

Lymm High School SEND Report

Regulation	Question	School Response
1 The kinds of Special Educational Needs for which provision is made at the school	<i>What kinds of SEND do pupils have in your school?</i>	<p>Children are identified as having SEND when they have a significantly greater difficulty in learning than the majority of children the same age or have a disability which prevents or hinders them from making use of education facilities of a kind generally provided for children of the same age in schools within the area of the Local Authority (SEND Regulations 2014)</p> <p>Students at Lymm High School have a range of difficulties including: Communication and Interaction; Cognition and Learning; Social, Emotional and Mental Health difficulties; and Sensory or Physical difficulties</p>
2 Information, in relation to mainstream schools about the school's policies for the identification and assessment of pupils with special educational needs	<i>How do you know if my child needs extra help?</i>	<p>When your child first joins Lymm High School, we use information from a range of sources to help identify SEND and other needs. These include information from parents/carers; primary school teachers; end of key stage 2 assessments; base line testing; Cognitive Ability Tests (CAT Tests); literacy and numeracy tests; application form information; subject teachers; specialist colleagues and external agencies.</p> <p>Our class teachers, Head of Subject and Faculties and Heads of Year closely monitor the progress and attainment of all students, including those who have or may have SEND. The continuous monitoring of students during their time at Lymm High School will further identify pupils with a special educational need. This identification may come from tutors, subject teachers, support staff, Head of Year, outside agencies, parents/careers or the pupils themselves. If your child needs to be assessed we would use a range of assessments depending on the area of need. If it is thought a family needs support, we have good working relationships with outside agencies and a referral can be made to them.</p> <p>We follow a staged and graduated approach to identifying and assessing needs, using the 'Assess, Plan, Do, Review' model. The triggers for intervention could be the teacher's, support staff's or others concern, underpinned by evidence, about a pupil who, despite receiving differentiated learning opportunities, does not make expected progress.</p> <p>All students with SEND are on the Inclusion Registers which are accessible to all staff. Staff use this information to inform their lesson planning, teaching and student learning activities. Targeted interventions are planned and delivered where appropriate. This may include small group or individual work across a broad range of activities.</p>
3a. How the school evaluates the effectiveness of its provision for such pupils	<i>How will I know that my child is making progress?</i>	<p>All students, including those with SEND, are assessed on a regular basis, in accordance with Lymm High School's assessment and reporting schedule. Teachers formally assess and review progress and attainment 4 times a year which is communicated to parents/carers by a report that is sent home and made available on the parent portal. Additionally, parents evenings are held once a year when there is an opportunity to discuss progress, attainment and next steps. All students with a Statement or Education, Health & Care Plan have an Annual Review. SEND students who are on the Inclusion Register are also reviewed by the SENCO and Heads of Year</p>

		<p>after every Progress Review point at an Additional Intervention Meeting (AIM)</p> <p>Lymm High School has a Quality Assurance process (iQTL) that assesses the effectiveness of Teaching and Learning for all students, including those with SEND and the outcomes of these evaluations are used to create and implement development plans for all aspects of school life. These are regularly reviewed through regular evaluation. Additionally progress and attainment data is analysed for effectiveness and value for money.</p>
<p>3b. The School's arrangements for assessing and reviewing the progress of pupils with special educational needs</p>	<p><i>How do you evaluate progress?</i></p> <p><i>How do you check and review the progress of my child and how will I be involved?</i></p>	<p>The school will send home 4 reports each year which will show your child's current and target levels as well as reporting on the 'attitude to learning'. Heads of Faculties, Heads of Year and SEN staff will monitor and review your child's levels and pick up on any subjects where your child is not making the right amount of progress. We will then put an intervention in place. At the next reporting time we will check whether the right progress has been made. We give reports to the governors who check and review the work of all faculties, including Inclusion.</p> <p>We welcome the involvement of parents/carers and want to keep you up to date and involved with your child's progress. We do this through parents evenings; notes in planners; email; telephone calls; appointments with individual teachers; Annual Reviews (for those with Statements or Education, Health & Care Plans)</p> <p>The school provides information for parents through weekly newsletters; information on the website; Open Evenings; Information, Advice and Guidance Evenings (IAGs); Parents evenings and letters home. Curriculum Plans are published on the school website for parents to access.</p>
<p>3c. The school's approach to teaching pupils with special educational needs</p>	<p><i>How do teachers help pupils with SEND?</i></p>	<p>Our teachers have high expectations for all students, including those with SEND. All teachers will be told about your child's individual needs and will adapt their lessons to meet these requirements. Teachers have experience and/or are trained in doing this. This may involve using different strategies, more practical/adaption of resources and activities. This means your child can access the lessons fully.</p> <p>Within school there are a variety of staff roles to help us fully support your child. Where it is felt it is the right thing to do a student may be offered additional help and support, in which case you would be informed. There are a range of interventions and additional subject support which are available and should your child need this, it would be discussed with you.</p> <p>When your child is approaching the start of Key Stage 4, if we think it is needed, we will assess and apply for exam Access Arrangements according to the Joint Council for Qualifications exam regulations.</p>
<p>3d. How the school adapts the curriculum and learning environment for pupils with special educational needs</p>	<p><i>How will the curriculum be matched to my child's needs?</i></p>	<p>Most of our students follow a traditional curriculum, however a small number of learners have a more personalised curriculum to match their individual needs, interests and abilities. This may include option choices; additional literacy and/or numeracy; nurture groups; intervention groups and the number of qualifications studied.</p> <p>Our school is a safe and accessible building and we do our best to make it welcoming to the whole community.</p>

	<i>How accessible is the school environment?</i>	<p>All safeguarding procedures and risk assessments are in place and adhered to by all staff. We have a range of different facilities to help SEND students throughout our school including a number of lifts to access areas; disabled toilets; ramps; and equipment to help with reading and writing.</p> <p>An Accessibility Plan is in place and available from our school website</p>
3e. Additional support for learning that is available to pupils with special educational needs	<p><i>Is there additional support available to help pupils with SEND with their learning?</i></p> <p><i>How are the school's resources allocated and matched to children's special educational needs?</i></p> <p><i>How the decision is made about how much/what support my child will receive?</i></p>	<p>We have a wide range of staff to support pupils and address additional needs they may have, including pupils with SEND. This includes Learning Development teachers; Teaching assistants; Student Support Officers and life skills coaches.</p> <p>Resources are allocated based on evidence of need and effectiveness. Students with a Statement/EHCP have resources allocated as outlined in their statement or plan. Teaching Assistants are allocated, where resources allow, to support students in lessons. Staff liaise closely with them to ensure maximum effectiveness. They gave a huge range of skills to offer in supporting students directly and indirectly, assisting staff and helping parents/carers.</p> <p>Students with Statements/EHCP's will have targets and strategies set by the Head of Year and class teachers. Annual reviews involving the student, parents/carers, subject staff and other professionals evaluate those targets and strategies. The decision is based on evidence of need and impact.</p>
3f. How the school enables pupils with special educational needs to engage in the activities of the school (including physical activities) together with children who do not have special educational needs	<p><i>What social, before and after school, and other activities are available for pupils with SEND?</i></p> <p><i>How can my child and I find out about these activities?</i></p> <p><i>How will my child be included in activities outside the classroom, including school trips?</i></p>	<p>A large range of academic and hobby/interest clubs are available at Lymm High School. These are open to all students, including students with SEND.</p> <p>Additionally we run a arrange of activities to support SEND students including Activ8, Homework Club (before school, at break, at lunch and after school), Creative Club, Typing Club and Reading Club. Students can also come to us with their own ideas and where we can staff these we are happy to develop these clubs.</p> <p>The Extra-curricular timetable is available on the school website. Regular updates are made in form time and on the TV screens throughout the school. In the Autumn Term there is an extra curricular enrichment fair where all students are encouraged to join at least one club.</p> <p>All pupils in school are encouraged to take part in extra curricular at break time, lunchtime and afterschool. Day and residential trips are open to all pupils and your child's specific needs can be discussed if they wish to join such a trip.</p>
3g. Support that is available for improving the	<i>What support will there be for my child's overall well-</i>	At Lymm High School we take our pastoral responsibilities very seriously. We pride ourselves on providing a level of student support and guidance. One way we support our students is by assigning them to a form tutor

emotional, mental and social development of pupils with special educational needs	<i>being?</i>	<p>who will (in most cases) remain with them as they progress up the school. This provides continuity and builds a strong relationship between tutor and students.</p> <p>There are additional members of staff who are able to provide pastoral support, these include: Student Support Officers for each year; Life Coach and School Counsellor; Teaching Assistants; Heads of Year; Designated Child Protection Officer and Deputy. We also have excellent relationships with a number of external agencies for example; CAMHS; Educational Psychologist; St Josephs; NGage (Trafford); RESPECT; and Princes Trust</p>
4 In relation to mainstream schools, the name and contact details of the SEN co-ordinator	<p><i>Who should I contact if I want to find out more about how Lymm High School supports pupils with SEND?</i></p> <p><i>What should I do if I think my child may have a special educational need or disability?</i></p>	<p>The SENCO is Mrs Angy Bellers Contact details are: abellers@lymmhigh.org.uk or via the main switchboard.</p> <p>Speak to your child's subject teacher if it is specifically related to a subject, if it is more general please contact your child's form tutor.</p>
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	<i>What training have the staff supporting children and young people with SEND had or are having?</i>	<p>We have a Learning Development Department which is made up of the SENCO, HLTA: Lead TA; Inclusion Administrator and a number of Teaching Assistants. Within this team we have staff who have a range of experience and training covering various SEND needs including: PGDip in SpLD and Literacy; SLE (Specialist Leader in Education – Literacy and SEN); HLTA; NVQ Assessor (L2/3); DfES Specialist Leader (NPSLBA); NVQ Level 2 and 3 in supporting teaching and learning; NVQ 3 in Managing Challenging Behaviour; NVQ 3 Special Needs Teaching; NVQ Level 2 in Specialist Literacy Support; Safer recruitment; NCFE Certificate in Principles of working with individuals with Learning Disabilities; NVQ3 Youth Services; Supporting pupils with ASD, SALT; Attachment difficulties; Hearing Impairment or other sensory needs.</p> <p>All TAs are annually trained in Moving and Handling; Evac Chair use; epi pen; child protection and safeguarding; Dyslexia; Access Arrangements.</p> <p>Training is provided to all staff, including teachers and TAS, as the need arises and there is ongoing training for all staff as well as opportunities to develop further skills. Staff who are new to the school follow an induction programme which includes training and information on SEND.</p> <p>As a school we can call on support from specialist organisations from within the Local Authority as well as Health and Social Care Services.</p>
6 Information about how equipment and facilities to	<i>What happens if my child needs specialist equipment</i>	As a school we can access a range of services including the Sensory Services Team and Inclusion Teams. These services are contacted when necessary and appropriate, according to your child's needs. If you believe your

support children and young people with special educational needs will be secured	<i>or other facilities?</i>	child needs specialist equipment or other facilities please contact Mrs Angy Bellers or discuss the issue at the next Parents Evening.
7 The arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child.	<p><i>How will I be involved in discussions about and planning for my child's education?</i></p> <p><i>How will you help me to support my child's learning?</i></p>	<p>We need you to support us and your child by encouraging them to fully engage with their learning and any interventions offered by:</p> <ul style="list-style-type: none"> ◆ Helping them to be organised for their day (including bring the right equipment, planner and books) ◆ Full attendance and good punctuality ◆ Completion of homework ◆ Checking and signing planners on a regular basis ◆ Attending parents meetings ◆ Attending any meetings specifically arranged for your child ◆ Checking parent portal regularly <p>We will support you by having regular communication and a named key worker for your child who will liaise with you on a regular basis. Curriculum plans will be available on the schools information portal for you to access and support your children with their learning at home. Teachers are available through the main reception number.</p>
8 The arrangements for consulting young people with special educational needs about, and involving them in, their education.	<i>How will my child be involved in his/her own learning and decisions made about his/her education?</i>	Students are encouraged to take part in Pupil Voice activities; regularly evaluate their work in lessons; attend review meetings; attend Parents Evenings; contribute to target setting and reviewing and reflect on their learning and achievements, progress and next steps for improvement.
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.	<p><i>Who can I contact for further information?</i></p> <p><i>Who can I contact is I have a complaint?</i></p>	<p>Please contact Mrs Angy Bellers for further information.</p> <p>In the first instance contact the relevant teacher or your child's tutor who may refer your concerns to the Head of Faculty or Head of Year, if they cannot resolve your concerns immediately. The school's complaints procedure is available on the school's website.</p>
10 How the governing body involves other bodies, including health and social services and voluntary organisations, in meeting	<i>What specialist services and expertise are available at or accessed by the school?</i>	As a school we can access a range of services including Child and Adolescent Mental Health Service (CAMHS); Social Care; School Nurse Service; Educational Psychology Service; Speech and Language Service; Occupational Therapy service, to name a few. These services are contacted when necessary and appropriate, according to your child's needs. The school works closely with Warrington Borough Council (and other Local Authorities, as necessary) and use the CAF process where appropriate to do so.

<p>the needs of pupils with special educational needs and in supporting the families of such pupils</p>		<p>If you believe your child needs support from a specialist service please contact Mrs Angy Bellers or discuss at the next Parents Evening.</p>
<p>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.</p>	<p><i>Who should I contact to find out about support for parents and families of children with SEND?</i></p>	<p>Warrington Parents and Carers www.warringtonparentsandcarers.org</p> <p>Families Information Service www.warringtonchildren.org</p> <p>Warrington Parent Partnership http://www.warringtonsendiass.co.uk/</p> <p>Common Assessment for Families (CAF) http://www.warrington.gov.uk/info/200849/family_support_model/640/common_assessment_framework_caf</p> <p>Warrington Borough Council Inclusion Team http://warrington.fsd.org.uk/kb5/warrington/fsd/service.page?id=W2Foc-qmA_o&familieschannel=810</p> <p>Child and Adolescent Mental Health Service (CAMHS) http://www.5boroughspartnership.nhs.uk/base-page.aspx?ID=4948</p> <p>Cheshire Autism Practical Support http://www.cheshireautism.org.uk/</p>
<p>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</p>	<p><i>How will the school prepare and support my child when joining your school or transferring to a new school or post-16 provision?</i></p>	<p>We liaise closely with primary schools and provide additional transition support both before your child starts and afterwards, if it is needed.</p> <p>All students receive advice on careers and are encouraged to visit colleges to explore post 16 courses. Lymm High School's sixth form work closely students from Year 9 and offer a range of experiences, including Open Evenings and taster courses. If additional support is needed this will be put in place. We work closely with a Careers Advisor and the post 16 inclusion advisor to ensure relevant paperwork is completed for students with Statements/EHCP's</p>
<p>13 Information on where the local authority's local offer is published</p>	<p><i>Where can I find out about other services that might be available for our family and my child?</i></p>	<p>Warrington Borough Council's Local Offer information: http://warrington.fsd.org.uk/kb5/warrington/fsd/localoffer.page</p>