

SEN Information Report

Sale High

Trafford's local offer makes it easier for families to find out about the support that is available for children and young people with SEN or who are Disabled. 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 document provides guidance on what should usually be available within school's resources.

Schools have a duty to publish SEN Information on their website which is updated every year. The questions on this template were developed with parents. Some schools have chosen to complete this template to provide their SEN Information. To go straight to a particular question, use the links below:

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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 provide additional and/or different provision for a range of needs, including:

- Cognition and learning
- Communication and interaction
- Social, emotional and mental health needs
- Physical needs/disability and/or sensory needs

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.

All pupils with SEND have access to a full curriculum and we pride ourselves on working together with parents, carers and students to ensure that the right academic and vocational pathways are considered. Where appropriate, students have access to small group tuition during form time or after school if 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?

The identification of SEND is built into the whole-school approach to monitoring the progress and development of all students:

Cognition and Learning – children with learning difficulties learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs from moderate learning difficulties (MLD) to children with profound and multiple learning difficulties (PMLD). Specific learning difficulties (SpLD), affect one or more specific aspects of learning, such as dyslexia, dyscalculia and dyspraxia.

Communication and Interaction - these children have difficulty in communicating with others. This may be because they have difficulty saying what they want, understanding what is being said to them or they do not understand or use social rules of communication. For example, children with Autistic Spectrum Condition (ASC), are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Social, Emotional and Mental Health – children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, eating disorders or physical symptoms that are

medically unexplained. Other children may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.

Physical needs/disability and/or sensory needs - some children require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. Many children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning.

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 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?

Sale High School uses the Class Charts system to keep parents/carers informed of behaviour (positive and negative) and this can be accessed at any time.

All students are assessed each term to ensure they are making at least expected progress, this is based on their KS2 data and all students are set into quintiles ranging from 1 (top 20% of the year) to 5 (lowest 20% of the year).

At KS3 reports are sent out in the spring and summer terms. In KS4 reporting is termly. Departments are expected to meet to discuss the data received on pupil's progress and any concerns will be shared with parents by teachers or heads of department. As classes are now set there may be movement in the spring or summer term depending on how well an individual child is performing. There is a full report and a parents evening on a yearly basis to enable parents/carers to speak to teachers about the progress their child is making. The SENCo will be available during face to face Parents Evening if you wish to talk about any issues.

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 SEN support, their keyworker or a member of the SEND team will be in contact once a term to update you on your child's progress looking at a holistic overall picture that includes behaviour and academic progress.

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. Teachers use Quality

First Teaching to first support with the curriculum and adapt resources and lessons where necessary to support learning.

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 Passport and plan, 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. At Sale High school inclusive quality first teaching, adapted for individual pupils, is the first step in responding to pupils who may or may not have SEND. The SENCo will support, advise teachers, manage and coordinate SEND provision. We have a team of experienced and dedicated Learning Support Assistants. 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. Adaptations to classroom practice enables pupils with special educational needs to learn inclusively and meaningfully, alongside their peers.

All Students are identified through teacher assessments. In year 7 and 8, there are additional reading assessments. If your child needs additional support, you will be informed of any intervention that is planned. Our interventions include Lexia, Fresh Start, IDL Maths Intervention, guided homework and revision club, the Talking Hub, the Welfare Hub and the Learning Hub.

For those children who are eligible, exam access arrangements are implemented to enable students to have a level playing field in exams. This can range from 25% extra time, reader or scribe to using a laptop during examinations.

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

Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline.
- Fails to match or better the child's previous rate of progress.
- Fails to close the attainment gap between the child and their peers.
- Widens the attainment gap.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

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 discussions with all stakeholders. 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 deliver quality first teaching and to monitor this. Then the teacher, if there is concern, is expected 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 then the SEND team will look at what interventions can be offered as part of Wave Two of interventions. 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.

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 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 one lesson each fortnight with a bespoke plan tailored to their age range. We use the Trafford Evolve Risk Assessment system to plan activities and always obtain parental consent and discuss medical requirements if applicable. If a child requires extra support we will liaise with parents/carers to establish what else can be implemented to support the student on the trip.

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. Students are cared for and supported by their SLT Year Link, 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. Students with medical needs will also have an IHC plan that is accessible to all staff should the need arise for it to be viewed.

PSHE is also delivered once a fortnight in forms to allow students to gain a greater understanding of how to look after their own wellbeing and mental health.

The Heads of Year and Deputy and Assistant Head Teacher of Behaviour monitor rewards and behaviour and we have a team of dedicated attendance officers to maintain good attendance. Our behaviour policy is a whole school approach to engaging students in their learning and any child seen at risk of exclusion will be highlighted. Sale High School also has a Rewards programme aimed at rewarding those students who show the Sale High values consistently. This includes achievement points, certificates and end of term rewards such as trips out of school.

Our reset room and internal exclusion provision is a further strategy to avoid suspensions wherever possible. If your child has a special educational need there is a range of support available including keyworkers, Learning Support Assistants, and access to the Learning Hub at break and lunch times.

For mental health support we offer the Wellbeing Hub which is run by wellbeing support assistants who have drop ins or run a 6-week tailored programme covering a range of SEMH issues. We also have the Talking Hub where you will find two trained counsellors who have scheduled sessions or offer a drop in during break times in the week.

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 advisors, THRIVE 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 Learning Support Assistants 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 plan 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 Learning Hub.

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 SatchelOne. 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. Who can I contact for further information?

If you wish to contact school to discuss your child/young person, the first point of contact for day-to-day issues would be their Form Tutor.

For pastoral issues it is best to contact Form Tutors or the Head of Year.

If the issue is subject specific then the best person to contact would be your child's teacher of that subject.

For SEND issues you can contact the SENCo, Mrs Isobel Walter, or the Assistant SENCOs, Mrs Elizabeth Parry and Mrs Francesca Dutson.

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 access to therapeutic services from CAMHS, speech and language therapists, the Education Psychology service and Early Help/First Response.

For more information you can also speak to SENDIASS for SEND related issues:

<https://sendiass.trafford.gov.uk/Home.aspx>

14. 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 members of the Pastoral and SEND team 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 on a Year 6 transition day. If your child has an EHC, they will be invited for a further transition day tailored specifically for a small cohort of EHC students.

If your child is already at secondary school and is transferring to Sale High, we will arrange a tour 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 through our PSHE curriculum. We work closely with Connexions, keyworkers and form tutors who support our pupils with applications and interviews for further education. We liaise with colleges and sixth forms sharing relevant transition information.

15. 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 SEND on the Trafford Service Directory www.trafford.gov.uk/localoffer or by contacting the Family Information Service:

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

Email: fis@trafford.gov.uk

X: @traffordfis or Facebook: www.facebook.com/traffordfis