



SEND Information Report

The Deanery
Church of England High School and Sixth Form College

Emma Hart, SENDCo

September 2023

Table of Contents

Introduction	3
1) How do we know if your child/young person needs extra help?	4
2) What should you do if you think your child/young person may have special educational needs?	4
3) How will school staff support your child/young person?	4
4) How will the curriculum be matched to my child's needs and disabilities?	5
5) How will we help you to support your child/young person's learning?	5
6) What support will there be for your child/young person's overall well-being?	6
7) What specialist services and expertise are available or accessed by school?	7
8) What training are the staff supporting my child/young person with SEND having or had?	8
9) How will my child/young person be included in activities outside the classroom, including school trips?	8
10) How accessible is the school environment for pupils with disabilities?	8
11) What steps are taken to prevent disabled pupils being treated less favourably than other pupils?	9
12) How do you ensure that pupils with additional needs and/or disabilities can fully access information and activities which are readily accessible to pupils who are not disabled?	9
13) How are the school's resources allocated and matched to children's/young people's special educational needs?	10
14) How is the decision made about what type and how much support my child/young person will receive?	10
15) How are parents involved in school? How can you be involved?	11
16) Current percentage of SEND pupils in each year group?	11
17) Pupil's Voice	11
18) How will transition to post-16 provision be managed?	12
19) How does the school evaluate the effectiveness of the SEND Policy, Information Report and Practises?	12
20) Who can I contact for further information?	13

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.

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

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

- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Mental Health
- Sensory and/or Physical Needs

This information report is based on the statutory **Special Educational Needs and Disability (SEND) Code of Practice** and the following legislation:

- Part 3 of the **Children and Families Act 2014**, which sets out school's responsibilities for pupils with SEND and disabilities.
- **The Special Educational Needs and Disability Regulations 2014**, which set out school's responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCOs) and the SEND information report.

1. How do we know if your child/young person needs extra help?

- Pupils are initially identified by working closely with our feeder primary schools to ensure that all relevant information is transferred. Primary schools or parents can request additional transition meetings with the SEND team.
- 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/SPL. Data for all pupils is rigorously scrutinised at regular intervals and appropriate support is put in place where necessary.
- 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.

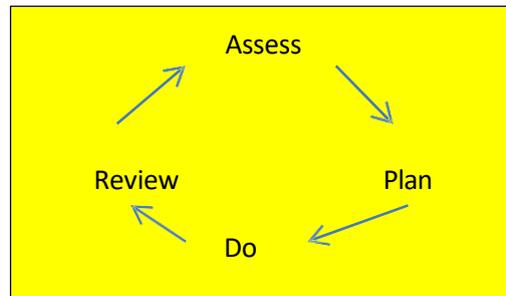
2. What should you do if you think your child/young person may have special educational needs?

- We encourage you to raise any concerns with either the SENDCo (Miss Hart), the Assistant SENDCo (Mrs Edwards) or their Head of Year. Any concerns will be thoroughly investigated and parents informed of any outcomes.

3. How will school staff support your child/young person?

- In the first instance many children can be successfully supported through quality first teaching and suitable differentiation and scaffolding support within the classroom.
- Where additional support is required, assessments may be completed and a school plan will be put into place which may 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
 - Referrals to the appropriate outside agencies
 - 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 SEND team is responsible for overseeing the support plans (IEP) for any pupils with additional needs. The plan is reviewed at regular intervals throughout the year and parents are invited to be involved in the planning and reviewing. The SENDCo and Assistant SENDCo is also responsible for the deployment of LSA's who are used to support pupils with additional needs. We follow the model of support and intervention recommended by the SEND Code of Practice.



4. How will the curriculum be matched to my child's needs and disabilities?

- In KS3 all pupils follow a broad and balanced curriculum with the emphasis on quality first teaching and appropriately differentiated and scaffolded work. Where additional interventions are required pupils will be withdrawn from lessons as agreed by pupil/school and parents.
- In KS4, where appropriate, pupils can follow an alternative curriculum with a choice of BTEC Level 1 Jamie Oliver Cooking and ASDAN.
- In KS5, we offer a wide range of A-Levels, Level 2 and Level 3 BTEC courses and supported internships.
- We use recommended aids such as laptops, iPads, coloured overlays, visual timetables, larger font sizes, etc.
- We will ensure additional arrangements for accessibility are in place if it reflects their normal way of working. For example, giving longer processing times, scribes, readers, etc.

5. How will we help you to support your child/young person's learning?

- The Deanery encourages a close collaboration between parents and school. We offer a variety of additional opportunities to discuss pupil progress and needs.
- We offer additional support during transition periods KS2-KS3, KS3-KS4, KS4-KS5.
- We use an online system called Synergy, home/school communication books, letters, emails and phone calls home.

6. What support will there be for your child/young person's overall well-being?

- Five non-teaching Heads of Year and a Behaviour Learning Mentor for each year.
- A SEND team who are available to discuss any concerns you may have.
- Parental meetings and regular communication home.
- Monitoring of progress throughout the year.
- If appropriate then an intervention to address any well-being concerns.
- Liaison with HOD/HOF 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.
- Break and lunch clubs supervised by SEND staff.
- If appropriate, access and support from the school Wellbeing Team.

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

Within the SEND team our staff have many areas of expertise:

- Dyslexia
- Thrive
- Sounds-Write
- Maths Recovery
- Nurture
- Behaviour Management
- Team Teach
- EAL
- Talking Partners
- Growth Mind Set
- Emotional Regulation

School also may access support from:

- Chaplaincy Team
- Thrive online (ToL)
- TESS (Targeted Educational Support Services)
- CAMHS (Child and Adolescent Mental Health Service)
- Educational Psychology Service
- SSET (Specialist Sensory Education Team)
- EMAS (Ethnic Minorities Achievement Service)
- 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?

- The SENDCo has achieved the National Award for Special Educational Needs Coordination.
- All staff at the Deanery have continued professional development in line with both their own and pupil needs.
- Weekly professional briefings and In-Service Training for LSAs and for all staff take place as a result of on-going self-evaluation and the analysis of the performance and progress of SEND pupils.
- The SEND staff receive training from the Targeted Educational Support Service (TESS).

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

- All pupils have opportunities to access activities in school and will be supported where necessary.
- If necessary, SEND staff can support pupils on trips.
- There is a homework club after school to support pupils outside the classroom (4 day per week).

10. How accessible is the school environment for pupils with disabilities? (more information can be found in the school's accessibility plan)

- There is a lift to access each floor and Evac chair for use in the event of a fire evacuation.
- Accessible/designated car parking (to support parents when bringing/collecting pupils from school). Also dropped kerbs by the disabled parking bays at main entrance.
- Disabled toilets are situated on each floor which are accessible for all.
- Height adjustable benches are in food technology and science.
- Amplifiers for hearing impaired pupils available.
- Technology available for visually impaired pupils, for example, magnifiers.
- 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. What steps are taken to prevent disabled pupils being treated less favourably than other pupils?

- There is a SEND governor who helps to raise awareness of SEND issues at governing board meetings, they help to monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this.
- The SENDCo works closely with the Senior Leadership Team to plan and review the provision for disabled pupils to ensure they are treated fairly and equally.
- The SENDCo and the SEND team liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 regarding reasonable adjustments and access arrangements.
- We have a fair admissions policy where all pupils are treated equally.
- All staff are committed in challenging negative attitudes and accessibility, and in developing a culture of awareness, tolerance and inclusion.
- The SEND team work closely with pupils with disabilities to ensure they have a key adult in school they can raise any concerns with. Furthermore, they work closely with teaching staff to ensure that all information is fully accessible for our pupils. For example, visual adaptations, or use of a microphone/speaker for hearing impaired pupils.

12. How do you ensure that pupils with additional needs and/or disabilities can fully access information and activities which are readily accessible to pupils who are not disabled?

- All staff receive ongoing training to ensure the participation of all pupils in the curriculum and other activities.
- All our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs.
- All pupils are encouraged to go on any residential trips we may offer.
- We aim to ensure that the delivery of written information is accessible to all pupils, staff and parents. Examples might include hand-outs, timetables, textbooks, subject-specific workbooks and information on the school and school events. This information is made available in various preferred formats within a reasonable time frame.
- All pupils are encouraged to take part in sports day, school plays and other workshops/events. No pupil is ever excluded from taking part in these activities because of their SEN or disability.

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

- Schools are given an additional amount of funding, referred to as the 'notional SEND budget' which we use to meet pupil need and where necessary approach the Local Authority when high level needs cost more.
- We liaise closely with the Local Authority's Post-16 team to request high-need funding for pupils who require it in their post-16 provision. 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.

14. 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 needs in conjunction with class teachers, parents and pupils and plan for appropriate support and provision.
- Where pupils are not making expected progress or if other concerns are raised, 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.
- If differentiation, scaffolding 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 further support put in place that is suitable to the needs of the child and it will be reviewed 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 are involved in the decision making process. Parents are invited to contact us at any time with any questions or concerns.
- The SENDCo 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 Link teacher should we have any specific concerns.

- Parents, pupils, teacher and the SEND team are all important stakeholders and can be involved in the decision-making process regarding 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 parents' evenings, by sharing all relevant information, by offering your expert knowledge and by supporting school and reinforcing the work we do in the home.

15. How are parents involved in school? How can you 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
- Additional SEND drop in sessions
- Synergy updates
- Email updates
- Open day/Parents' Evenings
- Letters and telephone calls
- Additional transition meetings
- Meetings on request

16. Current percentage of SEND pupils in each year group:

Year Group	No of Pupils	No of SEND	% SEND
7	250	45	18.00
8	253	43	17.00
9	248	36	14.52
10	248	24	9.68
11	252	36	14.29
Sixth Form	158	14	8.86

17. 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.

18. How will transition to Post-16 provision be managed?

- All pupils can attend presentations given by all local post-16 providers in the authority.
- Deanery Sixth form transition days are organised for all pupils with extra support given to those pupils with specific requirements and/or additional needs.
- 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.
- We endeavour to work closely with all post-16 providers to ensure they are aware of any special needs of the pupils.
- Post-16 provision is a key focus of EHC Plan reviews in year 10 and Year 11.
- Additional transition meetings with the SEND team and Sixth Form team if appropriate.

19. How does the school evaluate the effectiveness of the SEND Policy, Information Report and practises?

- A yearly report is produced for the Governors who monitor the quality and effectiveness of SEND and disability provision within the school.
- The school meets several times throughout the year with the local authority (TESS and EP Team) to discuss SEND, review practice and plan for the future.
- Pupil and parental voice are conducted to gather feedback.
- During Annual Reviews for EHC Plan pupils, the support is scrutinised and reviewed closely by school and the LA.
- The SENDCo is part of the Senior Leadership Team to ensure the strategic development of the SEND policy and provision in the school.
- We regularly review the pupils' progress and engagement with the provision on offer.
- Observations, Learning Walks and Book Scrutiny.

20. 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 SENDCo, Miss Hart, directly (01942 768801 Ext 1263 or sharte@deanery.wigan.sch.uk), the Assistant SENDCo (Mrs Edwards) or the school SEND Governor (enquiries@deanery.wigan.sch.uk)

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>

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



Lancashire's local offer:

<https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/your-local-offer/>

St Helens local offer:

<https://www.sthelens.gov.uk/a-to-z/sen-the-local-offer/>

Alternatively, you can contact:

Targeted Education Support Service (TESS) Tel: 01942 201914

The Local Authority Access & Inclusion Team Tel: 01942 486132

SEND information, Advice and Support Service (SENDIASS) Tel: 01942 233323