



SEN Information Report

2019-20

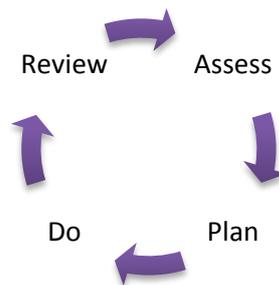
SEN Governor: Steve Riley

Local Offer Contribution: Go to the bottom of our school website homepage (www.wooltonhighschool.co.uk) to view our local offer.

Our Approach as a School:

High quality teaching and additional interventions are defined through our person-centred planning approach across the school contributing to our provision management arrangements. These processes help us to regularly review and record what we offer all children or young people in our care and what we offer additionally. We have high expectations amongst staff about quality teaching and the application of a differentiated and personalised approach to learning. This report will promote how we underpin practice across our classrooms, pastoral care and support arrangements.

Underpinning ALL our provision in school is the **graduated approach** cycle of:



All teachers are responsible for every child in their care, including those with special educational needs.

Assess: Information about a pupils strengths and needs will be received in school from their previous educational setting, and parental views on the admissions forms. The progress of all pupils is monitored regularly by class teachers and the senior leadership team, through the use of formal and informal assessments. The school has a 3 weekly progress tracking system so early identification is made when a pupil is not making expected progress. Their level of need is reported and discussed with parents/carers and the pupil concerned.

Plan: Class teachers plan lessons that are differentiated to meet the needs of all pupils in their class. Lessons are organised into small groups in order to focus the teaching and learning potential. Groups are supported by a key adult, either the class teacher or Learning Support Assistant, to foster effective independent learning. Class teachers will liaise with the Head/Deputy Head, Safeguarding Officer, for additional advice or support. If school and parents/carers agree that further advice is needed, a referral will be made to a specific outside agency such as the Educational Psychologist, CAMHS, or ADHD/ASD specialists. A referral will not be made without parental permission. Progress is monitored closely to measure the impact of interventions.

Do: We want all pupils to make good progress, whatever their starting point when they arrive at our school. We set realistic targets for pupils and the progress made towards these targets is reported to parents every term. We have specific literacy and numeracy interventions taking place every week. Woolton High School provides high quality teaching, which includes effective feedback and a colour-coded marking scheme to ensure that pupils' needs are met within the classroom. Subject teachers are responsible for all the pupils they teach.

- A broad and balanced curriculum is provided
- Use of AEN information and targets to differentiate work
- Additional support is deployed in all teaching areas e.g. LSAs
- For those pupils identified as needing additional help, 1-1 support may be provided throughout the school day.
- Withdrawal in small groups and 1-1 support for pupils exhibiting difficulties in literacy
- We have a separate engagement centre where pupils go if they are at risk of exclusion.
- Governors play an active role in strategically monitoring the quality of our teaching and learning.
- Learning walks and lesson observations take place on a regular basis (Head, Deputy & Governors)
- Pupils' targets are monitored and reviewed on a 3 weekly basis by teaching staff and the senior management team.
- Learning mentors monitor EHCP targets on a regular basis
- Annual Reviews of EHCP's/Statements and PEP's are co-ordinated by the school SENCo team.

Review: The progress of pupils is tracked using the school's assessment procedures. The progress of pupils is monitored closely by staff and the effectiveness of any extra support or interventions is measured using classroom observations. We have two teams that monitor progress, achievement and behaviour. These teams meet every 2 weeks to discuss pupils, what's working well, and what can be done to improve progress and behaviour. Pupils are set short term targets, which are reviewed every 3 weeks and outcomes recorded.

The delivery of the interventions will continue to be the responsibility of the classroom teacher and senior management team. All EHCP's/Statements will be reviewed annually. The parents/guardians, the pupil and professionals will be invited to consider the progress made by the pupil in achieving targets set and whether any amendments need to be made to the EHCP/Statement. Pupils participate in their Annual Reviews by:

- Attending their review meetings
- Offering their opinion and advice in the setting of outcomes
- Discussing their achievements / concerns / issues in advance of the review meeting with parents / guardians or others as appropriate.

The SENCo team will then discuss the outcome of the review and inform the LEA. For KS4 Annual reviews our aim is to provide clear recommendations as to the type of provision required Post 16. Support is available from an independent information advisor to provide clear guidance as to the best possible career choices/college placements available for our pupils on leaving school.

Having consulted with the young person and their parents/guardian, all our additional provision (internal or external) is based on an agreed outcomes approach and these are discussed with the professionals that offer the support to your child/young person and hold both our internal/external providers and ourselves to account.

Each half term a pupil needs sheet is passed to all teaching staff. This document is an updated overview of each pupils' specific needs. This helps teachers to have a better understanding and awareness of what is currently happening in the child's life.

SEN Needs:

Children and young people's special needs are generally thought of in the following four broad areas of need and support:

1. Communication and Interaction

The provision we provide for young people who find it difficult interacting with the people and the world around them:

- Teachers adapt what they are teaching to best match the pupil's needs
- Support programmes are put in place to help pupils build communication and interaction skills
- Teaching staff use things in the classroom to help the pupil understand or deal with things that are happening, for example:
 - ❖ Visual timetables displayed around the school and also shared verbally
 - ❖ Learning objectives, lesson introductions and learning activities shared verbally and displayed on the whiteboard
 - ❖ Task boards
 - ❖ Spelling Walls
 - ❖ Social stories
 - ❖ Stages of learning wall
- Advice from professionals and specialist staff in school is provided to adults working with the pupils
- Instructions are broken down to include small steps and also repetition of verbal instructions, if necessary.
- Seating plans are used to give pupils the best opportunity to learn in a safe and secure environment
- Marking is shared verbally and written in books
- Praise meeting every week to feed back positive comments and rewards
- A behaviour monitoring system is in place that rewards pupils for good behaviour and attendance.

2. Cognition and Learning

Information on learning needs of children and young people is distributed to all relevant staff and can be accessed on the school assessment system. Teachers are aware of how the curriculum should be differentiated for pupils with different learning difficulties such as MLD, ADHD, ASD, and Dyslexia. Teachers take responsibility for acting upon information around relevant pupils and are provided with a 'needs sheet' for every pupil.

Teachers and support staff adopt strategies identified by the SENCo team and/or specialist to support individual needs of pupils to include:

- extra thinking time for responses to questions or contributions to class discussions

- extra time to complete activities
- opportunities for revision and overlearning
- strategies to develop and extend listening and attention
- clear classroom routines supported by the use of visual aids, including object cues, gesture, to support understanding and development of language
- regular planning of specifically differentiated work to ensure effective inclusion in all areas of the curriculum
- focused, small group work within classroom; programmes to help with sequencing and organisational skills
- strategies to support problem solving and development of concepts
- activities to assist with reading, spelling and fluent handwriting
- opportunities to develop word processing skills
- strategies to assist those with poor working memory skills and retention, such as individual visual timetable

3. Social, Emotional and Mental Health

There is a whole school awareness of the link between behaviour and learning. All staff understand the broad continuum of SEMHD needs (ranging from extreme acting out to acutely withdrawn behaviour) and are able to highlight concerns where appropriate. All staff use a range of assessment tools to assess pupils with SEMHD, taking account of relevant factors beyond the classroom. We promote positive behaviour, based on positive reinforcement, which is applied consistently by all staff.

School ensures the use of sanctions for inappropriate behaviour without compromising a pupil's entitlement to a broad and balanced curriculum. All staff model the behaviour and social skills they want children and young people to use. There is mutual support between parents/carers and school in supporting the development of our pupils with social, emotional and behavioural development. The curriculum for PSHE is well established and addresses the development of social skills, the management of emotions and an understanding of appropriate behaviour.

We recognise the stress and difficulties that a pupil with SEMH can experience and try to take positive action to support them in the following ways:

- Rewards and recognition of progress (weekly praise meeting)
- Individual or small group support time; Additional support available for unstructured times e.g. lunch time clubs
- Regular sharing of information with parents/carers
- Children and young people aware of who they can go to should they need support (some have learning/behaviour mentors)
- We have reward trips every half term to help build confidence and self-esteem

Sensory and/or Physical Needs

- A pupil with a disability may find it difficult to manage their everyday life without some sort of support. They may have hearing or visual difficulties, physical disabilities or other medical needs. Some difficulties may include:
 - Hearing what others in the classroom or school setting are saying
 - Reading words on books, worksheets or whiteboards that are not made bigger or changed to help them
 - Support the use of medication when required.

We can access professional advice from specialist staff and outreach services to enable us to support and monitor pupils having difficulty learning a varied curriculum.

(Reference: SEN Policy <http://wooltonhighschool.co.uk/policies/>)

As of Oct 2017 we have 62 children or young people receiving some form of SEN Support.

We have internal processes for monitoring the quality of provision and assessment of need. We have regular teaching observations and learning walks by the head teacher, governor or school improvement partner. Data analysis is ongoing to monitor:

- the delivery of taught provision
- early identification of underachievement
- opportunities pupils have experienced
- academic standards achieved

We also provide opportunities to ensure that the pupil and parent/carer voice is being heard and to respond to feedback from them.

Co-producing with children, young people and their parents

Involving parents and learners in the dialogue is central to our approach and we do this through:

Action/Event	Who's involved	Frequency
Annual Reviews	SENCo team, Parent/Carer, Pupil, outside agencies	Annually
PEP's	SENCo team, Parent/Carer, Pupil, S.W., other outside agencies	Every 6 months
LAC Reviews	SENCo team, Parent/Carer, S.W., other outside agencies	Vary for each child
Termly Academic Reports	Teaching staff / T.A's / Head teacher	At the end of the Autumn, Spring, Summer Terms
Written letters	Senior Management / Teaching Staff / Admin Staff	When necessary
Telephone call	Senior Management / Teaching Staff / Admin Staff	When necessary
E-mail	Senior Management / Teaching Staff / Admin Staff	When necessary
Text	Senior Management / Teaching Staff / Admin Staff	When necessary

Staff development and Qualifications

We are committed to developing the on- going expertise of our staff. We have current expertise in our school:

Initials of person	Area of expertise	Level of Qualification (<i>i.e. Masters, NVQ, Degree, HLTA</i>)
SP	Head of Pastoral Care	Degree, NVQ for RNA, NVQ Assessors Award / NPTA.
MC	AEP / Vocational Ed.	Head teacher

Staff deployment

Considerable thought, planning and preparation goes into utilising our support staff to ensure children achieve the best outcomes, this includes for them to gain independence and are prepared for adulthood from the earliest possible age.

Finance - Pupil Premium

The allocation for the 2018-19 financial year was £56,097.50

Proposed interventions to support improved progress and attainment for 2019-20

Allocation

In the 2019-20 financial year, Woolton High School will receive the following funding:

Funding allocation: £54,425.00

This funding will continue to support the projects; personal allowances and resources identified by the school to improve the attainment of our young people.

Summary:

The main barriers to educational achievement faced by eligible pupils at Woolton High School are:

Neurodevelopmental conditions

- Attention Deficit Disorders (ADHD)
- Autistic Spectrum conditions (ASC)
- Specific Learning Difficulties (SLD)
- Post-Traumatic Stress Disorder (PTSD)

Internal Barriers to future attainment

- Perception of self-esteem in relation to learning
- Low reading ages and numeracy ages
- Avoidance behavior impacting on school routines
- Pupils on AEP accessing English and Math's support

External

- Attendance rates

- Involvement with Multi-agency and Crime prevention agencies
- Mental Health issues

Intended outcomes and success criteria

Outcome	Success Criteria
Increased self-esteem in relation to Learning	Engagement with learning especially English and Math's
Increased in reading ages	Through the use of Phonics Program increase in reading ages of pupils with <7 Reading age
Decrease in avoidance behavior	Through assertive mentor and house system a decrease for pupils identified as below progress for behavior and attainment
Pupils accessing English and Math's support	Pupils attending AEP and accessing school throughout the week for specific Math's and English lessons.

Strategy for monitoring individual Pupil Premium expenditure; achievement and progress.

A tracking document has been created in the school information management system (SIMS) to give every pupil on roll an individual personal page. This document has made it possible to monitor pupil progress and achievement. It will also show itemized individual Pupil Premium expenditure for LAC.

Extending our school approach we have very strong links with multi-agency professionals. We believe this has benefited our children/young people and their families in the following ways:

School External Partnerships and Transition Plans

We have a very effective multi-agency Team around the School (TAS) which meets half-termly to identify support for pupils and to monitor developments in relation to our most vulnerable children.

All pupils that leave Woolton High are well supported to access post-16 destinations.

Complaints

Our complaints procedure can be accessed through the school office.

Up to October 2019 we have had one complaints

What has worked well or improved

- Governors and school leaders ensure that the arrangements to safeguard young people are robust and are appropriately quality assured.
- The school has ensured that the vast majority of learners are supported to transition to training, education or employment. 100% of 2019 leavers were supported to gain further education placements.

- The majority of learners left in 2019 with a qualification in English and Maths together with a vocational qualification.
- The vast majority of learners who followed the school based curriculum left in 2019 with functional skills level 1 in English and Maths.
- The vast majority of learners who followed the school based curriculum left with a GCSE qualification in English and 80% with a GCSE in Maths, together with three further BTEC qualifications. In addition, pupils achieved further vocational qualifications. These pupils achieved an average capped point score broadly in line with the 80th percentile (National Progression Guidance) and what was predicted by FFT.
- The majority of learners make a minimum gain of 24 months in reading and spelling based upon standardised assessments on entry. The development of reading buddies and a phonics led programme has supported pupils to improve both their reading and leadership skills.
- An analysis of pupil progress in different subjects across year groups indicates that the majority make and exceed expected progress (95th percentile CASPA data analysis – ignoring category of need).
- The majority of pupils with free school meals, looked after children and from ethnic minorities do as well as their peers. School leaders and governors have effectively targeted pupil premium funding and evaluated its impact.
- The school meets all its statutory requirements in respect of safeguarding training and safer recruitment. Pupil and parental voice confirm that the school provides a happy and secure environment where the majority of young people thrive.
- The school's multi-agency partnership work is outstanding and a strength of the school. The school has developed a multi-disciplinary team around the school approach and is pivotal to developing services locally for vulnerable young people.
- The school monitors attendance and behaviour data effectively. We have a dedicated attendance/safeguarding officer in school. There is evidence to demonstrate the majority of pupils' behaviour improves over time. The school challenges pupils to improve their attendance and there is evidence that attendance improves over time.
- The school works tirelessly to engage all pupils and particularly those who are disaffected and disengaged. There is evidence that young people's attitudes to learning improve over time and the vast majority leave school effectively prepared for further education placements.
- The school has focused its professional development around improving the use of assessment to inform young people's next steps. Teachers and support staff have a deep understanding of individual children's needs, which is based upon effective ongoing assessment. The school moderates its teacher assessment both internally and externally to ensure it is secure.

- Over time the School Improvement Partner has carried out a number of joint observations with the head teacher. Lessons are characterised by positive relationships at every level, clear behavioural boundaries, effective routines, sound subject knowledge by teachers and embedded assessment for learning opportunities. The school has used its learning hubs to discuss elements of outstanding teaching including effective questioning and differentiated activities.
- The school's curriculum is effective at developing pupils' social, moral, spiritual and cultural education. The school supports young people to become more emotionally resilient, to develop leadership qualities, to learn how to stay safe and how to respect diversity within the community. The school's enrichment programme is outstanding and a strength of the school.
- The school has worked effectively to strengthen governance and leadership at all levels. There is clear evidence of the governors providing effective challenge to support the school to improve further and focus on the impact of its activity. The school has a strong relationship with the Local Authority and Local Safeguarding Children's Board and makes an effective contribution to their work. The school works effectively with its Local Authority School Improvement Partner.
- School leaders and governors have ensured a compelling vision for the school which at its heart has a caring and inclusive ethos that promotes the achievement of all. There is strong accountability at all levels which promotes high expectations for learners and professionals. This has enabled the school to make significant strides since the last inspection, particularly the remodelling of its curriculum and provision.
- The school has developed effective systems for monitoring the quality of teaching and assessment and tracking pupil progress and interventions together with behaviour data. House meetings and assertive mentoring strategies are well defined to ensure data is used effectively by everyone and by school leaders to inform the school's self-evaluation and current priorities. The head teacher reports to governors after each cycle of lessons observations or learning walk to evidence how learning and teaching strategies are becoming embedded.
- Governors are becoming increasingly skilled at interrogating the impact of the school's work. There is a relentless focus on achieving outstanding outcomes for all learners.
- Pupils are now able to study a broad range of subjects, including vocational subjects. At Key Stage 4 some pupils follow a school based curriculum and are taught Maths, English, Science, PE, Business Studies, and ICT to GCSE or BTEC Level. Some will take functional skills qualifications. Some will have the opportunity to achieve accreditation towards a vocational qualifications in Construction, Joinery, Painting and Decorating, Sports coaching and First Aid which are taught in dedicated areas. A small number of pupils attend Alternative Education Provision but are encouraged to attend school each week to gain attempt to qualifications in English and Maths.

What needs to be developed?

- Develop a new assessment system for monitoring progress due to life after levels.

- Continue to develop the vocational curriculum and work related experiences.
- Continue to strengthen governance and pupil voice.
- Develop a new school report to monitor EHCP outcomes and feed back to parents

Relevant school policies underpinning this SEN Information Report include:

- SEN Policy
- Teaching and Learning Policy
- Marking Policy
- Equal Opportunities Policy

Legislative Acts taken into account when compiling this report include:

- Children & Families Act 2014
- Equality Act 2010

Date presented to/approved by Governing Body: 16th September 2019

To be reviewed in September 2020