

SEND Information report

Central Lancaster High School 2015-2016

Introduction

Welcome to our SEND information report which is part of the Lancashire Local Offer for learners with Special Educational Needs and Disabilities (SEND). For more detailed information about our provision for SEND students, please see the SEND Policy and the School Offer on the website.

Our SEND profile 2015 - 2016

Currently, the number of students receiving intervention and the total number of students with identified SEND are outlined below. This data may be subject to slight changes during the year.

Year	Total number in year	Number of students with EHCP /statement	Number of students with SEND support	Total % of SEND students	% of EAL students	% of students with medical issues	Non-SEND students receiving intervention
7	102	2	19	20%	4%	4%	21 (20%)
8	132	4	9	10%	4%	7%	30 (23%)
9	103	3	10	13%	2%	2%	27 (26%)
10	134	4	18	16%	0%	6%	24 (18%)
11	147	3	14	12%	2%	3%	33 (22%)
12 & 13	86	2	4	7%	0%	0%	8 (9%)
All Years	704	18	74	13%	2%	4%	143 (20%)

Currently 33% of our students receive some form of intervention.

Our approach to teaching learners with SEND

At Central Lancaster High School we are committed to empowering our students to harness their own creativity and fulfil their potential. We want to break down possible barriers to learning and raise the aspirations and expectations for all students, including those with special educational needs and disabilities.

How we identify 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:

- have a significantly greater difficulty in learning than the majority of others of the same age; or
- 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.’

Raising concerns

Some of the factors that would trigger an assessment for SEND would be:

- 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

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

Collecting evidence

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

Non-SEND barriers to learning

It may be that there are barriers to learning but these are not necessarily SEND. These could 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 strategies and interventions, some of which may be provided by the SEND department.

What we do to support learners with SEND

All of the support we provide for learners with SEND is tailored to their specific requirements. We will work with students and parents as well as their teachers to enable every individual to access learning and reach their potential.

School arrangements

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 school's main budget. For those pupils identified as having high needs (Statement banding of E or above/EHCP), a top-up budget is provided.

SEND learning base

The SEND learning base includes a SEND classroom fitted with an interactive whiteboard and new computers for students and two further rooms dedicated for SEND use.

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, two Level 3 Teaching Assistants, a Learning Mentor and an Attendance Officer. It provides a classroom where students can work and two meeting rooms.

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. These are matched to the needs of the student and may include:

- Differentiated curriculum planning, delivery and resources
- Catch-up Numeracy and/or Literacy Groups/1:1
- Assistance with recording (e.g. laptop)
- Dyslexia ICT programme
- TA support in class and/or 1:1 TA support
- EAL lessons (Specialist Teacher and/or trained TA)
- Advice and /or support from Specialist Teacher
- Individual curriculum
- Provision map
- Tutorials based on need (e.g. organisation, SLT, SEMH)
- Lunch and breaktime refuge
- Access to equipment (e.g. sloping boards, pencil grips, handwriting pen etc.)
- Time Out (PIC)
- Learning mentor meetings
- Advice and/or support from Health/ Social Care agencies and professionals

Other opportunities for learning

We are committed to making reasonable adjustments to ensure participation for all and all students have the opportunity to get involved in many different extra-curricular activities. We run a diverse range of clubs and activities at lunchtime and various activities after school too. The SEND department will do whatever it can to help all students get involved with wider learning activities and previously TAs have accompanied students to lunchtime clubs, out of school activities and even trips abroad.

How we evaluate support for SEND students

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.

How we help SEND students with transition

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.

Transition from primary to secondary school

In the normal course of events all students who will be attending Central Lancaster High School will, in the summer term of Year 6, attend the school for an induction. Prior to the induction day, the SENCO or Assistant SENCO will meet with the SENCO of each of the primary schools which have SEND students who will be moving to Central Lancaster High School. There will be an opportunity for students and parents to meet with the SENCO/Assistant SENCO of Central Lancaster High School and further transition meetings and/or visits can be arranged as needed.

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 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.

Transition from Key Stage 3 to Key Stage 4

All students receive support when choosing their options in the Spring Term of Year 9 and should SEND students need more information and/or support; the SEND department will provide it. 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 adviser will be invited to the meeting to discuss the different courses available with both parents/carers and the child.

Post-16 transition and preparing for adulthood

During Key Stage 4, students at Central Lancaster High School have lots of support and preparation for post 16 study, including a weekly Careers lesson, Practice Interviews, Work Experience, PSHE lessons on financial literacy and a Careers Fair to which both students and parents are invited.

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 adviser 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 adviser 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.

How we involve 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

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.

How we involve 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.

Further information

If you would like any further information about SEND provision in Central Lancaster High School or just information about SEND in general, the contact details of the SENCO are:

Julie Green (SENCO) – 01524 32636

julie.green@lancasterhigh.lancs.sch.uk

The following links might be useful.

SEND Policy

The SEND Policy sets out in much more detail how Central Lancaster High School meets the needs of SEND students. It is updated annually and available on our website. The link is:

http://www.lancasterhigh.lancs.sch.uk/index.php?category_id=264

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

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>