Exemplar Wave 2/Wave 3 Personal Education Plan (PEP)

Name	Pupil A		Form	7X	Area(s) of need	Level of SEN	KS2 SATs		CAT scores	
Date	April 2015 – July 2015				<ul style="list-style-type: none"> <li>Cognition and learning</li> <li>Social interaction and communication</li> </ul>	Wave 2	English: 3c Maths: 4a Science: 4a		V: 89 Q: 97 NV: 105	
Key difficulties			Targets:				E(R)	E(W)	M	S
<ul style="list-style-type: none"> <li>moderate dyslexia</li> <li>social interaction and communication</li> </ul>			<ul style="list-style-type: none"> <li>improve English NC Level by 2 sub levels</li> <li>improve reading age from 8y 3m to 9y</li> <li>reduce behavioural incidents</li> <li>improve attendance from 85% to 90%+</li> </ul>							
Barrier to learning			Additional provision		Time	Cost	Date	Comment		
Dyslexia and ASD			Differentiated curriculum planning, delivery and resources (see classroom strategies)							
Reading difficulties			Catch-up Literacy Group (1:4)		1x50m weekly					
			Provision of coloured overlays							
			Individual Dyslexia ICT programme (small group)		1x20m weekly					
			TA support in core subjects (shared)		13x50m weekly					
Social interaction			ASC social group (1:6)		1x50m weekly					
			Communication tutorial (1:1)		1x25m weekly					
			ASC refuge - break and lunchtime (small group)		6hr 10m weekly					
					TOTAL COST					
Comment on progress against targets								Recommendation		
Improve English NC Level by 2 sub levels								<ul style="list-style-type: none"> <li>Remove from additional support</li> <li>Move to Wave 1 additional support</li> <li>Maintain Wave 2 SEN support</li> <li>Move to Wave 3 SEN support (EHCP assessment)</li> </ul>		
Improve reading age from 8y 3m to 9y										
Reduce behavioural incidents										
Improve attendance from 85% to 90%+										

## Appendix 6: SEND Department Staffing

Name	Post	Support	Additional responsibilities
Julie Green	SENCO (Teacher)	<b>See Section 12 for responsibilities</b>	
Caroline Hesketh	Assistant SENCO (HLTA)	<ul style="list-style-type: none"> <li>Year 10 &amp; 11 Maths</li> <li>1:1 EAL</li> </ul>	<ul style="list-style-type: none"> <li>Assisting in all areas of management of SEND</li> <li>Exams assessor</li> <li>Maths specialist</li> </ul>
Andrew Murphy	Level 3 TA	<ul style="list-style-type: none"> <li>Year 9</li> <li>Students with medical difficulties</li> </ul>	<ul style="list-style-type: none"> <li>Medicine management and administration</li> <li>Hearing impairment specialist</li> <li>Supervision of Level 2 TAs</li> </ul>
Desley Woodruff	Level 3 TA	<ul style="list-style-type: none"> <li>Year 10 English</li> <li>EAL students</li> <li>Students with literacy difficulties</li> </ul>	<ul style="list-style-type: none"> <li>Literacy intervention manager</li> <li>EAL intervention</li> <li>Supervision of Level 2 TAs</li> </ul>
Lisa Maudsley	Level 3 TA	<ul style="list-style-type: none"> <li>Year 11 &amp; 12</li> <li>ASC students</li> </ul>	<ul style="list-style-type: none"> <li>ASC intervention manager</li> <li>Deputy medicine management and administration</li> <li>Supervision of Level 2 TAs</li> </ul>
John Holmes	Level 3 TA	<ul style="list-style-type: none"> <li>Year 11</li> <li>Students with numeracy difficulties</li> </ul>	<ul style="list-style-type: none"> <li>Numeracy intervention manager</li> <li>Supervision of Level 2 TAs</li> </ul>
Nikki Miller	Level 3 TA	<ul style="list-style-type: none"> <li>Year 10</li> <li>Students with Visual and Hearing impairment difficulties</li> </ul>	<ul style="list-style-type: none"> <li>Multiple Learning Difficulties specialist</li> <li>Sign language specialist</li> </ul>
Jo Perry	Level 3 TA	Year 9	<ul style="list-style-type: none"> <li>Duke of Edinburgh Award manager</li> </ul>
Morgan Hargreaves	Level 2 TA	Year 7	<ul style="list-style-type: none"> <li>Year 6/7 transition</li> </ul>
Lucy Moran	Level 2 TA	Year 9	<ul style="list-style-type: none"> <li>Exam concessions administration</li> </ul>
Barbara Hargreaves	Level 2 TA	Year 7 & 8	
Gavin Clark	Level 2 TA	Year 8	
Philly McCormick	Level 2 TA	Year 10 & 11	
Bryony Rowe	Level 2 TA	Year 9 & 11	

Teaching assistants generally work with one or two groups but may be deployed elsewhere depending on student need and TA specialist knowledge.

## Appendix 7: Outside agencies and specialist staff

A number of agencies and specialists work within school to support the needs of students. Many organisations work through the Pupil Inclusion Centre (PIC) to support the emotional and social well-being of our students and a full list of agencies working with the PIC is in **Section 5: Meeting the needs of students with SEND**.

There is often overlap between students receiving support through the PIC and those students supported by the SEND department and many SEND students will access both SEND and PIC support to meet their individual needs.

In addition to those agencies and organisations listed in Section 5, the following professionals and organisations work with and within school to support SEND students:

Area of need	Organisation	Individual	Title
Health	Speech and Language Service	Sophie Barlow	Speech and Language therapist
		Judy Camp	Speech and Language therapist
	Longlands Child Development Clinic	Arouna Montague	Occupational therapist
	Physiotherapy	Karen Philips	Physiotherapist
	NHS	Dr Elizabeth Whitehorn	Paediatrician
		Dr Nardeosingh	Paediatrician
	Clinical Psychology		Clinical Psychologist
Cognition and learning	Educational Psychology	Laura Snape	Educational Psychologist
	IDSS (Local Authority)	Glynis Cunningham	ASC Specialist Teacher
		Kath Woodhouse	Hearing Impairment Specialist Teacher
		Helen Bates	Hearing Impairment Specialist Teacher
		Nancy Miejulk	Visual Impairment Specialist Teacher
		Felicity Montague	Physical Difficulties Specialist Teacher
Private	Elizabeth Robinson	Specialist EAL Teacher	

## Appendix 8: Support Services for parents of students with SEND

The Lancashire Local Offer brings together information for children and young people with special educational needs and disabilities and their families. It includes information on support services as well as finance, transport, social services, health etc. It can be found at:

<http://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities.aspx>

The following organisations may be helpful:

Organisation	Description	Contact details
Local parent carer forum	The local forums are for Lancashire families who have a child aged up to 25 years with a disability or additional need. The forums allow families to provide regular feedback about their views and how these may shape future service delivery.	To become part of this service please contact the <a href="#">FIND Service</a> Tel: 01772 532 509 Email: <a href="mailto:FIND@lancashire.gov.uk">FIND@lancashire.gov.uk</a>
Parent Partnership Service	The Parent Partnership Service is a statutory service that offers information, help and support for parents and carers of children and young people with special educational needs and disabilities (SEND).	Monday to Friday 8am to 5pm Tel: 0300 123 6706 Email: <a href="mailto:information.lineteam@lancashire.gov.uk">information.lineteam@lancashire.gov.uk</a>
National Autistic Society	Wide range of resources and information for parents/carers of children with Autism Spectrum Disorders.	<a href="http://www.autism.org.uk/living-with-autism/parents-relatives-and-carers/parents-and-carers.aspx">http://www.autism.org.uk/living-with-autism/parents-relatives-and-carers/parents-and-carers.aspx</a>
Local branch of National Autistic Society	They provide regular local support groups, coffee mornings, meetings with guest speakers; training and leisure opportunities and we have a library of resources for parents and carers to borrow.	<a href="http://www.naslandm.co.uk/">http://www.naslandm.co.uk/</a> email: <a href="mailto:landm@nas.org.uk">landm@nas.org.uk</a> Phone: 07500 881 831
British Dyslexia Association	Wide range of resources and information for parents/carers of children with dyslexia.	<a href="http://www.bdadyslexia.org.uk/parent">http://www.bdadyslexia.org.uk/parent</a>
MIND	Provides information and support to young people suffering from mental health problems. Contacts section lists number of useful organisations for parents.	<a href="http://www.mind.org.uk/information-support/">http://www.mind.org.uk/information-support/</a>
Young Peoples' Service	Provide general advice and guidance for young people.	Phone: (0)1524 581171 <a href="http://www.yps.lancashire.gov.uk/where-you-live?district=lancaster">http://www.yps.lancashire.gov.uk/where-you-live?district=lancaster</a>

*Central Lancaster High School is not responsible for the content of external websites.*