



## Special Educational Needs and Disabilities (SEND) Offer

### 2020-2021

Greenbank High School aims to promote the successful inclusion of students with Special Educational Needs and Disabilities. The SEND department works closely with parents, teaching staff and other stakeholders to ensure SEND pupils are offered a broad and balanced curriculum, which caters for their individual needs whilst focusing on their well-being and academic progress. All Greenbank students have access to learning opportunities without discrimination in accordance with the Equal Opportunities Act 2010 and The Children and Families Act 2014.

#### Types of Need

The Code of Practice (2014) identifies four broad areas of Special Need, under which SEND can be classified:

- Communication and Interaction
- Social, emotional and mental health difficulties
- Sensory and/or physical needs\*
- Cognition and learning

\*Greenbank High School has limited facilities for pupils with certain physical difficulties. For further details please refer to the Accessibility policy.

Category of Need	Examples of Need	Examples of provision
Communication and Interaction	<ul style="list-style-type: none"> <li>• Speech and language difficulties</li> <li>• Social Communication difficulties</li> <li>• ASC- Autism</li> <li>• Processing difficulties</li> </ul>	<ul style="list-style-type: none"> <li>• Links to Speech and Language dept.</li> <li>• Use of the SEND base to help foster social relationships.</li> <li>• Extra- curricular clubs to help improve communication.</li> <li>• Direct strategies tailored to the child.</li> </ul>
Social, emotional and mental health	<ul style="list-style-type: none"> <li>• ADHD</li> <li>• Anxiety/Depression/Self-harm</li> <li>• Eating Disorders</li> <li>• Attachment Disorder</li> <li>• Obsessive Compulsive Disorder -OCD</li> </ul>	<ul style="list-style-type: none"> <li>• Mentor system.</li> <li>• Use of "Drop in" system for pupils who are struggling.</li> <li>• In school counsellor.</li> <li>• Supportive Pastoral system</li> <li>• Links to CAMHS</li> <li>• Robust staff training around SEMH.</li> <li>• Use of the SEND base</li> </ul>
Sensory and Physical	<ul style="list-style-type: none"> <li>• Hearing Impairment</li> <li>• Sight Impairment</li> <li>• Cerebral Palsy</li> <li>• Medical condition that impedes mobility.</li> <li>• Hypermobility</li> </ul>	<ul style="list-style-type: none"> <li>• SEND base provides a calm respite for pupils with sensory issues.</li> <li>• Use of IPADS, Laptops</li> <li>• Specific TA support</li> <li>• See also School Accessibility plan.</li> </ul>

Cognition and Learning	<ul style="list-style-type: none"> <li>• Dyslexia</li> <li>• Dyscalculia</li> <li>• Dyspraxia</li> <li>• Processing/memory difficulties</li> <li>• SPLD- Specific learning difficulties</li> <li>• MLD-Mild learning difficulties.</li> </ul>	<ul style="list-style-type: none"> <li>• Reading Intervention.</li> <li>• TA support</li> <li>• Targeted teaching strategies.</li> <li>• Use of a C-Pen.</li> <li>• Use of a Lap top.</li> <li>• Access arrangements for exams</li> </ul>
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## **IDENTIFICATION**

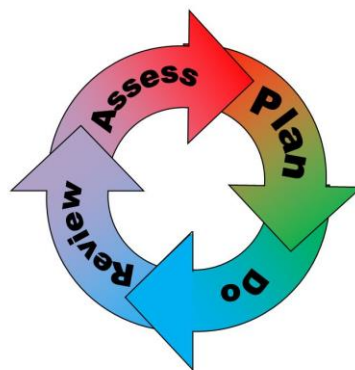
*'A pupil has SEND where their learning difficulty or disability calls for special educational provision, that is provision different from or additional to that normally available to pupils of the same age' (SEND Code of Practice 2014).*

It is essential that pupils with SEND are identified as early as possible so that appropriate provision, access and interventions can be implemented.

The school identifies pupils with SEND by:

- Primary school information (Including teacher and Key stage 2 SATs data). Transition visits are made by the school SENDCO and HOY 7 to identify pupils who will require additional support and possible further investigation on transition to secondary school.
- Consultations meetings with the Local Authority Inclusion Team. The Inclusion team works closely with the school to highlight pupils transferring to secondary and to support those who it is felt require further High Needs Support.
- School Assessments (Access Reading Test, Diagnostic Spelling Test, Cognitive Ability Tests (CATs))
- Concerns expressed by staff.
- Concerns expressed by parents.
- The use of the Assess, Plan, Do, Review (APDR) cycle.

Underpinning ALL our provision in school is the **graduated approach** cycle of APDR:



All staff are responsible for the planning, identification and teaching of SEND students and use the following approach when catering for their learning:

- **Assess:** All staff are responsible for assessing, monitoring and tracking the progress of students. The School's Assessment Calendar provides a structure for this and each student is regularly formally assessed throughout the school year. Assessments take place in all subject areas and levels are recorded on the school's SIMS system and regularly reported to parents. All students are set achievable yet challenging targets which have high expectations for progress.
- **Plan:** Class teachers, Heads of Departments, Form Tutors, Heads of Year and the Inclusion Team regularly check on the progress of students and concerns are raised if pupils are not making expected progress. All lessons are differentiated to meet the needs of each student and appropriate teaching methods employed. If a student is not making expected progress intervention strategies and mentoring sessions are put in place immediately. Pupils who have high needs and require specific equipment or facilities to support them are eligible for high needs funding. The SENDCO will apply accordingly.
- **Do:** Greenbank staff strive to provide **High Quality First Teaching** for all our students. Teachers prepare Schemes of Work and lessons which support the learning and progress of all students through a variety of methods, creative and innovative teaching techniques and the use of varied resources. Once areas of concern are highlighted through the assessment cycle, teaching staff adapt their teaching and resources to suit the needs of all learners (known as differentiation). This includes pupils with SEND and may involve many adaptations and strategies, dependent upon the needs of the student.
- **Review:** Through the use of the Assessment Cycle, staff review the progress of the students continuously during the year. Any concerns regarding a child's needs or their potential barriers to learning are referred to the SEND team. The SENDCO is responsible for the co-ordination of SEND provision within the school. It is her responsibility to provide strategic leadership for the vision and implementation of SEND support in the school. There is consequently a whole school approach to monitoring, intervention and support strategies for SEND pupils. The school SENDCO is Mrs H. Howe and she can be contacted via the school website or by telephone. Having consulted with children and their parents, an action plan is put into place and the child's Pupil Profile is updated.

## **Roles and Responsibilities**

### **SEND Governor**

The member of the Governing Body linked with Special Educational Needs and Disabilities is Mrs N Hurst.

### **Senior Leadership Team**

Mr I Raikes	Headteacher
Mrs K Robinson	Deputy Headteacher
Miss Cullen MBE	Assistant Headteacher (Assessment, Recording and Reporting and Disadvantaged Children))
Mrs Gent-Jones	Assistant Headteacher (Pastoral and Designated Safeguarding Lead)

Mrs S Whittaker Assistant Headteacher (Teaching and Learning and ICT)

Mr C Prichard Assistant Headteacher ( Curriculum and Attendance)

**SEND Co-ordinator (SENDCO)**

Mrs H Howe

**Lead Teaching Assistant**

Mrs K Low

**Teaching Assistants**

Mrs J Citrine

Mrs M Kernahan

Mrs S Minshull

Mrs A Moran

Mrs B Nolan

Mrs T Powsey

Mrs M Smith

**Staff Development and Qualifications**

Staff	Area of Expertise	Qualification

**Working in partnership with parents**

If a parent expresses concern about a child, this information is passed to the SENDCO and the process of assessment begins.

If the concern about a pupil originates from teaching staff then the parent/ carer will be contacted for their views and written permission sought before any assessment takes place.

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

Action	Who is involved	Frequency
Pupil Profile	Pupil	Updated every year.
Parents' Evening	Parents and pupils	Once a year
Parental meeting.	Parents and pupils	As and when requested.

Educational Psychology Assessment	Educational Psychologist, Parents and pupil.	As and when required
EHAT meeting	Parents, pupils and outside agencies.	As and when required
Pupil Survey	Pupils	Termly

### **Quality First Teaching provided to all pupils**

All teachers follow the **Graduated Approach** in their teaching (APDR) and cater for the needs of our students. The strategies listed below reflect the reasonable adjustments that can be offered by Greenbank High School. They are indicative of good, inclusive teaching and will benefit a range of learners, whether they have been identified as requiring SEND support or not. The strategies have been grouped to reflect the types of need identified by the Code of Practice.

#### **Approaches to support Communication and Interaction**

- Visual timetables and supports
- Outcomes modelled and demonstrated
- Clear classroom organisation and structures
- Clear unambiguous use of language
- Opportunities to work independently without interruption
- Time provided for pupils to process language
- Teacher able to access and employ method of communication appropriate to pupil's need
- Clear and simple instructions

#### **Approaches to support social, mental or emotional health**

- Tactile sensory objects to calm student
- Adult directed time out and time away strategies
- Understanding of methods to motivate a range of learners
- Recognition of sensory needs and appropriate adjustments made
- Positive regular communication with parents
- Personalised rewards and sanctions – including motivators
- Consistent use of positive language
- Range of opportunities to support social and emotional development
- Class and school mediation strategies

- Clear and understood Behaviour for Learning policy
- Solution focused approaches
- Approaches that develop emotional literacy
- Positive peer models
- Consistent use of language and expectations

### **Approaches to support cognition and learning needs**

- Differentiated Curriculum, pertinent to pupils level of attainment or development – through presentation and / or outcome
- Reading material accessible to students
- Students can present knowledge / views in a variety of ways
- Assessment for learning concepts – pupil aware of the next steps in learning and how to achieve them
- Accessibility to personalised learning aids such as word banks, number lines, memory prompts, etc.
- Collaborative working opportunities
- Repetition and reinforcement of skills
- Visually supported learning environments
- Adjustments to alleviate visual stress
- Multi-sensory approaches to learning
- Methods to summarise and highlight key teaching points
- Questions differentiated in accordance to level of understanding and emotional needs
- Interactive learning opportunities
- Teaching adapted to a range of learning preferences

### **Approaches to support sensory and / or physical needs**

- Access to equipment to ensure mobility provided by health professionals
- Awareness of seating positions to take into account sensory difficulties
- Adaptations to resources to ensure accessibility
- Access to developmentally appropriate materials and resources
- Adaptations to presentation of learning

- Effective use of resources and technology
- Support as detailed in access plan or health care plan

### **SEND Support**

Once a pupil is identified as having Special Educational Needs and Disability an appropriate support plan will be put into place to achieve targeted outcomes. SEND support is approached in waves:

#### **Wave 1**

- Quality First inclusive teaching approaches are identified to enhance the pupil's learning.
- Creation of a Pupil Profile that includes the voice of the child and targeted teaching strategies.
- Focused in class support from a teaching assistant (where needed) to facilitate pupil progress or enable curriculum access. Support should be directed by the teacher and ultimately aim to develop the pupil's independent learning.
- Interventions that have been identified to achieve specific targets. These will be delivered and monitored
- Direct teaching, SEND support groups and in years 9-11 Option SEND groups.
- Resources to ensure full access to the curriculum.
- Liaison with the parent / carer, pupil, staff and all other relevant agencies in the implementation of the individual's support plan.

#### **Wave 2**

Targeted Support for Pupils who need additional help.

- Literacy and numeracy interventions
- Use of the LEXIA reading program.
- Targeted 1;1 Reading support.
- Adaptations to timetables and support.
- Liaison with the Inclusion officer.
- Inclusion in a Study Support group.
- Use of outside services e.g. SSENIS, EAL
- Use of school mentors.
- Further assessment and tracking of individual pupils.

#### **Wave 3**

Targeted support for pupils who provide additional intervention to that provided in Waves 1 and 2:

- Application for High Needs Funding.
- Application for an Educational Health Care Plan.
- Use of the School Counsellor
- Use of an Early Help Assessment Tool- EHAT
- Liaison with Complimentary Education.

## **Tracking Progress**

All pupils will have their academic progress tracked as outlined in the school's Assessment, Recording and Reporting policy.

Children with Special Educational Needs will in addition, have support plans identifying their individual targets. These will be drawn up with the pupil and the parent and will be reviewed termly.

## **Transition**

### **Key stage 2 / 3**

The SENDCO and the Head of Year 7 liaise with Year 6 teachers and Primary SENDCOs before the pupils transfer to Greenbank. All pupils attend a transition day at Greenbank with the facility for enhanced transition to be arranged, if necessary to meet the needs of pupils with special educational needs. A summer school is available and encouraged to further support pupils.

The SENDCO will liaise with parents and relevant agencies as appropriate to ensure the individual needs of SEND pupils are met and they are successfully included in all aspects of school life once they become part of the Greenbank community.

### **Post 16**

The SENDCO liaises with the Learning Support departments in Colleges of Further Education once a written request for pupil information is received. Permission from pupil/parent is sought before information is exchanged.

All SEND pupils are encouraged to participate in college 'taster' days and Careers Guidance.

## **Building Capacity**

The SEND department is under the leadership of the Assistant Headteacher. The SENDCO attends Director of Learning Meetings and Pastoral Committee meetings, SEND being on the agenda for both.

The department has a good working relationship with many external agencies that can support the range of special needs in our school community. These include:

- Special Educational Needs Integrated Support Service (SENISS)
- Sefton Educational Psychologists Service
- Autism Initiatives Outreach Education Support (OSSME)
- Speech & Language Therapy
- Children's Occupational Therapy Service
- School Nurse
- Child and Adolescent Mental Health Services (CAMHS)
- Complementary Education
- LILA- EAL Provision

A Careers Advisor and an Educational Psychologist are commissioned by the school.



Training related to the individual needs of SEND pupils features regularly in the school's professional development programme

### **Impact of SEND Provision in Greenbank High.**

Send Overview of 2020/2021 School population.

Year Group	No. of SEND students	No. of Students with an Education Health Care Plan (EHCP).
Year 7	9	2 pupil
Year 8	18	1 pupil
Year 9	17	1 pupil
Year 10	19	1 pupil
Year 11	16	2 Pupils

### **SEND Progress and Attainment- Impact of COVID19**

The Unprecedented COVID 19 Lockdown situation has hampered the reporting of the annual SEND progress data.

During the Lockdown period SEND pupils were attached to a mentoring group and were contacted daily by a member of the SEND team. They were offered individual help and support with their online lessons and given access to the school mentors and counsellor. A number of our more vulnerable pupils were also given the opportunity to attend school along with key worker children.

The following headline figures indicate how well our SEND pupils progressed and achieved in the past academic year:

- 14% of Year 11 SEND pupils received 5 grades at grade 9-7.
- 92% of Year 11 SEND pupils received 5 grades at grade 9-1.
- Year 11 SEND Pupils had an overall positive Progress 8 Score of 0.21.
- 84% of Year 11 SEND pupils received an English grade at 9-4.
- 68% of Year 11 SEND pupils received a Science grade at 9-4.
- 74% of our KS4 Reading Intervention program improved their Reading Age.

### **Quality of Provision**

The quality of teaching for all pupils is monitored and reviewed regularly through the faculty system under the leadership of the Assistant Head teacher for Teaching and Learning. Data on all pupils is readily available on SIMS. Pupil's progress, including those with SEND, is reviewed termly using the school's Pupil Individual Progress Report by Subject teachers, Directors of Learning and Heads of Year.

SEND pupils' individual targets will be reviewed in meetings with the SEND department, pupils and parents. Learning walks, lesson observations and TA observations are also conducted by the SENDCO to ensure quality of provision.

## **Disability and Accessibility**

Under the Equality Act 2010, schools are required to take proactive steps to ensure their disabled students, staff and trustees, parents/carers and other people using the school, are treated equally. Schools are required to establish a Public Sector Equality Scheme to promote equality of opportunity for all, including disabled students. The goal is to improve access to facilities and the physical environment of the school, as well as access to the curriculum and information for students. Please refer to the school's Public Sector Equality Scheme and Accessibility Plan, which are available on the school's website.

## **Reporting Concerns**

Our complaints procedure can be found in our SEND policy on the school website.

## **Relevant School policies that underpin this School information report include:**

- SEND Local Offer see <https://www.sefton.gov.uk/localoffer>
- Equal Opportunities Policy
- Disability and Accessibility policy

## **Legislative Acts taken into account when compiling this report include:**

- The Children and Families Act 2014
- The Equality Act 2010
- The Mental Capacity Act 2005

## **Acronyms:**

- SENCO: Special Educational Needs Coordinator
- TA: Teaching Assistant
- SENISS: Special Educational Needs Inclusion Support Service
- CAMHS: Children and Adolescent Mental Health Service
- EHCP: Education Health and Care Plan
- CP: Child Protection
- CIN: Child in Need
- LAC: Looked after child(ren)
- PLAC: Previously looked after child(ren)
- EHAT: Education, Health and Care Plan