

SALE HIGH SCHOOL



Special Educational Needs and Disability SEND Information Report

The intention of Trafford's local offer is to improve choice and transparency for families. All schools and academies in Trafford are expected to identify and support pupils with special educational needs to make the best possible progress. Schools are supported to be as inclusive as possible and wherever possible, the needs of pupils with a Special Educational Need are met in a mainstream setting, where families want this to happen. Trafford's Graduated Approach provides guidance on expectations of what should usually be available within school's resources.

1. What kinds of special educational needs does the school provide for?

Sale High School is a safe, inclusive and stimulating environment.

Student's needs vary, from child to child and over a period of time. Some students have greater and more consistent needs than others. We pride ourselves at Sale High school in knowing our students as individuals and being able to provide teaching, pastoral care and learning support that is based on a sound knowledge of your child, their needs and how to remove barriers to learning.

At Sale High School we currently or have previously provided support for learning for the following special educational needs and Disabilities (SEND):

Specific Learning Difficulties, Dyslexia, Dyscalculia, Dyspraxia, Social, emotional and mental health, Anger Management, Organisational difficulties, Speech, Language and Communication Difficulties, Language Processing and Autistic Spectrum Conditions. It is our aim to support any child with any special educational need in order to reduce the impact on their progress as much as possible. Where a child has a medical need we will allocate and train a member of staff to support the young person.

Our school has an educationally diverse population with students successfully achieving across all GCSE grades as well as alternative accredited courses. We have high expectations of all students and encourage every student to recognise themselves as a unique individual with individual abilities and strengths. Students with a wide range of Special Educational Needs and Disabilities are

successfully included in our mainstream community. We believe that an inclusive education benefits all students and prepares them for Further Education and adult life.

All pupils with SEND have access to a full curriculum and we pride ourselves on working together with parents and students to ensure that the right academic and vocational pathways are considered. Where appropriate, students have access to one to one and small group tuition needed to enhance their learning. The School works closely with the Local Authority, outside support agencies, colleges and Connexions to ensure that students have access to the right help and support.

2. How does the school know if children/ young people need extra help and what should I do if I think my child/young person may have special educational needs?

Liaison with our feeder primary schools during Year 6 transition enables young people with SEND entering Sale High School into Year 7 to be supported immediately and appropriately. In addition, Year 7 students are tested for their reading ability and any in year admissions are tested for both cognitive ability and reading age to identify those who may struggle to access the curriculum. As a school, we also assess and report progress of every student on a termly basis. Any issues are investigated and close monitoring will commence, followed by further testing if a student fails to make expected progress over a period of two terms. We will carry out some further educational tests in order to identify the area of difficulty. If you have any concerns about your child, you can contact the special educational needs coordinator (SENCo) directly.

3. How will both you and I know how my child/young person is doing?

All students are assessed and reported on by teachers each term to ensure they are making at least expected progress. Each department meets to discuss the data received on pupil progress and any concerns will be shared with parents by teachers and heads of department. There is a full report and a parents evening on a yearly basis where the SENCo is available to provide advice and address any concerns you have. If your child has a special educational need, you have the opportunity to meet the SENCo once a term to discuss the effectiveness of the provision and their progress.

The provision for children/young people with SEND is monitored and evaluated by the SENCo to ensure its effectiveness, using data on teaching assessments and reading ages, student voice, parent voice and all SEND students have a keyworker. If your child has been identified as needing additional support through an education, health and care (EHC) plan they will have been allocated a keyworker who will remain in regular contact with you to discuss progress and achievement. In addition to this, there will be an annual review, which is held in line with the school calendar to ensure that any key decisions or transitions are planned with all parties involved.

4. How will the curriculum be matched to my child/young person's needs?

The graduated approach is at the heart of teaching at Sale High School as we are continually assessing, planning, implementing and reviewing our approach to all children. Where a potential special educational need has been identified, this process becomes increasingly personalised to meet the individualised need. The process of 'Assess-Plan-Do-Review' enables us to continually reflect on our approach to your child's learning and provides opportunities to engage with parents and students to ensure our shared understanding and awareness of needs and approaches that enable good progress and good outcomes.

Sale High School receives funding for students with an EHC plan. This provision is individually mapped according to the advice, objectives and outcomes in the EHC plan. Each student with an EHC plan and those with special educational needs, have a Pupil Profile, which provides teaching staff with additional and specific information pertaining to the child, advice on what helps them to learn.

At Sale High School, we will have high expectations of your child and support them to fulfil their potential, have a productive and enjoyable school life and leave prepared for their next challenge.

5. How will school staff support my child/young person?

Every teacher at Sale High School is regarded as a teacher of special educational needs and is responsible and accountable for the students in their class, wherever or with whoever the students are working. The SENCo will support and advise teachers and manage and coordinate SEND provision. We have a team of experienced and dedicated Intervention Leaders. We have a school governor who specifically oversees SEND provision and is closely involved with the development of the SEND school policy.

The whole school ethos is to respect individual differences, maintain high expectations for all and to promote good communication between teachers, parents and pupils. Our teachers are knowledgeable, positive and understanding of the process of learning and the impact of special educational needs. Creative adaptations to classroom practice enables pupils with special educational needs to learn inclusively and meaningfully, alongside their peers. There is access to a personalised approach and targeted support. This is delivered through additional learning programmes and resources to support the development of key skills and strategies for independent learning when assessment indicates that the pupil is not making progress.

Students are identified through teacher assessments, cognitive ability testing and reading assessments. If your child needs additional support, you will be informed of any intervention that is planned. Our interventions include Readers Clubs, Maths

Intervention, Social and Communication skills and self-esteem group work, Literacy and Numeracy tutorials, guided homework club, revision and coursework catch up and an onsite Aspire Inclusion Centre.

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

Effective whole school provision is characterised by high aspirations for the achievement of all pupils and good teaching and learning for all pupils. Provision is based on careful analysis of need, close monitoring of progress and a shared perception with parents and pupils of desired outcomes. We judge whether the support has had an impact through the evaluation of the effectiveness of provision to improve opportunities and progress by meeting a wide range of needs. Once a student has been identified as having some additional needs, the first stage is for the class teacher to monitor this and to refer to the SENCo. The teacher and SENCo then have a responsibility to monitor progress. If further intervention and support is required due to slow progress parents will be informed. If the issues persist, educational testing will take place and if necessary, further advice will be sought from the local authority and an educational psychologist referral will be considered. Interventions are assessed before and after completion using standardised educational testing so that impact can be clearly measured. Should you be unhappy with the special education provision for your child we would welcome your views and the SENCo would be keen to meet with you to discuss. We would always try to work in partnership and so develop mutual trust. However, we do have a complaints procedure, which can be obtained from the Head teacher's PA.

7. How will my child/young person be included in activities outside the classroom including physical activities and school trips?

Your child or young person will be supported to access all of the activities of the school where possible as part of the school's curriculum enrichment plan. We also place importance on rewarding our SEND students and plan reward trips and activities. All students with special educational needs have the opportunity for social, moral and cultural development in addition to personal, social and health education during our programme of 'Super Learning Days' of which we have five per year. We use the Trafford Evolve Risk Assessment system to plan activities and always obtain parental consent and discuss medical requirements if applicable.

8. What support will there be for my child/young person's overall wellbeing?

We offer excellent pastoral and social support at Sale High school for all students. The school has a house system and vertical tutoring. Students are cared for and supported by their Director of House, Head of Year, Form Tutor and key worker if applicable. If a student has medical needs we have a team of first aiders who can support your child and medication can be stored at student services. The Heads of Year and Assistant Head Teacher monitor behaviour and we have a dedicated attendance officer and Education Welfare Officer to maintain good attendance. Our behaviour for learning programme is a whole school approach to engaging students in their learning and any child seen at risk of exclusion will be highlighted. Our internal exclusion provision is a

further strategy to avoid fixed term exclusions wherever possible. If your child has a special educational need there is a range of support available including keyworkers, Intervention Leaders, an 'Inclusion' form and access to the Aspire Inclusion Centre at break and lunch times.

9. What specialist services and expertise are available at or accessed by the school?

We have a range of qualified specialist staff working at the school including a Connexions advisor, a therapist from Children and Adolescent mental health service (CAMHS), a school nurse and trained counsellors. Other services including health, therapy and social care services include services relating to social, emotional and mental health difficulties, Speech and Language therapists, Sensory Impairment Service, Occupational Therapists, Educational Psychologists and access to support from SEND local authority advisors. We can also signpost parents and carers to other services where appropriate.

10. What training have the staff supporting children/young people with SEND had?

We have a team of experienced Intervention Leaders who have received training through our in school training programme and have an excellent understanding of Speech, Language and Communication needs, Autistic Spectrum Conditions and Social, Emotional and mental health difficulties. We access training from specialist support services in order to address individual needs on a case-by-case basis.

11. How accessible is the school environment?

At Sale High school, we make arrangements for the admission of disabled pupils and take steps to prevent disabled pupils or those with an injury from being treated less favourably than other pupils. If a classroom is not fully wheelchair accessible alternative classroom arrangements are arranged and there is access to the Aspire Inclusion Centre. All changing and toilet facilities are accessible. If your child requires the use of equipment and facilities to support their special educational needs or improvements in the auditory and visual environment you can liaise with the SENCo. At Sale High, we can communicate with parent carers who are multi-lingual and if necessary, we have access to translators.

12. How are parents and young people themselves involved in the school?

Sale High School involves parents and carers in decision-making and day-to-day school life by communicating via phone, letter and e-mail on a regular basis and through the use of Show my homework/Satchel. Teaching staff are keen to take direct responsibility for their area of the curriculum and are happy for you to contact them directly and you can arrange for regular keyworker updates. Regular parental meetings take place and you will receive a full explanation about how your child's learning is planned, how you can help support this outside of the school and how you will be involved in planning your child's education. At Sale High, we place great

importance on parental engagement and pupil centred planning. If we have obtained specialist advice about your child's learning needs we share advice and recommendations with parents and carers. We consult with children with special educational needs by obtaining student voice and asking them to be involved in compiling their pupil profile which is shared with all your child's teachers. They are also involved in decisions about their education during their EHC plan annual review and supported to do this with Keyworker involvement.

13. How do you involve other agencies in meeting the needs of children/young people with SEND and in supporting families?

At Sale High school, we are adept at multi agency working and involve a range of other agencies in meeting the needs of children with SEND and in supporting families. We work with a range of health and social care services, local authority support services and voluntary organisations. We have our own school nurse, therapeutic services from CAMHS, speech and language therapists, the Education Psychology service and First Response.

14. Who can I contact for further information?

If you want to discuss something about your child your first point of contact would be the SENCo, however if it is pastoral issue then you will also be supported by the Head of Year. Other school staff members who have a role in your child's education are their form tutor and SEND key worker. If you are worried then you can talk to any of the staff mentioned who would be happy to talk to you and direct you to the appropriate person. However, if support relates to a specific learning need then this is referred to the SENCo. If you are considering whether your child should join the school then please contact the SENCo for advice, particularly if your child has an already existing special educational need or you suspect they do. The SEND Coordinator (SENCo) is Isobel Walter and she can be contacted by phone, letter or email. Other support services available to help and provide information and advice include Educational Psychology Service, SEND Independent Advice Support Service (SENDIASS), Special Educational Needs Advisory Service (SENAS) and Sensory Impairment Service. Further information can be found at www.traffordlearning.org

15. How will the school prepare and support my child/young person to join the school, transfer to a new school or the next stage of education and life?

At Sale High School we have a Primary school liaison programme where our teachers visit children and liaise with the SENCo and year 6 teachers at our feeder primary schools. These children are also invited to experience life at Sale High in both Year 5 and Year 6. If your child is already at secondary school and is transferring to Sale High we will arrange a tour, taster days and meetings with the Head of Year and SENCo in preparation for transition. If your child is transferring to a new school then all the relevant

information regarding learning support is provided and we liaise with the new school to ensure a smooth transition where your child's special educational needs can continue to be met.

In Key stage 4, we thoroughly prepare our students to move onto their next stage of education and life. We work closely with Connexions, keyworkers and form tutors who support our pupils with applications and interviews for further education. At Sale High, students with special educational needs take part in one to one sessions and group work to receive additional support in building confidence and social skills in preparation for further education and working life.

16. What other support is available?

Find out more about the local offer of support which is available for disabled children and young people and those who have SENDDD on the Trafford Service Directory www.trafford.gov.uk/servicedirectory or by contacting the Family Information Service:

Telephone: 0161 912 1053 Monday to Friday, 8.30am until 5pm

Email: fis@trafford.gov.uk

Twitter: @traffordfis

Facebook: www.facebook.com/traffordfis