

Lymm High School SEND Report

Regulation	School Response
1. The kinds of Special Educational Needs that are provided for at Lymm High School	<p>Staff at Lymm High School provide support for pupils across the 4 broad areas of need, as laid out in the SEN Code of Practice 2014:</p> <ul style="list-style-type: none"> • Communication and Interaction • Cognition and Learning • Social, emotional, and mental health difficulties • Sensory and/or physical needs <p>There are currently 194 pupils in school who are identified as being supported through SEN K support. SEND Support is for children with needs who are catered for by school-based provisions and interventions and may also have outside agency involvement.</p> <p>In addition, 156 pupils require some support in some subject areas. There are currently 46 pupils with an Education, Health and Care Plan (EHCP), and 2 students for whom the school is in receipt of High Needs Medical Funding. There is no special 'unit' at this school, but 2 rooms are reserved for use by students with special educational needs, where a range of interventions take place.</p>
2. Information about the school's policies for identification and assessment of pupils with SEND.	<p>Pupils are identified as having SEND, and their needs assessed, through a variety of means:</p> <ul style="list-style-type: none"> • Information passed from previous school settings/primary schools. • Concerns raised by subject teachers. • Feedback from Teaching Assistants • Reports from outside agencies or professionals such as a paediatrician, speech and language therapists, health visitors, educational psychologists. • Pupil Premium Interventions • Information or concerns raised by parents • School's formative and summative assessment data • SNAP B and SNAP SpLD Screening Tools • Lucid Rapid Screening for Dyslexia • Lucid Exact – a wide range screening test for access arrangements for exams

	<p>When a child first joins Lymm High School, we carry out baseline testing; Cognitive Ability Tests (CATs) and the New Group Reading Test (NGRT). This informs our understanding of a pupils needs and indicates whether further testing or investigation may be needed.</p> <p>All students with SEND, who are identified as SEN K Support (K), Intervention (I) or have an EHCP (E) are on the Inclusion Registers which are accessible to all staff via a shared information management system. Staff use this information to inform their lesson planning and classroom practice.</p>
3a. How the school evaluates the effectiveness of its provision.	<p>Pupil Profiles and Student Passports are reviewed regularly and progress made by students is monitored by the SENDCo and Assistant SENDCo. The SENDCo, along with the Assistant Headteacher responsible for Teaching and Learning, conduct regular learning walks, book looks and pupil voice to ascertain the quality of provision made by teaching staff for students with SEND. These quality assurance procedures enable the Learning Development Department to make any necessary suggestions or to provide staff with CPD opportunities.</p> <p>The SENDCo meets regularly with the Governors to feedback on the interventions and support being offered and these conversations prove to be useful stimulus for improving standards.</p> <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 SENDCo and Heads of Year on a regular basis.</p>
3b. The school's arrangements for assessing and reviewing the progress of children with SEN	<p>The SENDCo, together with the Assistant Headteacher: Behaviour and Welfare, the Heads of Year and pastoral managers, attend fortnightly 'Attendance, Behaviour & Concerns' meetings (ABC). These meetings provide an opportunity to review attendance and behaviour data and ensure actions are carried out in a timely manner.</p> <p>We welcome the involvement of parents/carers and want to keep you up to date with your child's progress. We do this through parents evenings; emails; messages on the School Gateway App; Information, Advice and Guidance Evenings (IAGs); appointments with individual teachers and Annual Reviews for pupils with an EHCP.</p>

	<p>The school provides information through regular newsletters; information on the school website; Open Evenings and letters home.</p>
<p>3c. The school's approach to teaching children with SEN.</p>	<p>At Lymm High School, our intention for students with Special Educational Needs and/or Disabilities (SEND) is to ensure that all children receive a high-quality and ambitious education, regardless of their needs or disability. This is underpinned by our culture of high expectations and rigour, ensuring that our broad and balanced curriculum is open to all, with no denial of knowledge. We uphold the principle that every teacher, is a teacher of SEND. We expect all staff to have read Pupil Passports and support the application of our Quality First Teaching strategies to ensure individual needs are met.</p> <p>All teaching staff have received a copy of the school's Quality First Teaching strategy document for teaching students with SEND. Where has a student has been identified as having SEND, teachers are expected to use the QFT strategies to adapt their lessons accordingly. All teaching staff have received training on QFT in the 2021-2022 academic year.</p> <p>Where, despite adaptations and interventions being implemented, students with SEND are not making the expected level of progress, then they may be referred for further interventions led by LDD.</p> <p>Those pupils who have an EHCP and or, are High Needs SEN Support, have Pupil Passports. These Pupil Passports contain more bespoke and personalised strategies.</p> <p>In line with the expectations of the governing body, our pupils and their families, we recognise the teachers at Lymm High School are responsible for meeting the learning needs and the progress of all pupils in their classes. Our TAs have a different, but distinct, complimentary role and contribution in helping our pupils become confident, competent, independent, and successful learners.</p>
<p>3d. Adaptations to the curriculum and learning environment for children with SEN.</p>	<p>As a mainstream Secondary school, we provide an accessible learning environment which is tailored to the individual needs of all pupils. Our excellent facilities are inclusive to all students. This means all students are able to access sport, extra-curricular activities, swimming and all lessons.</p> <p>Lift access enables students to attend lessons on all floors, and where this is not possible due to constraints on our listed buildings, we allocate downstairs timetables. We also offer students who require a space to 'self-regulate', a</p>

	<p>nurture room we call 'the Haven'. This space promotes the idea of 'Zones of Regulation'. Students are asked to check their zone upon arrival and are encouraged to develop their own toolkit to foster emotional resilience. We provide fidget toys, mindfulness colouring, crochet kits, origami packs and dog therapy to students who need it most. The room is staffed by a very experienced HLTA who has several years' experience working in SEND and with our most vulnerable students.</p> <p>Combining our emphasis on uncompromisingly high standards of academic rigor and on emotional well-being, we also have a second inclusion hub, known as 'The Learning Zone'. Here, students are timetabled to receive academic and social skills interventions including: Talkabout, SNIP, Lexia Power Up Literacy, Read Write Inc: Fresh Start, Accelerated Maths, 123 Maths, Speech and Language and bespoke learning packages. For students who struggle with sensory processing difficulties, this space provides a welcome respite and opportunity for students to continue with their studies, whilst being in a calm, quiet and nurturing environment. For students who are at risk of being excluded, who have difficulties attending school, or require a phased return after a period of absence due to poor mental health, the space also provides a supported environment to catch up on missed learning.</p>
3f. How the school enables pupils with SEND to engage in the activities of the school including physical activities, together with children who do not have SEN; and	<p>Lymm High School has a large range of extra-curricular clubs. 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. 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> <p>We encourage students with SEND to engage in the wider life of the school and to participate in the Leadership Ladder.</p>
3g. Support that is available for improving the emotional, mental and social development of children with SEN.	<p>At Lymm High School the wellbeing of our students is paramount. We ensure that all our students receive thorough and where appropriate, tailored, support and guidance to best meet their social, emotional and mental health needs.</p> <p>Each student is assigned a form tutor and a Pastoral Manager when they begin their journey at Lymm in Year 7. In the majority of cases, this form tutor and Pastoral Manager remain with the student throughout their time at Lymm, providing the opportunity for consistent pastoral support throughout their academic life.</p>

	<p>Further to this, there are additional members of school staff available to support pastorally, such as; Head of Year, Teaching Assistants, Mental Health Lead, Mental Health and Wellbeing Manager, Designated Safeguarding Lead and Deputy and First Aid Link. We also have the opportunity for students to access support via the School Nurse Service (Named School Nurse - Kelly Sheen), our School Counsellors and Young Carers Team. Our School SEMH Lead also has direct links and regular communication with CAMHS to support students who are under or in need of support from this agency.</p> <p>Students are encouraged to access support with their Pastoral link but there is also the opportunity for students to access support via the TELL US school anonymous reporting app, for those occasions where accessing support personally can be a challenge.</p>
4.The name and contact details of the SENDCo. The name and contact details of the SEND Governor.	<p>The SENDCo is Ms Katie Yates. Contact details are: kyates@lymmhigh.org.uk or via the central departmental inbox: send@lymmhigh.org.uk.</p> <p>The SEND Governor is Mr Adrian Gare.</p>
5.Information about the expertise and training of staff in relation to children and young people with SEND, including how specialist expertise will be secured.	<p>We have a Learning Development Department that is made up of the SENDCo, Assistant SENDCo, a Higher Level Teaching Assistant with over 20 years' experience working in special educational needs, an Inclusion Support Manager who provides administrative support to both the LDD team and Student Services, an Inclusion Hub Manager, 2 Lead Teaching Assistants with responsibility for KS3 and KS4-5, as well as a number of Teaching Assistants from a variety of educational and professional backgrounds.</p> <p>The Assistant SENDCo is a qualified Level 7 Access Arrangements Assessor. She is qualified to perform testing for Exam Access Arrangements. The SENDCo has a History Degree from the University of Sheffield and a PGCE through Sheffield Hallam University. She is also an Ambassador of the Teach First Programme, a National Professional Qualification in Middle Leadership (NPQML), is Level 3 Safeguarding Trained and is currently in the process of completing the NASENCO qualification for SENDCos in their first three years of the role.</p> <p>All of our Teaching Assistants are trained in Moving and Handling; Evac Chair use; child protection and safeguarding, Access Arrangements.</p>

	<p>Each year, the SENDCo carries out a knowledge and skills audit of the team, to assess their strengths and to identify training needs within the department. Working with the Assistant Headteacher, with responsibility for CPD, the SENDCo encourages the team to access a wide range of courses and training in order to support their roles.</p> <p>We provide high quality and relevant training for all staff members on supporting children with SEND. INSET days provide teachers with an opportunity to reflect on their own practice and to engage in the latest educational research to support high quality teaching and learning. Recommendations by the Education Endowment Foundation (EEF) are used to support Quality First Teaching for all pupils. Faculty meeting time is used to provide teaching staff with the opportunity to share and discuss strategies to support high quality teaching. Throughout the academic year, all staff receive updated pupil information related to their SEND needs, including updates on referrals, copies of reports, confirmations of diagnosis, as well as suggested strategies to differentiate and adapt work according to pupil needs.</p>
<p>6.Information about how equipment and facilities to support children and young people with special educational needs will be secured.</p>	<p>The SENDCo is responsible for managing the departmental budget. This budget is used to access professional support services where necessary. In the academic year, 2021-2022, a portion of this budget was set aside to pay for professional Educational Psychology services, to better understand the needs of our SEN K and EHCP students. This professional input also informed decisions about referrals to external agencies.</p> <p>Funding is also used to employ the services of a trained dog therapist. The therapist works with a handful of students who have an EHCP and for whom therapeutic intervention is a means to develop social communication skills and self-regulation.</p> <p>Where necessary, LDD will make referrals to external agencies including, but not limited to: Speech and Language Therapists; Physiotherapists, Occupational Therapists, Educational Psychologists, Community Paediatricians, CAMHS.</p> <p>The SENDCo and Assistant SENDCo also work closely alongside 'Student Services' and the Heads of Year to provide a holistic approach to supporting students with special educational needs. Where necessary, they will consult Education Safeguarding, SENDIAS, and the Early Help Team at the Local Authority.</p> <p>If you believe your child requires specialist equipment or other facilities, please contact the SENDCo to discuss the matter further: send@lymmhigh.org.uk.</p>

<p>7.The arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child.</p>	<p>Each year group has one parents evening per year. This is an opportunity for parents to meet with their child's subject teachers and to better understand their progress in relation to each subject area. Where necessary, the SENDCo will also offer appointments and chair meetings between parents and subject staff.</p> <p>During primary transition, all parents of students with SEND are invited to attend an 'Afternoon Tea & Coffee' event where they can gain an insight into the running of LDD and understand how their child's needs will be supported.</p> <p>Each child is allocated to a form group before their arrival in Year 7 and they are given multiple opportunities to meet their Head of Year, Teaching Assistants, the SENDCo and their form tutor. On a daily basis, form tutors provide an important first 'point of contact', as to the Pastoral Managers working in Student Services. They can offer information, advice and guidance to parents, as and when needed.</p> <p>As a school, we ask parents to support their child to fully engage in their learning and in the wider life of the school, by doing the following:</p> <ul style="list-style-type: none"> • Helping their child to be organised for their day, including bringing the necessary equipment e.g. a pen, pencil and ruler. • Reporting school absence in a timely manner, and by encouraging their child to attend school on-time, every single day. • To support with the completion of homework • To support their child in establishing what homework needs to be completed by logging onto and checking 'Show My Homework' regularly. • To support Heads of Year and other members of staff to support their child by attending meetings specifically arranged for their child. • To check the parent portal regularly. <p>Curriculum plans are available on the school website, within each subject area. All subject staff can be contacted by telephone by calling the main school reception: 01925 755 458. Or, alternatively, by email. All contact emails are listed on the contact page of the school website.</p>
<p>8.The arrangements for consulting young people with special educational needs</p>	<p>We encourage and illicit the voice of young people with SEND through completion of relevant questionnaires: SNAP, CAST and initial checklists/screening tools, amongst others. Pastoral Managers and Heads of Year, also support students in completing required checklists and questionnaires for external agencies, where pupil voice is required.</p>

<p>about and involving them in, their education.</p>	<p>Students are invited to participate in pupil voice with the headteacher on a termly basis, attend review meetings and reflect on their learning and progress at Awards Evenings.</p> <p>For students with an EHCP, LDD asks them to complete the pupil voice element of the Annual Review paperwork. This is then discussed at their annual review meeting and shared with parents/carers. Those students who require more support, are assisted through this process by an allocated key worker.</p>
<p>9. Arrangements made by the governing body relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.</p>	<p>In the first instance, contact the relevant subject teacher or your child's form tutor, who may refer your concerns to the Head of Year or Head of Subject, if they feel it is necessary.</p> <p>If you have a concern relating to a specific intervention or complaint regarding provision for special educational needs, contact the SENDCo, or the wider team by emailing: send@lymmhigh.org.uk. Your complaint will then be dealt with by the relevant member of the team.</p> <p>If necessary, parents will be invited into school for a meeting, or this will be held virtually, to discuss your concerns.</p> <p>The school's complaints procedure is available on the school website.</p>
<p>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</p>	<p>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 work closely with Warrington Borough Council (and other Local Authorities, as necessary) and use the CAF process where appropriate to do so.</p> <p>If you believe your child needs support from a specialist service, please contact LDD by emailing: send@lymmhigh.org.uk and/or the SENDCo, Ms Katie Yates.</p>

<p>families of such pupils.</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>All information offered by the Local Authority is available via their website, Ask Ollie: Warrington's Local Offer Ask Ollie (mylifewarrington.co.uk)</p> <p>Early Help and Social Care Services can be found here: Early Help & Social Care - Search results Ask Ollie (mylifewarrington.co.uk)</p> <p>Warrington <u>SEND</u>, Information, Advice and Support Service helps parents, carers and young people with special educational needs in early education settings, schools and colleges: SEND Information Advice and Support Service (SENDIASS) - Early Years Ask Ollie (mylifewarrington.co.uk)</p> <p>Independent Provider of Special Education Advice (known as IPSEA) IPSEA offers free and independent legally based information, advice and support to help get the right education for children and young people with all kinds of special educational needs and disabilities (SEND): IPSEA) Independent Provider of Special Education Advice</p> <p>The Council for Disabled Children is an umbrella body for the disabled children's sector: Council for Disabled Children</p> <p>Advanced Solutions, aims to improve the emotional health and wellbeing of families living with neurodevelopmental conditions, learning difficulties and associated mental health needs through a social model of learning and support: For Families in Warrington What we offer ADDvanced Solutions</p>
<p>12.The school's arrangements for supporting pupils with special educational needs in a transfer between phases of education.</p>	<p>In the Spring and Summer Terms, the Learning Development Department, together with Pastoral Managers and Heads of Year, meet with primary school teachers, the SENDCo and Headteachers of primary schools to ensure that information is transferred in a timely manner, before a child starts school.</p> <p>We provide additional transition visits where necessary, and all parents are invited to attend a Parents Information evening with LDD.</p>

	<p>At KS4 and KS5, there is a Lead Teaching Assistant with responsibility for overseeing and supporting students with SEND, with arranging college interviews, completing application forms for University and college, as well as providing advice on different career options.</p> <p>When a child is in Year 9 and has an EHCP, an Annual Review is held in the Autumn Term to ensure that both the pupil and their family are provided with the necessary support through the GCSE options process. This includes, where necessary, the offer of a place at local colleges to study vocational courses that can lead to apprenticeships at post-16.</p> <p>The SENDCo works closely with the Local Authority EHCP Coordinators with responsibility for KS4 and 5 to ensure that they are invited to all Annual Review meetings and are kept informed of a pupils' chosen setting.</p>
<p>14. Information on where the local authority's local offer is published.</p>	<p>The local authority is Warrington. The LA provides information via its 'My Life Warrington' website: Warrington's Local Offer Ask Ollie (mylifewarrington.co.uk)</p> <p>Warrington SEND, Information, Advice and Support Service (SENDIAS) also helps parents, carers and young people with special educational needs: SEND Information Advice and Support Service (SENDIASS) - Secondary Ask Ollie (mylifewarrington.co.uk).</p> <p>They can explain:</p> <ul style="list-style-type: none"> • How the education system works • What early education providers, schools and colleges can do to help your child/young person. • What local authorities and other services can do to help your child/young person. • Your rights and your child/young persons rights. <p>They work in partnership with parents, schools, colleges, local authority and other service providers.</p>