

SEN Information Report

SENCO: Miss Sam Davies	SEN Governor: Mrs L Hughes	
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Local Offer Contribution: WCHS Local Offer		
SEN Policy: WCHS SEND policy		
Number of students receiving SEN support: 95 Number of students with an Education, Health and Care Plan: 11		

What is our Whole School Approach?

All students are entitled to a broad and balanced curriculum, suitably differentiated to meet individual needs. It is our belief that all students should aim to achieve their full social, emotional and academic potential, both within the school community and in wider contexts. Provision will be made for those whose needs are not easily met within the normal academic and pastoral curriculum so that they may remain as fully integrated as possible.

At Whitworth Community High School, equality is a key principle for treating all people fairly and creating a society in which everyone has the opportunity to fulfil their potential - irrespective of their gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination. Our Mission Statement "***Climbing Higher***", underpins our entire ethos and promotes equality for all stakeholders and visitors involved in our school community.

What does having a special educational need mean?

Definition of Special Educational Needs from the Code of Practice 2014 states that:

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. 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.

Where a child or young person has a disability or health condition which requires special educational provision to be made, they will be covered by the SEN definition.

There are four broad areas of need which are used to articulate types of difficulties. The purpose of identification is to work out what action needs to be taken as opposed to fitting young people into categories.

The areas are:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties

- Sensory and / or physical needs

What is the Local Offer and where can I find the Local Authorities Local Offer?

This SEND Information Report is provided as part of Lancashire's Local Offer. The Local Offer outlines all services and support available for children/young people and their parents, across Lancashire and the local area.

[Lancashire Local Offer](#)

Who is in charge of SEND?

Special Educational
Needs Co-ordinator
(SENCO)

Mrs Sam Davies – 01706 343218
s.davies@whitworth.lancs.sch.uk

In accordance with the Code of Practice guidelines, a member of the Governing Body has special responsibilities for SEN.

The current SEN Governor is **Mrs L Hughes**
The current Chair of Governors is **Mrs Christine Wright**

How are Young People with Special Educational Needs and Disabilities identified?

The SENCO, Progress Leaders and Transition Co-ordinator will liaise with all primary schools to ensure that information on students is shared effectively, in line with the local authority transition protocol. Therefore some students will already have been identified and assessed prior to attending Whitworth Community High School.

All students complete a series of assessments during the first half term of year 7. These tests include cognitive ability testing, reading comprehension and spelling and baseline tests in all subjects.

Identification of SEN may happen in various ways including:-

- Through information given on student admission forms and from contact with parents and carers.
- Through specific reports received from external agencies or Children's Services as part of the information sharing system. This may include receipt of a Common Assessment Framework (CAF) form completed by the feeder schools or by external agencies working with the student
- Through the monitoring of student work and progress by subject teachers and tutors. The Form Tutor or Subject Teacher/Director of Learning then consults with Progress Leaders if there is a particular cause for concern.
- Through academic monitoring, for example, autumn and spring interim reports and end-of-year reports.
- Through regular consultation between Directors of Learning/Progress Leaders, the SENCO and Senior Leadership Team
- Through medical reports made via the school nurse.

If it is felt appropriate, after the above mentioned monitoring/consultations, a student may be screened using an assessment tool. Depending on the results of this, a student may then be referred for assessment by a fully qualified Specialist Teacher through a referral to the Lancashire Education Inclusion Service or the Educational Psychology Service. Permission for this will always be sought from parents prior to the assessment taking place.

The SENCO will also listen to and liaise with the young person and their parents / carers as necessary, to assist in assessing the needs of the young person.

How do we assess, monitor and review young people with SEN?

Parents are informed of educational progress and outcomes at key points during each academic year via 'Interim Reports'. These clearly indicate, for each subject, how students are progressing toward their targets. Targets are set at KS3 and KS4 from data collected from baseline assessments using SISRA. Parents are then further informed via a full academic report. Parents are also invited to attend a Parents Evening at least once a year and a half yearly form tutor consultation. SEN students are tracked and monitored in every data collection within school. Progress Leader / Directors of Learning will raise any concerns about progress with the SENCO.

It is the responsibility of all staff to trigger the internal referral system should they have any concerns that a student may have previously unidentified Special Educational Needs. Referral forms will be used by staff and passed to attached Teaching Assistants for discussion with the SENCO at weekly meetings. Those identified with some concerns but whose needs can be met through increased differentiation in the classroom, will be monitored at the initial concern stage throughout their school career to ensure that any changes in their needs are identified and appropriate intervention made. If a student is not making good progress, despite the differentiated additional support which the subject teachers have given, then a range of strategies/approaches *may* be adopted (see below).

The reviews for students with EHC Plans are arranged annually in line with statutory guidance. Parents, the student, key staff and relevant outside agencies are invited to attend. The relevant paperwork is submitted to the Local Authority via the school portal and to parents through the post. In addition all SEN students have their Pupil Passports reviewed at least annually following feedback received from teaching staff, parents and students.

Those students that are receiving additional support and intervention and have a Pupil Support Plan, will have targets set and reviewed on a termly basis. Data will be collected from subject teachers, pastoral assistants and students. Once this data has been collated, meetings will take place with the student to discuss individual targets. New targets are then set and sent home for approval via an updated Support Plan. Prior to an intervention a baseline assessment is conducted and then impact evaluated at the close. For example: with additional tuition or the Handwriting skills programme.

This takes the form of a 4 part cycle through which the school reviews decisions, refines plans, and puts in place a range of intervention whilst gaining a better understanding of the needs of the individual, also known as Assess, Plan, Do, Review.

What provision is there to Support SEND?

The SEN Code of Practice describes a 'graduated response' to the identification of special educational needs. This model assumes three 'waves' of support for children: These may be mapped onto the graduated response as follows:

Wave 1 The effective inclusion of all children in the classroom (Quality First Teaching).

Wave 2 Small-group intervention. Wave 2 interventions are not primarily SEN interventions and, where they are delivered without modification within the designated year group, there is no need to place the children on the SEN register at 'School Support'.

Wave 3 Specific targeted intervention for children identified as requiring SEN support. This is usually 1:1 highly personalized intervention.

At Whitworth Community High School progress of all young people including those with SEND is the responsibility of the class teacher. SEN needs will primarily be met through quality first teaching.

In Class Support – Subject teachers make use of a range of teaching strategies to ensure students with SEN can access the curriculum. These include the use of key words, task sheets/learning maps, writing frames and differentiated resources. Through assessment for learning, they are continually assessing the progress of students and adapting their teaching accordingly. Our SENCO allocates some TA support to classes on a needs led basis following consultation with the subject leader. A TA can provide additional clarification and

opportunities for pre and post learning within the classroom. The TA will work under the direction of the subject leader to help individuals or small groups access the class resources.

The Base is a resourced provision for students requiring additional support over and above that provided by subject teachers. This includes structured intervention programmes as well as Study/Behaviour Support sessions focusing on intensive basic skill acquisition either on a one-to-one basis or small group session. The intervention sessions are planned on a needs-led basis and those with a specific learning or social and emotional difficulty will access this form of intervention. Typical intervention programmes could focus on:

- Reading Skills including phonic development
- Spelling strategies
- Handwriting development
- Touch typing skills
- Maths concepts
- Social Language and Friendship skills
- Behaviour support and modification
- Care and mentoring of vulnerable students
- Fine and gross motor skills

Bespoke sessions are provided to support students with the completion of pre and post learning as well as developing appropriate revision and exam technique. In addition, support is provided to help students, who find studying in a mainstream classroom challenging, make correct choices in the classroom and school environment.

In addition to the Base there are other areas which may be utilised where appropriate for student support. Much of the work undertaken in these areas will be on an individual basis although some small group sessions will also be undertaken to help students identify and understand the impact of their behaviour on their own learning and the learning and safety of others.

Students are identified by reference to the weekly conduct report, Support register or Progress Manager/SLT referral as well as direct referral by the SENCO to support academic learning. The development of social skills including some mentoring and anger management strategies are also in place.

Home Learning Support – The Base operates a Home Learning Club Wednesday's after school. For particular students Home Learning is also adapted and changed to ensure access for all.

Enrichment Sessions – Programmes to support spelling, handwriting and numeracy. If your child has difficulties in any of these areas they will be invited to join the appropriate session during lesson

The Library - is being developed with access to reading club to support and develop reading

Study Support –All subjects carry out lunchtime or after school revision sessions for all students including SEND students. Typically the sessions cover specific areas to develop greater understanding of the topics covered, but more general guidance can be given on a needs-led basis for example, how to make best use of timings during an exam

Mentoring – Where appropriate a member of staff will be appointed to mentor an individual student. This mentoring programme is coordinated by our Progress Leaders (Heads of Year), and is a personalised mentoring programme designed to raise self-esteem and aspirations.

Access to Technology- If your child has a specific difficulty you alternative recording methods such as use of a laptop or voice recorder could be used.

Exam Access Arrangements-In accordance with examination board guidelines your child may be eligible for exam access arrangements. All students with identified SEND will have their provision reviewed in year 9 and, where appropriate, will be assessed to determine the appropriateness of any arrangement.

Examples of arrangements that may be provided are:

- Access to a Reader
- Access to IT to word process responses
- Rest breaks for those with physical, sensory or attention issues
- 25% additional time for those with specific processing difficulties
- Provision of a scribe.

These arrangements must reflect the student's normal way of working.

Medication - The administration of medicines is the overall responsibility of parents. The Authorised person in school i.e. a First Aider in the school office, is responsible for ensuring children are supported with their medical needs whilst on site, and this may include managing medicines where appropriate and agreed with parents.

- Medication will not be accepted in school without complete written and signed instructions
- Medicines are kept in a locked cabinet in the first aid room
- Medications are clearly labelled to identify the student it belongs to. Names are checked carefully and instructions read before a record kept of any administration.
- All medication is checked regularly for expiry dates and it is parents' responsibility to provide current medication as appropriate.

Staff are given information on students who have an Individual Health Care Plan.

In the event of a medical emergency, the member of staff is instructed to make an initial assessment, contact a first aider, the first aider will make the decision regarding treatment on the spot, or whether to call for an ambulance. In the event of a serious incident an ambulance is called immediately, along with the emergency contact adult.

There are a number of trained First Aiders in school some of whom are trained in the use of defibrillators. There is one defibrillator in school. Additional training for staff and/ or first aiders is arranged as required.

The school does not have any health professionals or therapists in residence. Where a student has individual needs, and parent/carer's permission, appointments can be made to visit during the school day in accordance with school safeguarding protocols.

In line with the Equality Act 2010 the school has and will continue to make reasonable adjustments to promote the fullest possible integration of students with SEND.

How are young people with SEND included outside of the school curriculum?

At Whitworth Community High School, we recognise the benefits of extra-curricular activities. All children and young people are invited to join in with our extra-curricular activities, including enrichment activities off-site. We encourage students to become involved with a wide range of these activities; allowing students to find a group that is meaningful to them.

The benefits of our extra-curricular activities include:

- Learning time management and prioritising
- Getting involved in diverse interests
- Learning about long-term commitments
- Making a contribution
- Raising self-esteem
- Building strong relationship skills

The school offers a wide range of before school, lunchtime and after school clubs, free of charge and accessible by all students. Home learning support and access to after school intervention classes is available and students with SEND are actively encouraged to come along for additional support. Details of our extra-curricular activities can be found on our website.

Summer School is available for students who are due to transition to Whitworth Community High School from year 6 - year 7. This promotes friendships ahead of their admission in the September of year 7. In certain circumstances it may be necessary to complete a Risk Assessment prior to any event in order to assess any risk to the child or others involved. Some charges may be applicable e.g. transport costs.

What Support is there for student well-being? What Support is there for student well-being?

Individual healthcare plans are formulated under the direction of external medical practitioners in consultation with parents. These plans specify the type and level of support required to meet the medical needs of such pupils. Provision will be planned and delivered in a co-ordinated manner following the guidance document 'Supporting pupils at school with medical conditions.'

Pupils benefit from a dedicated team of non-teaching staff including Pastoral Managers who do not have a teaching commitment. This allows the pastoral staff to dedicate themselves to the well-being and personal development of the pupils. It is accepted that disruptive behaviour or withdrawn presentation does not necessarily indicate SEN. Where concerns exist the Pastoral Managers will work with the SENCO to determine whether there are any causal factors, such as undiagnosed learning difficulties, difficulties with communication or mental health issues. Because the Pastoral Managers have a purely pastoral role in school they are alert to other events that can lead to learning difficulties or wider mental health problems, such as peer relationship problems, bereavement etc. Meetings are held regularly to ensure that the Pastoral Managers, Progress Leaders and SENCO communicate effectively and can identify difficulties and agree strategies for support.

A range of techniques and support systems are also used at Whitworth Community High School to support student well-being. These include:

- For a small group of students, identified by the SENCO in consultation with primary schools, visits to high school before the main welcome day for all new students.
- The school also runs a Summer School for vulnerable Y6/7 transition pupils. Our summer school inducts pupils about school procedures and makes them familiar with key staff faces and names.
- The Summer School actively engages pupils in finding new friends and supporting new friendships helping them to develop self-confidence before the new school year.
- Our School Nurse provides guidance on any personal care that may be needed and training will be given to staff to ensure that reasonable personal care needs can be met within school.
- The school can call upon a wide range of skilled agencies to work with vulnerable pupils including the School Nurse and CAMHS.
- Our Attendance Officer reviews daily registers and will contact you to check on any attendance concerns. If your child's attendance drops below 95% additional contact will be made to help support you in increasing attendance.
- We operate a behaviour support programme involving our Pastoral team to provide behaviour support both in the class and, when deemed necessary as part of a withdrawal programme. You will be kept informed of targets and progress made. Our trained team will work with your child to recognise triggers to their behaviour and help them make good choices.
- We also help minimise the need for an external exclusion by using internal sanctions and encouraging reintegration to class and reconciliation between parties.
- School council/pupil voice is encouraged at our school and students are able to contribute to questionnaires gathering their views on different aspects of the school. Students with SEND are encouraged to be part of this process.
- Pupils with additional needs are able to make their views known in the student's feedback in Annual Reviews, as do parents.
- Parents have the opportunity to complete at least one questionnaire each year at Parents Evening. The results are analysed and action taken in the light of this analysis.
- We operate a zero tolerance approach to bullying and actively encourage students to report all forms of bullying so action can be taken as appropriate.

What accessibility is there to the school environment?

All who learn and work at Whitworth Community High School have the opportunity to participate fully and achieve their full potential with appropriate support where necessary. We provide a welcoming and supportive environment and encourage everyone to accept their responsibility to uphold equality and show respect to others. Every effort will be made to minimise the physical, social and economic barriers to access. All complaints of any strand of Equality are investigated and appropriate actions are taken.

- The school is accommodated in one main building on the site and is spread over four floors
- There is lift access in the main teaching block.
- There is no wheelchair access to the lowest floor in the main teaching block.
- There is a separate wheelchair access ramp to the main entrance.
- Other entrances to the building are wheelchair accessible.
- There are designated access parking spaces near the front entrance.
- There are two disabled toilets on site.
- All school furniture is standard height.
- Additional resources such as chrome books may be used

All school policies are available from the school website or in print format on request from the school office. Personal requests for alternative formats are dealt with on an individual basis.

Parents/carers are invited to additional meetings as required to discuss additional needs.

What links do we have to other agencies and schools?

The school welcomes the involvement of external support services and agencies who can provide additional specialist assessments to inform planning and give advice on the use of new or specialist strategies or materials.

The Lancashire SENDIASS (Special Educational Needs and Disability Information Advice and Support Service) offers guidance and support for those students with identified needs and Statements for difficulties such as Autistic Spectrum Disorders, Visual and Hearing Impairment and Physical Difficulties. Services such as Speech and Language, Occupational Therapy, Physiotherapy and CAMHS also provide advice and support for SEND students. School also employ independent Consultants who are specialist teachers in their field.

Where we have felt that students would benefit from attending other schools for a short period of time, attend a Nurture Group or a session offering Social and Communication interventions, this has been arranged. We have good links with the local alternative curriculum and education centre, "Oswaldtwistle SS School". Students could access this provision where there are concerns about their emotional health and wellbeing. Off-site provision is quality assured through ongoing and regular liaison, visits to the provision by WCHS staff and ongoing communication with parents/carers.

How are young people able to contribute and communicate their views?

Young people with special educational needs often have a unique knowledge of their own needs and at Whitworth Community High School we will actively seek their views about the sort of help they would like in order to make the most of their education. We encourage students to contribute to their learning and personal development plan by respecting their opinions and consulting with them about any concerns or proposed interventions. Your child will be encouraged to participate in all the decision-making processes and contribute to the assessment of their needs, the review and transition processes. Your child will also be supported by subject teachers and TAs to identify their own learning style and preference and to develop independent study and life skills that recognise their strengths and qualities.

What links are there between parents and carers?

It is our SENCO's responsibility, in conjunction with Pastoral Managers, to establish close links with parents of students with SEND, although you may wish to make initial contact via your child's Form Tutor. We actively encourage your involvement in identifying areas of need and helping us to understand your child. You will be asked to contribute to proposed targets and provide feedback on progress and provision in place.

Parents are informed of educational progress and outcomes at key points during each academic year via 'Interim Reports'. These clearly indicate, for each subject, how students are progressing toward their targets. Targets are set at KS3 and KS4 from data collected from baseline assessments using SISRA. Parents are then further informed via a full academic report. Parents are also invited to attend a Parents Evening at least once a year and a yearly form tutor consultation. Our SENCO is present at all parent evenings to meet with you to discuss your child with additional needs.

If you believe your child has, or may have, a special educational need, you should contact our SENCO to discuss your concerns. You may also wish to discuss initial concerns with your child's form tutor or Progress Leader (Head of Year).

What support services are available for parents of young people with SEN?

The Lancashire Local Offer can be viewed via a link on our website (Parents and Carers / Local Offer) and this will provide you with a wealth of services available to support you and your child. You can also access the Lancashire Parent Forum for guidance on specific issues.

How are young people with SEN supported during transition?

Visits are made to primary schools in June, prior to the Welcome day in July by the Transition Co-ordinator and SENCO. All new students are met and consultative meetings are held with Year 6 teachers. For a small group of students, identified at these meetings, Whitworth Community High School operates a school visit before the main day visit for all prospective new students.

The school also runs a Summer School for vulnerable Y6/7 transition students. Our summer school inducts students about school procedures and makes them familiar with key staff faces and names. The Summer School actively engages students in finding new friends and supporting new friendships, helping them to develop self-confidence before the new school year.

For students with an Education Health Care Plan, Year 9 reviews incorporate an additional transition plan as we begin the process of preparing for the student's transition to GCSEs, employment, Further Education, work-based training, Higher Education, and adult life. The Year 9 plus Transition Plan will be reviewed and involve the Youth Services team as well as independent careers advice. The SENCO works closely with students, parents and external providers to ensure a smooth transition to Post 16 provision.

Year 8 & 9 Options Evening – The SENCO is available during the year 8 & 9 Options evening in order to offer advice and guidance on appropriate GCSE/key stage 4 curriculum path. All students including those with SEND are offered Careers Education Advice Information and Guidance (CEIAG)) from an independent advisor.

Colleges - Additional support with college applications and choices can be provided. Colleges will use the information received from college applications and interviews to plan support and this will include contacting us for more information about provision at key stage 4. It is therefore essential that you include details of any support and exam access arrangement received at Whitworth Community High School on any application to college. The SENCO will liaise with the Learning Support team at our local colleges in order to ensure that all relevant support information is passed on.

If your child has an Education, Health and Care Plan, the level of support needed at college will be discussed at the year 11 annual review in order that your child views are accurately recorded and the young person and parents can be supported through the transition process.

What training do staff have that support Special Educational Needs?

Part of the SENCO's role in school-based INSET is to develop awareness of resources and practical teaching strategies for use with SEND students. At the beginning of each academic year, the SENCO provides a comprehensive briefing on current SEND issues. SEND updates are a regular agenda item in School Improvement meetings.

All staff are encouraged to attend courses that help them to acquire the skills needed to work with SEND students as well as safeguarding vulnerable children. All members of the SEN are encouraged to complete training courses which meet the criteria of the school Development Plans which reflect the needs of students with special educational needs.

Whole school awareness and training is addressed through dedicated Inset time and the SENCO can attend departmental meetings to advice on individual strategies. The SENCO contributes to the support and training for newly qualified teachers (NQT) by providing additional training on specific special educational needs and the use of TAs in the classroom.

How can I raise concerns if I need to and with whom?

Any concerns or complaints raised by parents / carers can be referred in the first instance to the Subject Teacher. The next stage would be to speak to the Progress Leader who would liaise with the SENCO. If concerns cannot be resolved in this way then the issue would be referred to Mr Andrew Kewin (Assistant Headteacher). If the matter remains unresolved then the complaint would follow a line of referral via the head teacher, Mrs G Middlemas, and / or the school's Governing Body.

Mediation aims to help resolve disagreements for children and young people that are being assessed for or have an EHC plan. Disagreement resolution arrangements are available for parents of and all children and young people with SEN, not just those who are being assessed for or have an EHC plan, where it has not been possible to resolve those issues through the normal routes such as a school or college complaints process.

Mediation and disagreement resolution meetings aim to resolve your disagreements in a quick, informal way using a neutral third party, a mediator, to help reach a resolution that is mutually satisfactory. (Lancashire County Council 2015).

[Lancashire County Council Mediation Information](#)

Admissions

As required by law, all children with a Statement of Special Educational Needs/EHC naming a school will be admitted before the application of the over-subscription criteria. Children who have a statement for special needs have their applications considered separately.

If Whitworth Community High School is oversubscribed the following priorities apply in order:

1. Looked after children and those who have been previously looked after
2. Children for whom the Local Authority accepts that there are exceptional medical, social or welfare reasons which are directly relevant to the school concerned (The medical, social and welfare criterion will consider issues relevant to the child and/or the family. This category may include children without a statement who have special needs.)
3. Children living within the school's geographical priority area with older brothers or sisters attending the school when the younger child will start
4. Children living within the school's geographical priority area
5. Children living outside the school's geographical priority area with older brothers or sisters still attending the

school when the younger child will start

6. Children living outside the school's geographical priority area

Further Information regarding admissions can be found on the Lancashire County Council Website.

[Applying for a school place](#)