

SEN Information Report

The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools **must** publish information on their websites about the implementation of the governing body's or the proprietor's policy for pupils with Special Educational Needs (SEN). The information published should be updated annually and any changes to the information occurring during the year should be updated soon as possible. This SEN Information Report has been compiled using the information required as set out in the Special Educational Needs and Disability Regulations 2014.

Broad Areas of SEND

The Special Educational Needs and Disability Code of Practice: 0 to 25 years (Statutory guidance for organisations who work with and support children and young people with special educational needs and disabilities), effective September 2014, details four broad areas of need as follows:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health difficulties
4. Sensory and/or physical needs

For further explanation, please see Appendix A at the end of this information report.

General School Details:	
School Name:	The Heath School
School website address:	www.heathschool.org.uk
Type of school:	Lead Academy in Multi Academy Trust
Description of school:	Mainstream Academy with sixth form. Teaching School and STEM Centre of Excellence.
Does our school have resource base? Yes or No If Yes please provide a brief description.	No
Number on roll:	1042
% of children at the school with SEND:	13.1%
Date of last Ofsted:	September 2010
Awards that the school holds:	Inclusion Quality Mark Flagship, Dyslexia Friendly School Award, Young Carers Bronze Award, Investors in People Gold, Arts Council Award Gold
Accessibility information about	<ul style="list-style-type: none"> • Ramps allow access into some areas of the school • All subjects have at least one accessible classroom

<p>the school:</p> <p>Please insert a link to your school's Accessibility Strategy.</p>	<ul style="list-style-type: none"> • Fully accessible toilet • Hand rails on all staircases 		
<p>Expertise and training of school based staff about SEN. (CPD details)</p>	<ul style="list-style-type: none"> • Dyslexia Friendly School • SpLD specialist teacher • All LSAs, Learning Mentors and Counsellors hold relevant professional qualifications • SENDCo delivers SEND training sessions every year to school staff 		
<p>Documentation available:</p>	<p>Are the following documents available on the schools website?</p> <p>If yes please insert the link to the documents page.</p>	<p>SEN policy</p>	<p>Yes</p>
		<p>Safeguarding Policy</p>	<p>Yes</p>
		<p>Behaviour Policy</p>	<p>Yes</p>
		<p>Equality & Diversity</p>	<p>Yes</p>
		<p>Pupil Premium Information</p>	<p>Yes</p>
		<p>Complaints procedure</p>	<p>Yes</p>
<p>Range of provision and inclusion information:</p>			
<p>How we identify special educational learning needs as a school and how we seek the views, opinions and voice of pupils and their parents in planning to meet them.</p>	<p>For students who have identified learning needs when they join The Heath, we have a comprehensive transition programme. We liaise with our feeder primary schools and work with them, the student and their parents/carers to support a successful transition to The Heath.</p> <p>Once at The Heath, students' progress is monitored regularly, which allows us to identify any student who is experiencing difficulties and who may have an unidentified learning need. We then work with staff and parents/carers to arrange for appropriate support or interventions.</p> <p>Parents and carers of students with identified SEND are invited into school three times a year to discuss their child's progress and next steps with the SENDCo.</p>		
<p>What extra support we bring in to help us meet SEN: specialist services, external expertise & how we work together. For example health, social care, local authority support services and voluntary sector organisations.</p>	<p>We work closely with:</p> <p>a) the Local Authority and their team of teachers with specialisms in visual impairment, hearing impairment, cognition & learning, social communication & interaction, physical disabilities and behaviour management.</p> <p>b) the Educational Psychologist, who can offer advice, strategies and, where appropriate, full assessment.</p>		

	<p>c) partners in the NHS, including the school nurse team, specialists at Woodview Children’s Centre, physiotherapists, occupational therapists, speech & language therapists and mental health practitioners from CAHMS.</p> <p>d) the SpLD and ophthalmic clinic at Warrington Hospital.</p> <p>e) Halton Young Carers, Young Addaction, Catch 22, Nightstop, Barnados and other voluntary organisations when needed.</p>
How we provide access to a supportive environment; ICT facilities/equipment/resources/facilities etc.	<ul style="list-style-type: none"> • laptops for students who have difficulties with writing • ipads for students with visual impairment • exercise books with coloured pages • coloured overlays
What strategies/programmes/resources are available to support speech & language and communication including social skills?	<ul style="list-style-type: none"> • Elklan trained LSAs • Social skills groups • Year 7 nurture group • Visual timetables
Strategies to support the development of literacy (reading /writing).	<ul style="list-style-type: none"> • Early Bird reading group • One to one and small group literacy intervention • Big Cat reading scheme • SpLD teacher
Strategies to support the development of numeracy.	<ul style="list-style-type: none"> • Numeracy intervention groups • One to one basic numeracy catch up • Link numeracy teacher for each department
How we adapt the curriculum and modify teaching approaches to meet SEN and facilitate access.	<ul style="list-style-type: none"> • Asdan CoPE as alternative to GCSE/BTec • Reduced timetable • Alternative Provision • Work placement • Adapted books and resources • Coloured exercise books • Use of technology e.g. laptops, ipads
How we track and assess pupil progress towards the outcomes that we have targeted for pupils (including how we involve pupils and their parents/carers). What we do when provision or interventions need to be extended or increased and how we evaluate their overall effectiveness.	<ul style="list-style-type: none"> • Termly data collection and analysis • SISRA analysis • CATS in Year 7 • Interventions from subject teachers • Interventions from the SEND team • Learning Mentors • Individual Education Plans • Review meetings with parents and students • Referral to outside agencies
Strategies/support to develop independent learning.	<ul style="list-style-type: none"> • Nurture group • Social skills groups

	<ul style="list-style-type: none"> • Learn4Life days • Work experience in Year 10 • Leadership opportunities • Junior Leadership Team
Support /supervision at unstructured times of the day including personal care arrangements.	<ul style="list-style-type: none"> • Centre for Student Intervention (CSI) drop in • Learning Mentor available • Various clubs • Welfare assistant
Extended school provision available; before and after school, holidays etc.	<ul style="list-style-type: none"> • CSI open before school • Homework club after school Mon to Fri • Summer School (Y6) • Lunchtime and after school clubs
How will we support pupils to be included in activities outside the classroom (including school trips) working alongside their peers who do not have SEN?	<ul style="list-style-type: none"> • LSA support students on trips • Risk Assessments • Staff running activities meet with parents/carers and SEND team
Strategies used to reduce anxiety, prevent bullying, promote emotional wellbeing and develop self-esteem including mentoring.	<ul style="list-style-type: none"> • School counsellors • Self-esteem groups • HeartMath • Learning Mentors • Behaviour Support Mentors • PHSE lessons • School Nurse • Referral to CAMHS, Young Addaction, Catch 22
What strategies can be put in place to support behaviour management?	<ul style="list-style-type: none"> • Report cards • IBP • PSP • Mentoring • Behaviour Mentor • Time out
How we support pupils in their transition into our school and when they leave us <i>and in preparing for adulthood.</i>	<ul style="list-style-type: none"> • Liaison with primary schools • Enhanced transition for vulnerable Y6 • Transition Days • Meeting with parents/carers • Nurture Group • Visits to colleges • Transport Training • Transition Support Plans
Access to strategies, resources, programmes, therapists to support occupational therapy/ physiotherapy needs and medical needs.	<ul style="list-style-type: none"> • Key staff trained by specialist medical staff • Adapted equipment e.g. chairs, writing slopes • PE staff given copies of physio exercises for individual students • Referrals to appropriate medical teams

	<ul style="list-style-type: none"> • Health Care Plans reviewed regularly 		
Extra support for parents and carers and pupils offered by the school/how parents are involved in their child's education.	<ul style="list-style-type: none"> • School council • Principal's surgery • Regular reviews of student progress with parents/carers • SEND partnership • Signposting to other agencies 		
How additional funding for SEN is used within the school with individual pupils.	<ul style="list-style-type: none"> • In class support • One to one teaching • Small group interventions • Modifying resources • Touch typing • Adaptive technology 		
Arrangements for supporting pupils who are looked after by the local authority and have SEN. Including examples of how pupil premium is used within the school.	<ul style="list-style-type: none"> • Regular PEP. Care Planning and IEP reviews • One to one tuition • Provision of specialist equipment • Laptops • Revision Guides 		
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Completed by:	Debs Gwynn	Date: June 2016	

Version Control

Area of Document Updated:	Updated By:	Date:

Appendix A

Broad areas of SEND taken from *SEND Code of Practice 0-25 effective September 2014*

Communication and interaction

6.28 Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

6.29 Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and Learning

6.30 Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

6.31 Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

6.32 Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and/or physical needs

6.34 Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health (see the References section under Chapter 6 for a link).

6.35 Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.