

SEND INFORMATION REPORT

School Offer

In conjunction with the Local Authority's offer, schools are expected to outline their provision for children and young people with SEND. The new Code of Practice (2014) states: A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

For more information regarding the Helsby's SEND provision, please contact Gemma Walker by contacting send@helsbyhigh.org.uk or ringing 01928 723551

Local Offer

In response to the Children and Families Bill, Local Authorities are required to publish information about the provision that is available in their area for children and young people from 0 – 25 who have special education needs. This is called the local offer.

The link to the local offer for Cheshire West and Chester is here:

<https://www.livewell.cheshirewestandchester.gov.uk/kb5/cheshirewestandchester/directory/home.page>

Foreword

“Don't make them learn the way you teach; teach the way they learn.”

At Helsby High School, we understand that some pupils have barriers to their learning and that we need to work collaboratively to alleviate these barriers. We don't want our pupils to simply survive, we wish for them to thrive.

Whilst ensuring fulfilment of academic potential is of paramount importance, we see the role of our school to be more than this. We wish for our pupils to be well-grounded and well-rounded, displaying motivation, self-belief and a strong moral compass.

I want you to feel that school and home are a team, working for the very best for your son or daughter.

Please have a good look around our website and if you would like further information or feel that your queries are not answered, do not hesitate to get in touch.

Kind Regards,

Gemma Walker

SEND Information Report

The Special Educational Needs and Disability Regulations 2014 require the school to publish certain information regarding our provision for pupils with special educational needs and disabilities (SEND). At Helsby High School we hope parents/carers of current and prospective pupils find the following information helpful. We encourage all interested parties to contact the school for more information. (01928 723551)

We provide support for the following SEND:

Pupils with difficulties in one of the 4 areas of need on the Code of Practice;

physical and sensory difficulties

cognition and learning difficulties

communication and interaction difficulties

social, emotional and mental health issues

The following is a list of some of the conditions we currently cater for at Helsby. This list is not exhaustive.

ADHD type 1, 2 and 3

Dyslexia

Dyspraxia

Dyscalculia

Visual stress

Stammers

Processing speed difficulties

ASC

ODD

PDA

Impulsivity disorder

Eating disorders

Diabetes

Epilepsy

Allergies

Asthma

Arthritis

Crohn's disease

Ulcerative colitis

Arthrogyrosis

Cerebral Palsy

Chronic Fatigue Syndrome

Osteogenesis Imperfecta

Hearing Impairments

Visual Impairments

We identify and assess pupils with SEND using the following methods:

The SENDCo will visit all partner Primary Schools to discuss with the SENDCo and Year 6 teacher the needs of a pupil with SEN. Information will be gathered in the form of:

A Learning Profile, written in conjunction with Key Stakeholders.

Prior Attainment Data

Medical Information

Example Learning Profile

In the Summer term, key members of the SEN team from Helsby High School will visit your child in the Primary setting to observe them in an educational setting, to work with them and to start to get to know them.

Of course a pupil's SEN may not have been identified in Primary School, so it is important that identification continues higher up the year groups. This is done in the following ways:

Concerns raised by parents, through send@helsbyhigh.org.uk. These concerns will be responded to with one working week, but in most cases, within 48 hours.

By teachers who complete an SEND concern form.

By pupils who refer themselves to a member of staff.

The SENDCo holds a Level 7 CCET and AAC CPT3A. This means that she is qualified to carry out cognitive tests and build up a picture of a pupil's learning needs. Tests used at Helsby include:

Dyslexia screener

Visual stress screening (sometimes referred to as Irlen's)

Reading

Spelling

Sentence comprehension

Processing speed

Handwriting assessment.

This list is not exhaustive.

We evaluate the effectiveness of our SEND provision in the following ways:

Subject teachers, supported by the senior and extended leadership team, will make regular assessments of progress for all students. These should seek to identify students making less than expected progress given their age and individual circumstances.

This can be characterised by progress which:

is significantly slower than that of their peers starting from the same baseline

fails to match or better the student's previous rate of progress

fails to close the attainment gap between the student and their peers

widens the attainment gap

Teacher assessment will include progress in areas other than attainment – for instance where a student needs to make additional progress with wider development or social needs in order to make a successful transition to adult life.

Our arrangements for reviewing the progress of pupils with SEND are as follows:

Methods of assessment:

Subject teachers and Subject Leaders will track the progress of SEN pupils within their groups.

To SENDCo will assess the data of pupils with SEN.

If the current intervention isn't working it will be modified or changed. This will not be done without a discussion with the parent/carer.

SEND is reviewed and evaluated through the School Improvement Plan. The SENDCo provides regular reports to the governing body on a yearly and termly basis to share successes and outline plans for areas of improvement.

Progress is monitored through the school's data tracking system.

For students on EHCPs, personalised learning targets are set and reviewed regularly.

Pupil voice

Lesson observations

Rescreening/ retesting and comparing to baseline results.

Reviews will evaluate the effectiveness of the support given and the impact on the student's progress. Assessment information will be gathered, measured against desired outcomes and written into the Young Person Profile to monitor impact.

Our approach to teaching pupils with SEND includes:

This is an inclusive school and there are high expectations for the achievement of SEND students. The school has a regard for the Code of Practice 2015 in that:

It sees that all students are entitled to an education that enables them to make progress.

All students have access to a broad and balanced curriculum.

Teachers are expected to set high expectations for every student, whatever their prior attainment.

Teachers are expected to use appropriate assessments to set targets which are deliberately ambitious. Potential areas of difficulty are identified and addressed at the outset.

Teachers are responsible and accountable for the progress and development of the students in their class, including where students access support from teaching assistants or specialist staff.

The school regards high quality teaching, differentiated for individual students, as the first step in responding to students who have or may have SEND.

The school regularly and carefully reviews the quality of teaching for all students, including those at risk of underachievement.

Our ethos is that all students should receive an appropriate education; one that is appropriate to their needs, promotes high standards and the fulfilment of potential. A pupil should be included, not just integrated in their learning.

This should enable them to:

achieve their best

become confident individuals living fulfilling lives, and

make a successful transition into adulthood, whether into employment, further or higher education or training

The quality of teaching for students with SEND, and the progress made by students, is a core part of the school's performance management arrangements and its approach to professional development for all teaching and support staff. There are whole-staff SEN briefings, where advice and strategies are shared at least once a month.

We adapt the curriculum for pupils with SEND in the following ways:

The most crucial element to adapting a pupil's timetable is by listening to the needs, worries and aspirations of the pupil themselves. Sometimes this is direct, and sometimes it is through meetings with their parents. Whilst we encourage all pupils to complete a full GCSE (and A Level course), we appreciate that there are exceptions to rules. We do in some situations offer the following:

Reduction of timetable

Flexibility of the school day timings

Relocation of lesson delivery

TA support (1:1 or small group)

We enable pupils with SEND to engage in the activities of the school, together with children who do not have SEND, in the following ways:

All pupils have a right to enjoy the broad school life at Helsby. In PE, pupils have the opportunity to shine, as there are so many sports on offer. For pupils whose disability means that they cannot participate in the transitional sports such as football and basketball, netball and hockey, a bespoke fitness programme is created in our gym by our qualified fitness instructor.

All SEND pupils have the same access to school visits and the SENDCo ensures that full risk assessments are written which enable to pupil with SEND to participate safely. For example, a great deal of work is done in partnership with Alton Towers ahead of our whole-school rewards trip in the summer term.

All pupils with disabilities are timetabled with their class into classrooms which meet their needs. This may include, for example, a downstairs laboratory, a food bench with wheelchair access or a DT room with a low-level work bench.

The following emotional, mental and social support is available for pupils with SEND:

There are Students Support Coordinators (SSCs) in school. These are non-teaching members of staff who are available throughout the school day to help pupils with any problems and worries they may have. This is sometimes a resource that is used as a one-off or it can be a resource that pupils use on a regular basis. The SSCs work from our Student Support Centre, based in the heart of school.

We have also increased our counselling provision this year and now have two school counsellors – Mark and Cath.

The school nurse is available by request of the school.

We have a trained ELSA in school.

There is a Hub open from 8.10am – 4.15pm. This is a place where pupils can come if they feel vulnerable or unable to access their lesson. It can be used as frequently or often as a pupil requires.

Our SEND co-ordinator (SENCO) is: Mrs Gemma Walker

Listed below are the names of staff members possessing expertise related to SEND:

Mrs Newman Mental Health

Mrs Dunbavand ASC/ Speech and language/ Visual stress

Mr Higgins Maths/ MFL

Mrs Burdon English/ Outdoor learning

Mrs Chow Year 7 catch up/ PE

Mrs Jones Science

Mrs Cartmell Languages

Mr Harkins PE

In addition, we use the services of the following specialists:

Educational Psychologist

Dyslexia specialist, Becki Tall

Essential SEND training, Sue Calverley

Child and Adolescent Mental Health Service

Epilepsy Nurse, Hayley Eccles

Diabetic Nurse, Helen Griffiths

The Autism Service, Gill Cosford

Greenbank Outreach, Emma Massey

We currently possess the following provisions to assist our pupils with SEND:

Literacy intervention

Numeracy intervention

Speech and Language intervention

Meet and Greets

Self-Esteem workshops

Reading Club

Nurture groups

Daily expectations

Catch up sessions

Extra spelling work

Additional access to ICT

Access Arrangements

Reflection logs

IDL dyslexia intervention

Social stories intervention

Heartmath

Jigsaw – additional transition programme

The Hub

ELSA

Our confirmed plans for SEND provision in the future:

Potential addition of TA hours, dependant on top-up funding

Expansion of outdoor learning space

Half-termly parental workshops and support sessions

Our arrangements for ensuring the necessary involvement of parents are as follows:

The SENDCo is available at all transition evenings and days.

The SENDCo is available at all consultation evenings.

If parents wish to speak to the SENDCo, they should contact send@helsbyhigh.org.uk

Our arrangements regarding SEND related complaints from parents are as follows:

If you have any complaints related to SEND, they should be emailed to send@helsbyhigh.org.uk in the first instance. The complaints policy can be found at the top of the page.

We work with the following bodies to ensure the best possible provision for pupils with SEND:

Educational Psychologist

Dyslexia specialist, Becki Tall

Edsential SEND training, Sue Calverley

Speech and Language Therapy, ITS services

Child and Adolescent Mental Health Service

Asthma Nurse, Hayley Eccles

Diabetic Nurse, Helen Jones

The autism service

Parents of children with SEND may find the following additional services helpful:

A comprehensive list of all additional services can be found on the Cheshire West and Chester local offer.

Here is the link:

<http://www.westcheshirelocaloffer.co.uk/kb5/cheshirewestandchester/directory/home.page>

Our transitional arrangements for pupils with SEND include:

The SENDCo will visit all feeder Primary Schools where SEN pupils applying to Helsby have been identified. The SENDCo will ensure that the Secondary setting receives:

A Learning Profile, written in conjunction with Key Stakeholders.

Prior Attainment Data

Medical Information

Example Learning Profile

There are additional transition visits, supported through our "JIGSAW" project for pupils with additional needs and particular vulnerabilities.

In addition to normal transition and the Jigsaw programme, many students arrange additional visits with a Primary member of staff where they can visit the Hub and observe parts of lessons.

For more information regarding the Helsby's SEND provision, please contact SEND@helsbyhigh.org.uk or phone 01928 723551

Cheshire West and Chester's local offer, explaining what is available on an LA basis, can be found using the following link:

<http://www.westcheshirelocaloffer.co.uk/kb5/cheshirewestandchester/directory/home.page>