

SEN Information Report

Policy created:	26/06/2019	
First Presented to Governors for approval:	Click or tap here to enter text.	
Proposed Review Cycle/Date:	1 year	
Review History		
Date: 26/06/2023	Date: 04/02/2022	Date: 09/02/2021
Key changes: Click or tap here to enter text.	Key changes: Changes made to the provision on offer and the staffing involved.	Key changes: Changes to the format, staffing and the information given.
Presented to Governors: 31/01/2019	Presented to Governors: Click or tap to enter a date.	Presented to Governors: Click or tap to enter a date.

Up Holland High School

SEN Information Report
Date 04/03/2021

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The kinds of SEND we provided for.

At Up Holland High School, we are committed to our school's ethos of 'Dedicated to Excellence'. In our journey to excellence, we believe that in working together, we can help all students with SEND achieve. With this in mind, all members of our school community contribute to the delivery of this report, which forms part of the local offer for students with Special Education Needs and Disabilities (SEND).

Up Holland High School is a mainstream secondary school. At our school, our students thrive within an inclusive community, which aims to provide an ambitious but supportive curriculum, designed to be adaptable to the needs of all students.

Practice at UHHS is defined by the SEN Code of Practice 2014 6.12 which states:

'Children are identified as having special educational needs (SEN) when they have a significantly greater difficulty in learning than the majority of children the same age or have a disability, which prevents or hinders them from making use of education facilities' (SEND Regulations 2014).

With this in mind, at Up Holland, we work to support students with a wide range of additional needs spanning across the four broad areas of need. These areas of need are:

Cognition and Learning
Social, Emotional and Mental Health
Communication and interaction
Sensory and Physical

How does the school know if children/young people need extra help and what should I do if I think my child/young person has special educational needs?

Many students with SEN will have had formal assessments or diagnoses at primary school. Through our strong transition process, we ensure all relevant information is passed on from our feeder schools, so we are fully aware of each student's needs before they come to Up Holland.

The SENCo or a member of the Learning Support Team will also attend Y6 review meetings and liaise with the families of prospective students.

Similarly, when a child arrives at Up Holland mid-term, we liaise closely with previous schools to ensure we have the knowledge and understanding of each student with SEND in order to put appropriate support in place. In addition to communicating with other schools, in order to further identify any area of need, students are required to undergo the following assessments on entry:

- CAT tests on entry for some identified students
- Reading and spelling standardised assessment (Y7 mostly, although this is open to all students if concerns are raised)
- Baseline English and Maths assessment for Y7 in September and for all other students at the earliest opportunity.

Additionally, any member of staff can make a referral to the SENCo at any point throughout the year, to ensure the student's needs are identified and supported. Likewise, concerns raised by parents and carers will also be investigated and dealt with appropriately. In identifying a Special Educational Need, students may be assessed through:

- Observation by SENCo or other specialist
- Reports collected from the perspective of teaching staff
- Specialised testing, e.g. dyslexia screening
- Referral to external agencies such as an Educational Psychologist

Depending on their level of need, students may have additional support through Learning Support plans and targeted intervention plans, which are reviewed regularly throughout the year, along with the parents and the child. Different staff members may be asked to contribute to these reviews, depending on the support they offer to the students. Predominantly though, these reviews will be done by the SENCo or Learning Support Team.

If a parent has concerns about their child, then there are a number of staff members they can talk to. Whilst, the SENCo would be the main member of staff with whom parents are able to discuss their concerns with, other relevant members of staff include: the Assistant SENCO, the LSA team, Personal Development Managers, Personal Development Tutors, Progress Leaders and classroom teachers.

Parents are able to raise these concerns at any point throughout the year, but are also encouraged to speak to the relevant staff members at Partnership Meetings and Learning Support evenings.

What arrangements does the school make for consulting with children/young people with special educational needs and disabilities about - and involving them in - their education?

If students feel that they are struggling with a specific area of their education, they are able to raise their concerns with the staff who support them, such as teaching staff, pastoral staff or the Learning Support team. Concerns will be listened to and recorded, shared with parents and carers and will be acted on to see if any additional support is required.

Students are invited to take part in their annual reviews, if they have an EHCP. Some students may feel less comfortable than others taking part in the meeting process and if this is the case, their views will be recorded and shared on their behalf.

For students with Learning Support Plans or Targeted Intervention Plans, they are encouraged to contribute to the plans, so that their voice is heard. Likewise, they are also encouraged to attend the review of these plans.

What arrangements does the school make for consulting with the parents & carers of children/young people with special educational needs and disabilities and involving them in – their child's/young people's education?

If we feel that a student has a Special Educational Need, which has not already been identified, parents and carers are informed immediately and a course of action is set out, in order to ensure that the need is identified and appropriate support is put in place.

Annual reviews are held for students with EHCPs in accordance with statutory guidance and parent and carer attendance at these meetings is an integral part of the review process. Advice is provided by the school, external agencies, the student and the parent or carer and is shared in advance of the meeting. Students are also asked to contribute and take part in these meetings, to ensure that their voice is heard.

If students have an EHCP, or any additional learning needs, parents, carers and students are invited to be an active part of the planning process for interventions and are actively encouraged to be as involved as possible in their child's education through regular contact with school.

A parent portal via Synergy is also available for parents to use, to gain an understanding of how their child is coping in school. Additionally, all parties involved with the child are invited to attend parents' evenings, transition evenings and Learning Support Review evenings, in order to discuss their child's education.

Reports are also issued termly and if necessary, parents can arrange to meet with the SENCo, Learning Support Team, or other relevant members of staff to discuss any concerns they may have.

How will the curriculum be matched to my child/young person's needs?

At Up Holland High School, quality first teaching strategies are employed by all teachers in the classroom, to support students with a wide range of needs and abilities. However, we recognise that even with these strategies in place, some students may require additional support. This can be given through classroom based support, from a team of LSAs, or through smaller group or 1:1 intervention sessions, with a qualified member of staff.

This support can take place at any time during the school day, and may be required before or after school. As a school, we prioritise literacy and numeracy based interventions, to ensure students have the skills to access the curriculum and be independent in their learning.

Additionally, students may find it beneficial to have specialist equipment, such as overlays, laptops and pen grips to support their learning. As a school, we are able to offer some of these materials to the students who require them, to allow them access to the curriculum. However, where possible, we do ask that parents purchase some equipment, to support the needs of their child.

When needed, we will also consult with outside agencies to seek advice regarding the needs of certain students, to ensure we are employing relevant strategies to support the students with their learning.

How accessible is the school environment?

Due to the age of the school and the topography of the site, it is not possible to access all parts of the school for wheelchair users. Wheelchair access to school is available via the main entrance to school. There is also a designated disabled parking space towards the science and PE block. Whilst most upper levels of the school cannot be accessed by wheelchair users, there is a lift in the mathematics block. There are four accessible toilets in school and three changing areas are accessible to wheelchair users.

In order to support students who are wheelchair users, reasonable adjustments will be made by ensuring that their classes are timetabled for downstairs classrooms. For students who struggle to navigate their way around the site, these students will be allowed to leave lessons a couple of minutes early, to ensure that they are able to move around the site in a safe manner.

The majority of rooms have good acoustics, as they are carpeted and have window blinds and wall displays. There are speaker systems in most classrooms. Some areas such as the canteen and sports halls are poor acoustically.

Staff are aware of sensory impaired students and provision is made for them through quality first teaching and support from Specialist Teachers. Steps around the school site have been painted using florescent paint to help those with visual impairments travel around school.

How are the school resources allocated and matched to children/young people's special educational needs and disabilities?

How is the decision made about the type and quantity of support my child/young person receives?

Resources are allocated on the basis of need. These resources are usually listed as a required provisions in a students EHCP. However, if a student does not have an EHCP, the

allocation of resources will be determined by the SENCo and the Learning Support Team. Parents will be alerted if their child requires any additional resources and for some resources such as overlays, we do request parental assistance in this area.

As a school, we record additional provision and resources through a provision mapping software via Synergy. Additional resources are also listed on Learning Support Plans and targeted intervention plans, which are shared with parents and updated throughout the year.

With regards to exam access arrangements, teaching staff are required to identify students who they feel have shown a need for additional arrangements in exams. Information is collected by the Learning Support Team and students are put forward for testing. Exam access arrangements are then only given, once the students have qualified through the testing process. Parents are alerted to any arrangements before the GCSE examinations take place.

How will both you and I know how my child/young person is doing and how will you help me to support their learning?

Annual Reviews are held for students with EHCPs and during these meetings, the student's progress will be reviewed. Additionally, for students with an EHCP and for students who are identified as requiring SEN support (K), progress is reviewed termly, in line with subject assessments. Students are tracked by Progress Leaders and by the Learning Support Team. For those who are below target in specific areas, appropriate action is taken and parents are alerted to this.

Reports are shared with parents and carers three times during the school year, and parents also have the opportunity to meet with classroom teachers, Progress Leaders and the Learning Support Team at Partnership Evening. Learning Support Review evenings also take place termly, and parents are invited to attend these meetings to discuss the progress of their child. Furthermore, parents also have access to the parent portal via synergy, which they can use to monitor how their child is doing on a day to day basis.

Parents can also request a meeting with the SENCo, Learning Support Team and other relevant members of staff to discuss any concerns they have related to progress.

What training have the staff supporting children/young people with SEND had or may they have?

What specialist services or expertise are available at or accessed by the school?

Staff who work within the Learning Support Team undergo regular training, with regards to supporting students with a wide range of needs. To ensure that staff are aware of medical conditions, training is offered to the whole staff body each year. The Learning Support Team are also responsible for providing in house training for all teaching staff and information relating to conditions is shared regularly throughout the year.

If a student were to join us, with us having no prior understanding of their condition, we would engage with relevant agencies and professionals to ensure the relevant training is given.

At Up Holland High School, we are lucky to have a number of trained staff, who hold the following qualifications:

Miss M Potter - National Award for Special Educational Needs and Disabilities

Mrs E Davis- HLTA Status

Mrs K Foster - Trained in the delivery of The Prince's Trust

Miss M Bibby – Trained in the delivery of The Prince's Trust

As a school, we also have access to a school counsellor, who is able to work with students who are suffering with mental health conditions and bereavements.

How will the school prepare and support my child/young person to join the school, transfer to a new school or the next stage of education and life?

We appreciate that moving on from high school is something which needs to be carefully planned, especially for our learners with SEND. In order to ensure that our students are fully prepared for life after Up Holland, we ensure the following:

- Y9 option choices are overseen by the SENCo and Learning Support Team to ensure that students are making choices which will give them the best opportunities when they leave school.
- Each student receives careers support via careers interviews and this is discussed at the annual reviews in Years 9, 10 and 11 for students with EHCPs.
- Y10 work experience is essential for all students and placements for students with SEN are carefully considered. Both parents and students are asked to contribute to the planning of such placements.
- Students are provided with numerous opportunities in KS4 to visit post 16 providers. In some cases, the SENCo will attend these visits.

- 1:1 tours of colleges can be arranged by the SENCo. Parents are also welcome to attend these visits.
- The SENCo will communicate any additional needs with perspective colleges and other post 16 providers to ensure that the needs of the students are communicated and understood well in advance.

How will my child/young person be included in activities outside the classroom, including school trips?

Up Holland High School operates an inclusion for all policy and with this in mind, all students are encouraged to participate fully in activities and trips and will be provided with the necessary support to allow them to do so.

Information regarding trips and activities is posted on the school website and parents and carers receive details via mail. Most residential educational visits are preceded by a parents' meeting to convey relevant information and offer the opportunity for individual concerns to be addressed.

Staff will consult with parents/carers and, if necessary, health professionals to ensure individual needs can be met. Any additional advice, will be disseminated to the staff leading the activity in order for it to be incorporated into the Risk Assessment.

During the school day, there are a number of extra curricular activities available for students to try and the Learning Support Team encourages the attendance of students with SEND. For students who require a nurturing environment during these social times, Phoenix is a space which is open for students to come and eat their lunch and socialise with their peers.

What support will there be for my child/young person's overall well-being?

The first point of contact for all students is their personal development tutor, who supports their well-being on a day to day basis. However, some students benefit from additional support and this can be offered by:

- Director of Standards, Behaviour and Attitudes and Lead for Looked after Children: Mrs R Bond
- Lead for Behaviour and Attitudes: Mr S Priestley
- Deputy for Behaviour and Attitudes: Mr J Callaghan
- Designated Safeguarding Leads: Mrs R Bond, Mr S Priestley, Mrs M Davidson, Mrs R Carty, Mr D Hurst, Mr J Whittle and Mr D Wise
- Personal Development Managers: Mrs M Davidson, Mr D Hurst, Mr J Whittle, Mr D Wise and Mrs R Carty
- SENCo: Miss M Potter

- Assistant SENCO: Mrs E Davis
- Line Manager for SEN: Mrs R Bond
- Attendance officers: Mrs L Lowery and Miss R Baldwin
- Learning Support Assistants: Mrs A Cudworth, Mrs K Hankinson, Mrs S Riley, Miss M Bibby Mr A Jolley
- Counsellor: Mrs V Kay
- Neurodiverse therapist: Ms L Wall

For students who require medicines, these are locked away and administered only by the staff who are qualified to give them. Any medicines will only be given to students who have signed consent from a parent or guardian and verbal consent must also be given. For students who have more complex health needs, a health care plan may be required.

Phoenix and The Wellbeing Hub are spaces which can be used in school to support students with their behaviour and attendance.

Any incidents of bullying are recorded and are passed onto the pastoral team, who will deal with them effectively.

Students with SEN are encouraged to contribute to all parts of school life and are further encouraged to apply for school council positions.

How do you evaluate the effectiveness of the provision made for children and young people with special educational needs?

The effectiveness of the provision is reviewed termly and appropriate strategies are put in place to ensure the provision for students remains strong.

KS4 GCSE data is scrutinised at the beginning of each academic year and is shared with all teaching staff.

A termly Student Voice is carried out with students and students are selected based on the SEN departmental priorities.

The Leads for the Learning Support Team meet regularly with the SEN link governor to keep them updated about the provision we are offering to students.

How do you involve other bodies, including health and social services, local authority support services and voluntary organisations, in meeting the needs of children/young people with SEND and in supporting their families?

Relevant professionals are invited to take part and contribute towards the EHCP annual reviews. The support of services involved with students are also drawn upon when required.

As a school, we have support from CAMHS, the Lancashire Educational Psychology service and the school nurse. We also have a school counsellor on site, who the students are able to see by appointment.

What arrangements do you make in relation to the treatment of complaints from children/young people and their parents/carers with special educational needs concerning your provision made?

If you should have any concerns or complaints regarding the treatment of your child or the provision available to them, you should contact school immediately and make an appointment to see Miss M Potter (SEnCo) . All complaints will be dealt with seriously and sensitively in order to support the needs of the child and their family.

For more information on this process you can find the school's complaints policy on the school's website. Alternatively, you can access it through the following link:
<https://uhhs.uk/schooldata/pages/policies/2019-2020/Complaints%20Policy.pdf>

Where can I find information on where the local authority's local offer is published?

Our Local Offer - <https://uhhs.uk/quick-links/quick-links/send-local-offer>

Lancashire County Councils Local Offer - <http://www.lancashire.gov.uk/send>