



## **SEND Offer**

**Deanery Church of England High School  
& 6<sup>th</sup> Form College**

September 2019

# **Deanery High School Information Report Special Education Needs and Disability Local Offer for Maintained Schools**

## **Introduction**

**A child or young person has SEND if they have a learning difficulty or disability that calls for special educational 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 he or she:**

- Has a significantly greater difficulty in learning than the majority of others of the same age or;
- Has a disability which prevents or hinders him or her from making use of educational facilities generally provided for pupils of the same age in mainstream schools or mainstream post 16 providers.

## **Identification of Special Educational Needs and Disabilities:**

There are four broad areas which give an overview of the range of needs that should be planned for:

- Communication and Interaction
- Cognition & Learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

## **The SEND policy takes careful account of:**

- Section 69(2) of the Children's and Families Act 2014
- The Code of Practice 2014
- Regulation 51 and schedule 1 of the Special Educational Needs and Disability Regulations 2014
- The Special Educational Needs (Personal Budgets and Direct Payments) Regulations
- The policy of the Local Authority and the aims of the school as outlined

in school documentation

### **1. How does the school know if children/young people need extra help?**

- Pupils are initially identified by working closely with our feeder primary schools to ensure that all relevant information is transferred. These meetings highlight children requiring additional support. Baseline assessments upon arrival and regular monitoring and assessment highlight areas in which young people need additional intervention for support with learning.
- Teachers can also raise concerns about the progress of a particular pupil either directly to the SEND department or via HOF/HOY. Data for all pupils is rigorously scrutinised at quarterly intervals and relevant support is put into place for any pupil not making the required progress.
- Parents and carers can contact school with any concerns which can be discussed and investigated.
- Pupils can self-refer if they feel they require additional support.

### **2. What should I do if I think my child/young person may have special educational needs?**

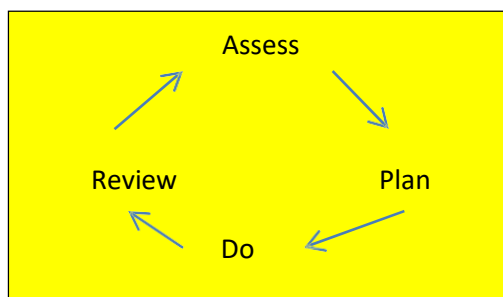
- Parents are encouraged to raise any concerns with either the SENCo (Miss Hart) or their Head of Years. Any concerns will be thoroughly investigated and parents informed of any outcomes.

### **3. How will school staff support my child/young person?**

- In the first instance many children can be successfully supported through quality first teaching and suitable differentiation within the classroom.
- Where additional support is required, assessments will be completed and a plan will be put into place which could include:
  - In class support
  - Small group/1-1 literacy or numeracy intervention
  - Small group/1-1 support to help pupils with social, mental and emotional health difficulties
  - 1-1 support for behavioural coaching and mentoring
  - Small group/1-1 support for developing social, communication and interaction skills.
  - Access to specialist literacy packages. (Where an intervention package is put in place, this will inevitably mean short or long term withdrawal from mainstream classes)

The SENCo is responsible for overseeing the support plans for any pupils with

additional needs. The plan is reviewed at regular intervals throughout the year. The SENCo and the assistant SENCo are also responsible for liaising with parents. The SENCo is also responsible for the deployment of LSA's who are used to support pupils with additional needs. The model of support and intervention recommended by the new guidance will review the effectiveness of additional support.



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

- In KS3 all pupils follow a normal broad and balanced curriculum with the emphasis on quality first teaching and appropriately differentiated work. Where additional interventions are required pupils will be withdrawn from lessons as agreed by pupil/school & parents.
- In KS4, where appropriate, pupils can follow an alternative curriculum with a choice of Btec level 1 Travel & Tourism, Btec Level 1 Childcare, Btec level 1 Jamie Oliver Cooking, ASDAN.

#### **5. How will both you and I know how my child/young person is doing and how will you help me to support my child/young person learning?**

- The Deanery encourages a close collaboration between parents and school. We offer a variety of additional opportunities to discuss pupil progress & needs. Once per term parents are invited to an informal coffee morning.
- We offer additional support during transition periods KS2-KS3, KS3-KS4, KS4-KS5.
- We use home/ school communication books, letters & phone calls home.

#### **6. What support will there be for my child/young person overall well-being?**

- 5 non-teaching Head of Years.
- Parental meetings and calls/text home.
- Monitoring of progress throughout the year.
- Mentoring & Liaison from the SEND team.

- Liaison with HOD to ensure quality first teaching is a priority in every subject and that all staff amend their teaching in relation to a pupil's needs.
- Referrals to SEND department for additional support.
- Referrals to external agencies, where appropriate.
- Breakfast, break and lunch clubs supervised by SEND staff.

## **7. What specialist services and expertise are available or accessed by school?**

- Within the SEND team our staff have many areas of expertise:
  - Dyslexia
  - Sounds Write
  - Maths recovery
  - Nurture
  - Behaviour Management
  - Team Teach
  - EAL
  - Talking Partners

School also access support from:

- Chaplaincy Team (TMG)
- Counsellor
- TESS (Targeted Educational support services)
- CAMHS
- Educational Psychology Service
- Sensory Support Service
- EMAS
- The Outreach Service
- Startwell (includes attendance related issues)
- Social Services
- Local Authority Inclusion Team
- Health Service (School Nurse)

**8. What training are the staff supporting my child/young person with SEND having or had?**

- All staff at the Deanery have continued professional development inline with both their own and pupil needs.

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

- All students have opportunities to access all activities in school and will be supported where necessary.

**10. How accessible is the school environment?**

- There is a lift to access each floor
- Disabled toilets are situated on each floor
- Height adjustable benches are in food technology and science
- There is a therapy/treatment room situated within the SEND area
- We seek advice and expertise from parents and specialist teams to ensure that the visual and auditory environment is suitable for learners
- The school SEND budget and personal budgets allows us to provide equipment and facilities to support children and young people with Special Educational Needs.

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

- Schools are given an additional amount, referred to as the 'notional SEND budget' it covers up to £6,000 per pupil with SEND, over and above core funding. We will use this funding to meet pupil need and where necessary approach the Local Authority when high level needs cost more.
- As a school we ensure that we are equipped with resources and materials that enable all of our young people to learn. The tools and resources used to make learning accessible for all are sourced whenever applicable to ensure that barriers to learning are broken down and achievement is optimum.
- Our SEND budget is devoted to employing well skilled Learning Support Assistants, purchasing appropriately differentiated and accessible resources and ensuring that the learning environment is learner friendly.

## **12. How is the decision made about what type and how much support my child/young person will receive?**

- We offer a graduated approach to SEND in order to identify difficulties; assess need in conjunction with class teachers, parents and pupils and plan for appropriate support and provision:
  - Where pupils are not making expected progress, an assessment of difficulties and needs may be completed to identify specific areas of difficulty. This will inform the teaching strategies and tools needed to enable the individual pupil to make more rapid progress and hopefully overcome difficulties.
  - Where appropriate, differentiation and quality first teaching does not have the desired impact and progress continues to be hindered by a young person's special educational needs then further assessment of needs will be completed and small group or 1-1 intervention implemented that is suitable to the needs of the child and assessed regularly.
  - Should the young person continue to make less than expected progress despite support matched to their needs and difficulties then we may involve specialists to complete further assessments and/or offer further advice and guidance to help us offer effective intervention and support. Parental consent will always be sought before involving outside agencies or specialists.
  - At all stages parents should be involved in the decision making process. Parents are invited to contact us at any time with any questions or concerns.
  - A centrally held, comprehensive information pack outlines the needs and difficulties of any children with special educational needs and the support they receive. This information also outlines advice from specialists and the SEND team, offering strategies for staff to employ when teaching individuals.
  - The SENCo works in close conjunction to review the SEND register, pupil attainment data and pupils in receipt of support termly. We often take advice from our TESS teacher should we have any specific concerns.
  - Parents, pupils, teacher and Learning Support Assistants are all important stakeholders and can be involved in the decision making process with regards the levels and types of support offered.
  - Parents are encouraged to take an active role in supporting us to enable their child to make good progress. You can be involved by contributing to meetings and discussions at parent's evenings, by



sharing all relevant information, by offering your expert knowledge and by supporting school and reinforcing the work we do in the home.

### **13. How are parents involved in school? How can I be involved?**

- The Deanery High School actively encourages all parents to become involved in their child's learning journey.
  - Progress reports issued throughout the year
  - Three additional SEND coffee mornings
  - Headlines sent home to all students
  - Text updates
  - Email updates
  - Open day/ Parents evenings
  - Letters & Telephone calls
  - Pupil Planners
  - Y7 Settling in evening
  - Year 11 Expo evening
  - Meetings on request

### **14. Current percentage of SEND students in each year group:**

- Year 7: 44 pupils = 10%
- Year 8: 24 pupils= 15%
- Year 9: 21pupils = 12.4%
- Year 10:19 pupils= 11.4%
- Year 11:10 pupils= 11.6%

### **15. Pupil's Voice**

- Within school, pupils are actively encouraged to have a say in decisions that affect them; particularly around personalisation where school is meeting specific needs.

### **16. How will transition to Post – 16 provision be managed?**

- All students can attend presentations given by all local post -16 providers in the authority.
- Deanery 6th form transition days are organised for all pupils with extra support given to those pupils with specific requirements and/ or additional needs.
- All students have the opportunity to have sessions with our Careers Advisor.

- The Careers Advisor is available and meetings will be arranged for all pupils but extra support given to those pupils with specific requirements and/ or additional needs.
- Opportunities for trips to local colleges and university taster days are delivered.
- We endeavour to work closely with all post -16 providers to ensure they are aware of any special needs of the students.
- Post -16 provision is a key focus of EHC Plan reviews in year 10 and Year 11.

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

- Your first point of contact if you wish to discuss anything about your child would be their form tutor or Head of Year (01942 768801)
- If your concerns are relating specifically to Special Educational needs, you can contact the SENCo, Miss Hart, directly (01942 768801 Ext 1263) or the school SEND governor, Mrs Stevenson-Hornby.
- Further information about support services and the Local Authorities Local Offer can be found at:

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

Alternatively, you can contact:

- Targeted Education Support Service (TESS) Tel: 01942201914
- The Local Authority Access & Inclusion Team Tel: 01942486132
- SEND information, Advice and Support Service (SENDIASS) Tel: 01942233323

Wigan Local Offer provides information of services which could support children and young people with SEND:



The Autism Pathway and Service work with schools, teachers and parents to help support children with a diagnosis of Autism Spectrum Condition (ASC), you will find further information at the link below:

<https://www.wigan.gov.uk/Business/Professionals/Educational-support/ASC-Pathway-Service.aspx>