



Special Educational Needs and Disabilities (SEND) Information Report

Formby High School's Mission Statement states 'We are determined to achieve the highest standards in everything that we do'. The [Special Educational Needs Policy](#) reflects this ethos and it underpins all we do.

We aim to promote the successful inclusion of students with special educational needs and disabilities. We are committed to offering an inclusive curriculum and equality to ensure the best possible outcomes for all students.

The SEN department works to ensure that all students' needs are met through a comprehensive support network which focuses on their well-being and academic progress. Where students have additional emotional and behavioural concerns, we liaise closely with our dedicated and experienced pastoral team to try to resolve students' problems and provide help, support or just a listening ear. We have a strong team of teaching and support staff with a clear vision of the importance of assisting students who have challenging and varied needs.

Our aim is for each student to reach his or her potential; in order to achieve this, our enthusiastic and dedicated team provide a supportive and welcoming environment in which your child will flourish.

Practice at FHS is defined by the New Code of Practice 2014 6.12 which states:

"A pupil has SEN where their learning difficulty calls for Special Educational provision, that is provision that is different from or additional to that normally available to pupils of the same age. Making higher quality teaching normally available to the whole class is likely to mean that fewer students will require such support. Such improvements in whole class provision tend to be more cost effective and sustainable."

We will deliver this through Quality First Teaching.

What is Quality First Teaching?

- Highly focused lesson design with sharp objectives
- High demands of student involvement and engagement with their learning
- High levels of interaction for all students
- Appropriate use of teacher questioning, modelling and explaining
- An emphasis on learning through dialogue, with regular opportunities for students to talk both individually and in groups
- An expectation that students will accept responsibility for their own learning and work independently
- Regular use of encouragement and authentic praise to engage and motivate students.

At FHS all teachers are teachers of SEN. High quality teaching is available to all students meaning that fewer will require additional support. Consequently, providing a child is making the expected progress, they will not require any additional provision.



Students will continue to be assessed regularly and if a child is making less than the expected progress evidence will be gathered and appropriate interventions may be implemented.

If, following testing, it is established that a child has significant needs that cannot be met without additional support outside the classroom, reasonable adjustments will be put in place and progress monitored. Reviews will be carried out at regular intervals to assess the impact of the intervention.

What do you do if your child is struggling with their work?

Teachers can easily identify students who are struggling with class work; however, it may be more difficult to tell if they are struggling with their homework as many are reluctant to admit there is a problem. If you feel your child is struggling with work in a particular subject, the teacher of that subject should be your first point of contact. If the teacher is made aware of the issue, he/she can give your child the necessary support. If the problem is with more than one subject then it is a good idea to talk to your child's Climate for Learning Leader.

What reasonable adjustments may my child be offered if they are not making expected progress?

Approaches to support communication and interaction

- 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 social, mental or emotional health

- A clear and understood behaviour policy, detailing rewards, consequences 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 strengthening resilience and self-confidence
- Consistent use of positive language and clear expectations from adults
- Positive, regular communication with parents and carers
- Providing opportunities and encouragement to use self-calming techniques
- Time Out/Nurture arrangements
- Access to sensory room and/or quiet space



Approaches to support cognition and learning needs

- Differentiated curriculum, pertinent to student's level of attainment or development
- Reading material accessible to students
- Opportunities for students to present knowledge / views in a variety of ways
- Students made aware of the next steps in learning and how to achieve them
- Access to personalised learning aids such as word banks, number lines, memory prompts
- Collaborative working opportunities
- Repetition and reinforcement of skills
- Visually supported learning environments
- 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

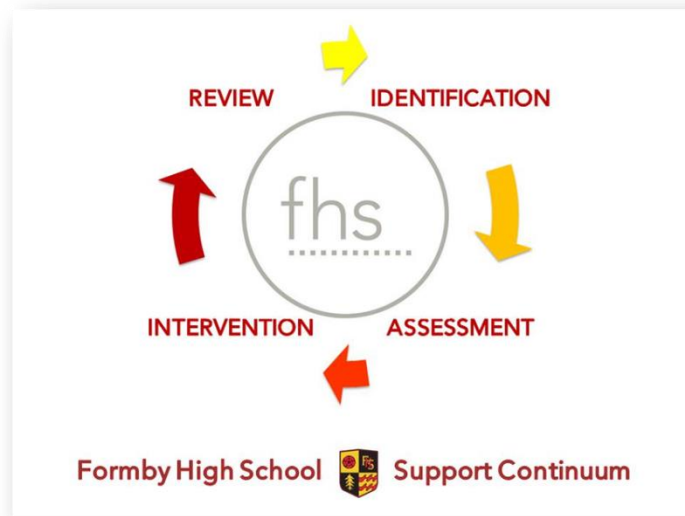
Approaches to support sensory and / or physical needs

- Recognition of sensory needs and appropriate adjustments made
- Access to equipment to support mobility as 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 Educational Health and Care plan or medical care plan
- Access to sensory room and / or quiet space
- Adjustments to alleviate visual stress
- Use of tactile sensory objects supported
- Access to sensory needs identification sessions with a trained teaching assistant

How will we track progress?

Adequate progress is that which is similar to that of peers starting from the same baseline. However, we recognise that there may be times when student progress falters. To ensure that this is identified we track progress rigorously using the methods outlined below:

- Baseline assessments
- Standardised assessments
- Interrogation of Key Stage 2 data
- Learning Walks
- Internally /externally generated data
- Screening and Progress Reports (SPRs)
- Internal and external examination results



How does Formby High School organise support for students with SEN?

We recognise that a small number of students will require additional support to that provided by the teacher. Our SENDCO coordinates all relevant support with students with SEND. This could include:

- Small group intervention
- 1:1 tuition
- Support delivered by outside agencies
- Specific interventions for students with defined additional needs
- Specific information provided to teachers based on a student's needs
- Additional adult support
- Supporting applications for Education Health and Care Plans
- Applying for high needs funding where further adjustments are required to meet the needs of the student



Transition

- Enhanced transition/nurture groups for transition support in Year 7
- Access to the Summer School programme
- A transition programme of activities for Year 6 students which involves experiencing extra 'taster' sessions at Formby High School before arriving in September
- Transition meetings between the contributory primary schools' SENDCO and the SENDCO at Formby High School
- SENDCO to attend EHCP annual reviews during Year 6 as required

Together with many of the reasonable adjustments detailed earlier in this document, the following is available at Key Stage 4:

- Full access arrangements for Key Stage 4 examinations, including extra time, readers, scribes, transcribing, oral modification, quiet room and rest breaks
- Study skills support
- Pathways and reduced curriculum
- 1:1 support and mentoring for students who are struggling
- Support with work experience placement and liaison with careers support
- Annual review
- Small group intervention
- Students supported with post-16 transition
- In class support for students in receipt of high needs funding

Together with the above, the following is available at Key Stage 5:

- Use of the independent study facilities
- Intervention from Sixth Form Progress Leader
- In class support for students in receipt of high needs funding
- Students supported with transition beyond Formby High School

What about Building Capacity?

In order to ensure that our students receive support appropriate to their needs:

- School staff will be provided with annual educational needs training
- Training will be provided by the most appropriate person, for example, the SENDCO, another appropriate member of school staff or an external trainer
- All training resources are on the school network and are accessible to all school staff

To access the Sefton Local Authority Local Offer, please click [here](#).