

# Leek High School

## Special Educational Needs and Disability Information Report – Policy and Practice



### **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).

### **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 pupil 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;
- Changes in behaviour;
- If a pupil begins to ask for help more frequently;
- Liaison with external agencies;
- Health diagnosis by a paediatrician;
- Pupil observation indicates that they may have additional needs in one (or more) of the four areas:
  - Communication and Interaction
  - Cognition and Learning
  - Social, Mental and Emotional Health
  - Sensory/Physical Need

### **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 SENCO, Mr J Chadwick whose contact details are: 01538 225050 or [JChadwick@lh.leekfederation.org.uk](mailto:JChadwick@lh.leekfederation.org.uk). 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.

### **What sort of support does Leek High School provide?**

All pupils will be provided with Quality First Teaching that is differentiated to meet the diverse needs of all learners. Pupils 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 pupils in specific intervention groups.
- Work scrutiny of planning.
- Whole school pupil 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 pupils 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 pupils' attainments to meet these targets are tracked using the whole school tracking system.

Any pupils 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 Pupil 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.

An individual assessment of the pupil will be undertaken in order to make an accurate assessment of their needs, this will be recorded on the Pupil Passport. Parents will always be invited to this early discussion to support the identification of action to improve outcomes.

Additional action to increase the rate of progress will then be identified and recorded that will include a review of the impact of the differentiated teaching being provided to the child and if required, provision to the teacher of additional strategies to further support the success of the pupil.

If review of the action taken indicates that "additional to and different from" support will be required, then the views of all involved, including the pupil and the parent, will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the Faculty Leader/subject teacher with advice from the SENCO.

Parents will be informed that the school considers their child may require SEND support and their partnership will be sought to improve attainments.

SEND support will be recorded on SIMs 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 pupil. This will only be undertaken after parental consent has been obtained and may include referral to:

1. Special Educational Needs Inclusion Service (SENIS)
2. Behaviour Support Service
3. Autism Outreach Team – where a child already has a diagnosis
4. Hearing Impairment Team

5. Visual / Hearing Impairment Team
6. Educational Psychologist Service
7. Education Welfare Officers
8. Social Services
9. School Nurse
10. CAMHS – Child & Adolescent Mental Health Service
11. CAMHS ASD – if a pupil is referred
12. Younger Mind Counselling Service
13. Leek SEND Hub

Leek High School is proud to have the Inclusion Hub where emotional support to pupils throughout the school, not just those with SEND is available. Many additional services are provided, including some of the above and a range of others to support pupils' needs.

For a very small percentage of pupils, 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.

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

Teachers plan their lessons using pupil's achievement levels, differentiating work to better match ability to work provided for all pupils in the classroom. When a pupil 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.

#### **How will Leek High School inform parents/carers of attainment?**

Attainments towards the identified outcomes will be shared with parents/carers termly through meetings or conversations with the pupil's TA or the SENCO. Parent's Consultation Evening is also an opportunity to discuss attainment with the pupil's form teacher. Individual Pupil Passports will be updated with new targets at these meetings also.

Parents are encouraged to arrange an appointment to discuss their child's progress with the Head of Year, Faculty leader/subject teacher, SENCO or a member of the Senior Leadership Team. Please contact the school office, on 01538 225050 to arrange a meeting if required.

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

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.

#### **Specialist training has been provided to the SENCO on:**

The National Award for SEN Co-ordination  
 Attendance at the termly SENCO updates.  
 Attendance at SEND Leadership Conference

The table below shows information on support for SEND.

| Whole school response<br>Universal Quality First Teaching | Targeted support for individuals<br>or small group short/medium<br>term  | Specialised support<br>Medium/longer term   |  |
|---|--|---|--|
| <b>Teaching approaches</b>                                | The school regularly monitors your child's progress in meeting their targets and if they are not making enough progress they will be highlighted for the attention of our Pastoral Team. The Special Educational Needs Coordinator (SENCO) and the Pastoral team will implement, after consideration with parents, any necessary and appropriate interventions. There are regular parent's consultation evenings and half termly reports to parents. | Assessment for learning is used to support planning for different levels of attainment. Small groups may be supported by either the class teachers or Teaching Assistants as appropriate.               | Work is differentiated to meet individual children's needs. There is careful targeting of individual support for pupils with Pupil Passports. Personalised interventions are put in place for pupils who are not making progress.  |
| <b>Learning/curriculum approaches</b>                     | Children and young people will have full access to the National Curriculum which will be differentiated to take account of each child's particular needs and will be modified to suit each child's academic and personal development.  | The school identifies children with special educational needs in a number of ways. Children are assessed regularly and parents are always informed of any concerns regarding their children's progress. | The school always responds to any concerns raised by parents. The Special Educational Needs Co-ordinator (SENCO) may carry out additional testing when additional educational needs are identified. Outside agencies may also be involved. Pupil Passports are written and reviewed by the pupil, class teachers, the SENCO and parents as appropriate. Alternative provision may be arranged if required. |

|  |   |  |  |
|--|---|--|--|
| <p><b>Support</b></p>                              | <p>Students at Leek High with special educational and additional needs have a Pupil Passport which is distributed to all teaching staff. All staff are made aware of the strengths and needs of the child and are advised on specific teaching strategies for Quality First Teaching. Teaching and support staff regularly receive training which is aimed at maximising participation, access and achievement of children with special educational/additional needs. Leek High is an inclusive school, where all teachers are teachers of children with special educational/additional needs and the whole school community respects the rights and needs of others.</p> | <p>The SEN Department offers access to small group work based on developing an understanding of the subtleties of language, conversational skills, self esteem, confidence and other social skills. This also includes a programme of enrichment and nurture. There are plenty of opportunities for over learning and consolidation of concepts. This includes developing foundation skills in reading, writing (spelling and comprehension) and arithmetic. The school provides selected students with opportunities to attend a breakfast and/or lunch club.</p> | <p>Children with SEND in school may also be supported by external agencies and parents are always consulted. The primary contacts for these agencies are the Pastoral Team and the SENCO although class teachers and support staff are also involved. It is the responsibility of the Pastoral Team and the SENCO to organise external support and maintain records.</p>   |
| <p><b>Environmental and physical resources</b></p> | <p>Leek High is an inclusive setting that welcomes all children regardless of their abilities. Reasonable adjustments are made to include all members of the school community.</p>  | <p>Leek High prepares students for changes and provides support to manage unpredictable events and at times of transition between middle and secondary and further education.</p>  | <p>The Pastoral Team and the SENCO co-ordinate the liaison and multi-agency working to support children with disabilities.</p>   |
| <p><b>Emotional</b></p>                            | <p>Leek High works hard with families to meet the needs of all pupils with their social, emotional and behavioural development. There is a robust pastoral structure which places the emotional needs of the child as a high priority.</p>  | <p>There are small group support lessons in The Learning Hub for students who require additional support. This involves a group of students supported by our teaching assistants or Pastoral Team. These groups offer a short term, focussed, intervention strategy, which addresses barriers to learning arising from social / emotional and or behavioural difficulties, in an inclusive, supportive manner.</p>   | <p>At Leek High we have SLT and Pastoral staff available who are qualified and experienced to deliver all aspects of emotional education to our students, promoting self-awareness and empowering students to take responsibility for their own attitudes and actions both in and out of school. These Staff members can be found in our Pastoral Base. Staff can support students on a 1:1 basis when required during their time at Leek High. Using a multi-agency approach the Pastoral team liaise with parents/carers and /or outside agencies as and when necessary ensuring early intervention and reducing negative impacts on learning.</p> |

### **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 pupils with SEND from a number of sources: A proportion of the funds allocated per pupil to the school to provide for their education (the Age Weighted Pupil Unit); The Notional SEN budget; The Pupil Premium funding for pupils who meet certain criteria. In addition, for those pupils 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 pupils with special educational needs and disabilities through:

- In-class support from teaching assistants.
- Small group support from teaching assistants e.g. nurture support, literacy and numeracy support and homework club.
- 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 pupils.

At Leek High School we have a very strong pastoral team, led by Heads of Year, and SEND 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, SENCO or Family and Student Support Worker 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 does the school manage the administration of medicines?**

- The school has a policy regarding the administration and managing of medicines on the school site;
- Parents should contact the office staff if medication is recommended by health professionals to be taken during the school day;
- On a day to day basis the office staff generally oversee the administration of medicines after a consent form has been completed;
- As a whole staff we have regular training and updates of conditions and medication affecting individual pupils so that all staff are able to manage medical situations if needed, but the first point of call would be one of the school's first aid staff.

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

We recognise that some pupils 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 pupils 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 Hub –during unstructured time at break and lunch – this is always supervised by teaching assistants.
- Break and lunch time access to the Inclusion Hub is also available for pupils with emotional needs, support given during these times by the family and student support worker.
- Pupils are supported with “Time out Cards”, and quiet places to work if required.
- In some cases a referral to the school counselling service, or Visyon, may be made following discussions with parents/carers.

### **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 pupil 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, 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>

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

The first point of contact will be your child's Head of Year or form/subject teacher.

If further support is necessary the SENCO, Mr J Chadwick, can be contacted either through the school office or an appointment can be made via email: [JChadwick@ttl.org.uk](mailto:JChadwick@ttl.org.uk)

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

### **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 pupil's transition. These include:

#### **Before Entry:**

- A planned programme of visits provided in the Summer Term for pupils 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 SIMs.
- Transition programme's are in place for pupils in Y8 to provide a number of opportunities for pupils and parents to meet staff in the new school of their choice. These opportunities are further enhanced for pupils with SEND and additional visits are arranged, where it is in the best interests of the pupil.
- The annual review in Y8 for pupils 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 pupils that are transferring to local schools, the SENCOs from both schools will meet to discuss the needs of pupils with SEND in order to ensure a smooth transition.
- The records of pupils 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 6<sup>th</sup> 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 further support is necessary the SENCO, Mr J Chadwick can be contacted either through the school office or an appointment can be made via email: [JChadwick@ttl.org.uk](mailto:JChadwick@ttl.org.uk)

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

**Policy Review Date: July 2022**