

SEND Report V5

The School firmly believes that each student should be given equality of opportunity to achieve their full potential – spiritually, academically and socially – by recognising the uniqueness of each individual and providing a rich and varied learning experience for all. Each student, regardless of their ability, is entitled to a broad and balanced curriculum offered which is relevant to their educational needs.

Head of Inclusion and SENCO: Mrs K Rice
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Assistant SENCO: Mrs J Baryla
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WHAT DO I NEED TO KNOW IF MY CHILD ALREADY HAS SPECIAL EDUCATIONAL NEEDS?

The SEND Code of Practice (2014) focuses on outcomes for young people and engaging parents, families and carers. If your child's special educational needs have been identified at primary school, this information will be passed on to our Inclusion team during the transition process. At the Annual Reviews (for students with an Education Health Care Plan) and through SEN Parent Forums we will be actively seeking your views to contribute to improving outcomes for your child. If your child does not have an Education Health Care Plan we will meet with you as and when necessary and you will be able to see us at any of the drop-in sessions on Parent/Carer Evenings.

WHAT SHOULD I DO IF I THINK MY CHILD HAS SPECIAL EDUCATIONAL NEEDS?

The key staff that you can contact if you think your child has Special Educational Needs are:

Mrs M Dean
Deputy Headteacher
0161 224 4625 mdean@levenshulmehigh.co.uk

Mrs K Rice
Head of Inclusion and SENCO
0161 224 4625
krice@levenshulmehigh.co.uk

Mrs J Baryla
Assistant SENCO
jbaryla@levenshulmehigh.co.uk

In addition to this you may discuss any concerns about your child's progress with the Head of Progress, who will refer them to the Inclusion Team if necessary.

HOW DOES THE SCHOOL KNOW IF STUDENTS NEED EXTRA HELP WITH LEARNING?

Levenshulme High School values all its students. The School firmly believes that each student should be given equality of opportunity to achieve their full potential, by recognising the uniqueness of each individual and providing a rich and varied learning experience for all and focusing on achieving the best possible outcomes.

Each student, regardless of their ability, is entitled to a broad and balanced curriculum offered which is relevant to her educational needs. The curriculum offered should give all students a sense of achievement and thereby help them develop.

We aim to ensure that:

- We foster an atmosphere in which SEN students feel valued and can develop a sense of confidence, self-worth and achievement
- Students with learning difficulties are able to access their entitlement to a broad, balanced and relevant curriculum as part of the whole school community.
- Students with Special Educational Needs and/or Disabilities (SEND) are educated, wherever possible, in an inclusive environment alongside their peers to enable each student to reach her full potential.
- We match levels of additional support for learning to the wide variety of individual learning difficulties, while enhancing self-esteem
- We identify and assess students with SEND as early and as thoroughly as possible using the revised Code of Practice (2015)
- Parents/carers and students are fully involved in the identification and assessment of SEN, and that we work in close partnership with all agencies concerned, using a multi-agency approach.
- We meet the needs of all students with SEN by offering appropriate and flexible forms of educational provision, by the most efficient use of all available resources.
- We maintain up to date knowledge of current SEN good practice and methodology in order to offer support and training in these areas to all staff in the school.
- We maintain links with other schools to share and develop our practice
- The school's provision for SEN is defined as support which is additional to or different from that which is available to all students. At Levenshulme High School, we recognise that students make progress at different rates. Therefore students are identified as having SEN in a variety of ways, including the following:
 - Liaison with primary school/previous school
 - The student performing significantly below expected levels for a sustained period of time
 - Concerns raised by parent/carer
 - Concerns raised by teacher through our Inclusion referral system
 - Information from external agencies such as Child Adolescent Mental Health Service (CAMHS) and Children, Families and Social Care (CFSC).
- If a student is identified as having SEN then their name will be added to the SEN register initially under the category 'K' SEN Support, so that teachers are aware and can support them but we recognise that students' needs may change over time and provision must reflect this.

WHAT ARE THE CATEGORIES FOR SEN?

There are four types of Special Educational Needs (SEN) as described in the SEND Code of Practice 2015:

1. Communication and interaction
2. Cognition and learning
3. Social, mental and emotional health difficulties
4. Sensory and/or physical needs.

If a student has SEN, then their needs will fit into one or more of these categories.

HOW WILL SCHOOL SUPPORT MY CHILD?

All subject teachers are responsible for the outcomes of students in their lessons. They are responsible for making the curriculum accessible to all students and receive ongoing training about additional learning requirements.

The SENCO will ensure that:

- All relevant information is distributed on student's needs so that teachers have a good understanding. The Inclusion Faculty provide high quality training so that teachers are equipped in meeting those needs
- Teachers and teaching assistants meet regularly to plan to meet a student's needs
- The quality of teaching for students with SEN and provision across the school is efficiently managed and quality assured.

The SENCO will ensure that there is high quality support in place in classrooms:

- There are regular intervention sessions offered in the Inclusion Faculty Area throughout the day
- Parents/carers are kept informed of any changes to the provision that is in place for their child
- The following types of additional support are available, all dependent on need:
 - Additional adult support in the classroom – there are 13 dedicated Teaching Assistants in the SEN department who support teachers in helping the learning of whole classes. Students with an Education and Health Care Plan (EHCP) or a Statement of SEN will receive this support according to their needs.
- Small group withdrawal sessions– when students comes out of some lessons for pre-arranged sessions with TAs or external agencies for example, handwriting, reading, numeracy skills organisation skills, social skills.
- Alternative accreditation – a student can sometimes be offered alternative accreditation in some subjects to ensure that they achieve relevant outcomes.
- Intervention from external agencies – Educational Psychology/ Speech and Language Therapy/ Specific Learning Difficulty Teacher / Sensory Support Service

WHO WILL EXPLAIN PROVISION TO ME?

- Any additional provision that is in place for your child will be explained by the SENCO, lead teacher or intervention co-ordinator.

- In the case of individual/small group interventions/assessments by the Educational Psychologist or Specific Learning Difficulty (SPLd) teacher, the SENCO or interventions co-ordinator will write to parents/carers explaining the aims of the intervention. Letters, phone-calls or emails will be used to keep parents/carers updated on their child's outcomes and discuss support in more detail, if required.

HOW ARE THE SCHOOL GOVERNORS INVOLVED AND WHAT ARE THEIR RESPONSIBILITIES?

A report will be sent to the governors annually to inform them about the outcomes of students with SEN; this report does not refer to individual students and confidentiality is maintained at all times.

There is a SEN Link Governor – Betsy Sara who liaises with the Deputy Headteacher, Michelle Dean.

HOW WILL THE CURRICULUM BE MATCHED TO MY CHILD'S NEEDS? WHAT ARE THE SCHOOL'S APPROACHES TO DIFFERENTIATION AND HOW WILL THAT HELP MY CHILD?

All subject teachers are responsible for planning lessons that are accessible to every student. In some curriculum areas (English, Maths and Science) students are grouped by levels of attainment, whilst other curriculum areas are taught in mixed attainment groups. Students are entitled to participate in all areas of the curriculum and it is the subject teacher's role to adapt resources and activities to ensure students can access the learning.

At Key Stage 4, students choose from a range of courses, which help to prepare them for the next steps in their education, be that college, apprenticeships or work. Students and parents/carers are offered advice and careers guidance at the appropriate time to help make these important decisions.

HOW WILL I KNOW HOW MY CHILD IS DOING AND HOW WILL YOU HELP ME TO SUPPORT MY CHILD'S LEARNING? WHAT OPPORTUNITIES WILL THERE BE FOR ME TO DISCUSS MY CHILD'S OUTCOMES?

We offer an open-door policy where parents/carers are welcome to make an appointment to meet their child's Head of Progress or Head of House and discuss how they are progressing. Parents/carers can contact staff members by calling the school on: 0161 224 4625.

Planned arrangements for communicating between school and home include:

- Every student has a school planner which they should bring into school every day so that so that comments from parents/carers and teachers or tutors can be shared and responded to as needed
- Each year group has an Academic tutorial where you can meet your child's Tutor. Heads of House and Heads of Faculty are available to meet with parents/carers and discuss outcomes and learning
- Each student will receive a half term progress report. This will give you an indication of current levels of attainment. In addition to this, each student will receive a Record

of Achievement which gives you a more detailed overview of the progress your child is making in each subject.

- If your child has an Education, Health and Care Plan (EHCP) or Statement of SEN, then there are legal requirements for at least one formal meeting each year (the Annual Review) organised by the SENCO or Senior SEN Teaching Assistant attended by parents/carers, teachers and outside agencies involved in your child's education.

HOW DOES THE SCHOOL KNOW HOW WELL MY CHILD IS DOING?

Teachers, as part of their professional standards, monitor and review all students' outcomes throughout the year. The whole school system at Levenshulme High School includes:

- Data collection each half term, from all teachers, showing the current level of attainment of all the students they teach. This means that teachers in each subject area can track the outcomes of students across the school year and intervene if students experience difficulties.
- In-class additional support is reviewed half termly by the SEN Team. Adjustments to support are made if necessary. Teaching Assistants and teachers work together on a day-to-day basis, planning and reviewing lessons.
- Teachers and Teaching Assistants are observed by senior leaders and line managers as part of the school's Performance Management system.
- One of the Co-Headteacher's is responsible for whole school data and tracking the school's progress against national standards. This provides guidance for academic leaders when planning the curriculum and additional support for students.
- At the start of Year 7 students take the Cognitive Abilities Tests. Students are also tested on their reading skills. This allows us to identify when students may need further support, intervention, or additional assessment to detect any underlying difficulties.

WHAT SUPPORT WILL THERE BE FOR MY CHILD'S OVERALL WELL-BEING? WHAT IS THE PASTORAL, MEDICAL AND SOCIAL SUPPORT AVAILABLE IN THE SCHOOL?

Levenshulme High School operates a vertical tutoring system, which means that students are placed with students from every year group for their tutor group. This encourages community cohesion, communication across age groups and opportunities for mentoring and leadership.

This system also means that students are able to share their experiences and provide support for students experiencing the same changes and transitions that they have already faced. Tutors are the main point of contact for parents/carers about their child's pastoral and social well-being.

We have access to an educational psychologist, a school nurse and we have school counsellors on site. The SENCO can also arrange referrals to other outside agencies such as CAMHS. Support is also available from the SEN and Pastoral Teams for areas of emotional difficulties such as specified social skills; friendships and relationships; anger management; loss and change; self-organisation. Students who struggle with social situations are provided with a choice of quiet spaces to go during lunchtimes, break times and before school, where they are supported by support staff to manage unstructured social time.

If a student is unwell during the school day, then they will be sent to First Aid. If the student is too ill to stay at school, their parent/carer will be contacted and asked to make arrangements for collecting them as soon as possible.

In a medical emergency, appropriate emergency procedures will be followed. All students who have severe allergies or other significant health/medical needs are flagged-up to all staff throughout the school year. They are monitored by the School Nurse.

HOW DOES THE SCHOOL MANAGE THE ADMINISTRATION OF MEDICINES?

Medicines for students are managed by First Aid. If a student requires medicine during the school day, the following procedures must be followed:

- All medicines must be given in person to First Aid by a parent/carer
- The student's name and date of birth are recorded alongside the date, time, name of medicine, and dosage
- Depending on how the medicine needs to be stored, it will be kept in either a locked cupboard or a fridge in the First Aid Room
- To take their medicine, the student must go the First Aid room, where the dose will be administered by the First Aider
- Each time the medicine is administered, the time, date and dosage is recorded.

WHAT SPECIALIST SERVICES AND EXPERTISE ARE AVAILABLE AT OR ACCESSED BY THE SCHOOL?

Karen Rice is a qualified teacher and is currently working towards the NPQ SEND. Justyna Baryla is also a qualified teacher and is currently working towards the NPQ SEND. They liaise with specialist services and outside experts, to ensure provision for our students is appropriate and meets all needs. The school works closely with any external agencies that are relevant to individual students' needs, including:

Health – School nurse, Child Adolescent and Mental Health Service (CAMHS), paediatricians, speech and language therapists, occupational therapists, Lancastrian Outreach and Inclusion Services

Children, Families and Social Care – locality teams, social workers, family intervention teams

One Education for: Educational Psychology

Sensory Support Service – Hearing and visual impairments

WHAT SEND TRAINING HAVE THE STAFF HAD OR ARE CURRENTLY HAVING?

All staff have had training on the new SEN Code of Practice 2015. There is an on-going rolling programme of professional development for our staff, throughout the school year. The focus for this year is adaptive teaching strategies to ensure all students can access the curriculum to the best of their ability.

- The SENCO team has a wide range of experience and regularly provides training for staff

- All new staff are trained each year on the needs of new students joining the school
- SEN training forms part of the continuing professional development of all teachers and Teaching Assistants and is organised in accordance with the needs of the students.
- The school works closely within the Trust and also with other local schools and the Specialist Outreach Services to develop our own knowledge and expertise.

HOW WILL MY CHILD BE INCLUDED IN ACTIVITIES OUTSIDE THE CLASSROOM INCLUDING SCHOOL TRIPS?

All students are entitled to be included in all parts of the school curriculum and we aim for all students to be included on school trips. We will provide the necessary support to ensure that this is successful.

A risk assessment is carried out prior to any off-site activity to ensure everyone's health and safety will not be compromised. This may include specialist advice from the SENCO where relevant.

In the unlikely event that it is considered unsafe for a student to take part in an activity, then alternative activities which will cover the same curriculum areas will be provided in school.

An extensive range of extra-curricular activities are also available to pupils to enjoy at break and lunch times every day.

HOW ACCESSIBLE IS THE SCHOOL ENVIRONMENT?

- The school is on one site. There are three buildings, two buildings have 3 stories and the Energy box has 2 stories. All levels have lift access.
- The site has recently been adapted so that all areas can be reached via permanent ramps, meaning that the ground floors of all buildings are accessible for wheelchair users or those with impaired mobility.
- The site has nine disabled toilets. We also have washing facilities in the First Aid room in the Errwood building.
- The car park has parking bays for disabled badge holders, marked clearly in yellow paint.
- A number of adjustments to classrooms have been made, i.e. lowered desk, modified equipment, specialist cushions etc. and advice sought from external agencies, such as Lancasterian Outreach, where necessary.
- Liaison with Lancasterian Outreach is arranged on an individual needs basis.

HOW WILL THE SCHOOL PREPARE AND SUPPORT MY CHILD WHEN JOINING THE SCHOOL AND TRANSFERRING TO A NEW SCHOOL?

Our goal is to make sure our new students feel like they belong at Levenshulme High School before they officially arrive. Learning is most effective when students feel they belong and are comfortable in the school environment.

Key Stage 2-3 (Year 6-7)

- Through the school's transition programme, careful transition is planned and arranged. The Transition Co-ordinator and SENCO work closely with primary schools to organise activities, visits and experience of secondary life for those students who are especially vulnerable at transition.
- All students in Year 6 who have accepted a place at Levenshulme High School for Year 7 are invited to two intake days in July. These days provide a taste of secondary school life, involve experience of lessons, information about how the school runs and provide an opportunity for students to meet their new classmates. Students with SEN are invited to join further transition days to ensure that they feel comfortable in their new environment.
- Parents/carers are invited to an 'New Intake Evening' at the end of the two intake days, to learn about the activities their children have undertaken, to meet key members of the pastoral team and to receive information about the organisation of the school.
- The SENCO and Transition Co-ordinator visits primary schools to meet students, gather information from Year 6 teachers and support staff and to offer informal 'question and answer' sessions for parents/carers.
- School teachers are provided with information about all new students' needs and given strategies to support them in advance of day one.
- Students meet their Tutor and Head of House on the first day in Year 7. Staff from the Inclusion Team are also present to support.
- Information from the primary school on any SEN is passed on to relevant staff as necessary.
- In half-term 1 parents and carers are invited into school for a meet and greet.
- During the first two weeks of the new school year, parents/carers of new Year 7 students receive a phone call from their child's learning coach to introduce themselves, share information and establish contact with the school.
- Any individual needs will be discussed with families and specialist teams in advance to ensure a smooth transition.

Key Stage 3-4 (Year 9-10)

For Key Stage 4, students choose from a range of courses, which help to prepare them for the next steps in their education, be that college, apprenticeships or work. Students and parents/carers are offered advice and careers guidance at the appropriate time to help make these important decisions.

- There are opportunities for some students to attend local colleges on a part time basis during Years 10 and 11, to follow a vocational course as part of their timetable.
- Should your child have an EHC plan then a transition plan will be developed with Our Futures involved.
- Any individual needs will be discussed with families and specialist teams in advance to ensure a smooth transition.

WHAT HAPPENS IF MY CHILD JOINS MID-YEAR?

- All students admitted to the school after the start of the academic year are screened on entry, to identify any areas of need and to provide information to staff about the student's learning. This is passed on to the SENCO. You will be able to meet the SENCO or Head of Progress on the admission day.
- A student 'buddy' is chosen to support the new student for the first few days of being at Levenshulme High School. The buddy takes the new student to lessons, introduces them to other students, answers questions and informs pastoral staff how well the new student is settling in to school

- Contact is always made with the previous school to ensure the transfer of information and the child's school file.
- Any individual needs will be discussed with families and specialist teams in advance to ensure a smooth transition.

WHAT HAPPENS IF MY CHILD JOINS ANOTHER SCHOOL?

Contact is always made with the new school to ensure the transfer of information and the child's school file.

HOW ARE THE SCHOOL'S RESOURCES ALLOCATED AND MATCHED TO CHILDRENS' NEEDS?

We ensure that all students with SEN have their needs met to the best of the school's ability, within the funds available.

The budget is allocated on a needs basis. The students who have the most complex needs are given the most support.

Our provision is arranged to meet our students' needs, within the resources available. This approach reflects the fact that different students require different levels of support in order to achieve age expected attainment. The SENCO and Head of Progress consult with staff and parents/carers as well as with support staff, to discuss the student's needs and what support would be appropriate.

There are always on-going discussions with parents/carers for any student who requires additional support for their learning.

WHO CAN I CONTACT FOR FURTHER INFORMATION?

Please contact the main school number. Reception will put you in touch with the SENCO or the Head of Progress.

If you have a complaint, please refer to the Trust Complaints Policy which can be found on the school website using this link:-

<https://levenshulmehigh.co.uk/wp-content/uploads/2017/01/gmet-complaints-policy.pdf>

Any complaint would be investigated thoroughly as set out in this procedure.

WHO SHOULD I CONTACT IF I AM CONSIDERING WHETHER MY CHILD SHOULD JOIN THE SCHOOL?

You can contact the school reception (0161 224 4625) who will put you in touch with the Pastoral Manager. If your child has a Special Educational need the Pastoral Manager will liaise with the Inclusion Faculty. You will be able to arrange to visit the school for a tour.

Alternatively, you can email:-

Mrs K Rice, Head of Inclusion and SENCO - krice@levenshulmehigh.co.uk

Mrs J Baryla, Assistant SENCO – jbaryla@levenshulmehigh.co.uk

Mrs M Dean, Deputy Headteacher – mdean@levenshulmehigh.co.uk

All applications for a school place need to go through your Local Authority.

HOW CAN I FIND OUT MORE INFORMATION ABOUT MANCHESTER'S LOCAL OFFER?

Please follow the link: www.manchester.gov.uk/sendlocaloffer

The curriculum offered should give all students a sense of achievement and thereby help them develop confidence and self-esteem. Every teacher is a teacher of every child or young person including those with SEN.

At Levenshulme High School we believe:

- That all children have a right to a broad and balanced curriculum
- That all teachers are responsible for meeting children's individual needs
- That children with SEN and/or disabilities deserve an enhanced level of resourcing to meet their needs
- In the inclusion of children with SEN and/or disabilities into mainstream where it is practicably possible to do so
- In providing support and advice for families of children attending our school with SEN and disabilities
- In fostering independence and the development of children's self esteem
- That each child should feel equally valued within the school community and fully integrated in the life of the school
- That bilingualism is not a learning difficulty but some bilingual children may have learning difficulties
- That good practice benefits ALL children whatever their level of development
- Those children with a disability have an equal right to a broad and balanced curriculum.
- Disability is not a learning difficulty, but some disabled children may have learning difficulties