



Special Educational Needs and Disability (SEND) Information Report

Information for pupils, parents and carers, staff and governors on the provision made for pupils with special educational needs or disabilities at The High School Leckhampton.

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Accessibility

If you require this information in an alternative format or language please contact the SENDCo, Mr Sam Matthews, directly at sjm@hsl.gloucs.sch.uk

Introduction

At the High School Leckhampton we have an ambitious vision that fully embraces the inclusive and aspirational philosophy of The Trust. We are fully committed to creating an exceptional school with a culture of high expectations and academic excellence, where all pupils are inspired to become curious, confident, socially attuned, independent thinkers who go on to be happy and successful in 21st century society. Our aims are driven by a strong resolve to secure the best educational outcomes for all our pupils, by our unrelenting focus on teaching and learning and our commitment to continuous improvement. Our ethos and values are underpinned by a belief that every child should enjoy school and make superb progress, regardless of their starting point. We are committed to ensuring that pupils' experience of school is happy and safe, that they develop healthy and positive relationships with their peers and go on to achieve fulfilment in later life.

These values are nowhere more true than in our approach to pupils with SEND, for whom provision is a matter for the whole school.

In line with the SEND Code of Practice (2015) the High School Leckhampton will:

- Enable pupils with SEN and/or a disability (SEND) to maximise their achievements.
- Ensure that the needs of pupils with SEND are identified, assessed, provided for and regularly reviewed.
- Develop learning and teaching styles that take account of the wide range of abilities, aptitudes and interests of the pupils.
- Work in partnership with parents to enable them to make an active contribution to the education of their child.
- Maximise the potential for ICT to support pupils with SEND.
- Ensure successful transition for pupils with SEND.
- Take views and wishes of parent and pupils into account.

What is SEND?

SEND stands for 'Special Education Needs and Disabilities', a pupil is a pupil with SEND if they require provision which is "additional to or different from" that which is normally available to pupils of their age in school.

This means that a pupil may not always be considered a pupil with SEND. For example, they may be identified as having a need for a short while and then no longer need additional support because intervention has been successful, or their circumstances have changed. Alternatively, some pupils will remain identified as having SEND for their whole academic career.

Schools have a legal responsibility to report their numbers of pupils with SEND accurately.

Does my child need a diagnosis to receive support?

Provision for students with SEND is led by presenting need, not diagnosis. Therefore, formal diagnosis is not required for a student to receive additional support.

For some families having a formal diagnosis, for example of dyslexia, autism spectrum condition or ADHD can be helpful in understanding their child and their needs, but many choose not to pursue this route. In either case support for pupils can be effectively provided.



Formal diagnosis is therefore not necessary for a pupil to receive additional support, this includes for formal exam dispensation. Please note that we are unable to provide formal diagnosis within school, these are carried out by external professionals. Please contact the SENDCO if you require further information.

Who should I speak to if I have a concern?

The world of SEND can be difficult to navigate for parents, young people and professionals. Your child's tutor will be able to provide early support. You can also contact the SENDCo, Mr Sam Matthews, directly at sjm@hsl.gloucs.sch.uk.

The SENDCo holds weekly appointments with parents to discuss individual concerns. Appointments can be booked by contacting the Pastoral and SEND administrator, Mrs Tracey McKenzie, at txm@hsl.gloucs.sch.uk.

What kinds of SEN are provided for?

Pupils who experience difficulties with:-

- Communication and Interaction – difficulty with different aspects of speech, language or social communication including Autism Spectrum Condition
- Cognition and Learning – This includes pupils with Moderate Learning Difficulties and Specific Learning Difficulties, such as Dyslexia or Dyspraxia. Please note that we are unable to provide appropriate support for pupils with Severe or Profound and Multiple Learning Difficulties.
- Social, Emotional and Mental Health Difficulties – difficulties such as anxiety and depression, attention deficit hyperactivity disorder (ADHD) and other mental health needs.
- Sensory and/or Physical Needs – difficulties such as a visual or hearing impairment. The majority of the school site is accessible to pupils with physical disabilities and/or a wheelchair. Where necessary and possible classes will be re-roomed to ensure equitable access for all.

How do we identify and assess need?

If your child has been identified as having SEND in their previous school this information will be provided to us by their current or previous school. Every school is required to maintain a register of pupils who have SEND and the history of a pupil's placement or removal from this register stays with them throughout their education. During transition we work with our feeder primary schools to obtain as much information as possible to ensure we have the correct information.

For pupils at the High School Leckhampton we identify potential need in a variety of ways including:

- Screening on entry to the High School Leckhampton for possible unidentified need.
- Referrals from class teachers
- Termly reviews of progress data
- Feedback from other professionals working with your child
- Direct feedback from parents

Needs are identified through a variety of means. These include standardised tests, academic progress data, feedback from staff and parents and assessment by external partners such as the Advisory Teaching Service, Occupational Therapy and educational psychologists. We work collaboratively with parents to arrange appropriate referrals to external partners, decisions on whether to

refer ultimately lie with the SENDCo to ensure appropriate referrals and appropriate use of resources.

We follow the principles of the "Graduated Pathway", a cycle of assessing need, formulating a plan, enacting that plan and then reviewing if the support is having the intended impact. If a pupil is placed on the SEND register, they will have a Pupil Passport written for them with individual support strategies for teachers to use. These will be written with support from parents, the pupil themselves and any outside agencies working with the pupil.

Does my child need an Education Health and Care Plan (EHCP) to receive support?

No, students who require support will receive the appropriate support regardless of whether they have an EHCP. Where the school deems it necessary to secure additional provision for a student beyond what it can provide through its normal funding for SEND, or should the High School Leckhampton be unsuitable for a pupil's needs a request for assessment for an EHCP may be sought. Please be aware that acceptance of a request for EHCP needs assessment is up to the local authority and not the High School Leckhampton.

How do we communicate with parents of students with SEND and involve them?

In addition to an annual parents evening we encourage any parent to email into to school at any time if they have any concerns around their child and any SEND. We always encourage communication so that concerns can be addressed at an early stage. Parents of pupils with SEND are invited to regular reviews of their child's progress against their personal outcomes.

How do we involve the pupils with SEND in their education?

Pupils help to construct their own Pupil Passport. The Pupil Passport will have useful information on their strengths, difficulties, aspirations and any support that teachers can offer them within the classroom. All pupils are encouraged to join our Pupil Leadership Teams, and the engagement of pupils with SEND with these groups is monitored and challenged.

We believe in equitable access for all. All pupils are encouraged to take part in the full range of opportunities available to pupils at the school. Where necessary adaptations can and will be made to activities, trips and visits to ensure that all pupils are able to participate. In addition, the P.E department runs some activities specifically targeted towards students with SEND who may not otherwise engage in extra-curricular sport.

Where pupils have an EHCP we encourage pupils to fully participate in their annual review as part of their growth towards becoming independent, self-advocating young adults.

How do we assess and review progress towards outcomes?

We review the progress of students with SEND at least three times a year as part of our normal evaluation of progress data. Where students require more intensive support these reviews will take place more frequently. Students receiving specific interventions will have the impact of their interventions measured in a manner appropriate to that specific intervention, this information will be stored on Edukey (a database for monitoring provision) and this can be shared with parents either on request or at review.



How do we make provision for smooth transitions between phases of education?

The High School Leckhampton will obtain information from Primary Schools regarding pupils with SEND transferring to the school into Year 7 and will inform the SENDCo.

The SENDCo or a representative will attend Year 5 and 6 EHCP reviews of pupils transferring to the High School Leckhampton where they are invited, and it is practical, to do so. They will also visit or contact all schools again to speak specifically about pupils transferring with SEND. This process can start in Year 5 or earlier if deemed necessary. Extra induction visits may be created for pupils if required.

Additional support is also provided for those pupils with SEND in transfer into KS4 and post 16 provision. We work with external advocacy partners to ensure that pupils receive an appropriate post-16 placement. Further details can be obtained from the SENDCo.

What approach is taken to teaching pupils with SEND?

We believe that all pupils deserve to have access to high-quality full-time education in the classroom. All staff are trained in inclusive classroom practice, ensuring that our standard classroom offer is accessible as possible to all pupils. Wherever possible provision for students with SEND is therefore provided as part of their normal classroom provision, ensuring full access to the curriculum for all. The High School Leckhampton does not provide a reduced curriculum for pupils with SEND, for example by withdrawing pupils with SEND from certain subjects as standard.

How are adaptations made for pupils with SEND?

Much of the provision for pupils with SEND is provided by the classroom teachers as part of an inclusive classroom environment. This is in line with both the SEND Code of Practice and research from the Education Endowment Fund (EEF).

All pupils with SEND have a passport, a document which highlights their needs, strengths and what their teachers need to do to ensure they make progress in their learning.

More bespoke intervention may include:

- Literacy and numeracy support via the National Tutoring Programme
- Bespoke literacy and numeracy intervention from a Teaching Assistant
- Access to assistive technology, such as text to speech or a reader pen
- Supported break/lunch club
- Structured movement breaks
- Homework club
- Emotional literacy support
- Placement in a class that is supported by a teaching assistant
- Preparation for adulthood support
- Pastoral mentoring
- Speech and language support
- Social communication intervention
- Special dispensation for exams, including reader, scribe, prompt, word processor and extra time.

What training do staff receive and what expertise do they have?

All teaching staff at High School Leckhampton hold qualified teacher status and as such have received training in the education of pupils with SEND. Staff continue to receive on-going training on a wide range of needs and to ensure quality first teaching (this means that teachers are trained to make excellent provision for SEND pupils in their classes by default).

The SEND team has a team of Teaching Assistants that are deployed to support in specific lessons across the school. External agencies are used when appropriate to assess and make recommendations and they occasionally work with the pupils. Teaching assistants receive weekly professional development sessions as well as developing expertise in specific areas of SEND.

Staff training is organised by the SENDCO and is incorporated within the whole school professional development calendar. This includes training from external partners such as the Advisory Teaching and Educational Psychology services. Each academic year training is delivered on each of the four broad areas of need to all staff. The Advisory Teaching Service and the SENDCO deliver bespoke training to teachers of specific pupils who require specific support. Staff have received ongoing training to understand strategies that can benefit SEND pupils around Metacognition, a key strategy in the Education Endowment Fund teacher toolkit.

All schools are required to appoint a SENDCO who is both a qualified teacher and has either considerable experience in the role and/or who holds the National Award for SEND Co-ordination, a postgraduate qualification. Mr Sam Matthews is the named SENDCO at the High School Leckhampton. The SENDCO attends regular cluster meetings with other SENDCO's, as well as personal CPD with the National Association of Special Educational Needs.

How do we secure additional expertise?

Where additional expertise is required you may be asked to give your consent for the High School Leckhampton to share your information with outside agencies. This may also involve completing a "MyAssessment", a document that builds a holistic understanding of a pupil or family.

Referrals to outside agencies will only take place with the consent of the parents and pupils involved. The ultimate decision on whether it is appropriate to refer to a particular agency will remain the responsibility of the SENDCO. Please note that the school has no control over the acceptance of referrals to outside agencies, or the speed of their response.

How do we evaluate the effectiveness of our provision?

The monitoring and evaluation of SEND provision and its effectiveness is part of the whole school's systematic review process through Line Management. The SENDCO reports to the Senior Leadership Team and attends the Board of Trustees meetings to provide information as part of the regular data dashboards and to regularly inform Trustees of the education provided for and the achievements of pupils with SEND.

How do we offer support for improving emotional and social development of pupils?

Support for this extends across all staff with form tutors, teaching assistants, pastoral leaders and the SENDCO all taking on specific responsibilities for co-ordinating our approach. All pupils are



proactively encouraged to engage in the wider life of the school, with additional support given to those who need it.

Students receive dedicated Personal Social and Health Education (PSHE) sessions delivered by their tutors. These are constructed in line with guidelines published by Gloucestershire Healthy Living and Learning.

Specific interventions are available for students with significant difficulties in social and emotional learning.

How do we work with other professionals?

The Pastoral Team and the SENDCo work closely with a range of external partners to support our pupils. These include:

- The Advisory Teaching Service
- Educational Psychologists
- Occupational Therapy
- Child and adolescent mental health services (CAHMS)
- Young Minds Matter
- Teens in Crisis (TiC)
- Children's Social Care
- Gloucestershire Speech and Language Team (SALT)
- General Practitioners and Consultants.

Where necessary multi agency meetings will be held with all parties involved in the support of your child, the High School Leckhampton is able to facilitate any meetings as either 'in person', via Microsoft Teams or via a hybrid of the two.

What support is available to pupils for examinations?

The High School Leckhampton offers the full range of exam dispensation available to pupils. This might include access to a reader, a scribe, extra time or the use of a word processor. There are strict legal requirements for accessing these provisions. Should we believe that your child is or may be eligible for such provision they may be required to undergo some further testing which will be provided by the school. Formal decisions about exam dispensation can be taken no sooner than the Summer term of Year 9 and older pupils will take priority for any further testing.

Where can I find further information about how my child can be supported in Gloucestershire?

Every Local Authority provides further information on how to support pupils with Special Educational Needs. This can be found on the Gloucestershire County Council website. Parents can also be supported by the Special Educational Needs and Disabilities Information Advice and Support Services (SENDIASS), this is a free service available to all parents of children with SEND.

What support is provided for Looked After Children (LAC) who have SEND?

For children who are Looked After, all involved individuals will be invited to all key meetings regarding the child. In addition, the SENDCo and the Designated Teacher (Mrs Alice O'Riordan) for looked after children will ensure that copies of Personal Education Plans (PEPS) following any such meetings are distributed securely to all adults involved in the care of the child. The Designated Teacher works closely to ensure that the implications of a child being both looked after and having SEND are fully understood by the relevant school staff. This may include updates in staff meetings and close

communication with the other adults involved in the care of the LAC. In addition, information from the SENDCo regarding the SEND of the looked after child will be used as part of the planning for the child's Personal Education Plan and Health Plan should it be necessary.

What complaints procedures are in place for parents of pupils with SEND?

If you have any concerns about your child's progress, you should initially speak to your child's tutor. If you are not happy that the concerns are being managed and your child is still not making progress, you should speak to the SENDCo. If you would like to proceed with a formal complaint, then please follow the school's complaints procedure.

Please also find the schools SEND Policy and Accessibility Plan on the school's website.

