

Leek High School



SEND Information Report

Revised Date for proposal: September 2026

Introduction

Headteacher: Mr Kevin Graham,

School Address: Leek High School, Springfield Road, Leek, Staffordshire, ST13 6EU

Telephone: 01538 225050

Email lhs.office@ttl.org.uk

Website: <https://www.lhs.ttl.org.uk/>

Special Educational Needs and Disability Information Report – Policy and Practice

Leek High School is committed to providing high-quality education and support to all students, including those with Special Educational Needs and Disabilities (SEND). Our SEND provision complies with the statutory framework set out in the Special Educational Needs and Disability Code of Practice: 0 to 25 years (2015) and the Equality Act 2010.

At Leek High School we believe that:

All young people are valued and included regardless of abilities, needs and behaviours.

All young people are entitled to a broad, balanced and enriching curriculum which adapts as appropriate to meet individual needs.

All our teachers are teachers of students with special educational needs.

All our students can learn and make progress.

Effective assessment and provision for students with SEND will be secured in partnership with parent/carers, student, Local Authority and other partners.

Maintaining students' safety and wellbeing is central to their development.

And our objectives are to:

Ensure that students at Leek High School with SEND achieve their full potential.

Work in partnership with parents, teachers, Governors and appropriate agencies in the best interests of SEND students.

Maintain the closest possible common policies and practice with institutions our students transfer to and from
Follow the National Code of Practice (CoP).

What are Special Educational Needs?

"A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England. Health care provision which educates or trains a child or young person is to be treated as Special Educational Provision". Code of Practice 2014 (CoP).

The Four Areas of Need

At Leek High School, we identify needs within four broad areas:

Area of Need	Examples
Communication and Interaction	Speech, language and communication needs, autism spectrum condition, social communication difficulties
Cognition and Learning	Moderate learning difficulties, severe learning difficulties, profound and multiple learning difficulties, specific learning difficulties such as dyslexia, dyspraxia, dyscalculia
Social, Emotional and Mental Health	Difficulties with emotional regulation, anxiety, depression, ADHD, attachment difficulties, conduct disorders
Sensory and Physical	Visual impairment, hearing impairment, physical disabilities, sensory processing difficulties, multi-sensory impairment

**Please note: A student may have needs in more than one area, and their needs may change over time.*

Further information on the four areas of need can be found on the Staffordshire Local Offer:

<https://www.staffordshire.gov.uk/Education/Access-to-learning/Graduated-responsetoolkit/Graduated-response.aspx>

Identification and Assessment of SEND

How do we at Leek High School know if a child needs extra help/support?

At Leek High School it is our aim to identify any student who has a Special Educational Need as soon as possible. Indicators could include:

- Concerns raised by parents/carers
- Concerns raised through liaison with feeder schools/previous school
- Concerns raised by a teacher using a cause for concern form, e.g. for behaviour or self-esteem if this is affecting performance
- When attainment outcomes indicate a lack of progress
- Standardised scores or assessment outcomes indicating difficulties
- Changes in behaviour or emotional wellbeing
- If a student begins to ask for help more frequently
- Liaison with external agencies
- Health diagnosis by a paediatrician

What sort of support does Leek High School provide?

All students will be provided with Quality First Teaching that is differentiated to meet the diverse needs of all learners. Students with a disability will be provided with “reasonable adjustments” in order to increase their access to the taught curriculum.

The quality of teaching and learning is monitored through a number of processes that includes:

- Classroom observation by the Senior Leadership Team, Faculty Leaders, the SENCO and external verifiers.
- Ongoing assessment of progress made by students in specific intervention groups.
- Work scrutiny of planning.

- Whole school student performance tracking and Intervention grids.
- Attendance and behaviour records.
- Learning walks by the Senior Leadership Team, Faculty Leaders and the SENCO.
- Newly Qualified Teachers are monitored and supported throughout their initial year with additional lesson observations as and when required.

All students will have individual curriculum targets set in line with national outcomes to ensure ambition. These are discussed with parents/carers at events such as Parent Consultation Evenings and students' attainments to meet these targets are tracked using the whole school tracking system.

Any students who are failing to make expected levels of progress are identified very quickly and are discussed in termly meetings that are undertaken between the Faculty Leader and subject teacher, information is uploaded termly to the school Student Performance sheets and intervention grid. Data is then analysed by the school's data manager and support discussed.

Where it is decided that action is required to support increased rates of progress, this will follow an Assess, Plan, Do Review model.

The Graduated Approach: Assess, Plan, Do, Review

The identification and assessment of needs in school is done in line with the Staffordshire Local Offer using the **Assess, Plan, Do and Review** cycle:

ASSESS

- If concerns are raised or identified, evidence will be gathered and strategies used will be documented as part of high-quality teaching
- Monitoring and assessment takes place to identify needs and challenges to success
- We conduct assessments, which may include classroom observations, discussions with the student and parents, and reviewing work and assessment data
- Where appropriate, we may use standardised assessments or seek advice from external specialists

PLAN

- Desired outcomes are identified, including the expected progress and attainment and the views and wishes of the student and their parents
- This is recorded on a **Learning Plan on Arbor**
- Parents/carers and students are invited to discuss these early stages so that they can voice their views and develop an understanding of the strengths and areas of need
- Clear, measurable targets are set with timescales for review
- Specific interventions and support strategies are identified

DO

- Additional action to increase the rate of progress is identified and recorded
- This involves seeking to identify which of the four areas of need applies (this may be more than one)
- High quality teaching targeted to the student's area of need is implemented
- Where necessary, evidence-based interventions are put in place
- All staff working with the student are made aware of their needs and strategies through 'Class on a Page' document
- All staff work together to deliver support

REVIEW

- There is a review of the impact of the strategies being used to further support the success of the student
- Progress towards outcomes is tracked and reviewed on a regular basis by members of the Inclusion Team
- The effectiveness of support and interventions is evaluated
- Plans are revised, refined or ceased depending on the student's progress and a decision is made in regards to the SEND Register (this will only be undertaken after parental consent has been obtained.)

Leek High School follows a Referral Process of First Concerns here. SEND support will be recorded on Arbor indicating the reason for this support. If progress rates are still judged to be inadequate despite the delivery of high-quality interventions, advice will be sought from external agencies regarding strategies to best meet the specific needs of a student. This will only be undertaken after parental consent has been obtained and may include referral to:

1. **Staffordshire SEND/Inclusion Hub**
2. **Special Educational Needs Support Service (SENSS)** - specialist teachers for cognition and learning
3. **Behaviour Support Service**
4. **Autism Inclusion Team** – where a child already has a diagnosis
5. **Hearing Impairment Team** - for students with hearing loss
6. **Visual Impairment Team** - for students with visual impairment
7. **Educational Psychologist Service** - for cognitive assessments and advice
8. **Education Welfare Officers** - for attendance concerns
9. **Physical and Disability Support Services (PDSS)** - for physical and sensory needs
10. **Social Services** - where there are safeguarding or family support needs
11. **School Nurse** - for health-related concerns
12. **CAMHS (Child & Adolescent Mental Health Service)** - for mental health support
13. **Stay Well Staffordshire**- services to improve the wellbeing of children and young people
14. **Speech and Language Therapy Service** - for communication needs
15. **Occupational Therapy Service** - for sensory and motor skills difficulties
16. **Physiotherapy Service** - for physical needs

***Please note, this is not an exhaustive list.**

Education, Health and Care Plans (EHCPs)

For a very small percentage of students, whose needs are significant and complex and the special educational provision required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the Local Authority to conduct an Assessment of Education, Health and Care Needs. This may result in an Education, Health and Care (EHC) plan being provided.

The school is able to seek support by a referral to the SEND/Inclusion Hub to complete an EHCP application through the EAPDR route (Enhanced assess, plan, do, review). This allows the school to work with the local authority and other agencies to establish whether an EHCP is needed.

The EHCP process involves:

- Gathering comprehensive evidence through the graduated approach over time
- Consultation with parents, the student, and all professionals involved
- Submission of a request to the Local Authority
- The Local Authority has 6 weeks to decide whether to assess
- If agreed, the assessment takes up to 20 weeks
- The final EHCP sets out the student's needs and the provision required to meet them
- EHCPs are reviewed annually, and more frequently if needed

****The identification of a SEND need is not always linked to academic progress. A need may also be identified where a student needs to make additional progress with wider development or social needs to prepare them for life after school.***

How do parents raise concern about their child's progress?

In the first instance please arrange to come in to school to speak with your child's Head of Year, Form Teacher or Subject Teacher. This may then result in a referral to the school SEND Team -

Mrs R Jukes – SENCO - RJukes@ttl.org.uk

Miss S Ashe – Synergy Manager – sashe@ttl.org.uk 01538 225050

Here at Leek High school we pride ourselves on building positive, working relationships with parents. We are very open and honest with parents and we hope that parents feel that they are able to be open and honest with the school too. All parents/carers will be listened to. Their views and their aspirations for their child will be central to the assessment and the provision that is provided by the school.

SEND Governor

More general concerns can also be raised with our **SEND Governor** who can be contacted through the Clerk of Governors: lhs.office@ttl.org.uk

Teaching and Learning Support

How does Leek High School match the curriculum to each child's needs?

Teachers plan their lessons using student's achievement levels, differentiating work to better match ability to work provided for all students in the classroom. When a student has been identified as having Special Educational Needs, their work will be further differentiated by the class teacher to remove barriers to learning and enable them to access the curriculum easily. In addition they will be provided with additional support that may include the use of specialist equipment or resources, ICT and/or additional TA support. In some cases, where the special educational need requires it, alternative provision is arranged to support the child.

High Quality Teaching for All

All students receive high quality teaching that is adapted to meet their individual needs. This is the starting point for supporting any student who has, or may have, special educational needs. Staff use our *Class on a Page* to put key strategies in place so that students who need adaptations can take an active part in lessons and stay engaged in their learning. Teachers plan lessons using up-to-date information about each student's achievements and adjust tasks, so the level of challenge is appropriate. When a student is identified as having special educational needs, their class teacher will make further adaptations to remove barriers to learning and help them access the curriculum with greater confidence.

Our Approach to Adaptive Learning

At Leek High School, our teaching principles are based on the **EEF (Education Endowment Foundation) 'Five-a-Day' guidance**. This includes

- **Flexible grouping** - Students work in different groupings based on the task and their needs
- **Cognitive and metacognitive strategies** - Teaching students how to learn and think about their learning
- **Explicit instruction** - Clear, structured teaching with modelling and guided practice
- **Scaffolding** - Providing temporary support that is gradually removed as students become more independent

Examples of Adaptive Learning Strategies

Strategies used in the classroom to support SEND students may include:

- Making worksheets accessible through clear formatting, reduced text, visual supports

- Breaking down larger more complex texts into manageable chunks
- Providing step by step templates outlining tasks and providing staff feedback and support
- Using flexible groupings based on task and need
- Allowing additional time for processing information
- Repeating instructions separately to a student
- Providing scaffolding such as writing frames, sentence starters, word banks
- Using a peer mentor/buddies to support and encourage
- Providing visual timetables and task boards
- Using assistive technology such as text-to-speech software (CPENS)
- Providing alternative methods of recording (e.g. mind maps)
- Pre-teaching key vocabulary
- Providing knowledge organisers
- Using live marking and feedback
- Creating a suitable environment based on positive relationships

***Please note this is not an exhaustive list**

Additional Support

All students with a disability will be provided with "**reasonable adjustments**" in order to prevent disadvantage, prevent discrimination, promote equality of opportunity and foster good relations, in line with the Equality Act 2010.

When appropriate, staff are deployed to give students additional interventions outside the classroom, or provide additional personalised support.

This may include:

- The use of specialist equipment or resources
- ICT and assistive technology
- Additional adult support in lessons
- Access to specialist facilities including the Learning Space
- Specific evidence-based interventions
- Small group work focusing on specific skills

***Please note this is not an exhaustive list and provides some examples.**

Evidence-Based Interventions

The school aims to have interventions in place to support varying needs. Provision mapping identifies the main areas of need within the current cohort of students and resources are then allocated to support those needs. We use evidence from sources such as the **Education Endowment Foundation** to ensure our interventions are effective.

Parents/carers are informed about any interventions their child is involved with and given the opportunity to provide feedback. Where possible, support is embedded in the classroom as part of high-quality teaching.

Working with Teaching Assistants

Subject teachers are responsible for ensuring that appropriate support is given in the classroom on a daily basis. Staff use 'Class on a Page' to ensure they know the needs of individual students and have appropriate strategies in place for them. If a Teaching Assistant is used to support a student's needs, members of teaching staff work closely with them to plan and assess the impact of support and interventions.

Miss Ashe (Synergy Manager) and the **Inclusion Team** comprising our Synergy Support Assistant and Teaching Assistants are based in the Learning Space and are on hand to ensure that the correct support is in place, and it is having the desired impact on outcomes for the student. Leek High School is proud to have the Learning Space, where academic and wellbeing support to students throughout the school, not just those with SEND is available.

Learning Plans

Students on the SEND register have a **Learning Plans** that clearly identifies:

- The student's strengths and areas of need
- Strategies, adaptations and support to be used
- Opportunities to review the support/strategies in place
- Reasonable Adjustments
- Access Arrangements
- Targets
- Interventions
- Assessment data
- Student and Parent voice

Learning Plans are attached to a student's individual profile on Arbor so that information is centralised and easily accessible. All staff can access the key information required to support a student's needs and support the Assess, Plan, Do, Review process by adding strategies and reviewing targets on an ongoing basis. A copy of a students Learning Plan is also sent home for parents and student to view.

Learning Plans are reviewed **once a term** with parents and students. During these reviews:

- We celebrate the student's achievements
- We look at progress
- We discuss what is working well and what needs to change
- We gather views from the student and parents/carers

Access Arrangements for Examinations

For students with SEND, we assess whether they are eligible for **access arrangements** in examinations. These are adjustments that can be made to ensure students can access the exam without changing the demands of the assessment.

Access arrangements may include:

- Extra time (typically 25%)
- Rest breaks
- A reader or computer reader (CPEN)
- A scribe or speech recognition technology
- Use of a word processor
- Prompts
- Separate room
- Modified papers (e.g. enlarged print, braille)

Access arrangements are put in place based on evidence of normal way of working in the classroom and must reflect the student's needs. **Miss Ashe** and **Mr Osborn** co-ordinate access arrangements in liaison with the exams officer and subject teachers.

How do we communicate with parents SEND?

We understand that some parents may have their own special educational needs or disabilities. We offer:

- **Flexible meeting times** - to accommodate work and other commitments
- **Face-to-face, telephone or video meetings** - depending on preference and need
- **Information in alternative formats** - upon request (e.g., large print, audio)
- **Support from the Inclusion Team** - to help complete forms or understand processes
- **Clear, jargon-free language** - in all communications
- **Translation services** - where English is not the first language
- **Accessible meeting venues** - all our meeting rooms are wheelchair accessible
- **Additional time** - for meetings if needed

How will you explain to me how my child's learning is planned?

For students with SEND:

- **Learning Plans** clearly set out targets, strategies and support for individuals
- **Class on a Page** document show staff how to adapt teaching for individual students
- **Provision maps** show the interventions and support in place
- **Annual Review documents** (for students with EHCPs) detail all provision

We want to work in partnership with parents to support learning at home. We can help by:

- **Providing information** about what your child is learning
- **Suggesting strategies** that work in school that you can try at home
- **Recommending resources** such as apps, websites or books
- **Sharing targets** from Learning Plans so you can support at home
- **Offering training** at Coffee Mornings on topics such as supporting reading, managing anxiety, etc.
- **Signposting to external support** such as the Staffordshire Local Offer

The school website includes links to useful resources: <https://www.lhs.ttlit.org.uk/>

The Staffordshire Local Offer also has information for parents:

<https://www.staffordshire.gov.uk/education/Access-to-learning/Local-Offer-SEND-Pathway.aspx>

We keep parents informed about progress through:

Termly:

- **School reports** - showing attainment and progress in all subjects
- **Learning Plan reviews** – a meeting is held each term, to discuss progress towards SEND targets and strategies in place
- **Data tracking** - showing whether students are on track to meet end of year expectations

Throughout the year:

- **Parents' Evenings** - opportunities to discuss progress with subject teachers
- **Communication from teachers** - via email, phone or the school app about specific successes or concerns

Annually:

- **Annual Reviews** - for students with EHCPs, reviewing progress and updating the plan

We evaluate the effectiveness of provision for students with SEND by:

- Reviewing the impact of interventions and strategies in place
- Using stakeholder voice
- Monitoring by Mrs Jukes (SENCo) and Miss Ashe (Synergy Manager)
- Holding annual reviews for students with EHC plans
- Analysing data on progress and attainment
- Comparing progress of SEND students with non-SEND students

How will Leek High School help you to support your child's learning?

At Leek High School, we work closely with parents and carers. We recognise that they have much to contribute to our support for students with SEND. Our approach is aimed at ensuring everyone understands the agreed outcomes sought for the child.

Parents/carers are involved in:

- Initial discussions when concerns are first raised
- The decision to place a student on the SEND register
- Reviewing the effectiveness of Learning Plans
- Choosing and agreeing interventions
- Annual Reviews for students with EHCPs
- Decisions about transition and next steps
- Applications for additional funding or EHCP assessments

Our Methods of Communication

We use a range of communication methods to ensure all parents can engage with us:

Regular Communication:

- **School app** – Arbor; for instant messages and updates
- **Email** - for detailed communication with teachers and Inclusion team
- **Telephone** - for personal conversations
- **Half-termly newsletter** - keeping parents/carers up-to-date with latest news and events
- **School website** - for policies, curriculum information and general information

Face-to-Face Communication:

- **Parent/Carer Evenings** - termly opportunities to discuss progress with subject teachers
- **Learning Plan reviews** - meetings with the Inclusion team to review targets and progress
- **Annual Reviews** - for students with Education, Health and Care Plans
- **Coffee Mornings and Sip and Support** - opportunities to meet other parents/carers, access training and support, and engage with external agencies
- **Introductory meetings** - when students first join the school or are identified as having SEND
- **Ad-hoc meetings** - arranged as needed to discuss specific concerns

Please look at the school website. It can be found at <https://lhs.ttlit.org.uk/> and includes links to many different documents to support students and parents, together with Remote Access to help their child learn at home. The form/subject teacher, Head of Year or the SENCO may also be able to suggest additional ways of supporting your child's learning. In recent years school staff have received a range of specialist training on different areas of SEND.

Staff Expertise and Training

What expertise do you have in relation to SEND?

Specialist training has been provided to the SENCO on: The National Award for SEN Co-ordination (NPQSENCO) Attendance at the termly SENCO updates.

At Leek High School, we are committed to developing staff expertise in supporting students with SEND through ongoing training and professional development.

All staff have received awareness level training on:

- **Supporting students on the Autistic Spectrum** - autism awareness and adaptive teaching approaches
- **Supporting students with behavioural difficulties** - positive behaviour management and de-escalation strategies
- **Safeguarding and child protection** - recognising vulnerability in SEND students, including specific training on child-on-child abuse
- **Mental health awareness** - understanding anxiety, depression and trauma
- **Adaptive teaching strategies** and Retrieval
- **Using Class on a Page** - accessing and implementing strategies for individual students
- **Trauma Informed Classrooms** – equips teachers and support staff with the practical knowledge and tools needed to support children affected by trauma and attachment difficulties

Enhanced Training

The Inclusion Team have received enhanced level training on:

- **Lexia** – accelerated literacy development
- **Lexonik Leap and Advanced** - specialises in accelerating literacy progress through evidence-based interventions and expert-led training
- **Nurture** - The Theory and Practice of Nurture Groups and the Boxall Profile
- **ELSA (Emotional Literacy Support Assistant)** - supporting emotional wellbeing and mental health
- **Precision Teaching** - targeted intervention for specific learning gaps
- **First Aid and medical needs** - including diabetes management, epilepsy, anaphylaxis, and administering medication
- **Autism Training** – Energy Accounting, Revision Skills, Masking

Ongoing Professional Development

- Termly SENCo update meetings – Staff attend regular updates from the Local Authority on SEND legislation, guidance and best practice
- SEND network meetings - sharing best practice with other schools in the Trust and local area
- Educational Psychologist consultations - regular access to EP advice, assessments and training
- Inset day training - dedicated time each term for SEND-focused training for all staff
- Staff meetings - regular updates on SEND students, strategies and new initiatives
- SEND Snippet – Inclusion Team provide a SEND Snippet to staff with updates on key information and training opportunities
- Inclusion department meetings – weekly to discuss support and adaptations for students
- External training courses - staff attend relevant courses and cascade learning to colleagues
- Online training - access to webinars and e-learning on SEND topics
- Professional reading - staff engage with research and best practice guidance

External Specialist Support

The school has regular contact with:

- **Autism Inclusion Team** - supporting students with autism and providing staff training
- **Educational Psychologist** - providing assessments, advice, training and consultation
- **Teacher of the Deaf** – supporting students with hearing difficulties and disabilities ensuring support is in place and upskilling staff
- **Teacher of the Visually Impaired** – supporting students with visual impairments and exploring strategies with staff for best outcomes
- **MHST** – NHS Mental Health Support Team who are on site weekly to support student wellbeing
- **School Nurse Services** - to support parents, carers and young people to be healthy, providing advice and support up until 19 years
- **Access to the Staffordshire LA SEND/Inclusion Hub**
- **Occupational Therapists** - supporting
- **Speech and Language Therapists** - supporting communication needs and providing strategies for staff

What progress should my child be making?

All students, including those with SEND, are expected to make good progress from their starting points. Progress is measured by:

- **Academic progress** - measured against age-related expectations and prior attainment
- **Progress in interventions** - measured using intervention-specific assessments
- **Social and emotional progress** - measured through observations and wellbeing assessments
- **Progress towards EHCP outcomes** - for students with EHCPs

We have high expectations for all students and believe that with the right support, all students can make good progress.

How do you consult with and involve children and young people with SEND in planning and reviewing their education?

Student voice is very important to us. Students have a right to be involved in decisions about their education, and they are made aware of the support that surrounds them in school.

We involve students by:

- **Discussing their views** when setting targets on Learning Plans
- **Reviewing progress together** at Learning Plan review meetings
- **Gathering their views** for Annual Reviews (for students with EHCPs)
- **Using student voice meetings** to gather feedback on SEND provision
- **One-to-one conversations** with members of the Inclusion Team
- **Encouraging self-advocacy** - teaching students to understand and communicate their needs

Students are kept up-to-date on their progress through:

- Regular feedback from teachers in lessons
- Discussions teaching staff
- Learning Plan review meetings
- Access to their targets and strategies
- Celebration of successes and post cards home

How accessible is the school environment?

The following adaptations have been made to the school environment:

- Disabled parking spaces marked and located next to the school reception
- Ramps are in place to ensure access to the main school building
- A ramp is installed to provide access to the school fitness suite
- A ramp is installed to provide access to the Fulmar Centre
- There is a lift in bottom building to provide access for all levels of the building
- Toilets are located around the school to ensure accessibility for visitors with a disability
- A medical room is provided in order to enable a safe place for insulin testing/injections and other medical needs
- There is wheelchair access throughout the building
- The school is based on two levels, bottom building and top building
- Steps have been painted yellow along the edges to assist with depth perception

How are the school's resources allocated and matched to children's special educational needs? The school receives funding to respond to the needs of students with SEND from a number of sources: A proportion of the funds allocated per student to the school to provide for their education (the Age Weighted Student Unit); The Notional SEN budget; The Student Premium funding for students who meet certain criteria. In addition, for those students with the most complex needs, the school may be allocated Additional Educational Needs funding (AEN funding). This funding is then used to provide the equipment and facilities to support students with special educational needs and disabilities through:

- Small group support from teaching assistants e.g. nurture support, literacy and numeracy support and homework club.
- In-class support from teaching assistants.
- Specialist support from teachers e.g. 1:1 tuition
- Bought in support from external agencies e.g. Access Arrangement assessment, speech and language support, dyslexia testing, dyscalculia screening.
- Provision of specialist resources, e.g. assessment software.
- CPD relating to SEND for staff

How will Leek High School ensure that each child/young person is included in activities outside of the classroom, including school trips?

Activities and school trips are available to all.

- Risk assessments are carried out and procedures are put in place to enable all children to participate.
- If a Health and Safety Risk Assessment suggests that that an intensive level of 1:1 support is required a parent or carer may also be asked to accompany their child during the activity in addition to the usual school staff.
- Care Plan information is used to support staff on school trips

What support will there be for my child's/young person's overall well-being? What Pastoral and Medical support is available in the school?

We are an inclusive school; we welcome and celebrate diversity. All of our staff believe that young people having high self-esteem is crucial to their well-being. We have a caring, understanding team looking after our students. At Leek High School we have a very strong pastoral team, led by Heads of Year, and Inclusion team. The form teacher would be the parents' first point of contact and if further support is required the class teacher liaises with the Head of Year and SENCO for further advice and support. This may involve working alongside outside agencies, such as Health & Social Services, Special Educational Needs Support Services, (ENTRUST), Educational Psychologist, the Behaviour Support Team, or CAMHS.

How will Leek High School support your child's emotional and social development?

We recognise that some students have extra emotional and social needs that need to be developed and nurtured. These needs can manifest themselves in a number of ways, including behavioural difficulties, anxiety and being uncommunicative.

- All students follow a structured PSHE (Personal, Social Health and Economic education) curriculum to support this development. However; for those children who find aspects of this difficult we offer:
- Access to The Learning Space – during unstructured time at break and lunch – this is always supervised by the Inclusion Team.
- Students are supported with Virtual "Time out Cards", and quiet places to work if required.
- In some cases, a referral to schools MHST practitioner or to our school nurse service may be made following discussions with parents/carers.
- The Inclusion Team has a qualified ELSA (Emotional Literacy Support Assistant who provides tailored social, emotional, and mental health support to students
- The Inclusion Team support students with a range of emotional support including weekly wellbeing check ins and a Nurture/Forest School alternate provision of support

How are children and young people who are looked after by the Local Authority and have SEN supported at Leek High School?

Statistically as a group, looked after children are more likely to have a Special Educational Need (SEND) or EHCP than the general student population. It is important that all children with SEND receive the educational provision which meets their needs. Leek High School recognise that many looked after children will have had difficult and unstable home and school lives before being placed in care and therefore understand that it is imperative that their needs are quickly and efficiently assessed and provided for. This should ensure that the effect of any instability is reduced to a minimum.

Leek High School's approach to encouraging and supporting the educational achievement of looked after children are based on the following principles:

- Listening to the looked after children and providing a safe base for them, working closely with home, carers, voluntary and statutory agencies;
- Promoting attendance, through a programme of early intervention, priority action, reducing exclusions and promoting stability within a positive learning environment;
- Identifying need and targeting support, including accessing resources from other agencies as well as provision from other sources, including in-school intervention;
- Having high expectations.

Local Authority's Local Offer

As of September 2014 every Local Authority will be required to publish information about services that they expect to be available in their area for children and young people from birth to 25 who have special educational

needs and/or disabilities (SEND) and also services outside of the area which they expect children and young people from their area will use. This will be known as the 'Local Offer'.

The Local Offer will put all the information about education, health and care services, leisure activities and support groups in one place. It has two main purposes:

- To provide clear, comprehensive and accessible information about the support and opportunities that are available; and
- To make provision more responsive to local needs and aspirations.

The Government says the Local Offer must be developed and reviewed in partnership with children and young people, parent carers, and local services, including schools, colleges, health and social care agencies.

The Local Offer for Staffordshire can be located on the following website:

<https://www.staffordshireconnects.info/kb5/staffordshire/directory/home.page>

How will Leek High School prepare and support my child when joining or transferring to a new school?

A number of strategies are in place to enable effective student's transition. These include:

Before Entry:

- A planned programme of visits provided in the Summer Term for students starting in September
- Parents/carers are invited to a meeting at school during transition days to allow them to meet their child's form teacher, Heads of Year, the SENCO, Pastoral Team and Senior Leadership Team
- All school records are transferred from the previous school and relevant information that is available stored onto Arbor
- Transition programme's are in place for students in Y8 to provide a number of opportunities for students and parents to meet staff in the new school of their choice. These opportunities are further enhanced for students with SEND and additional visits are arranged, where it is in the best interests of the student.
- The annual review in Y8 for students with an Education, Health and Care Plan begins the process where parents are supported in making decisions regarding the secondary school choice.
- Parents will be encouraged to consider options for the next phases of education and the school will involve outside agencies, as appropriate, to ensure information is comprehensive but accessible.
- Parents will be enabled to consider options for the next phases of education and may like to take advantage of the support offered by the independent Staffordshire School Choice. Information on this service is located on the Staffordshire website at: <https://www.staffordshireconnects.info/kb5/staffordshire/directory/home.page>
- Accompanied visits to other providers may be arranged as appropriate.
- For students that are transferring to local schools, the SENCOs from both schools will meet to discuss the needs of students with SEND in order to ensure a smooth transition.
- The records of students who leave school mid phase will be transferred within five working days of the parents notifying their child has been enrolled at another school.

Transition to the next placement:

- Parents will be encouraged to consider options for the next phases of education and the school will involve outside agencies, as appropriate, to ensure information is comprehensive but accessible. Leek

High School also employ Alex Kenneth (through ENTRUST) as a Careers Adviser for our Year 11 and 6th form students.

- Parents will be enabled to consider options for the next phases of education and may like to take advantage of the support offered by the independent Staffordshire School Choice. Information on this service is located on the Staffordshire website.

What is the procedure to deal with complaints?

The procedure for dealing with complaints follows the same process whether the complaint relates to Special Educational Needs or any other aspect of the work of the school. The first point of contact will be your child's form/subject teacher or Head of Year.

If you are still unhappy with the level of provision being provided for your child, further guidance can be sought from the Headteacher, Mr K Graham, who can direct you to our school SEN Governor, and/or an appropriate contact from the Local Authority.

Our SEND Policy, Accessibility Plan, and Complaints Procedure are available on the school website (<https://lhs.ttlit.org.uk/>) to ensure transparency and accessibility for all parents, carers, and stakeholders.

This Information Report was last updated: TBC

Next review date: TBC

