

FPHS SEN Information Report and School Level Offer for Students with SEND 2021-2022

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Who are the key staff?

- The SEND Co-ordinator is Michelle Kowalski who leads on SEND and co-ordinates the work of the Additional Needs Team, a team of Teaching

Assistants and Mentors. She is also an ASC Champion. She can be contacted on 01706 631246 or via email at kowalskim@falingepark.com

- Natalie Owen is the Assistant SENDCO. She can be contacted on 01706 631246 or via email at owenn@falingepark.com
- Julia Turrell is an Assistant Headteacher with responsibility for Equalities and Inclusion. She can be contacted on 01706 631246 or via email at turrellj@falingepark.com
- Administrative support for SEND is co-ordinated by Lisa Ripley and provided by members of the administrative team who can be contacted on 01706 631246 or via email at ripleyl@falingepark.com
- The Teaching Assistant Team are comprised of four Level 4 Teaching Assistants: Sarah Hoyle and Catherine Maguire with responsibility for ASC, and Natalie Harrison and Samantha Jameson with responsibility for Social, Emotional and Mental Health. There are five Level 3 Teaching Assistants who are responsible for a range of different aspects of our SEND provision: Melissa Alben, Hayley MacKay, Lindsey Sykes, Joanne Treweeks, and Janet Weston. In addition we have five Level 2 Teaching Assistants: Evelyn Allen, Lisa Jackson, Zahida Ijaz, Rachel Oakes and Allia Qadir.
- Within the Additional Needs Team there is also a team of Mentors: Richard Rhodes (Lead Mentor), Collette Barrett, Harley Clark, Jennifer Miller, Joanna Sanderson, Andrea Slessor and Julie Wellens.
- Support staff use a variety of ways to communicate with parents/carers according to parental preference. Contact may be made face-to-face, via the Pupil Planner, by phone, text or email.

What types of SEND do we provide for?

These fall into four broad areas of need:

- Communication and interaction – including Speech, Language and Communication Needs (SLCN) and ASD (including Asperger's Syndrome and Autism).
- Cognition and learning – including Moderate Learning Difficulties.
- Social, emotional and mental health difficulties – including mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Some children may have disorders such as attention deficit disorder, attention deficit hyperactivity disorder or attachment disorder.
- Sensory and/or physical needs – including vision impairment, hearing impairment or physical disabilities.

How we identify individual special educational learning needs

- Liaison begins with Primary Schools from Year 5 onwards for pupils with SEND. The SENDCO, Michelle Kowalski, attends review meetings for individuals and staff visit primary pupils and their teachers during Year 6 to find out more about pupils' needs and ways to support them.
- If you tell us you think your child has a SEND we will discuss this with you, check it out with their teachers and assess them if necessary. We will share

with you what we find, agree with you what we will do next and what you can do to help your child.

- Sometimes it may be our staff who think that your child has a SEND. This may be because they are not making the same progress as other pupils; they may not be able to follow instructions or answer questions for example. Staff complete an Additional Needs Referral form so that pupils' needs can be investigated further.

How we involve pupils and their parents/carers in identifying SEND and planning to meet them

- We involve parents/carers in the SEND assessment process in a number of ways.
- The SENDCO meets with parents/carers and pupils and records their views.
- The SENDCO and other key staff meet with parents/carers and the Educational Psychologist as part of the planning process.
- When we assess SEND we will discuss with you if understanding and behaviour are the same at school and home. We take this into account and work with you so that we are all helping your child in the same way and helping them make progress.
- Pupils and parents/carers are invited to collaborate in the writing and reviewing of action plans.
- Parents/carers are invited to share any information/resources/strategies they have which can be shared with staff.
- We use homework to repeat and practise activities that are new and presenting a challenge to a pupil. Sometimes staff may contact you personally to ask you to support a particular approach focussing on a specific need.
- We regularly collect parents/carers' views on provision.
- Some pupils complete emotional wellbeing questionnaires which help to identify areas of need and are used to monitor progress.
- All parents/carers and pupils are invited to complete surveys periodically where they can comment on the quality of provision for pupils with SEND.

How we assess pupil progress towards the outcomes we have targeted for pupils. How we review this progress so that pupils stay on track to make at least good progress. (Including how we involve pupils and their parents/carers).

- We use a range of assessment criteria and GCSE grades to assess progress.
- We use nationally agreed guidelines on progress to check that this is good enough.
- We check how well a pupil understands and makes progress in each lesson.
- Our senior leadership team, Directors of Faculty areas and Subject Leads check the progress of pupils regularly and more formally after every assessment period. We discuss what we are doing to make sure pupils make good progress and look at other ways we can support young people to progress.
- Staff discuss progress with parents/carers of pupils with SEND when appropriate.

- We assess all pupils' reading ages three times a year in Years 7 and 8. Assessments may be undertaken more frequently for individual pupils with SEND who are receiving intensive literacy support.
- Teaching assistants record individual pupils' progress towards their targets in lessons and during one to one or small group sessions. This is shared with the SENDCO and Assistant SENDCO and used to inform further planning.

How we support pupils in their transition into our school and when they leave us

- The SENDCO and Transition Lead work closely together to support Year 6 in their transition to FPHS. This includes visits to primary to discuss pupils with staff, transition events with primary teachers and pupils, Teaching Assistants spending time with pupils in primaries, and Induction Day. The SENDCO also organises additional visits to FPHS for pupils with SEND.
- Falinge Park High School's Compelling Behaviour Policy applies to all pupils. The policy carefully lays out our values and expectations and how we will support pupils to meet the expectations. Parents and pupils are made aware of this.
- Staff work closely with our own Careers Officer Jane Lancaster, Positive Steps staff and our post 16 partners to support our pupils in choosing appropriate courses and to ensure they are given the required support when they move on from school. Additional visits are arranged to assist pupils in selecting courses and also to aid their transition.
- When pupils transfer to us during the year, information regarding SEND is shared with the SEND Team who will liaise closely with feeder schools to ensure a planned transition.

How we modify teaching approaches

- All our teachers and Teaching Assistants are trained to use a variety of approaches which means that we are able to adapt our teaching to meet the needs of a range of SEND. Training surrounding SEND is undertaken either within school or externally and additional information and resources are shared with all staff electronically.
- We have Teaching Assistants and Mentors with a range of expertise and experience in dealing with different SEND.

How we adapt the curriculum and the learning environment so that we meet SEND

- All our teachers and Teaching Assistants are trained to make learning more accessible or more challenging so that every child is able to learn at their level and make progress.
- All pupils use Accelerated Reader in Year 7 and Year 8.
- Pupils with delayed literacy and/or numeracy skills access additional group support.
- Some pupils also receive one-to-one literacy and/or numeracy teaching.

- Pupils are guided to make appropriate choices for their Key Stage 4 curriculum in discussion with staff and parents/carers.
- Some pupils with SEND undertake a Lifeskills curriculum in place of a subject option in Key Stage 4. This provides opportunities for them to engage in learning which promotes their self-help skills, study and academic skills, their confidence and independence and prepare them for life beyond school.
- The SEND Team is based in a suite of rooms which include classrooms for curriculum learning with sensory spaces and rooms for individual, group sessions and parental meetings. Pupils with SEND may access these areas for varying amounts of time dependent on need.
- Our SEND provision is on a continuum where pupils access different levels of support dependent on what they need at any given time:

Full formal curriculum: pupils access mainstream provision with support provided in lessons by Teaching Assistants where appropriate.

Partially supported curriculum: pupils access the majority of mainstream lessons but are provided with additional support through small group learning. Programmes are tailored to develop children's literacy, numeracy, communication and interaction, social and emotional skills and develop their independence. This support may be provided through additional sessions either before or after school or during some curriculum time.

Highly supported curriculum: pupils are withdrawn for some of the mainstream curriculum for personalised support around emotions and behaviour and for intensive support to develop their skills around literacy, numeracy and learning.

Supplementary curriculum: pupils follow a curriculum which is based within the Additional Needs area. Here pupils undertake programmes which are tailored specifically to them. This means they are working in smaller groups or on an individual basis for most of the time. Their access to the mainstream is graduated and built up slowly.

What equipment or resources we use to give support

- We use a range of software to help pupils engage with subjects they find difficult, practise basic skills, and become independent learners.
- We use equipment to assist pupils with Hearing or Visual impairments or mobility difficulties.
- We use assistive technology to help pupils access and record their learning.

What extra support (services, expertise) we bring in to help us meet SEND and how we work together collaboratively

- We have a Speech and Language Therapist who spends two days a week in school working with pupils and staff.
- We receive support from Speech and Language Therapy in terms of advice on strategies and programmes for individual children and training for staff.

- We provide placements for Trainee Educational Psychologists from Manchester University who undertake direct work with our pupils and families.
- We get support from local authority services for example the Educational Psychology Service, the Sensory Impairment Team, the ASC Team and the Physical disability/Assistive Technology Team.
- Occupational Therapy provides support for pupils who need specialist assessments and will give advice on how pupils with a physical difficulty can be aided within school.
- We get some support from the Health Service and from CAMHS and #Thrive for pupils with medical or social, emotional and mental health needs. We are also part of the Greater Manchester Mentally Healthy Schools pilot and Mentally Healthy Schools Team practitioners support pupils in school with mild to moderate mental health needs.
- We work with Early Break and the Youth Service to support pupils with social, emotional and mental health needs.
- Together we review the pupil's progress, agree what everyone will do to make more effective learning easier and set targets for the pupil's achievement. As part of this process we agree how we will work together, what we will each do and set an agreed date to review how well the pupil is doing, if we are making a difference, and what we need to do next. We include the pupil and the parent/carer in these discussions.

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

- Progress of pupils with SEND and the effectiveness of interventions and support are evaluated regularly and more formally at least termly.
- A formal evaluation of the overall provision made for pupils with SEND is undertaken annually using whole school and data collected by the Additional Needs Team.
- The SEND Information Report is also reviewed annually and the Governing Body reports on provision for SEND.

What other activities are available for pupils with SEND in addition to the curriculum

- All pupils in school, including those with SEND have full access to a number of activities before, during and after school. Where necessary, pupils with SEND are actively encouraged to attend and support is put in place to enable access to these activities.
- We have regular educational and residential visits and efforts are made to ensure pupils with SEND are included. We may provide additional adult support or look at other methods to support their full involvement.
- Teaching Assistants and Mentors deliver a variety of group and individual sessions to assist pupils with their learning and social and emotional development. Examples include sessions on: social and communication skills, organisational skills, fine motor skills, building self-esteem and emotional regulation and wellbeing.

How additional funding works

- Schools receive funding for all pupils with SEND and they provide what pupils need from this (including equipment). The local authority may contribute to very expensive items.
- If a pupil's Education Health care Plan identifies something that is significantly different to what is usually available, there will be additional funding allocated. Parents/carers will have a say in how this is used. You will be told if this means you are eligible for a personal budget. This must be used to fund the agreed plan.

Where pupils can get extra support

- Pupils' views are important and it is important that people listen to them and that they are satisfied with what happens.
- In school we have co-ordinated Pupil Leadership Teams. This gives pupils a range of opportunities to share their views. Staff listen to pupils' ideas and concerns and they make sure something happens that you agree with.
- The Youth Service also provides support for young people with SEND so that their voice is heard. Website: www.rochdale.gov.uk/youthservice Tel: 01706 924926 or email youthservice@rochdale.gov.uk

Where parents/carers can get extra support

- The Rochdale Parent Carer Forum can be found at www.rochdaleparentcarersvoice.co.uk. This is an umbrella organisation for all organisations in Rochdale. They can provide information, training and support. They are involved in policy and decision making at the level where we are working on all things at 'Rochdale' level. Tel. 01706 358326 or email: RochdalePVC@outlook.com
- Rochdale's local offer can be found at www.ourrochdale.org.uk/localoffer. The Individual Needs Help & Support part of this website, which covers birth to 25 years, is an online resource providing information on the support and services available to those with additional needs, their families and carers.
- Rochdale SENDiass (Special Educational Needs and Disability Information, Advice and Support Service) also provides independent information, support and advice. Website: www.barnados.org.uk/what-we-do/services/rochdale-sendiass Tel: 01706 769634 or email: rochdale.sendiass@barnados.org.uk
- Other useful websites include:
 - www.disability-grants.org/ - helps you find out what grants are available for your family
 - www.councilfordisabledchildren.org.uk/members/meet-our-members/sendirect – helps families find the activities and support that suit their interests, preferences, lifestyle and budget
 - www.youngminds.org.uk – charity committed to improving the emotional wellbeing and mental health of children and young people
 - www.councilfordisabledchildren.org.uk – umbrella body for the disabled children's sector in England

What to do if you are not satisfied with a decision or what is happening (for parents/carers)

- Your first point of contact is always the person responsible – this may be a member of staff, the SENDCO Michelle Kowalski or Assistant Headteacher Julia Turrell. Explain your concerns to them first and we will try and resolve any issues. If you are not satisfied that your concern has been addressed, the school complaints procedure will be followed. This has four defined stages:
Stage One: The complaint is heard informally by a staff member (not the subject of the complaint)
Stage Two: The complaint is formally heard by the Headteacher. If the complaint is about the Headteacher, this should move directly to Stage Three.
Stage Three: The complaint is formally heard by the Chair of Governors
Stage Four: The complaint is heard by the Governing Body's Complaints Committee
- If your concern is with the local authority, your point of contact is Hannah Dane, the school's SEN Officer.
- The local authority has a panel of senior managers who considers unresolved issues -we call this the Escalation and Resolution Panel. They will offer you an independent mediator if you are still not satisfied. This person will act as a mediator in a meeting with the person you need to reach an agreement with.