



SEND Information Report

2020-2021



Policy & Procedure Number: 54

Date of Board of Governors Review:

Next Review Due: 09/21

School Link: Mr Deeney

and Mrs K Hall Revision

Number: 03



ANNUAL REVIEW

SEND Information Report 2019-2020

This Special Educational Needs and/or Disability (SEND) Information Report has been compiled using the information required as set out in the Special Educational Needs and/or Disability Code of Practice and Regulations 2014. SEND Broad Areas of Need (Appendix A of this information report provides more information).

The SEND Code of Practice: 0-25 years, details these as:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health difficulties
4. Sensory and/or Physical Needs

General School Details:	
School Name:	Wade Deacon High School
School website address:	www.wadedeacon.co.uk
Type of school:	Academy
Description of school:	Mainstream 11-16 mixed secondary school.
Does our school have resource base? Yes or No If Yes please provide a brief description.	No
Number on roll:	1607
% of children at the school with SEND:	7.9%



Date of last Ofsted:	March 2011		
Awards that the school holds:	National Teaching School Status, Leading Edge Status, International School Award, Artsmark Gold, Healthy School, Sportsmark, FA Charter, Gifted and Talented Lead School, Cultural Diversity Quality Standard, Investors in Community Engagement, Princes Teaching Institute Mark for History 2012, Investors in People Gold, Investor in Careers, Times Education Secondary School of the Year 2012.		
Accessibility information about the school:	In April 2013 the school was fully refurbished and rebuilt. The school meets all relevant accessibility requirements as required under DDA. See Accessibility Policy.		
Please provide a web link to your school's Accessibility Strategy	https://www.wadedeacon.co.uk/downloads/policies/accessibility_policy_2019-2020.pdf		
Expertise and training of school based staff about SEND. (CPD details) Please comment specifically in relation to autism and include dates.	<p>Kathryn Cook: National Award for SEN Coordination; Post Graduate Diploma in Deaf Education; Post Graduate Certificate in Advanced Educational Practice (SEN); British Sign Language Level One; Elklan Level Two.</p> <p>Kirsty Webster: Post Graduate Certificate in Specific Learning Difficulties (Dyslexia). AMBDA. Elklan Level Three.</p> <p>Lindsey Cebellieu: Elklan Level Three.</p> <p>Karen Holland: Elklan Level Three</p> <p>Linda Kirk: British Sign Language Level Two.</p> <p>Shirley Lucass: Elklan Level Two.</p>		
Documentation available:	Are the following documents available on the schools website?	SEND Policy	Yes https://www.wadedeacon.co.uk/downloads/updated-send_policy_2019-2020.pdf
	If yes please insert the link to the documents page.	Safeguarding Policy	Yes https://www.wadedeacon.co.uk/downloads/policies/safeguarding_and_child_protection_policy_for_schools_2019-20.pdf
		Behaviour Policy	Yes https://www.wadedeacon.co.uk/downloads/addendum_to_bfl_covid19.pdf



		Equality and Diversity	Yes https://www.wadedeacon.co.uk/downloads/policies/new_equality_and_information_objectives_policy_2019-2020.pdf
		Pupil Premium Information	Yes https://www.wadedeacon.co.uk/downloads/policies/pupil_premium_policy_2019-20.pdf
		Complaints procedure	Yes https://www.wadedeacon.co.uk/downloads/policies/72_complaints_policy_v3b.pdf



Range of Provision and inclusion information:

How we identify special educational learning needs as a school and how we seek the views, opinions and voice of pupils and their parents in planning to meet them.

Identification:

- Prior information from primary schools/transition information.
- Baseline assessment at start of year 7.
- Staff and/or parent concerns (at every round of Progress to Success).
- All teachers are teachers of SEND and provide Quality First Teaching in the first instance, as detailed in the SEND code of practice 2015. School follows the graduated approach using the Assess Plan Do Review cycle

Involvement in Planning:

- Initial conversations take place to ensure pupil and parent voice is addressed.
- Interventions and strategies are agreed, reviewed and amended on a regular basis.

If your child appears not to be making the same level of progress as other pupils their age we will undertake assessment in school and use other professionals in identifying possible barriers to their learning. Parents and carers will be involved at all stages.

SEN Support Plans are created and shared with pupils and parents. Feedback is invited and this is then included in the plan, which is then disseminated to all staff.

What extra support we bring in to help us meet SEND: specialist services, external expertise and how we work together. For example health, social care, local authority support services and voluntary sector organisations.

- have two specialist teachers within the department; a Teacher of the Deaf and a SpLD (Dyslexia) teacher.
- A team of Teaching Assistants also support individual pupils across the school.
- Local authority services (including educational psychologists) and local special schools who provide outreach.
- Health services including CAMHS and a school nurse.
- Systems for contact with social care where appropriate.
- Occupational therapy and



	<p>physiotherapy for students who require this input and specific resources</p> <ul style="list-style-type: none">□ Behaviour and Alternative Provision Units.□ A team of Learning Mentors.□ Nurture Groups in Year 7 – 10.□ Close collaborative work with outside agencies/local authority where discussions will take place around target setting and support.
How we provide access to a supportive environment; ICT facilities/equipment/resources/facilities etc.	<ul style="list-style-type: none">□ SEN Nurture Group (Year 7 – 10).□ Breakout areas.□ Access to ICT resources, including iPad and laptops.□ FM systems for hearing impaired pupils.□ Differentiated resources for visually impaired pupils, including provision of writing slopes when needed.□ Sensory room.



	<ul style="list-style-type: none"> <input type="checkbox"/> Mentor provision for pupil drop-in. Provision of dedicated Achievement Centre.
<p>What strategies/programmes/resources are used to support pupils with autism and social communication difficulties?</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Sensory rooms. In-class support from Teaching Assistants to support strategies and interventions in class including visual supports. ELKLAN Strategies <input type="checkbox"/> Social Stories/Comic Strip conversations <input type="checkbox"/> Visual timetables <input type="checkbox"/> Lifeskillz <input type="checkbox"/> Talkabout <input type="checkbox"/> Intervention from speech & language therapist. • Access to quieter areas at unstructured times.
<p>What strategies/programmes/resources are available to speech and language difficulties?</p>	<ul style="list-style-type: none"> <input type="checkbox"/> A Speech and Language Therapist for identified cases. <input type="checkbox"/> In-class support from Teaching Assistants. <input type="checkbox"/> Social skills club for identified vulnerable pupils. <input type="checkbox"/> Elklan strategies to support pupils with Autistic Spectrum Disorders and Speech and Language difficulties. Access to quieter areas at unstructured times.
<p>Strategies to support the development of literacy (reading /writing).</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Quality First Teaching and focus groups initially. Nurture Group provision for identified year 7 to 10 pupils. <input type="checkbox"/> Early morning literacy intervention sessions for identified pupils. <input type="checkbox"/> Targeted reading intervention. <input type="checkbox"/> Teaching Assistants providing in-class support. Precision teaching sessions (with a main focus of improving spelling levels. <input type="checkbox"/> Use of specialist resources online for reinforcement of teaching and learning. <input type="checkbox"/> Whole-school reading and literacy drive. <input type="checkbox"/> Continued Professional Development training for all staff across the school.
<p>Strategies to support the development of numeracy.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Quality First Teaching and focus groups initially. Early morning numeracy intervention sessions for identified pupils. <input type="checkbox"/> Teaching Assistants providing one-to-one support when appropriate. <input type="checkbox"/> In-class support provision by Teaching Assistants. <input type="checkbox"/> Use of specialist resources and targeted



	online resources for reinforcement of teaching and learning.
How we adapt the curriculum and modify teaching approaches to meet SEND and facilitate access.	<ul style="list-style-type: none"><input type="checkbox"/> Personalised pathways tailored to pupils' needs. Smaller class sizes for SEN groups where necessary.<input type="checkbox"/> SEN Nurture Group for identified pupils in years 7 to 10 (literacy and numeracy focused).<input type="checkbox"/> Teaching Assistants providing support in-class and withdrawal when appropriate.<input type="checkbox"/> Provision of tailored SEN Support Plans for identified pupils.<input type="checkbox"/> Provision of Personal Education Plans.<input type="checkbox"/> Targeted intervention sessions.



	<ul style="list-style-type: none"> □ Differentiation of resources to suit individual needs. Provision of specialist equipment. □ Implementation of strategies as suggested by external agencies. □ Personalised curriculums to meet individual needs.
<p>How we track and assess pupil progress towards the outcomes that we have targeted for pupils (including how we involve pupils and their parents/carers).</p> <p>What we do when provision or interventions need to be extended or increased and how we evaluate their overall effectiveness.</p>	<ul style="list-style-type: none"> □ Student progress is used using the Plan-Do Review cycle outlined in the SEND Code of Practice 2015. □ In-class observations. □ Pupil passport meetings for all SEN pupils. □ SEN Support Plan and three-yearly reviews. □ Provision of Pastoral Support Plans when appropriate. □ Common Assessment Framework meetings. □ External professional undertaking assessment when necessary. □ Regular communication and meetings with parents.
<p>Strategies/support to develop independent learning.</p>	<ul style="list-style-type: none"> □ Provision of Minimum Expected Grades and Progress to Success for all pupils across the school. □ Pupil passport meetings led by Keyworkers and Learning Mentors. □ Regular reviews of in-class support provision. □ Access to a broad and balanced curriculum for all. Regular reviews of progress. □ Provision of regular and purposeful feedback to pupils. □ Social, Moral, Spiritual and Cultural Education sessions for all pupils across the school.
<p>Support /supervision at unstructured times of the day including personal care arrangements.</p>	<ul style="list-style-type: none"> □ Mid-day supervisors provide support at all break and lunchtimes. □ Named teaching staff are also allocated to supervise at all break and lunchtimes. □ A library-pass system for identified pupils to access a quiet area at break and/or lunchtimes. □ After-school homework clubs with Teaching Assistant support.



<p>Extended school provision available; before and after school, holidays etc.</p>	<ul style="list-style-type: none">□ Pupil pledge of extracurricular activities for all new Year 7 pupils. (On hold due to COVID-19)□ Provision of early morning intervention sessions.□ After school homework club.□ Please also refer to the full list of whole school extracurricular activities.□ Remote learning and enhanced learning packages for pupils to access as part of catch up or during periods of isolation.
<p>How will we support pupils to be included in activities outside the classroom (including</p>	<ul style="list-style-type: none">□ All pupils are encouraged to engage and participate in extra-curricular activities and school trips.



<p>school trips) working alongside their peers who do not have SEND?</p>	<ul style="list-style-type: none"> □ Keyworkers can work with pupils to prepare them for any such activities and if appropriate, TA support may be provided to enable pupil interaction with their peers. If it is agreed that a learner is unable to access any activity outside of the classroom alternative appropriate arrangements are made
<p>Strategies used to reduce anxiety, prevent bullying, promote emotional wellbeing and develop self-esteem including mentoring.</p>	<ul style="list-style-type: none"> □ Provision of Teaching Assistant support in lessons. □ SEN Nurture Groups in Year 7 – 10. □ Whole school teaching of SMSC including ESafety where appropriate. □ Planned support from teaching assistants. □ Meet and greet at start of day. □ Emotion check ins. □ Deployment of Learning Mentors and dedicated Keyworkers. □ Provision of a variety of clubs for specifically identified groups of pupils; including Social skills club. □ Use of student planner when identified as appropriate to further strengthen communication channels between home and school. □ Active engagement with outside agencies. □ Alternative parents evening appointments for pupils when it is deemed necessary.
<p>What strategies can be put in place to support behaviour management?</p>	<ul style="list-style-type: none"> □ The consistent use of the school’s Behaviour for Learning Policy. □ Referral to Support and intervention from outreach behaviour specialist and PBSS (Positive Behaviour Support Team). □ Provision of one-to-one sessions supporting positive behaviour strategies and anger management. □ Use of whole-school reward systems. □ Provision of dedicated Keyworkers and Learning Mentors. □ Time-out support □ Follow Children At Risk of Exclusion (CARE) protocol where appropriate.



How we support pupils in their transition into our school and when they leave us and in preparing for adulthood.

- Transition visits are completed with Primary Schools, including follow-up visits from the SENCo.
- Transition plans are established and activated for individual identified pupils.
- Keyworkers and Learning Mentors are identified at the earliest opportunity to establish consistency.
- A two-day transition programme is undertaken for all Year 6 pupils who have been given a place.
- Meetings with Halton Careers education service take place from year 9.
- Mock interviews for college courses are conducted for identified vulnerable pupils.
- A hand-over process is engaged in for vulnerable pupils.
- Regular meetings with parents when necessary.
- Supported college visits are conducted to ease the transition into a post-16 environment.
- Work experience placements are tailored to individual pupils.
- Work experience placements are tailored to individual students.
- Please be aware that COVID-19 restrictions may prevent some of these taking place.



<p>Access to strategies, resources, programmes, therapists to support occupational therapy/ physiotherapy needs and medical needs.</p>	<ul style="list-style-type: none"> □ We have close links with external specialist agencies. □ Intervention from physiotherapy / occupational therapy team □ Lift passes (and evac- chairs) for identified pupils to aid movement throughout the school building. □ Close liaison with medical staff where required □ Staff training around addressing the specific medical needs of individual pupils.
<p>Extra support for parents and carers and pupils offered by the school/how parents are involved in their child's education.</p>	<ul style="list-style-type: none"> □ The provision of Keyworkers and Learning Mentors. □ Regular meetings with parents/carers. □ Student planner to strengthen school-home communication. □ Provision of personal tutors and progress leaders to all pupils across the school. □ Regular pupil evaluations of learning. □ Parent-engagement sessions. □ Close links with external agencies and the Local Authority.
<p>How additional funding for SEND is used within the school with individual pupils.</p>	<ul style="list-style-type: none"> □ Schools receive funding for all students including those with special educational needs and disabilities and they meet students' needs through this (including additional support and equipment, alternative provision where necessary). The local authority may contribute if the cost of meeting an individual's needs are significant. □ Variety of interventions and in class support to deliver strategies as detailed in Education, Health and Care Plans. □ For the employment of Teaching Assistants to run a programme of Early Morning Intervention sessions targeting literacy and numeracy for identified pupils. Provision of lunch clubs and homework clubs. □ The provision of in-class support. □ For the development and delivery of personalised timetables to meet pupils' individual needs. □ For one-to-one sessions when deemed appropriate. For the provision of dedicated rooms to support pupils on temporary and/or reduced timetables due to issues of challenging behaviour and/or vulnerability.



	<ul style="list-style-type: none">□ For the provision of Keyworkers and Learning Mentors.□ Specialist equipment-overlays, coloured books, sensory items.
<p>Arrangements for supporting pupils who are looked after by the local authority and have SEND. Including examples of how pupil premium is used within the school.</p>	<ul style="list-style-type: none">□ The provision of specific interventions for literacy and numeracy such as 1-1 tuition or small group.□ For the provision of additional specialist staff.□ For providing extracurricular experiential opportunities including educational visits.□ For accessing specific specialist resources to support intervention programmes.□ Staff training and development.□ Pupil premium funding is applied for to meet individual need via the PEP process for LAC students with SEND.□ Needs are identified and PP bids are made on an individual basis
<p>SENCO name/contact: Kathryn Cook</p>	
<p>Headteacher name/contact: Simon Corner</p>	



ANNUAL REVIEW 2020-21

Completed by: M. Deeney

Date: November 2020



Appendix A:

SEND Broad Areas of Need

Communication and Interaction	
6.28	Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.
6.29	Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and Learning	
6.30	Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.
6.31	Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, Emotional and Mental Health difficulties	
6.32	Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.



Sensory and/or Physical Needs

6.34	Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health (see the References section under Chapter 6 for a link).
6.35	Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.