

SEN Annual Report 2019

Local Authorities must publish a Local Offer setting out the provision they expect to be available across education, health and social care for children and young people who have SEN or are disabled. Similarly, maintained schools, maintained nursery schools and academies must publish information on their websites about their policies for pupils with SEND, in an accessible, family friendly format. The purpose of the local offer is to not only improve choice and transparency for families but also to make provision more responsive to local need through the direct involvement of children, young people and their families. This document is designed to support educational settings in providing this information, as described in the SEND Code of Practice.

School/Academy Name and Address	Hindley High School		Telephone Number	01942 767704
	Mornington Road		Website Address	www.hindleyhs.wigan.sch.uk
	Hindley			
	Wigan			
	WN2 4 LG			
Does the school specialise in meeting the needs of children with a particular type of SEN?	No	Yes	If yes, please give details:	
		x	Resourced provision for pupils with Complex medical difficulties and Autistic spectrum condition	
What age range of pupils does the school cater for?	11-16			
Name and contact details of your school's SENCO	Mrs G H Westwood (SENCO)			
	01942 767704			
	enquires@hindleyhs.wigan.sch.uk			

1. How does the school know if children/young people need extra help?

- How do you identify children/young people with special educational needs?
- How do teachers raise any concerns they may have?
- If the school is specialist, which types of special educational need do you cater for?

IDENTIFICATION

The emphasis is on early identification of pupils' needs. This is achieved through:

- (1) Liaison with primary schools or prior secondary schools in case of mid-year admissions.
- (2) Screening, testing and assessment at end of Y6 or the beginning of Y7 or upon entry if mid-year admission.
- (3) Medical and other records.

Pupils identified as having a Special Educational Need are placed at the appropriate level on the Code of Practice. All this information is made known to all relevant staff via the schools' Register of Concern. The information is also stored on SIMS.net for use in the completion of the school census.

Pupils may acquire SEN status temporarily or as a result of:-

- illness – mental or physical
- changing family circumstances
- prolonged absence
- medical conditions
- social, emotional and behaviour issues
- high mobility
- EAL
- a combination of the above

Teacher Referral

If a teacher has a concern about a student they may discuss it with a member of the Learning Support department and, if they remain sufficiently concerned, pass it to the SENCO in writing so that a detailed assessment may be initiated.

Specialism

Currently the school is resourced for those pupils with complex medical needs and autistic spectrum condition. There are 6 places available within the school. As an inclusive school, we make every effort to meet the needs of pupils for whom access to the school or its full curriculum may be an issue. This may involve moving classes to ground floor rooms, obtaining specialist resources or the provision of specialist/modified areas

2. What should I do if I think my child/young person may have special educational needs?

- What are the processes for parents/carers raising any concerns with school?

At the Year 6 Open Evening parents are introduced to key staff that may be able to help meet their child's needs. The first point of contact is the SENCo

The Year 6 Induction Evening is a further opportunity to meet with identified staff.

Parents may telephone the school to talk to key staff or make an appointment to meet for face to face discussions.

There are also annual parents evenings and SLT review days where parents are invited into school to discuss their child's progress. There are termly progress reports sent home and an annual report. There are also additional meetings including Annual Reviews, Early Help and other pastoral meetings where appropriate. Parents may also phone the SENCo or the HOY for an update at any time.

Parents may provide feedback through any channels outlined above.

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

- Who will oversee and plan the education programme and who will be working with my child/young person and how often?
- What will be their roles?
- Who will explain this to me?
- How the school governors or trustees involved and what are are their responsibilities?
- How does the school know how effective its arrangements and its provision for children and young people with special educational needs are?

Provision for pupils with special educational needs is a matter for the school as a whole. In addition to the governing body, the school's Headteacher, SENCo and learning support team and all other members of staff have important responsibilities. All teachers are teachers of pupils with special educational needs.

Teaching such pupils is therefore a whole-school responsibility requiring a whole-school response. Given the current proportion of our pupils identified already as SEN it is an important area of our provision, and is recognised as a high priority by all staff.

We liaise closely with primary schools and arrange induction days for transferring pupils in the summer term. This helps to achieve a smooth and successful transition for all pupils. Where possible the SENCo attends Year 6 Annual Reviews of pupils with EHCPs to ensure a smooth transition and appropriate planning of the pupil's curriculum.

If a pupil is known to have special educational needs when they arrive at the school, the staff:

- use information from the pupil's primary school to provide starting points for the development of an appropriate curriculum for the pupil
- identify and focus attention on the pupil's skills and highlight areas for early action to support the pupil within the class
- involve the pupil in planning and agreeing targets to meet his or her needs
- involve parents in developing and implementing a joint learning approach at home and in school

RESPONSIBILITIES

SENCo/Learning Support Manager

The SENCo:-

- oversees the day to day operation of the school's SEN policy
- liaises with and advises fellow teachers
- manages and allocates the TAs in cooperation with the TA coordinator
- co-ordinates provision for pupils with special educational needs
- assesses need on a regular basis (termly) in order to maintain TA provision.
- oversees the records on all pupils with special educational needs
- liaises with parents of pupils with special educational needs
- contributes to the in-service training of staff
- liaises with external agencies including the LA's support and educational psychology services, health and social services and voluntary bodies
- liaises with heads of subject and department to monitor provision for the gifted and talented.

SUBJECT TEACHERS

All subject areas should be aware of the varied needs in their teaching groups. In addition to differentiated work, some attention may need to be given to the response required for tasks e.g. where a pupil has a physical disability affecting writing skills. Forward planning and regular discussions with TA's are recommended as good practice.

HEADS OF YEAR/PASTORAL SUPPORT ASSISTANTS

All HOY have full information on all pupils with SEN in their care, and should refer to this in the case of any change in the pupil's circumstances. In the case of pupils with BESD, the HOY should organise an appropriate behaviour support plan or pastoral support plan (where appropriate) with the guidance of SENCo if necessary.

TEACHING ASSISTANTS

Teaching Assistants (TAs) have a variety of roles, which can vary according to their level, experience and responsibility. Their fundamental role is to help pupils with an EHCP to access the curriculum within the classroom. They are also trained to provide individual group, and in-class support in acquiring basic literacy and numeracy skills for identified pupils.

Some have specialist knowledge and skills or are trained to support particular needs e.g. Downs' Syndrome, ASC, hearing impaired, visually impaired, behaviour, phonographix and SpLD. Their role does not include the management of pupils' behaviour, although some may have considerable experience in this area.

TAs who spend a considerable amount of time with individual pupils may build up good working relationships with them, and pick up on issues quickly. It is important that TAs support pupils in establishing good working relationships with subject teachers and understanding the different working styles and expectations from subject to subject.

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

Guidelines for completion

- What are the school's approaches to differentiation? How will that help my child/young person?

Classroom differentiation:

- Learning is designed to take into account levels of existing knowledge, skills and understanding.
- There are planned extension opportunities or open-ended tasks.
- Pupils are given the opportunity to be entered for higher tier assessment tasks/exams where available and/or appropriate.

High quality teaching, differentiated for individual students, is the first step in responding to students who have or may have SEN. The majority of students at Hindley High School learn and progress through the high standards of teaching practice. The cycle of planning, teaching, assessment and evaluation ensures the vast majority of student achievement using in class differentiation

All students receive high-quality personalised teaching. Teaching is carefully planned, taking into account prior learning. Lesson structures have clear objectives that are shared with the students and revisited throughout the lesson. Teachers use lively, interactive teaching methods and make maximum use of different learning styles. Inclusive Quality First Teaching focuses on a student-centred approach and aims to create a purposeful and enjoyable learning experience. Personalisation is paramount.

Hindley High School regularly and carefully assesses and reviews learning progress to inform decisions around adapting the curriculum and learning environment for all students, including those at risk of underachievement. Teachers continuously monitor and evaluate progress in lessons. Interventions are implemented by staff as appropriate. Initially students receive support through quality first teaching and expertise in the classroom using appropriate and relevant differentiated resources and materials. Additional provision may be used to support students learning these could include:

- Additional, small group literacy/numeracy intervention sessions;
- Reading groups;
- 1:1 sessions in social interaction and communication, specific literacy/numeracy difficulties, dialectical behaviour therapy, nurture sessions, mentoring and counselling

If students do not make adequate progress during intervention sessions or a concern is raised regarding a specific barrier to progression advice will be sought from outside agencies to further assess students' needs and provide specific, individual recommendations for support. This may include 1:1 in class support.

The recommendations will be followed for the time advised. If concerns remain the school will seek a statutory assessment for an Education and Health Care Plan (EHC plan) from the local authority.

If a student receives a EHC plan, a multi-agency response to the needs of the student to ensure appropriate provision and adequate progression and achievement.

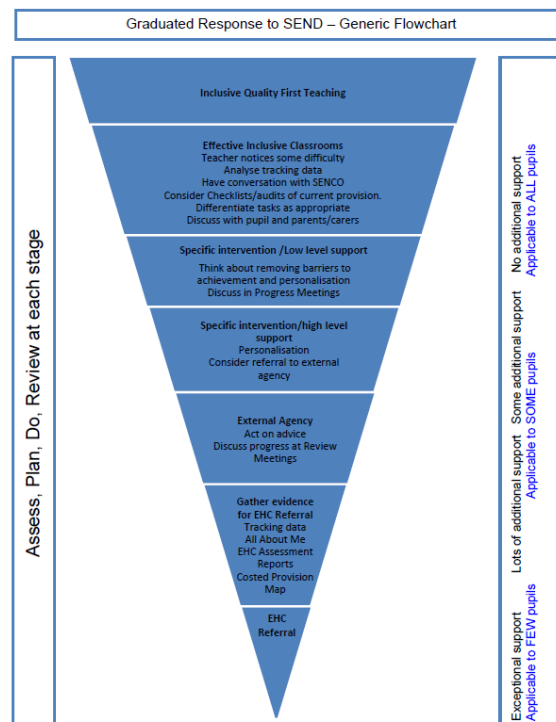
Parents and students will be fully involved at all levels of the graduated response plan.

Small group intervention programmes and 1-1 sessions are available to provide continuous support and meet a diverse and wide range of student need. Personalised provision is monitored and evaluated to the needs of the student, with high expectations of reaching full potential. All provision encourages engagement, is challenging and takes account of ability, aptitude and interest of the student. All programmes are designed to develop socially and emotionally, whilst building student self-esteem.

Teachers and SENCo will consider all of the information gathered from within the school, alongside national data and expectations of progress and will subsequently make special educational provision where appropriate. Parents and students will be included in this process through face to face and telephone contact, Parents' Evenings and Annual Review Meetings. All confidential documents are stored securely.

At Hindley High School action will be taken to remove barriers, to learning and will put into place effective special educational provision. A graduated approach will be undertaken which draws upon the four part cycle:

- Assess
- Plan
- Do
- Review



This cycle will be implemented using Wigan Local Authority's High Expectations for All file, which is available online at

<https://www.wigan.gov.uk/Business/Professionals/SEND/High-Expectations-for-All.aspx>

For students with high levels of need Hindley High School draws on a more specialist approach. This may include use of Pastoral Support Plans, IEPs, Provision Maps and face to

face teacher meetings. The Inclusion Team has the responsibility to regularly review and update information about individual students.

Teaching Assistants will be deployed as appropriate to the needs of individuals. Guidance will be taken from the Education and Health Care Plans regarding individual support.

5. How will both you and I know how my child/young person is doing and how will you help me to support my child's/young person's learning?

Guidelines for completion

- In addition to the normal reporting arrangements what opportunities will there be for me to discuss his or her progress with the staff?
- How does the school know how well my child/young person is doing?
- How will I know what progress my child/young person should be making?
- What opportunities will there be for regular contact about things that have happened at early years school e.g. a home school book?
- How will you explain to me how his or her learning is planned and how I can help support this outside of the school?
- How and when will I be involved in planning my child's/young person's education?
- Do you offer any parent training or learning events?

The school provides regular opportunities for parents to find out about pupils' progress. Pupils are set target levels or grades in every subject for the end of each Key Stage and pupils and parents will receive three progress updates per year. Should a parent have a concern at anytime they can make an appointment with their HOY or if they feel it warrants it the SENCo.

A summary of the pupil progress information will be included in the Annual Report. Please note that these reports are at different times of the year according to your child's year group.

All pupils are issued with a school planner which can be used to record homework and as home-school parental contact.

In addition to Parents Evenings for each year group, parents/guardians are invited to regular consultations with their child's teachers to discuss achievements and progress. Review days are held for Y7, Y9 and Y10, where parents are invited to discuss end-of-key-stage targets and progress towards these targets.

6. What support will there be for my child's/young person's overall well being?

Guidelines for completion

- What is the pastoral, medical and social support available in the school for children with SEND?
- How does the school manage the administration of medicines and providing personal care?
- How does the school support children/young people during unsupervised time?
- How does school manage transitions between different activities during the day?
- What support is there for behaviour, avoiding exclusions and increasing attendance? How will my child/young person being able to contribute his or her views?
- How will the school support my child / young person to do this?
- How does the school use the expert knowledge that families may have about their children?

All pupils have access to a named form tutor, who is the first point of contact for pastoral issues. The Pastoral System is ordered so that all pupils within a year group are mentored by a HOY who in turn reports to a leadership link. Pupils with SEND are in this system with the additional supervision from the SENCo.

The school has a counselling service and excellent links with the Children and Young people's service. Referrals are available to all pupils with SEND.

Occasionally, it is necessary for medicines to be administered at school. This should only be carried out by staff who have been trained and after parents/carers have signed and completed a written agreement with the school.

Once there is an agreement that the medicine can be administered in school parents sign a form, acknowledging that the school cannot guarantee that the medicine will be administered e.g the pupil may fail to attend at the agreed time. Medicines are kept in a locked cupboard in the first aid room. Each time medicine is administered it is recorded in a book.

Pupils are responsible for coming to the first aid room at the correct times so that their medicine can be administered. In situations where pupils require medical attention, the member of staff should stay with the child and send for assistance from a first aider.

Some pupils are used to dealing with their own medical conditions e.g. asthma and ventilator. In such cases, members of staff should initially ask the child what they would usually do and act accordingly.

Information received from parents and previous schools should be passed on to the SENCo who will maintain a list that will be circulated to all staff at the beginning of each school year. Staff need to be familiar with pupils whose name appears on this list.

This policy should also be read in conjunction with the following other policies:

- Special Educational Needs Policy
- Equality and Diversity Policy and Action Plan
- Health & Safety Policy

Staff are on duty in key areas at the start of the school day, break time, lunch and after school.

Senior staff and PSAs are on hand in key areas during lesson changeover. When necessary a pupil of SEND may have access to a TA at these times

The school has in place a policy for managing behaviour. The relevant HOY monitors behaviour incidents within their year group and puts in place, in conjunction with home and other staff a plan to support positive behaviour.

The school has an inclusive provision which focuses on reducing exclusions and improving outcomes for pupils. It does this by accommodating pupils in an internal exclusion area, but also delivering tailored intervention programmes to challenging pupils on a 1-1 basis or by group work.

The school monitors the attendance of all pupils on a daily basis. PSA/HOYs will formulate, with parents, a plan to improve attendance where a pupils' attendance carries a concern. An early help is opened to monitor each specific case. In some cases referrals are made to the Startwell Enforcement team. With all of the above, meetings are held on a regular basis where all stakeholders have an opportunity to contribute views and opinions.

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

Guide for completion:

- Does the school have any specialist expertise?
- Do staff have any specialist qualifications?
- What other services does the school access (Health, therapy, social care services?)

The school is resourced for those pupils with complex medical needs and autistic spectrum disorder. There are 6 places available within the school. As an inclusive school, we make every effort to meet the needs of pupils for whom access to the school or its full curriculum may be an issue. This may involve moving classes to ground floor rooms, obtaining specialist resources or the provision of specialist/modified areas

Specialist qualifications

The Assistant Headteacher (SENCo) is responsible for Coordinating Early Help across the school and in most cases where extra support is needed families will be offered access to this process, which enables a multi-agency approach to supporting families

Teaching assistants hold a range of qualifications including Dyslexia Friendly teaching, Maths recovery, motivational interviewing, SoundsWrite, Legotherapy and numerous other qualifications to support the development of those with SEND.

Additional Services include

ADDACTION – Drug & Alcohol support

Counselling – Wigan Family Welfare

Percussive Therapy Technique – Peter Owen

Education Mental Health Practitioner – Catherine Bell

Resolutions – Family group mediation – Tracy Shepherd

TESS – Targeted Educational Support Service – Catherine Staunton Unsworth

Educational Psychology – Vicky Booth, Claire Nuttall

Startwell – Mark Mitchel

CAMHs – Alex Mort

School Nurse – Rachel Cheetham

Startwell Enforcement team – Nathan Jones

8. What training are the staff supporting children and young people with SEND had or are having?

Guide for completion

- This should include recent and future planned training and disability awareness.

1:1 Positive Behaviour Support: June 2020

ASD training: March 14, June 2015, May 2017, June 2018

Assessment tools for behaviour: Oct 13 & Jan 14

Attachment: February 2016, July 2017, July 18

Behaviour management: Oct 13, Jan 14, May 14, Sept 15

Better reading partners: Nov 13

Boosting Reading Potential: April 2020

Classroom Strategies to Develop Working Memory: April 2020

DBT – Skills for Emotional Problem Solving in Adolescents: July 2018

De-escalating training: Oct 13 & March 2016, May 2020

Dyslexia Friendly Schools: Sept 16

Diabetic training: June 2013, July 2017, September 2019

Early Help: October 2018

Edlounge: Nov 2018

Emotional Containment and Validation: Feb 2016, May 2017

Emotionally Friendly Schools: September 2016

Epilepsy Training: Sept 13, March 14, September 2017, 2018, July 2019

Epipen Training: September 2017, 2018 and 2019

Exam Access Arrangements for SEN Students: Jan 2018

First aid training (3 year certificate): 2012, 2015, 2018

GDPR: September 2017, October 2018

Invigilator Training: April 2019

Letters and sounds: Dec 2012, Jan 2013, June 2017, Oct 2017

Lego Therapy: June 2015

Manual Handling: Nov 13, Jun 2018

Maths Recovery: 2017-2018, May 2020

Memory in the classroom – TESS: July 2018

Mental Health Champions: Over three terms - 2018

Mindfulness Training: Nov 13, Sept 2015

Mindfulness: Dec 2013, March 2015

Motivational interviewing

Nurturing talk: June 14

Positive Behaviour Management – Theory and Practice for Support Staff: June 2020

Promoting Readiness for Learning – CLA: May 2019

Promoting Positive Behaviour at Lunchtimes – Practical Strategies for Support Staff: Jan 2020

Provision Mapping: April 14

Pyramid Club Training: May 2016

Restorative Justice: July 14

Safe, Strong, Resilient Programme: March 2019

Supporting pupils with Additional Needs: May 2018, June 2020

Supporting pupils to become independent learners: Aug 14

Supporting reading: June 14

Talking Partners at Secondary: March 2020

TAs working with pupils who have hearing loss: Nov 2017, Nov 2018

Team Teach (3 year certificate): April 16, December 2018

Tootoot: September 2018

Understanding ADHD in the Classroom: January 2020

Youth Mental Health First Aid Training (2 day): November 2019

Youth Mental Health First Aid Training (3 hour): December 2019

Zones of Regulation: July 2018

9. How will my child/young person be included in activities outside the classroom, including school trips?

Guide for completion

- Will he or she be able to access all of the activities of the school and how will you assist him or her to do so?
- How do you involve parent carers in planning activities and trips?

The school makes necessary arrangements to ensure whenever possible all pupils have full access to activities outside the classroom, including school trips. At Hindley High school parents are positively encouraged in communication at all stages to ensure the child's needs are met.

We also use EVOLVE, Wigan's electronic planning, management and notification system in organising activities and trips.

10. How accessible is the school environment?

Guide for completion

- Is the building fully wheelchair accessible?
- Have there been improvements in the auditory and visual environment?
- Are there accessible changing and toilet facilities?
- How will equipment and facilities to support children and young people with special educational needs be secured?

Our school has undergone a series of improvements to allow it to be as accessible as possible to pupils with a wide range of disabilities, including complex medical difficulties.

All the ground floor rooms have been upgraded to allow inclusive use by wheelchair users, including special desks and extra space for maneuvering; new specialist hygiene facilities have been installed.

A system of lifts and walkways has been constructed, to allow access to the site and to even out the various levels.

A purpose-built block has been added to the school with specialist accommodation for therapy and treatment rooms, access to medical support and further teaching and learning spaces.

All our staff have received further training to meet the needs of pupils with a wide range of presentations in order to include them fully into the life of the school.

Social and eating areas have been adapted to allow freedom of access for lunch and break times to all pupils and to increase the space available for pupils to gather socially, particularly in poor weather.

Over the years, we have welcomed a number of pupils to the school who have required specialist provision, including ground floor access only teaching and the provision of adapted furniture for use in lessons. Information and advice is provided for staff to enable them to meet pupils' needs and adapt teaching methods and materials for them.

The school follows the advice laid out in the Local Authority's Access Plan and reports annually to Governors on the developments made to the school site.

The school works closely in co-operation with medical services and other agencies to meet pupils' individual needs and to monitor our programme of progress and support.

10 . 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?

Guide for completion

- What preparation will there be for both the school and my child/young person before he or she joins the school?
- How will he or she be prepared to move onto the next stage?
- What information will be provided to his or her new school?
- How will you support a new school to prepare for my child/young person?

What the school provides:-

- There is an Assistant Headteacher/SENCo responsible for primary liaison. She works directly with the Head of Year 7 and the Pastoral Support team. Prospective students may have additional visits in Year 6 to help them settle into school. Once here support is available through teachers, HOY Year 7, Pastoral Support Assistants and Learning Support Staff and buddies or peer mentors as appropriate.
- Support for those leaving is offered through the Careers service who attends reviews (as well as college delegates), additional visits to colleges and links with local employers.

11 . How are the school's resources allocated and matched to children's/young people's special educational needs?

Guide for completion

- How is the school's special educational needs budget allocated?

A number of factors are taken into account to determine the best way in which to meet a child's needs. The exact nature of the provision provided for each child is a product of these factors, and may vary from child to child and from time to time. Factors which influence support can be KS2 results, Reading and spelling ages and Cognitive Ability tests as they are used to identify possible weaknesses and/or discrepancies. Outside influences can also be taken into account e.g. Social and deprivation issues

At all times best value provision to best meet children's needs is managed within financial constraints.

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

Guide for completion

- Describe the decision making process.
- Who will make the decision and on what basis?
- Who else will be involved?
- How will I be involved?
- How does the school judge whether the support has had an impact?

Decision process

A number of key professionals in consultation with parents determine the appropriate and achievable provision through a number of meetings

The decision is made following the completion of the decision making process with the SENCo taking the lead role

Involvement with other professionals may be appropriate including health and social care. Parents are actively encouraged to attend meetings, share information and play an active role in their child's school life. The progress of all pupils is closely monitored and reported at least termly.

13. How are parents involved in the school? How can I be involved?

Guide for completion

- Describe the school's approach to involving parents in decision making and day to day school life including for their own child or young person.

Parents are encouraged to be active partners in their child's education. Parents are kept informed by telephone conversations, meeting and letters reporting their child's progress.

We expect parents to play a full role in decision making and at all stages welcome their expert knowledge on their child.

14. Who can I contact for further information?

Guide for completion

- Who would be my first point of contact if I want to discuss something about my child/young person?
- Who else has a role in my child's/young person's education?
- Who can I talk to if I am worried?
- Who should I contact if I am considering whether child/young person should join the school?
- Who is the SEN Coordinator and how can I contact them?
- What other support services are there who might help me and provide me with information and advice?

What the school provides:-

- At Year 6 Parents Evening parents are introduced to appropriate key staff who may be able to help meet their child's needs. The first point of contact is the Head of Year.
- Parents may telephone school to talk to key staff or may make an appointment for face to face discussions.
- An Annual Report and termly progress checks are sent home. There are also Parents' Evenings, SLT Review days and Options Evening as well as review meetings where appropriate, including statutory Annual Reviews and Early Help meetings. Parents may also phone SENCO or Head of Year for an update at any time.
- We have an Open Evening but prospective parents may wish to tour the school to see it in action by appointment.
- Parents may provide feedback through any of the channels outlined above.

SEN Coordinator

Mrs G H Westwood

01942 767704

enquires@hindleyhs.wigan.sch.uk

Additional Services include

Counselling – Wigan Family Welfare

Resolutions – Family group mediation – Tracy Shepherd

Young carers

TESS – Targeted Educational Support Service

Educational Psychology

Startwell

CAMHs

COMPLAINTS PROCEDURE

It is hoped that the school's openness provides an effective channel for expressions of concern, and that these will initially be addressed to the Head of Inclusion.

Useful Contacts for Support and Information

Special Educational Needs and Disability Service 01942 486 136

<http://www.wigan.gov.uk/Resident/Education/Special-Educational-Needs-and-Disability/Special-Educational-Needs-and-Disabilities.aspx>

National Autistic Society www.autism.org.uk

CAMHS 01942 775400

Speech and Language Team 01942 482630

National Autistic Society 0808 800 4104

ADHD www.livingwithadhd.co.uk

British Dyslexia Association 0333 405 4567

Dyspraxia Foundation 01462 455 016