



Range High School

Meeting the needs of Pupils with Special Educational Needs (SEN) and Disabilities (SEND)

Person responsible for Policy:
(inc School Offer)

Headteacher / SEN Co-ordinator

Date of next review:

July 2019 - (major changes will be brought to the attention of governors as and when they occur)

RESPONSIBILITY FOR THIS POLICY REMAINS WITH THE GOVERNING BODY

Definition of SEN

'A child or young person has SEN if they have a learning difficulty which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they

- Have a significantly greater difficulty than the majority of others of the same age , or
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same sage in mainstream schools, or mainstream post 16 institutions.
- A child under compulsory school age has special educational needs if they fall within the definitions at (a) or (b) above or would do so if special educational provision was not made for them.'

(Code of Practice September 2014)

Range High School is an inclusive school and may offer the following range of provision to support children with communication and interaction difficulties, cognition and learning difficulties, social, mental and emotional health difficulties or sensory or physical needs.

The range of support deployed will be tailored to individual need to maximise progress following thorough assessment by internal or if necessary external agencies and in accordance with the schools budget. We promote pupils working towards becoming independent and resilient learners.

Information and Guidance	
Who should I contact to discuss the concerns or needs of my child?	
Head Of House Blundell House -Mrs Ashworth Derby House - Mr Cropper Sefton House -Mr Martin Weld House -Mr Cregeen	<p>You should speak to your child's Head of House first if you have concerns about your child's progress. The Head of House will collate information from your child's form tutor and all subject teachers regarding any concerns. You may then be directed to the SENCOs.</p> <p>The subject teacher is responsible and accountable for providing Quality First Teaching including –</p> <ul style="list-style-type: none"> • Adapting and refining the curriculum to respond to strengths and needs of all pupils. Monitoring the progress of pupils and identifying, planning and delivery of any additional support/ interventions. • Contributing to devising personalized support plans to prioritise and focus on the next steps required for your child in order to make progress. • Applying the school's SEN policy.
Special Educational Needs Coordinator (SENCO) Mrs Thompson Associate Special Educational Needs Coordinator Mrs Alexander	<p>Mrs Thompson and Mrs Alexander are responsible for</p> <ul style="list-style-type: none"> • Coordinating provision for pupils with SEN and developing the school's SEN policy. • Liaising with a range of agencies outside of school who can offer advice and support to help pupils overcome any difficulties. • Providing specialist advice and facilitating training to ensure that all staff are skilled and confident about meeting a range of needs. • Monitoring progress and effectiveness of provision. • <u>Ensuring that parents are:</u> • Involved in supporting their child's learning and access. • Kept informed about the range and level of support offered to their child. • Included in reviewing how their child is progressing. • Consulted about planning successful movement (transition) to a new key stage or school.
Assistant Headteacher Ms Quinn	<p>Coordinating provision for pupils with SEN and pupils in need of pastoral support.</p>
Headteacher Mr Aldridge	<p>Mr Aldridge is responsible for:</p> <ul style="list-style-type: none"> • The day to day management of all aspects of the school, including the provision made for pupils with SEN
SEN Governor Mrs McNeice	<p>Mrs McNeice, as Link Governor for SEN:</p> <ul style="list-style-type: none"> • Supports in the evaluation and development of quality and impact of provision for pupils with SEN across the school.
School Nurse Mrs Spence	<p>Mrs Spence is responsible for:</p> <ul style="list-style-type: none"> • Health promotion, advice, signposting to other services, active treatment/procedures, education, support, protection, safeguarding and service co-ordination. <p>The school nurse works in partnership with other agencies and as part of a multidisciplinary team to support the health and well-being of school-aged children.</p>

How does Range High identify pupils with a Special Educational Need?

How can I find out about how well my child is doing?

Pupils who are already identified as having a Special Educational Need at primary school benefit from an Enhanced Transition. This could entail multi-agency meetings, additional visits to Range, Senco to visit the pupil in the primary setting and communication passports.

Range High also assess pupils in the first half term of Year 7. All pupils are involved with Cognitive Ability Test, the Access Reading Test and the Single Word Spelling Test. The SEN Department analyse the results and provide support/interventions appropriately.

As part of the Sefton Agreement, Range High provides a minimum offer in terms of Quality First Teaching. This ensures that all pupils will access good quality inclusive teaching that provides reasonable adjustments to accommodate learning difference. Pupils will be placed in a teaching set for Maths and English, according to ability in those subjects, and taught in mixed-ability groups for all other curriculum areas during Year 7. In addition, in Years 8 and 9, they are in appropriate sets for Science. Years 10 to 12 are subject options.

As part of the Quality First Offer, on-going monitoring takes place by subject teachers to identify pupils who are not making expected progress or who have needs that are affecting their ability to engage in learning activities. Range High teachers differentiate and make reasonable adjustments according to individual need.

If a pupil is not making progress with Quality First Teaching then there may be a need to refer the pupil to the SENCO, where a support plan can be put in place. After gathering information about the pupil from a variety of sources (teacher, pupil, parent, outside agencies) in order to develop an accurate picture of the pupils' needs, attainment, projected targets, motivators, and how they respond to teaching approaches, a bespoke support plan will be put together with defined outcomes. The views of the pupil about their support will be given consideration at this stage.

Short-term targets are agreed which prioritise key areas of learning to address and by which progress can be measured/monitored. Where external agencies are involved, their advice and recommendations are included in the support plan. Actions agreed take into account each pupil's strengths as well as their learning differences.

Review updates are held termly. This can be in the form of a meeting or an update through the post. The impact of support offered is considered along with the progress towards targets set. Different assessments will be used according to the needs of the pupil. Support arrangements will be updated and revised accordingly. If not involved already, this may include referral to appropriate external agencies. The outcomes of these meetings will be formally recorded and a further plan can then be devised, if required, to enable the pupil to achieve their next steps in learning.

High Needs Funding

If a pupil continues to have significant difficulties after a period of intervention, further external expertise may be requested. An application for High Needs Funding may be made if the cost of support exceeds the school's delegated budget. If the pupil is still not making progress despite the school having taken relevant and purposeful action over time, then the parents and or school can make an application for an Education Health Care Assessment.

Tests and Examinations: Access Arrangements

Access arrangements can be applied for in Year 9 onwards. The criteria is set by the 'Joint Council for Qualifications' and must reflect 'normal practice' for the individual pupil within school.

Curriculum and Teaching Methods (including groupings and interventions)

How will teaching be adapted to meet the needs of my child?

As part of the minimum Quality First Offer teachers are well skilled at adapting teaching to meet the diverse range of needs in each class. Lesson planning takes into account individual pupil's needs and requirements. Differentiation is approached in a range of ways to support access and ensure that all pupils can experience success and challenge in their learning.

Examples of Quality First Teaching are the use of:

Mind Maps, Scaffolding, Colour Coding Information, use of a Task Organiser, High Lighter Pens, Post It Notes, Highly Differentiated Lessons, Visual Strategies to Support Verbal Input, Pupil Profiles to Support Individual Learning Styles, use of Buff Paper and Pre-Tutoring of new Subject Specific Vocabulary and Subject Specific Wordbanks.

Teachers set different tasks for pupils of different abilities; allocate additional help and support to certain pupils in the class, set open ended tasks and allow pupil response at different levels and through alternative means of recording.

Quality First Teaching is monitored through tracking academic progress with all subject areas on a termly basis. Any concerns about progress are referred to the SENCOs. Quality First Teaching is developed through Continual Professional Development, Curriculum Area Review Programme and Appraisal.

Additional adults may be utilised to help groups and individual pupils with a long-term goal of developing independent learning skills. Monitoring takes place to avoid pupils becoming over reliant and dependent on additional adult support.

Intervention/Support

Teachers at Range High deliver Quality First Teaching through differentiation and alternative ways of recording. However, there may be times, especially during Year 7 and 8, where a boost is required in numeracy and literacy skills. For all Year 7 pupils, Range High administers CAT scores and reading and spelling assessments in the first half term. Other year groups have their reading and spelling ages assessed at least annually. Further assessments are administered if and when deemed necessary.

Interventions are targeted appropriately with as little disruption to curriculum areas as possible. The impact of the intervention is monitored termly and results analysed for 'next steps'.

Interventions available:

- Multi- sensory approaches to spelling
- Chunking syllables
- Training and access to the ACE Dictionary
- Wordshark
- Lexia (accessed at school and home)
- Toe-by-Toe
- Small Literacy Groups
- One to one sessions with a Specialist Support Teacher.
- Small Numeracy groups
- Heart Math
- Listening Programme
- Thinking/Reading Scheme

Range High is keen to equip pupils with the skills necessary to make them independent learners. However, there are situations where pupils do benefit from the support of additional staff and technological resources. Examples of this are:

- Pupils with life-long complex needs
- Support with tasks when differentiation is not appropriate.
- Facilitating time out
- Support during unstructured times

Transition

How will the school help my child move to a new class/year group or to a different school

Children and young people with SEN can become particularly anxious about 'moving on' so we seek to support successful transition by:

When moving to another school/college:

We will contact the school SENCO and share information about provisions that have been made to help your child achieve their learning goals.

Additional transition visits will be arranged if felt appropriate.

We will ensure that all records are passed on as soon as possible.

Year 6-7 transition

The SENCO or Associate SENCO will attend the Primary/Secondary Transition meeting to discuss the specific needs of your child and the nature and level of support which has had the most impact.

In some cases additional multi-agency meetings may be arranged to create a more 'enhanced' transition plan which may include a few visits to Range High and the possibility of one of the SENCOs visiting a pupil in the primary school setting.

Building Capacity

Range High School staff benefit from on-going professional development. Priorities for training are planned to meet the needs of the future school population.

Advice and training is taken from external agencies that provide specialist expertise. Individual training records are maintained in a staff appraisal format.

Teaching Assistants are managed and deployed by the SENCOs ensuring that the individual needs of the pupils are being met.

Partnerships with External Agencies

What support from outside does the school use to support my child?

The school works with a number of external agencies to seek advice and support to ensure that the needs of all children are fully understood and met.

These include:

- Sefton Special Educational Needs Inclusion Service
- Sefton Educational Psychology and Portage Service
- Physiotherapy
- Occupational Therapy
- Child and Adolescence Mental Health Service (CAMHS)
- Speech and Language Therapy
- Community Paediatricians
- School Nurse
- Advice sought for pupils with ASD (Together Trust / SSENIS)

Access to Medical Interventions

- Use of Individualised Care Plans (reviewed annually)
- Referral to Paediatrician
- Referral to CAMHS
- School Nurse team

Liaison/Communication with Professionals/Parents/Carers, attendance at meetings and preparation of reports

- Regular meetings as required
- SENCO available at all Parents/Open Evenings
- Referrals to outside agencies as required
- Planning meetings
- Regularly updated Pupil Profile for pupils on the SEN Register
- Termly Reviews
- Annual Reviews

Accessibility

Range High School is a mainstream Secondary school on one level adapted for access by pupils with physical disabilities. If a pupil is known to have a disability prior to admission to Range High school the SENCO will work with the Inclusion Consultant, parents/carers and child, to ensure a smooth transition. All preferences expressed for Range High School on the Admission Application Form will be considered using an Equal Preference Scheme. All Schools in Sefton have agreed this scheme.

Physical access in Range High School includes:

- A school predominately on one level with lifts available where necessary
- Wheelchair access throughout school
- Specially adapted toilets
- Provision of a therapy room for the delivery of programmes devised by specialist services including physiotherapy.
- Tracking hoist in two toilets
- Tracking hoist in the physiotherapy room
- Tracking hoist in the sensory room
- One mobile hoist
- Storage for wheelchair and walking frames

Access to strategies/ programmes to support occupational/physiotherapy needs

- Advice from professionals disseminated and followed
- Purchase and use of any recommended equipment and resources within the parameters of the school's budget.

Access to modified equipment and ICT

- Specialist equipment as required on an individual basis to access the curriculum either purchased within the school's budget or loaned from an agency.

Access for pupils with medical needs

- Training has been provided by specialist nurses and advice from professionals disseminated and followed for manual handling, the use of Epipens and training in epilepsy. Refresher training and further training is arranged and provided.
- An 'on site' school nurse.