

Aims

Litherland High School is committed to providing an inclusive education for all pupils in order that they are successful, regardless of need or disability.

The school's aims are based on the development of each individual pupil and our determination to encourage them to achieve their best. This is done in a secure and stimulating learning environment where the child is at the centre of our planning. We seek to engender a sense of belonging to the school and to boost self-esteem, confidence and motivation. Our core purpose is "Success for All" and we aim to create a positive climate for learning where expectations and standards are high.

This SEND Policy and Information Report aims to:

- Set out how our school supports and makes provision for pupils with special educational needs and disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools. All pupils have access to a broad and balanced curriculum and we have high expectations for every pupil in our school. Lesson planning and delivery address pupils' identified difficulties to ensure barriers to learning can be overcome where possible through quality, inclusive teaching.

Roles and Responsibilities

Each teacher in Litherland High School is responsible for the progress of pupils in their classes, including those with SEND. Individual subject teachers are responsible and accountable for providing High Quality Teaching including:

- Adapting and refining the curriculum to respond to both the strengths and needs of all students; monitoring student progress and identifying, planning and delivering any additional support or interventions
- Contributing to devising personalised support plans to prioritise and focus on the next steps required for a pupil to make progress
- Applying the school's SEND policy

SENDCo – Mrs Jennifer Morgan

Principal – Mr David Yates

SEND Governor – Ms Karen Lynskey

The person responsible for overseeing the provision for children with SEND in Litherland High School is Mr David Yates, school Principal. The SENDCo, Mrs Jennifer Morgan, is responsible for:

- Co-ordinating provision for students with SEND, developing the school's SEND policy and monitoring its effective implementation
- Liaising with a range of external agencies who may offer advice and support to help students overcome difficulties
- Providing specialist advice and facilitating training to ensure that all staff are skilled and confident about meeting a range of needs
- Monitoring student progress and the effectiveness of provision
- Ensuring that parents are involved in supporting their child's learning, are kept informed about the range and level of support offered to their child, included in reviewing their child's progress, and consulted when planning successful transition to a new key stage or college

The SEND Governor, Ms Karen Lynskey, is responsible for monitoring and evaluating the impact and quality of SEND provision across the school.

The SEND Team

We have 11 Teaching Assistants at Litherland High School:

Miss L Bentley- HLTA

Mr C Greene – HLTA

Mrs C Irlam

Mrs S Lawes

Mrs Y McIlroy – HLTA

Mrs L O'Leary- HLTA

Mrs J Richardson

Miss S Riley

Miss H Roberts

Mrs D Simpson

Mrs L White

Our Teaching Assistants are linked to the timetables of individual pupils, groups of students or departments. They work closely with class teachers to help identify and share effective strategies to support learning and instil resilience and independence for pupils. Teaching Assistants help assess and identify Y7 pupils who require catch-up literacy and numeracy on transition, and deliver the sessions using a range of engaging and effective strategies. We have a wide variety of skills and expertise available across the team, including qualified teachers and experienced special education practitioners.

Admissions

Litherland High School are involved in Sefton Council's admission scheme which can be found below:

[secondary-schools-determined-admission-arrangements-2021.pdf \(sefton.gov.uk\)](https://www.sefton.gov.uk/secondary-schools-determined-admission-arrangements-2021.pdf)

At Litherland High School, we have a legal obligation to admit a pupil who has an Education, Health and Care Plan which names Litherland High School as their preferred school of choice.

Areas of SEND that we provide for:

We are an inclusive, mainstream setting catering for children and young people with different needs, who are able to demonstrate capacity for accessing the mainstream curriculum with differentiation and support.

The SEN Code of Practice (DfES, 2014) identifies four broad areas of special need, under which SEND can be classified:

- **Communication and interaction**, for example, autistic spectrum disorder, speech and language difficulties
- **Cognition and learning**, for example, dyslexia, dyspraxia
- **Social, emotional and mental health difficulties**, for example, attention deficit hyperactivity disorder (ADHD), anxieties
- **Sensory and/or physical needs**, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

These categories are used in school in order to plan SEN provision. However, it is important to note that identification of a specific type of need does not automatically mean that the pupil requires a support plan. Approaches used in our High Quality Teaching provision may enable the pupil to make progress without additional support. Frequently, pupils have learning needs across categories and our priority will be to overcome barriers in order that the pupil achieves targeted outcomes, rather than the identification of a specific type of need.

Identifying pupils with SEND and assessing their needs

Many pupils with SEND will have had formal assessments or diagnoses whilst at primary school.

Through our transition process, we ensure all relevant information is passed on from primary schools so we are fully aware of pupils' needs before they come to Litherland High School. We will also carry out a detailed individual assessment of each pupil at the earliest opportunity to make an accurate assessment of their needs including:

- Reading and spelling standardised assessment
- Progress tests in core subjects
- Cognitive Abilities Tests (CAT4)
- Pupil Attitude to Self and School (PASS) test

For some pupils, their needs may be assessed further, through, for example:

- Observation by the SENDCo or other specialist
- Specialised testing, e.g. dyslexia screener
- Referral to external agencies or Educational Psychologist

Our teachers, pastoral leaders and school leaders closely monitor the progress and attainment of all pupils, including those who have or may have SEND. The continuous monitoring of pupils during their time at Litherland High School will further identify pupils with a special educational need. Any member of staff can make a referral to the SENDCo to ensure pupils' needs are identified and supported.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

Whilst most children with SEND will have their needs met at the 'SEN Support' level, a small number may require an Education, Health and Care (EHC) assessment to determine if an Education, Health and Care Plan (EHCP) is required. An EHCP is for any child or young person who has a significant and complex special educational need or disability. An EHCP is required when a pupil's needs cannot be met by the usual support that is available to them in their school. Pupils who have Education, Health and Care Plans (EHCPs) will also have a formal Annual Review meeting to review their progress and current needs.

Tests and Examinations: Access Arrangements

Access arrangements for external examinations can be applied for from Year 9 onwards. The criteria are set by the Joint Council for Qualifications and must reflect the normal working practice of individual students within school.

Consulting and involving pupils and parents

We understand the importance of seeking the views of pupils and their parents to fully understand an individual's strengths and difficulties, including agreeing the outcomes sought for the young person and subsequent reviews.

We aim to hold termly meetings with the parents of pupils on the SEN register to monitor progress, review the impact of interventions and specialist provisions, and to discuss next steps. We put the pupil at the heart of everything we do, and work closely with pupils to create personalised profiles (Pupil Passports) written by them explaining their strengths and difficulties and personalised learning styles.

Assessing and reviewing pupils' progress towards outcomes

Litherland High School follows the Graduated Approach and the four-part cycle of **Assess, Plan, Do, Review (APDR)**.



We **Assess** a pupil's needs using information from:

- teacher assessment and feedback
- previous progress and attainment
- information from school reports regarding progress, attainment and behaviour
- development in comparison to peers and national data
- views and experiences of parents
- the pupil's views
- advice from external support services

We **Plan** the appropriate action in consultation with parents and the pupil. The adjustments, interventions and support to be in place, as well as the expected impact on progress, development or behaviour, will be communicated to all staff who work with the pupil. Class teachers, subject leaders, form tutors, heads of year and the inclusion team regularly check on the progress of students and concerns are raised if pupils are not making expected progress. All lessons are differentiated to meet the needs of each student and appropriate teaching methods are employed. If a student is not making expected progress, intervention strategies and mentoring sessions are put in place immediately.

Do - The pupil's teachers will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. Teachers strive to provide High Quality Teaching for all our students. Teachers prepare schemes of work and lessons which support the learning and progress of all students through a variety of methods, creative and innovative teaching techniques and the use of varied resources. Once areas of concern are highlighted through the assessment cycle, teaching staff adapt their teaching and resources to suit the needs of all learners (known as differentiation). This includes pupils with SEND and may involve many adaptations and strategies, dependent upon the needs of the student. The SENDCo will support teachers in the further assessment of the pupil's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

We **Review** the support and interventions and their impact on the pupil's progress in line with the agreed date. Through the use of the Assessment Cycle, staff review the progress of the students continuously during the year. Any concerns regarding a child's needs or their potential barriers to

learning are referred to the SEND team. There is a whole school approach to monitoring progress, intervention and support strategies for SEND pupils. The support will be revised in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil. Having consulted with children and their parents, an action plan is put into place and the child's Pupil Profile is updated.

Supporting pupils moving between phases and preparing for adulthood

We share information with the school, college, or other setting a pupil is moving to and agree with parents and pupils which information will be shared as part of this.

All pupils are guided through the transition process by our Vice Principal who is in charge of careers, and by their form tutors and the Year 11 pastoral team. Some pupils will have additional or more intensive support from the SEND department. SEND pupils are offered enhanced transition in the form of taster days and individual visits to post 16 provisions, and the SEND Co works closely with the KS5 SENDCos to ensure pupils are supported during their next stage in education.

Our approach to teaching pupils with SEND

High Quality Teaching is our first step in responding to pupils who have SEND. The strategies listed below reflect the reasonable adjustments that can be offered by Litherland High School. They are indicative of good, inclusive teaching and will benefit a range of learners, whether they have been identified as requiring SEND support or not. The strategies have been grouped to reflect the areas of need identified by the SEND Code of Practice. However, teachers will choose the adjustments they feel will support the students in their class. This is, therefore, not an exhaustive or exclusive list, it simply summarises approaches that may be drawn upon to create an inclusive learning environment. Approaches could vary considerably depending upon the needs of the students in a class or the subject taught. Teachers will make a professional judgement regarding the strategies they employ to promote progress.

Approaches to support Communication and Interaction needs

- Clear and simple instructions
- Clear classroom organisation and structures
- Clear, unambiguous use of language
- Time provided for students to process language
- Outcomes modelled and demonstrated
- Opportunities to work independently, without interruption
- Teacher able to access and employ method of communication appropriate to need
- Visual timetables and supports
- Access to talking partners or alternative approaches
- Strategies and approaches to manage change and transitions

Approaches to support Cognition and Learning needs

- One timetabled weekly Study Skills lesson for every pupil in KS3 and KS4
- Students encouraged to present work in a variety of ways
- Assessment for learning concepts – student aware of the next steps in learning and how to achieve them
- Accessibility to personalised learning aids such as word banks, number lines, memory prompts
- Collaborative working opportunities
- Repetition and reinforcement of skills
- Visually supported learning environments
- Adjustments to alleviate visual stress
- Multi-sensory approaches to learning
- Methods to summarise and highlight key teaching points
- Questions differentiated in accordance to level of understanding and emotional needs
 - Interactive learning opportunities
- Teaching adapted to a range of learning preferences

Approaches to support Social, Mental or Emotional Health needs (SEMH)

- A clear and understood behaviour policy, detailing rewards, sanctions and other motivators
- An environment where students feel safe and free from bullying and harassment
- A range of opportunities to support social and emotional development, including a sense of self-efficacy and self-confidence
- Consistent use of positive language and clear expectations from all adults
- Positive, regular communication with parents and carers
 - A curriculum that takes into account concentration levels
- Tactile sensory objects to calm students
- Adult-directed time out and time away strategies
- Physical and movement breaks provided during lessons
- Recognition of sensory needs and appropriate adjustments made
- Class and school mediation strategies

Approaches to support Sensory and / or Physical needs

- Access to equipment to ensure mobility provided by health professionals
- Awareness of seating positions to take into account sensory difficulties
- Adaptations to resources to ensure accessibility
- Access to developmentally appropriate materials and resources
- Adaptations to presentation of learning
- Effective use of resources and technology
- Support as detailed in access plan or health care plan

SEND Support

Once a pupil is identified as having Special Educational Needs and/or a Disability, an appropriate support plan will be put into place to achieve targeted outcomes. SEND support is approached in waves:

Wave 1 – Teaching and learning approaches for all SEND pupils:

- High quality inclusive teaching approaches identified to enhance pupils' learning
- SEND updates and strategies for teachers
- The classroom environment supports learning through models, images and a range of visuals and key vocabulary
- Lesson objectives, outcomes and success criteria discussed at start of lesson
- Differentiated delivery - simplified language, slower lesson pace
- Differentiated outcome -diagrams instead of writing, mind maps
- Use of writing frames and word banks
- Pupils given time for responses to questions or contributions to group discussions
- Opportunities for revision and over-learning
- Resources to ensure full access to the curriculum
- Seating plans in all classes, considering physical and sensory needs and SEND information

Wave 2 -Targeted support for SEND pupils who need additional help:

- Literacy and numeracy catch-up interventions
- Use of intervention programs such as Wordshark and Lifeboat
- Targeted small group reading support
- Tasks modified to take account of literacy or recording difficulties
- Adaptations to timetables and support
- Opportunities for reinforcement and consolidation
- Liaison with the local authority inclusion officer
- Use of outside services e.g. SSENIS, EAL
- Use of school mentors
- Further assessment and tracking of individual pupils
- Focused in-class support from a teaching assistant (where needed) to facilitate pupil progress or enable curriculum access.
- In-class support directed by the teacher and aims to develop the pupil's independence
- Creation of a Pupil Passport that includes the voice of the child and targeted teaching strategies

Wave 3- Targeted support for SEND pupils who require additional to that provided in Waves 1 and 2:

- Intensive support in one or more curriculum areas
- Teaching Assistant in class work 1:1 or paired or small group
- 1:1 teaching from specialist teacher for defined outcome or time
- Application for an Educational Health Care Plan
- Use of an Early Help Assessment Tool- EHAT
- Liaison with Complimentary Education

- 1:1 counselling sessions with Well Young-Person's Team

Partnerships and external agencies

At Litherland High School, we work with a number of external agencies to seek advice and support and to ensure that the needs of all pupils are fully understood and met. These include:

- Sefton Special Educational Needs Inclusion Service
- Sefton Educational Psychology Service
- Physiotherapy
- Occupational Therapy
- Child and Adolescence Mental Health Service (CAMHS)
- Speech and Language Therapy
- Community Paediatricians
- School Nurse
- Specialist Hospital Services
- The Hearing Impaired Advisory Service
- Safer Schools Officer
- Use of individualised Health Care Plans (reviewed annually)
- Referral to Paediatricians
- Referral to CAMHS
- School Nurse advice and support
- Regular meetings as required
- SENDCo attendance at all parents' evenings and information evenings
- Referrals to outside agencies as required

Expertise and training of staff

Litherland High School staff benefit from on-going professional development; there is regular staff training to ensure teachers are aware of their statutory responsibilities with regards to teaching pupils with SEND. The SENDCo attends training and cluster meetings and disseminates new information to staff. Non-teaching staff who support individual students and groups of students need to have a wide range of curriculum and SEND knowledge. This will be updated regularly by making available relevant courses and ongoing in-house training. Priorities for training are planned to meet the needs of the future school population. Advice and training is taken from external agencies that provide specialist expertise. Teaching assistants are managed and deployed by the SENDCo who ensures that the individual needs of the students are being met.

Evaluating the effectiveness of SEN provision

At Litherland High School, we evaluate:

- Pupil Achievement
- Leadership and Management
- Quality of Teaching and Learning
- Curriculum
- Behaviour and Safety

As part of this process, we scrutinise the effectiveness of the provision for pupils with Special Educational Needs. The SENDCo and SEND governor meet to discuss the provision for our pupils with SEND. The Governors also receive regular reports through the termly Head's Report to Governors and to the curriculum committee.

Each term, the performance data of children with SEND is analysed and areas of need are identified. In addition, interventions are regularly reviewed and monitored to ensure that the impact is effective.

Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

All of our extra-curricular activities and school visits are available to all our pupils, including our before and after school provision. All pupils are encouraged to go on our residential trips and take part in school events. No pupil is ever excluded from taking part in these activities because of their SEN or disability. We invite Y6 SEND pupils on transition to attend summer schools run by Everton in the Community.

Accessibility

Litherland High School is a mainstream secondary school, with a ground floor, first floor and second floor, all of which are accessible to students with physical mobility disabilities. If a student is known to have a disability prior to admission, the SENDCo will work with the Inclusion Consultant, parents and carers and the pupil, to ensure a smooth transition. All preferences expressed for Litherland High School on the admission application form will be considered using an Equal Preference Scheme. Physical access in Litherland High School includes:

- The ability to accommodate a limited number of students with restricted mobility on the three floors
- Wheelchair access throughout
- Specially adapted toilets
- Medical room for the delivery of programmes devised by specialist services including physiotherapy

Link to accessibility policy:

Support for improving emotional and social development

At Litherland High School, we recognise the strength of the relationship between high quality teaching, personalised curriculum, extended opportunities and strong pastoral systems as these are the cornerstones for the positive engagement of young people. We utilise external professionals and support such as the Well Young-Person's Team and Everton in the Community.

We have a strong anti-bullying policy and involve students in the review of this policy. We work to create a positive and caring environment which promotes social development, emotional well-being and respectful relationships. We strive to provide a consistent approach to the quality of learning, teaching and behaviour by taking collective responsibility for the achievement and well-being of all pupils.

Complaints about SEND provision

Complaints about SEND provision should be made to the SENDCo in the first instance. They will then be referred to the school's complaints policy. The complaints procedure is in accordance with the guidelines set out in the school plan. Home and school liaison is critical in the procedure and all communication can also be sent to the Principal's secretary. To ensure that there is as much liaison as possible a high level of contact is offered.

The Local Offer

A Local Offer gives children and young people with special educational needs or disabilities and their families information about what support services the local authority think will be available in their local area. Every local authority is responsible for writing a Local Offer and making sure it is available for everyone to see.

Our local authority's local offer is published here: <https://www.sefton.gov.uk/localoffer>

Our contribution to the local offer is:

<https://www.seftondirectory.com/kb5/sefton/directory/service.page?id=Kyly8C7LDvg&localofferchannel=0>

Monitoring Arrangements

This policy and information report will be reviewed by the SENDCo annually. It will be updated if any changes to the information are made during the year. It will be approved by the governing board.

Relevant School policies that underpin this School information report include:

- Equal Opportunities Policy
- Disability and Accessibility policy Legislative Acts taken into account when compiling this report include: The Children and Families Act 2014; The Equality Act 2010; The Mental Capacity Act 2005

Government Legislation and Guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which sets out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENCOs) and the SEND information report