



SEN Information Report

2019-2020 (Updated December 2019)

At Lathom High School, every teacher is a teacher of every child including those with SEN.

SEN Vision at Lathom High School:

“For all SEN students to enjoy life of Lathom High School, reaching their goals and celebrating their achievements.

For all SEN students to believe and have the stimulus to express themselves, to grow and develop and become confident in their learning.

For all SEN students to achieve through guidance and consistent reassurance, meeting all individual needs, providing opportunities to enrich learning and help make good progress.”

Our SEN profile for 2019-2020 shows that we have around 20% of students on roll identified as having SEN. This percentage is made up of the following groups:

- 57% are identified as having SEN linked with Cognitive and Learning as the main category of need (including maths, reading, writing and spelling etc.)
- 15% are identified as having SEN linked to Communication and Interaction as the main category of need (including speech and language difficulties and problems with social interaction)
- 4% of students are identified as having SEN linked with Physical and Sensory as the main category of need (including disabilities such as those affecting mobility, sight and hearing).
- 24% of students identified as having SEN linked to Social, Emotional and Mental Health as the main category of need (including ADHD, ADD, Attachment Disorder, Eating Disorder, anxiety, depression and behaviour difficulties)
- 9% of students on the Learning Register have a Statement or Education Health and Care Plan. This is 1.9% of our school population.

N.B: Each half term when the Learning Register is reviewed and updated, statistics will change accordingly.

At Lathom High School we are committed to working together with all members of our school community. We believe that all students should ENJOY, BELIEVE and ACHIEVE in all aspects of their learning, ensuring a culture of achievement for all is created.

We endeavour to create an inclusive culture and we aim to be responsive to the diversity of children’s backgrounds, interests, experience, knowledge and skills in order for all students no matter that the individual need, to make the best possible progress. This is supported by the high level of teaching at Lathom High School where every teacher is a teacher of every child or young person including those with SEN, and provision takes into account each student’s specific needs.



The high quality of teaching for all learners at Lathom High School is tracked and monitored closely to ensure a positive learning environment is created to meet the needs of all learners. Tracking progression for all learners through a continuous cycle of assess, plan, do and review ensures learning is taking place.

Some of our students may require additional support so that they can access the curriculum and make progress at their own level.

Identifying and Supporting Special Educational Needs at Lathom High School

Mrs Stephens: A parent testimonial. <INSERT HERE>

Special Educational Needs and provision can be considered as falling into four broad areas:

- Communication and Interaction
- Cognition and Learning
- Social, Mental and Emotional Health
- Sensory and/or Physical

(SEN Code of Practice 2014)

At Lathom High School we place emphasis on early identification of pupils experiencing difficulties accessing learning and general school life. Learners may experience these difficulties for a number of reasons. The following may impact on progress and attainment:

- Disability (the Code of Practice outlines the 'reasonable adjustment' duty for all settings and schools provided under the current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Funding
- Being a Looked After Child
- Being a child of a Serviceman/woman

However, only those with a learning disability that requires special educational provision will be identified as having SEND.

The SENCo works closely with Primary Schools, Head of Houses and Learning Mentors to analyse data on entry into Lathom High School. Each half term, data is analysed and students are individually tracked and those experiencing difficulties are identified. Entry data, baseline information, SATs/PIVOTS, CATs and assessment are all used to identify children who require additional intervention in order to achieve. This allows teaching staff to work out what action school needs to undertake.

The Code of Practice (2014) suggests that pupils are only identified as having SEN if they do not make adequate progress once they have had all the intervention/adjustments and good quality personalised teaching.

Students will only be placed on the Learning Register if their needs are 'additional to' or 'different from' the quality differentiated teaching and learning opportunities. The Learning Register is kept by the SENCo in consultation with staff.

Meeting the Needs of SEN in the Curriculum to SEN at Lathom High School

Wave 1: High Quality Teaching

At Lathom High School differentiated learning for all individual students is the first step in responding to pupils who may have SEN.

This means:

- That the teacher has the highest possible expectations for all pupils in their class
- That all teaching is built on what children already know, can do and can understand
- Different ways of teaching are in place so that children are fully involved in learning
- Specific strategies (which may be suggested by specialist teachers or outside agencies) are in place to support children to learn
- Communication between staff and parents is ongoing to inform how their child is progressing

Quality of teaching for all pupils is regularly reviewed, including those at risk of underachievement.

Student progress is constantly assessed and reviewed and any gap or gaps in their understanding/learning will be identified and addressed through targets and interventions. The decision to make Special Educational Needs Provision involves SENCo, SLT SEN Line Manager and Head of House. All information about a student's progress formed from high quality, accurate, formative assessment is considered alongside national data and expectations of progress. Parents and Carers and students are involved in decision making. This level of support is termed SEN Support and is school based. This may also include additional provision at Wave 2/3. The programmes of intervention and support for students reflect the need to access the whole curriculum.

Wave 2: Targeted Intervention

This is reviewed every half term from teacher feedback and when possible prior intervention records. Students will receive intervention to address their specific learning needs.

- These may run in the classroom or in sessions outside of whole class learning
- They are planned and prepared by specialist teachers and may be delivered by either teachers or learning support assistants
- These are usually group sessions with specific targets to help children to make progress – targets are used in both group work and class work
- Interventions will be assessed and monitored by the SENCo
- Parents are informed when their child is in intervention groups and targets and progress are shared

Wave 3: Specified Individual Support

Depending on needs of individual students, intervention that takes place in Wave 1 and 2 may not meet the needs of all students.

- Some pupils will follow 1:1 work; such as if the learner has a Statement of SEN or Education Health and Care Plan or if they have been assessed by outside agencies.
- Children with Social and Emotional and Mental Health needs are supported by The Centre. This may either be our Senior Learning Mentor, Learning Mentor or Counsellor.

For higher levels of need school may liaise with external agencies and professional. Specialist agencies we liaise with regularly include:

- Speech and Language Therapy Service
- Educational Psychology Service
- The Acorns School (Medical) – Short Stay School for West Lancashire, for students who we are able to refer for SEMH.
- Occupational Therapy
- Physiotherapists
- School Health Services
- Children and Adolescents Mental Health Services

Staff are trained regularly with regard to SEN and specific training is offered according to need. The School Health Services are available to train staff for any specific medical need.

We have learning support assistants that cater for varying needs, these being Autistic Spectrum Disorder, Physical Difficulties and Specific Learning Difficulties.

Teachers are responsible and accountable for the progress and development of all pupils in their class, including students who may need additional support from learning support assistants or specialist staff.

We review educational processes for all students in school regularly.

An example of how the curriculum is well differentiated at Lathom High School:

Upon entry to Year 7, staff at Lathom High School liaise closely with Year 6 Class Teachers and SENCo's at Primary Schools. We have identified that there is a percentage of students (approx. 13% of current Year 7 students) who may struggle to make the transition between Primary and Secondary Education. In order to support this move, Lathom High School has a specialist 'Nurture' Curriculum that these identified students will follow. A purpose built classroom has been created to replicate the Primary setting in order for students to transition into Year 7 at the pace needed for them. All students follow the same assessment focus as the whole school, however, the way in which Nurture students are taught is a more creative in the first instance gradually maturing towards the whole school secondary approach as the academic year goes on. During the year, students are integrated into mainstream Year 7 into the set that matches their learning ability, where quality first teaching and differentiation will take place. The timescale of this is all unique to each individual student during the academic year.

Once a concern is raised, the SEN department in Lathom High School has a wide range of SEND assessment tools available with which to identify the student's need(s), taking into account previous experiences of the student, prior progress and attainment, and behaviours for learning. Before any additional provision is selected to help students, the SENCo, teacher, parent/carer and student, agree what they expected to be different following intervention. A baseline will also be recorded, which can be used to compare the impact of the provision and then the necessary adjustments, interventions and support will be selected and integrated in a plan with the aim meeting the learning outcomes where a student requires SEND support. The students will be tested on a termly bases to assess impact. All students on the SEN Support Register have a Learning Passport which is reviewed every term. Targets are set and reviewed each term. Interventions will be put in place to support students who have not met their termly target.

A review will evaluate the impact of the intervention given to the students. This will be done annually for those students with statements/EHC Plans. This is a more formal meeting with documentation sent to Lancashire County Council. This meeting involves parents/careers, relevant school staffing, outside agencies and student. Paperwork is shared concerning the needs of their child. Pupil voice is a central part to this review.

All students have a half termly tracking report which is sent out to parents/carers. There are opportunities for parents to come into school during Consultation Evening and Parent Drop-Ins as well as pre-arranging meetings with the SENCo, Inclusion Team or Head of House to discuss needs of students.

Supporting and Monitoring Students on the SEN Register at Lathom High School

Every class teacher, working alongside other professionals both in and out of school, is responsible for evidencing progress. Student's attainment and progress is reviewed half-termly and targets and interventions are put in place for the next academic window.

At Lathom High School we pride ourselves in developing a culture in which talking emotions and feelings, mental health and well-being is accepted and asking for help is a strength. Our Inclusion Team provide the extra support for students with the above needs and information is shared between all teaching staff and students.

The class teacher has access to documentation such as:

- Students individual Learning Passports
- Strategies to Support Students with SEN
- Individual Behaviour Management Plans
- Individual Nurture Plans

Targets are set on the above documents which teachers can refer back to and work on with students.

Students and families are involved in planning for progress through regular discussions. The student's voice is central to every review of feedback.

At Lathom High school we endeavour to maintain the strong links with other agencies. We work alongside:

- Parent Partnership
- Local Children's Centres
- Children's Social Care

- School Nurse Team

We use the Common Assessment Form (CAF) process and Team Around the Family (TAF) to facilitate links with other agencies.

Accessibility at Lathom High School

Referring back to our whole school vision of ENJOY BELIEVE ACHIEVE, all students at Lathom High School have equal opportunities regardless of SEN. Reasonable adjustment is carried out to ensure that all students can participate in activities and outward bound trips. Inclusion is a focal point at Lathom High School and every step is taken to make sure that every student is included in every aspect of school life. Risk assessments are undertaken for all school trips and individual risk assessments are taken out for pupils in conjunction with the parent, school nurse or outside agencies.

Lathom High School is an average size secondary school with one main building across three floors. Each floor has a direct accessible exit to ground level. Each floor is connected by an accessible lift. All corridors and classroom are wheelchair friendly. In addition, there are 6 modular classrooms which are fully accessible. Some corridors and stairways are narrow. There is potential for congestion at lesson changeover in some areas so movement requires careful handling.

The school does not use height adjustable tables as a general rule. School has a range of different height tables and chairs to support access to resources. Adjustable foot rests are also available on a number of chairs upon request.

Our newly furnished Food Technology suite has height adjustable tables and specialised accessible cooking equipment.

School has Accelerated Reader which is a software programme that can assist reading via a computer. Laptops are available on request for students experiencing difficulties with handwriting.

There are a number of families with children at the school whose first language is not English. School have an arrangement with interpreters to transcribe letters from English to the preferred language. Arrangements can also be made upon request to have an interpreter present at meetings in school. Once identified the parents are sent an introductory letter in their first language asking them to let us know how we can best provide support. EAL students are encouraged to train to become a Young Interpreter.

Coloured overlays are provided where appropriate as well as coloured paper. Once this support has been identified teachers are asked to produce notes and PowerPoints in the specified colour. As a matter of general practice teachers are asked to use coloured backgrounds in any of their materials in order to assist all children.

School used the IDL Dyslexia Learning programme. It is a software system that supports reading and spelling for all children. It can be accessed in school or can be sent home for the student to download and work on at home.

Accessible changing and separate toilet facilities are available with a hoist.

Specialist supported SEND transport to school is available via the local authority.

Accessible parking spaces are at the front and to the side of the building. Ramps are provided for all exits from the school.

Preparing students when entering and exiting Lathom High School

All transition is fully supported by Lathom High School. Students and families have the opportunities to visit school at their convenience and transitional visits begin during the Summer Term for students who we feel, through communication with families and primary schools will need extended support during the transition period.

A summer school is offered to students in Year 5 and Year 6 to help the transition between Primary and Secondary and prepares students by working with new staff and other pupils, as well as adapting to different approaches to discipline and learning.

As well as entering Lathom High School, we also support all students when exiting Lathom High School. All students are encouraged to attend College/Sixth Form open days. From Year 9, students are taken on visits to local College/Sixth Forms to prepare for their transition onto Post 16. During the Summer Term of Year 11, students attend 'taster days' at their chosen provider and an exchange of information is shared, usually with the Post 16 Pastoral team. We also encourage providers to attend final Statement/EHC review to share and prepare any targets students with SEN will carry forward.

Resources allocated for SEN at Lathom High School

All mainstream schools are provided with resources that they can use to support those with additional needs. Most of these resources are determined by a local funding formula discussed with the local schools forum.

Schools have an amount defined within their own budget, called the notional SEN budget. This is not a ring-fenced amount, and it is for the school to provide high quality appropriate support from the whole of its budget.

Resources are identified to meet individual needs through regular review of pupil attainment and progress. Communication between parents/carers is in place to keep up to date with the level of support and interventions their child is receiving and the effectiveness of said support. Promoting independence is a strand of Lathom High School's PROUD statement and something which all students are encouraged to act upon on a daily basis.

Parents/Carers Involvement at Lathom High School

A recent 'Parents Forum' has been arranged by a group of parents and staff at Lathom High School. Parents/Carers, family and friends of Lathom High School have been invited to attend a meeting in order to discuss how the group can work with the school and, promote it in the community. The Parents Forum will have a dedicated area of the website and will hold monthly meetings.

Dealing with Complaints in Regard to SEN at Lathom High School

If any parent/carer has any concerns regarding the education of their child with SEN they should contact school immediately and make an appointment to see Miss Jennifer Clarke – SENCo, or their child's Head of House. All complaints will be dealt with sensitively and with the child's needs and care at the heart of our work.

Contact Details of Support of SEN at Lathom High School

The person responsible for managing SEND provision (SENCo) in Lathom High School: **Miss Jennifer Clarke**
SEN Line Manager: **Mrs Jane Glabraith**

Designated Lead for Safeguarding: **Mrs Alison Wilcock**

Children Looked After Lead: **Mrs Alison Wilcock**

Children with Medical Needs: **Mrs Alison Wilcock/Mrs Janet Marshall**

Special Educational Needs and Disability Officer (SEND0) from the Local Authority: **Louise Birchall**

For more information about supporting SEN at Lathom High School and Lancashire County Council please visit www.lancashire.gov.uk/send or visit <https://s3-eu-west-1.amazonaws.com/lathomhighschool/documents/Policies/Local+Offer+2015.pdf>