

The Elton High School

SEND Information Report 2023/2023

Vision Statement :

'To develop in students a love of learning that enables them to fulfil their potential and support them to become articulate, resilient, socially aware individuals.'

Quality, Care, Integrity.

Children and Families Act 2014 – SEND Information Report

The Special Educational Needs and Disability Code of Practice (June 2014, updated May 2015) places a duty on local authorities to publish a Local Offer, setting out in one place, information about provision available across education, health and social care for children and young people who have SEND or who are disabled.

This document has been taken from Bury Council, Children Services framework and sets out the Local Offer at The Elton High School.

1. The types of Special Educational Needs and Disabilities for which provision is made at The Elton High School.

All children in school receive quality first teaching; this means that a range of teaching and learning styles and appropriate learning objectives are set for all children with a curriculum matched to their needs. Some children may present with difficulties in accessing learning, and may need provision that is additional to and different from the whole class differentiated teaching approach, in order for them to access the learning and make progress.

This may mean they have a Special Educational Need or Disability (SEND) which are categorised into four broad areas according to the 'Code of Practice':

- Communication and interaction
- Cognition and learning
- Social, Emotional and Mental Health
- Sensory and/or physical needs

The purpose of identification is to inform what action is necessary to meet needs, not to fit a pupil into a category. It is recognised that individual children or young people often have needs that cut across all these areas and these needs may change over time. A detailed assessment of need will ensure that the full range of an individual's needs is identified, not simply the primary need.

2. The school's policies for the identification and assessment of pupils with special educational needs and disabilities.

Effective provision improves long term outcomes for students. We have a clear approach to identifying and responding to SEND. This is built into the overall approach to monitoring the progress and development of all pupils and the school regularly reviews and evaluates the breadth and impact of the support they offer or can access.

Identification is initially done through liaison with feeder primary schools, Local Authorities and outside agencies in order to adopt a strategic and joined up approach to meeting the needs of the student.

The SENDCo will also attend transitional reviews, and where appropriate, will meet prospective pupils' parents.

Close monitoring of:

- Data that is collected from KS2 results
- On-entry testing in Y7 determines the reading and spelling age of the child
- Older pupils transferring from other schools will be assessed using a WRAT 5 to determine their word reading, reading comprehension, maths computation and spelling ability
- Regular summative and formative assessments in line with EHS assessment policy
- Edinburgh Reading Test scores
- Access Reading Test scores
- MALT scores
- Liaison with parents, staff and outside agencies
- On-going assessment throughout the students' time at Elton High School using grade card data
- Observations in lessons
- Liaison with staff e.g. Behaviour Mentors, Learning Co-ordinators, Form Tutors, Teaching Assistants
- Annual Review meetings
- Social Services/CYPiC (Looked after) team/TAS meetings
- The Early Help Delivery model, developed through the Multi Agency Trust Partnership

will determine whether the student has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age.

3. Information about the school's policies for making provision for pupils with special educational needs.

How the school evaluates the effectiveness of provision.

All students are monitored through the progress tracking system. These are reviewed by members of the Curriculum Support Department to ensure that progress is made by SEND students. If insufficient progress is being made then interventions are put in place.

These are regularly monitored with feedback given to both students and parents on attainment and progress. As part of the SEND and Pupil Premium (PP) audit and cost effectiveness the value for money for any programmes used are undertaken.

Feedback through regular Pastoral, Curriculum Support and Head of Department team meetings. Parents are informed of the results of testing and any proposed support is discussed with them.

As well as subject by subject tracking, all pupils registered as K (SEND support) or EHCP (Education Health and Care Plan) are additionally tracked by the Curriculum Support Department. All support programmes are reviewed and the impact they have had on student progress.

The school's arrangements for assessing and reviewing the progress of pupils.

The quality of teaching for pupils with SEND, and the progress made by all pupils, is a core part of the school's performance management arrangements and its approach to professional development for all teaching and support staff. School leaders and teaching staff, including the SENDCo, identify patterns in the identification of SEND, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching.

The school's approach to teaching pupils

The Elton High School has a child-centred inclusive approach to education. The school is committed to ensuring all students receive a high quality education and realise their academic potential regardless of any challenges they may face.

Students with additional needs are educated in the classroom as part of this inclusive strategy, but will receive intervention and support on a personalised and individual level.

How the school adapts the curriculum and learning environment.

Every teacher is a teacher of students with Additional Needs and every young person has an important role to play in the school community. Staff differentiate work to remove any barriers that may prevent the students from fulfilling their potential. All staff are made aware of strategies to meet the individual learning needs of the student and support them to achieve their outcomes. It is important to keep young people and their families at the heart of the decision making and structured conversations to ascertain pupil's views take place. Pupil Profiles, Passports are designed using the advice of parents and professionals to support teachers to meet the needs of the students.

Elton High School has the same academic, technical or vocational ambitions for all learners. The curriculum is designed to be ambitious and to meet their needs and most learners study the full curriculum. We ensure this by teaching the full range of subjects for as long as possible. Some students however do Entry-Level English and Maths and follow the ASDAN (Award Scheme Development and Accreditation Network) Personal Development Programmes.

From year 9 onwards, all students, as part of inclusive practice, receive support with option choices, careers guidance, further education and employment or training. Students who face additional challenges will receive more support to ensure that their aspirations are achieved and alternative pathways will be considered as necessary.

Additional support for learning that is available to pupils

Some students whose needs are outlined in an Education, Health and Care Plan receive the necessary support to meet the detailed outcomes of their plans. They will have a personalised support programme with focus on meeting their specific needs.

This can be through

- in class support from a teaching assistant,
- SpLD specialist teaching,
- group reading intervention with a HLTA,
- targeted, research based interventions,
- peer reading,
- homework club,
- social skills,
- counselling and
- mentoring.

The effectiveness of these research-based interventions is monitored and as part of the graduated response, additional advice from other professionals is requested if required.

All children are assessed and interventions carefully planned, delivered and reviewed as required by the SEND Code of Practice 2014. The success of the programmes and student's progress and attainment are regularly monitored and shared through a variety of methods: whole school, subject and through Curriculum Support.

Regular interim reviews are held for all children who are at 'School's Support level' and students whose needs are outlined in Educational Health and Care Plan have a formal annual review during the school year. This gives parents/carers and

teachers opportunities to formally discuss progress and propose amendments to learning programmes.

All children benefit from High Quality Teaching And Learning and reasonable adjustments will be made in lessons.

Wave 1 Support, for example, gives:

- Access to ICT
- Assessment for Learning (AfL)
- Differentiated curriculum planning, activities, delivery and outcome e.g. simplified language, keyword lists, visual aids/modelling
- Enrichment sessions during lunch time
- Exam Booster classes
- Increased visual aids/modelling
- Multi-sensory learning aids
- Progress reports
- Revision classes
- RSE/PSHE classes
- Care plans
- Strategies to benefit Visual, Kinaesthetic and Aural Learners
- Timeout card
- Use of symbols (environmental clues, signs, location systems, picture/object exchange)
- Use of writing frames/graphic organiser
- Whole school /class rules
- Whole school/class reward and sanctions systems
- Whole school behaviour policy.

Support is mapped across the school using a 'Provision Map'. Should students require specific strategies to bridge gaps, research-based interventions will be applied in order to meet their needs.

Students may benefit from Wave 2 support, for example:

- Additional fine motor skills practice
- Appropriate resources
- Barington Stokes reading books
- Coloured coded timetables
- Connexions
- Educational Psychology Service input/assessments
- Handwriting programme
- In-class, Special Support Assistant support
- In-class teacher support
- Involvement of Education Welfare Officer (EWO)
- Safeguarding Officer
- Looked After Children (LAC) and Personal Education Plan (PEP) meetings

- Overlays, coloured paper or coloured exercise books to assist children who have Scotopic Sensitivity Syndrome (Irlen's Syndrome)
- Paired /buddy reading
- Pastoral Team involvement
- Pupil Profiles
- Restorative practice
- Reflect and Resolve, including 1 to 1 counselling session
- Social Skills programme
- Targeted professional Counselling

Targeted catch up or adapted programmes:-

- Numicon
- Key Workers

How the school enables pupils to engage in activities together with children who do not have special educational needs.

The Elton High School has a child-centred inclusive approach to education. The school is committed to ensuring all students receive a high quality education and realise their academic, emotional and social potential regardless of any challenges they may face. Staff have a good understanding of inclusive practice and diversity is celebrated amongst the staff and students.

Support that is available for improving emotional, mental and social development of pupils.

It is imperative that the positive mental health of all students is maintained and each person feels that their contribution to the community is valued in order to improve wellbeing. There is a comprehensive Student Support system in place at Elton High School. Students are placed into forms and have a form tutor who is responsible for day to day pastoral care. Each Year Group is overseen by a Learning Co-ordinator and linked to the Deputy Head (Mrs Johnson).

The Student Support team uses a structured cycle of support system of APDR to provide a graduated response to support students with Social Emotional and Mental Health (SEMH). They work closely with the local authority bodies who can offer advice or work with a student. There is also a rewards and sanctions system that supports positive behaviour for learning. Programmes such as Zones of Regulation are also in place for all students to access.

The department has a supervised resource base which has a nurturing environment. Vulnerable students can access this room at break and lunchtime taking part in social activities. Interventions and mentoring take place before school, during the day and after school.

4. The name and contact details of the school's SEND coordinator.

Ms Joanne Leighton (SENDCo)
leightonj@eltonhigh.bury.sch.uk

The Elton High School
Walshaw Road
Bury. BL81RN 0161 763 1434

5. Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.

The children benefit from the expertise and professionalism of all staff. The Curriculum Support Department is made up of:

Mr David Wilson, Assistant Headteacher/SEND link and Designated Teacher for LAC.

Ms Joanne Leighton, SENDCo

- BA (Hons) QTS
- National Award for Special Educational Needs and Disability (NASENCO).

3 HLTA and 11 Full-time equivalent Learning Support Assistants at Level 3.

As part of the LEA procedures for meeting needs in school, the SENDCo meets with other professionals 6 times a year, to seek advice on individual students. If students are still not making expected levels of progress, the Assistant Head will seek further support from the LEA through strategically planned Partnership Meetings. School liaises significantly and extensively with the LEA Additional Needs Team, SEN team and a multitude of Health and Social care providers to seek advice and guidance to support students.

The SENDCo will keep abreast of any local and national updates and disseminate this information to all staff throughout the school through drop in sessions and targeted in house training and workshop sessions.

6. Information about how equipment and facilities to support children and young people with special educational needs will be secured

Elton High School has excellent safeguarding procedures embedded to ensure that all students, staff and visitors have a safe environment. The school is newly built following legislative guidelines to ensure that it is accessible for wheelchair users

and reasonable adjustments have been made to support the enabling of most persons. We work closely with specialist professionals including the sensory impaired teams, occupational health and physiotherapy services who provide or loan specialist equipment.

Further assistance is secured via the Additional Needs Team who provides advice concerning the equipment needs of individual children. Loans or purchases are then made according to specific needs. This is used and stored in line with Health and Safety protocols and is maintained regularly by the appropriate persons.

Students with both aural and visual impairment are taught at the school and their needs are met on an individual needs basis in liaison with the Bury Sensory Needs Team.

7. The arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child.

Elton High School recognises the importance of strong home-school links in improving outcomes for students. Meeting the needs of the child and parents is very much part of the decision-making process. Formal and informal interactions are necessary to identify clear outcomes and review progress towards them, discuss the activities and support that will help achieve them, and identify the responsibilities of the parent, the pupil and the school. Information regarding progress is shared three times over the year through the grade card system and annual parent's evenings, where the SENDCo is available.

8. The arrangements for consulting young people with special educational needs about, and involving them in, their education.

Structured conversations between staff and students are highly valued at the Elton High School and enable students' opinions and thoughts to be at the centre of decision making. Pupil Centred Reviews are integral to meeting the needs of students. Students' views are sought through the student council and through student voice, enabling feedback on the effectiveness of support provided.

Students are also able to provide feedback at parents' meetings and annual reviews. Many students have a key worker or mentor allocated to them who is another point of contact for them to voice any concerns they have.

9. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the School.

The school's complaints procedure is published on the school's website.

<https://eltonhigh.bury.sch.uk/policies/>

10. How the governing body involves other bodies, including health and social services, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils.

Governors have oversight of the various bodies the school liaises with to support students with SEND in the school. The SENDCo informs the Governing Body at least yearly of the educational needs of students, reports on their progress, and updates on changes to the services available as listed in the Local Offer.

11. The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with section 32.

There are many services to support children and families and further information can be found <https://www.theburydirectory.co.uk>

12. The school's arrangements for supporting pupils with special educational needs in a transfer between phases of education or in preparation for adulthood and independent living.

The Elton High School has an extensive transition programme in place both for students joining the school, and those moving on to further education. Once a student has been accepted on roll the transition process begins and can include the following:

- A member of staff will visit all primary schools
- Data and information is collected about assessment, progress, attendance, friendship groups, behaviour and other learning needs
- The SENDCo attends the annual review of any child with a statement or EHCP
- Transition days are arranged so pupils can meet other members of their form, form tutor and experience a day in school
- An extra transition day is also arranged for students that have been highlighted as vulnerable, have additional needs or have an EHCP
- Further visits to school can be arranged on an individual basis, as required
- Students are welcome to attend Summer School activities which take place in the Summer Holidays.

For those pupils in KS4 with SEND preparation for Post 16 may involve the following:

- Year 10 taster days at college
- PHSE student development days include mock interviews, college applications, CV writing

- Careers interviews with a personal advisor
- Annual review meetings
- Transition visits to college
- SENDCo liaison with the college.

13. Information on where the local authority's local offer is published.

www.bury.gov.uk; (accessed via the school's website also)

Address:

Town Hall

Knowsley Street

Bury

Lancashire

BL9 0SW

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