

# St Hilda's Church of England High School

## Special Educational Needs & Disability Information Report

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**Date Last Reviewed** 05/09/2019

**Review Schedule** Annually

**Headteacher** J Code

**SENDCo :** Mrs K. Pritchard

## 2019/20 SEND Information Report for St Hilda's Church of England High School

<b>2019/20 Key Information</b>	
<b>SEND Coordinator (SENDCo) in School</b>	Mrs K. Pritchard
<b>SENDCo Contact details</b>	<b>Email:</b> kpritchard@st-hildas.co.uk
	<b>Telephone:</b> 1517332709
<i>A SENDCo, or special educational needs co-ordinator, is the school teacher who is responsible for assessing, planning &amp; monitoring the progress of children with special needs / SEND</i>	
<b>When was this report last updated</b>	05/09/2019
<b>Where to access the Local Authority's SEND Offer</b>	<a href="https://liverpool.gov.uk/localoffer">https://liverpool.gov.uk/localoffer</a>
<i>The Local Offer provides information for children &amp; young people with special educational needs (SEND) &amp; their parents or carers in a single place. It shows families what they can expect from a range of local agencies including education, health &amp; social care.</i>	
<b>Where to access the school SEND policy</b>	<a href="http://www.st-hildas.co.uk/send/">http://www.st-hildas.co.uk/send/</a>
<i>The SEND Policy is the most important document that a school develops when determining how they will meet the special educational needs of Pupils. It must reflect the statutory requirements &amp; the actual practice of the school.</i>	
<b>Where to access the School Accessibility Plan</b>	<a href="http://www.st-hildas.co.uk/policies-and-procedures">http://www.st-hildas.co.uk/policies-and-procedures</a>
<i>The accessibility plan should cover the below 3 areas.</i>	
<i>How the school will:</i>	
<ol style="list-style-type: none"> <li><i>1. Increase the extent to which disabled pupils can participate in the curriculum</i></li> <li><i>2. Improve the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided, and</i></li> <li><i>3. Improve the availability of accessible information to disabled pupils.</i></li> </ol>	
<b>Areas of need as identified in the SEND code of practice report</b>	
Area of need	Do we provide provision for this area of need?
Communication & Interaction	Yes
Cognition & Learning	Yes
Social, Emotional & Mental Health	Yes
Sensory &/or Physical Needs	Yes

### How we identify if a child needs additional support

“A pupil has SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age”. (SEND Code of Practice 2015)

St Hilda's C E High School reflects what the Code of Practice states in that pupils at the school are only identified as SEND if they do not make adequate progress once they have had all the interventions/adjustments and good quality personalised teaching. This is known as ‘SEND support’. Pupils with sensory impairments and physical needs will be supported to enable them to fully access the curriculum. We ensure that there is effective liaison with feeder schools so that individual SEND needs are shared. This informs planning for SEND support. We are alert to emerging difficulties which may not be evident at an early age, these concerns may be expressed by parents or the children/young people themselves. Equally it is not assumed that attainment in line with chronological age means that there are no learning difficulties as it very much depends on the individual case.

Pupils are identified within four areas of need which exemplify the range of need for which the school is able to identify and provide support from within the school's provision. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. The school identifies the needs of pupils by considering the needs of the whole child.

### How we will consult parents & children & involve them in their education

Co-producing with children, young people and their parents

Involving parents and learners in the dialogue is central to our approach and we do this through:

Annual Parents’ Evenings

Review of progress for pupils receiving SEND support

Pupil profile dialogue

Transition parent events

### **How we will assess & review pupils with SEND progress towards outcomes**

In assessing a young person, school will carry out an analysis of the pupil's needs which draws on the teacher's assessments and experiences of the pupil, their previous progress and attainment. This is put in the context of the individual's development compared to the school's core approach to pupil's progress, attainment and behaviour and their peers and national data. The pupil's own views are sought as are those of external support services if involved. St Hilda's liaises fully with outside agencies who are conducting the assessments. Any concerns by parents are actively listened to and recorded. We recognise that we must formally notify parents if their child is being provided with SEND support despite prior involvement and communication. The teacher and SENDCO agree in consultation with the parent and pupil the adjustments, interventions and support to be put in place as well as the expected impact on progress, development or behaviour along with a clear date for review. The SENDCO supports the subject teacher in problem solving and advising on the effective implementation of support and in further assessments. The teacher remains responsible for working with the child and where the interventions involve group or one to one teaching away from the teacher they remain responsible for overseeing this and work closely with teaching assistants or specialist staff involved to plan and assess the impact of support and how they can be linked to classroom teaching. Reviews are out on the agreed date. Some children have an EHCP. These must be reviewed by the LA in partnership with the SENDCo. We strive to provide clear information to parents about the next steps.

### **How we will support children in moving between phases of education & / or preparing for adulthood**

During Year 6, we invite vulnerable students to make a number of reassuring visits prior to their transition to secondary school. During the visits, students are encouraged to take part in social and communication activities, school tours and identifying key staff and areas of the school. Every student who holds an EHCP is visited at their primary school by the school SENDCo. Other students may be visited at their primary setting on the advice of the primary school staff. Our SENDCo attends the School Improvement Liverpool Transition Day and is informed by primary SENDCos from the primary feeder school from across the city. It may be relevant for some young people to receive a visit from our Mental Health and Well-being lead.

All students access PSHE weekly where the curriculum is currently being refreshed to consider timely and current issues.

All students who hold an EHCP in Year 9 and above will receive a Career Guidance Interview. Where necessary, TAs and/or parents may attend such interviews to ensure aspirations are clearly communicated.

During KS5, all students have access to career and Higher Education advice and seminars.

### **Our approach to teaching children with SEND & how we adapt the curriculum & learning environment for pupils with SEND**

St Hilda's C E High School is proactive in removing barriers to learning to ensure that all pupils have equal access to a broad and balanced curriculum that is differentiated to enable all pupils to understand the relevance and importance of an appropriate education. This promotes self-esteem and confidence that will lead to pupils making relevant progress that is closely monitored. Teachers use a wide range of strategies to meet pupil's special educational needs.

Lessons have clear learning objectives and success criteria, are differentiated appropriately and assessed to inform the next stage of learning.

The Equality Act 2010 states that education providers must also make 'reasonable adjustments' to ensure that disabled students aren't discriminated against. Making reasonable adjustments could include:

- changes to practices or procedures
- changes to physical features
- changes to how learners are assessed
- providing extra support and aids (such as specialist teachers or equipment)

The school continues to improve access to the physical environment and increases and promotes access for disabled pupils to the curriculum. All adaptations and building work have been built to be DDA compliant.

The school strives to improve the delivery of information to pupils with SEND and their families when appropriate for disabled pupils, taking into account the individual needs of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable time frame.

### **How we train our staff who provide support to pupils with SEND & the existing expertise they have**

Staff are encouraged to seek professional development and then share their knowledge with colleagues. Whole school CPD will take place for non-teaching staff, as well as those that are classroom based.

We are committed to developing the ongoing expertise of our staff. Our SENDCO attends the School Improvement SEN Briefing in March and November. Support staff are included in the weekly whole school training sessions. Our

SENDCO has had experience during secondment with the Local Education Authority to implement the national 2015 reform in SEND. She has therefore received further training on writing Education Health Care Plans and the legalities within the SEN. She has completed the National Award in Special Educational Needs Co-ordination as well as received training by Mental Health First Aid England. Our SENDCo holds a Level 7 qualification in Specific learning Difficulties (Dyslexia) and has undertaken further professional development through PATOSS in collaboration with School Improvement Liverpool.

Teaching Assistants are offered professional development in order to support their specialism and to reflect the student cohort need at the time. They are encouraged to take part in weekly CPD where Teaching and Learning is being considered.

**How we evaluate the effectiveness of the provision made for pupils with SEND**

We have internal processes for monitoring quality of provision and assessment of need. These include learning walks, work scrutiny, lesson observations, staff training and data analysis. The SENDCo supports both the curriculum and the pastoral teams to ensure fluidity of strategies and information and encourages staff to share good practice across subjects.

**How we encourage & enable pupils with SEND to engage with activities available to pupils with no SEND requirement**

All students at St Hilda's C E High School are invited to join in with every after school activity and to participate in every opportunity available. Should a student require support with such opportunities, this is arranged with the SENDCo. Parents are made aware of such opportunities via communication home.

**Number of pupils who have an EHCP (Education and Health Care Plan) who will leave school this year**

0

**How we engage with other bodies such as health, social care & LA support services in meeting a pupils SEND requirements & supporting their family**

Health and Social Care professionals are invited to attend review meetings, Team Around the Child meetings, EHATs and Child in Need Forums where applicable. Professionals within these areas are also consulted on progress and, in turn, inform the SENDCo of updated health advice and strategies where necessary. Some Health professionals meet with the SENDCo to offer advice and guidance after they have reviewed and assessed a young person. Parent and Carers are consulted at every step and GDPR guidance is consulted.