



Great Sankey High School - Governors Annual SEND report to Parents March 2019

The SEND code of Practice sets out the responsibility for governing bodies to 'publish information on their websites about the implementation of the governing body's or proprietor's policy for pupils with SEND'.

We believe strongly at Great Sankey High School (GSHS) that each child is an individual and that many children do have particular needs that have to be addressed if they are to have a happy and successful school experience. Our vision for children with special educational needs and disabilities is the same as for all children and young people – that they are valued in our learning community, achieve and experience a well-rounded and balanced curriculum allowing all pupils the opportunity to thrive in their education at Great Sankey.

The Special Educational Needs and Disability Policy (SEND policy) plus SEND Information Report, can both be found on the school's website, identifies our aims and objectives for children with SEND and also describes the processes used within school to support these children.

The School's work with families, children and a range of agencies to sustain the learning, development and well-being of individual pupils with Special Educational Needs and Disabilities (SEND), including those who may face challenging circumstances, is deeply embedded at all levels.

Key Staff:

Special Educational Needs and Disability Co-ordinator (SENDCo) – Miss Caroline Wheatley

Special Educational Needs and Disability (SEND) Governor – Mrs Judith Ankers

Head Teacher- Mrs Paula Crawley

Executive Head Teacher – Mr Jon Wright

Number of Children with SEND

In the academic year 2018/2019 there are 1858 students on roll and 237 identified as having a SEND, which is approximately 11.3% of children on roll.

| | Yr 7 | Yr 8 | Yr 9 | Yr 10 | Yr 11 | BHC | Total |
|---------------------------|-------------|-------------|-------------|-------------|-------------|-----------|--------------|
| EHCP | 7 | 10 | 5 | 11 | 2 | 2 | 37 |
| K – School support | 42 | 33 | 51 | 31 | 28 | 15 | 200 |
| TOTAL | 49 | 43 | 56 | 42 | 30 | 17 | 237 |
| % of school | 2.9% | 2.6% | 3.4% | 2.5% | 1.8% | 1% | 14.4% |

Progress of Pupils with SEND

Three times per year the progress of children with SEND is reviewed and new targets are set for the next term. Data and results from Teacher assessments are also analysed alongside the more formal standardised tests we use. Parents are also informed of any intervention programmes their child is participating in and progress is reported regularly.

Data on Academic Progress Year 7 to Year 10

This information is based on the school internal tracking systems. Data reflects the percentage making at least good or better progress.

Y7

| | English | Maths | Science |
|-------------|---------|-------|---------|
| SEND Cohort | 73% | 83% | 86% |
| SEND Boys | 66% | 83% | 77% |
| SEND Girls | 83% | 83% | 100% |

Y8

| | English | Maths | Science |
|-------------|---------|-------|---------|
| SEND Cohort | 85% | 94% | 94% |
| SEND Boys | 58% | 83% | 75% |
| SEND Girls | 93% | 97% | 100% |

Y9

| | English | Maths | Science |
|-------------|---------|-------|---------|
| SEND Cohort | 53% | 53% | 65% |
| SEND Boys | 44% | 55% | 48% |
| SEND Girls | 71% | 50% | 100% |

Y10

| | English | Maths | Science |
|-------------|---------|-------|---------|
| SEND Cohort | 83% | 80% | 57% |
| SEND Boys | 76% | 66% | 72% |
| SEND Girls | 92% | 100% | 50% |

Y11

| | Grade 4+ English | Grade 5+ English | Grade 4+ Maths | Grade 5+ Maths | P8 English | P8 Maths |
|------------|------------------|------------------|----------------|----------------|------------|----------|
| Cohort | 92.8% | 76% | 87.9% | 67.9% | 0.202 | 0.317 |
| SEN Cohort | 74.3% | 51% | 65.7% | 45% | 0.165 | 0.378 |
| SEN Boys | 71.4% | 52% | 71% | 57% | -0.108 | 0.4 |
| SEN Girls | 78% | 50% | 57% | 28% | 0.575 | 0.208 |
| SEN K no E | 80% | 53% | 70% | 46% | 0.178 | 0.377 |
| SEN E no K | 40% | 40% | 40% | 40% | 0.089 | 0.384 |

The data above indicates key priorities for the department improvement plan:

1. Progress of boys in English in all cohorts
2. Standards of progress of Y9 students (current Y10 students)
3. Closing the gap between the progress and attainment of students with SEND and students with no SEND.

Attendance

- The whole school pupil attendance 17/18 is **96.03%**
- All SEND attendance data shows a decline in attendance from Autumn 2017 to July 2018.
- Cohorts where SEND attendance is below good are
 - Y7 2017 to 2018 (current Y8)
 - Y8 2017 to 2018 (current Y9)

Deployment of Staff and Resources

We currently have 20 teaching assistants employed at GSHS. Teaching assistants in school work with individual pupils or a small group of pupils, following a variety of intervention programmes. Not all of these pupils are on the SEND Register but have been identified as needing additional support in specific areas and needing quality first plus provision.

Intervention groups run throughout the day to make use of the limited space available in school. Where possible we try to support children within the classroom in order to ensure that children don't miss activities in class, however this is not always possible. Overall ensuring the effective efficient deployment of classroom support.

The SENDCO also works with the key staff and Leadership Team to ensure that staff development needs are identified and that appropriate programmes are designed to meet such needs.

Over the past 12 months the SENDCO has contributed to the school whole range of CPD programmes e.g. ITT/Support Staff/Teaching Staff/NQT, promoting teamwork and to motivate staff to ensure effective working relations.

The SENDCO's main task is to oversee and coordinate SEND provision throughout the school. The SENDCO meets with parents, liaises with outside agencies, works with children, assesses children and completes paperwork ensuring the children receive the best support and provision possible. She also attends meetings and training and keeps up to date with government requirements and changes regarding SEND. The SENDCO meets regularly with all staff to discuss pupil progress and the impact of intervention programmes. It is also a time to talk about pupils in depth and to think about ways to support them further.

The SENDCO looks carefully at school data and uses this to help identify pupils who are vulnerable to underachieving and to monitor the impact and success of intervention programmes.

SEN Resources

This year we have added to our SEN resources, purchasing:

Social Skills games
Anger Management key skills
Behaviour management
Emotional literacy – pebbles have feelings
Time to talk – let's talk teenagers
Numeracy games – building primary skills
Grotto Pencil grips.

Intervention programmes completed this academic year.

This year we have organised many different intervention programmes. These are listed below:

Maths encouragement
Numeracy skills
Literacy encouragement
Social skills
Handwriting
Anger Management
Better Reading Partners
Phonics Booster
Beat Dyslexia
Toe by Toe
Reading pens
Laptops

External Agencies

This year to date, we have worked with 10 different agencies including the Educational Psychologist, Behavioural Support Service, Speech and Language Service, Occupational Therapist, Paediatrician, School Nurse, Speech Therapist, Children and Adolescent Mental Health Service (CAMHS), St Joseph's Centre and Social Care.

We have also accessed support and advice through the Warrington Borough Council and attended SENCO cluster meetings which are termly. We have also received support from the CAF team, (Common Assessment Framework).

Links to Primary Schools

The SENDCO and identified staff attend transition meetings with the SENDCO from the local primary schools. This is a positive process and involves clear foundations building clear relations with parents and supporting both pupil and parents through an unfamiliar experience. The SENDCO has organised additional visits and arranged additional meetings for some pupils as part of their transition into secondary school.

Staff Development

SENDCO, teachers and teaching assistants meet regularly to discuss pupils, intervention programmes and resources. Teaching assistants complete weekly Intervention Record Cards about their intervention programmes and the progress their pupils are making. This is shared with the class teachers and parents ensuring we are all informed and working together as a partnership. This ensures everyone is fully informed and part of the SEND process in school.

Teachers and Teaching Assistants have had the opportunity to attend SEND courses and SEND department meetings. They also have additional time in school for planning, record keeping and liaising with class teachers and the SENDCO.

All training and courses attended have had a positive impact in school and supported children's needs. Courses have provided the school with valuable resources. The courses and training of the SENDCO and SEND teaching assistant has helped to make SEND provision in school more effective and streamlined. It has helped staff to identify pupil's additional needs early. This has also helped to improve communication between the pupils, SENDCO, class teachers, parents and outside agencies.

Further CPD has been planned to ensure the health and safety of our pupils with physical disabilities.

SEND staff are also receiving precision teaching training to enable further personalised intervention to meet the individual needs of SEND students.

Medical Needs

We have 15 children with a severe nut allergy, plus have a working medical register which informs all staff in school of medical needs. Pupils on the medical register have a completed medical needs plan and this is stored centrally and available to all staff. Any children in school with medical needs have a medical plan in place which is written with parents and reviewed annually. Any new care plans are discussed with all members of staff.

Medical Condition Plans

Great Sankey High School are keen to ensure all pupils' needs are met medically. Parents/carers are asked if their child has any health conditions or health issues on the Data Collection Forms, which are filled out at the start of each school year. Parents/carers of new pupils starting at other times during the year are also asked to provide this information on enrolment forms.

All information will remain confidential and will only be used by staff or medical professionals to enable appropriate medical help or support if your child is attending a trip or visit you will be asked at that time to confirm that this plan is up to date and given the opportunity to review the information not need to complete this form unless the student has a medical condition.

The school uses Medical Plans to record important details about individual pupils' medical needs at school, their triggers, signs, symptoms, medication and other treatments. Further documentation can be attached to the Medical Conditions Plan if required.

A Medical Conditions Plan is sent to all parents/carers of students with a long-term medical

condition:

- o at the start of the school year
- o at enrolment
- o when a diagnosis is first communicated to the school.
- o when the parent/carer identifies that they wish to review the plan

Medical Condition Plan register

Medical Conditions Plans are used to create a centralised register of students with medical needs. The SENDCO has responsibility for the register at this school and follows up with the parents/carers any further details on a student's. Medical Conditions Plan required or if permission for administration of medication is unclear or incomplete.

Parents/carers at this school are regularly reminded to update their child's Medical Conditions Plan if their child has a medical emergency or if there have been changes to their symptoms (deterioration or improvement), or if their medication and treatments change. Every student with a Medical Conditions Plan has their plan reviewed by the SENDCO at least once a year.

Medical Conditions Plans are kept on students' files once they have been scanned onto students' School Information management System (SIMS) files. If a parent/carer updates the Data Checking sheet with new/amended medical information, the SENDCO will send a new Medical Conditions Plan to parents/cares for completion.

Use of Medical Conditions Plans

Medical Conditions Plans are used to:

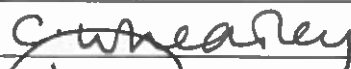

- o inform the appropriate staff and supply teachers about the individual needs of a student with a medical condition in their care
- o remind students with medical conditions to take their medication when they need to and, if appropriate, remind them to keep their emergency medication with them at all times
- o identify common or important individual triggers for students with medical conditions at school that bring on symptoms and can cause emergencies.
- o provide the required information to a member of staff when conducting a trip or visit.

Exam access arrangements

Within the school identified pupils received extra support and provision through external exams. The school work closely with external providers taking on key recommendations ensuring pupils receive a fair advantage when completing examinations. The school follow strict guidance from JCQ* to ensure pupils use exam entitlements throughout the year, ensuring normal way of working and clear evidence of need.

Teaching staff are aware of all identified pupils and provide clear information to the SENDCO and Exams Officer in line with JCQ* guidelines.

(*JCQ – Joint Council of Qualifications. The council represents the 6 largest exam boards)

| Date | Signature | Position |
|----------|---|--------------|
| 20/12/18 |  | SENDCO |
| 20/12/18 |  | SEN Governor |

Report Ratified March 2018
Review March 2019

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