



Special Educational Needs and Disabilities (SEND) Information Report

Formby High School's Mission Statement states 'FHS is an exceptional school at the heart of the local community. Our mission is to nurture, educate and inspire our students over a seven year school journey to achieve their academic and personal potential and become caring, engaged and responsible citizens'. The [Special Educational Needs Policy](#) reflects this ethos and it underpins all we do.

We 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.

Our Approach to SEND

Our aim is for each student to reach their potential. In order to achieve this, our enthusiastic and dedicated staff throughout Formby High School provide a supportive and welcoming environment in which your child will flourish.

SEND at FHS is defined by the 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."

Supporting students with SEND is the responsibility of all staff and our skilled SEND Team are an essential part of ensuring students are supported appropriately. The SEND Team is led by our Special Educational Needs and Disabilities Co-ordinator (SENDCO) who works to ensure that all students' needs are met through a comprehensive support network which focuses on their well-being and academic progress. Collaboration is vital to the effective support of our students and where students have additional emotional, behavioural or mental health concerns, close collaboration with our experienced pastoral team ensures that students' difficulties can be addressed and support provided. At Formby High School we are proud to 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.

Types of Need

Our inclusive approach to SEND means that we support students across the four broad areas of need identified in The Code of Practice (2014). Our Graduated Approach underpins the provisions and is informed by the Assess, Plan, Do, Review cycle.

Broad Area of Need	Examples of Need
Cognition & Learning	<ul style="list-style-type: none"> • Specific Learning Difficulties (SpLD) eg Dyslexia, Dyscalculia • Moderate Learning Difficulties (MLD) • Working Memory Difficulties
Communication & Interaction	<ul style="list-style-type: none"> • Speech, Language and Communication Needs (SLCN) • Autism Spectrum Disorder (ASD) • Developmental Language Disorder • Processing Difficulties



Social, Emotional and Mental Health	<ul style="list-style-type: none">• Attention Deficit Hyperactivity Disorder (ADHD)• Mental Health Difficulties• Anxiety, Depression, Self-harm• Obsessive Compulsive Disorder (OCD)• Eating Disorders
Sensory & Physical	<ul style="list-style-type: none">• Visual Impairment• Hearing Impairment• Hypermobility• Medical Conditions

Identification of SEND

Where a student has SEND, it is essential that their needs are identified as early as possible so that appropriate provision can be implemented to target their areas of difficulty. In addition to the school's assessment arrangements, the school identifies SEND through:

- Primary school information shared during the transition process at the end of Key Stage 2. The SENDCO and Year 7 Climate for Learning Leader meet with primary staff to discuss each student, their needs and the provisions in place to support them. The information gathered includes the use of SATs data and teacher assessment.
- In school assessments (including standardised and non-standardised testing)
- Consultations with Sefton Inclusion Team. Our Inclusion Consultant works closely with the school to highlight students in need of SEND support and to track the impact of this over time.
- Regular meetings with Climate for Learning Leaders and the Pastoral Team.
- Concerns expressed by staff.
- Concerns expressed by parents.
- Concerns expressed by students.
- Use of the Assess, Plan, Do, Review cycle.

When deciding whether SEND provision is required to provide a student with the additional or different support they need, the views of parents and students are sought. We notify parents when it is decided that a child will receive SEND support.

High Quality Teaching

All teachers follow the Graduated Approach in catering for the needs of our students. All our students benefit from High Quality Teaching and approaches promote inclusive teaching and are beneficial for all learners. High Quality Teaching involves:

- 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
- An understanding of students' well-being and how to promote this positively
- Regular use of encouragement and authentic praise to engage and motivate students



At FHS all teachers are teachers of SEND. High quality teaching is available to all students meaning that fewer will require additional support. Where additional or different provisions are required, further approaches are added to high quality teaching. The supportive strategies can include:

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
- Pictorial support resources
- Access to talking partners or alternative approaches
- Strategies and approaches to manage change and transitions

Approaches to Support Cognition and Learning

- Differentiated curriculum, pertinent to student's level of attainment or development
- Reading materials accessible to students (inc font, size, coloured paper)
- 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
- Assistive technology

Approaches to Support Social, Emotional or Mental 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
- Sensitive seating arrangements
- 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 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, taking account of 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

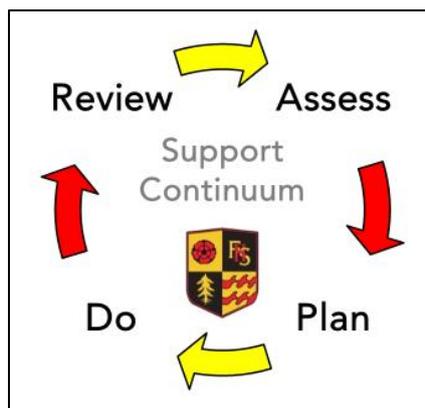
Reasonable Adjustments are in place to ensure that students with disabilities have equal access to the same opportunities and to remove or reduce the disadvantage a student may face as a result of their disability. Where these are in place they are recorded on the school's systems.

Tracking Progress

At Formby High School there is a rigorous approach to the tracking of progress and this includes students with SEND. Tracking includes the use of quantitative data and progress towards outcomes. For some students, tracking areas outside of academic attainment is also needed and is in place, as per the Code of Practice. The following approaches are utilised to support the tracking of progress:

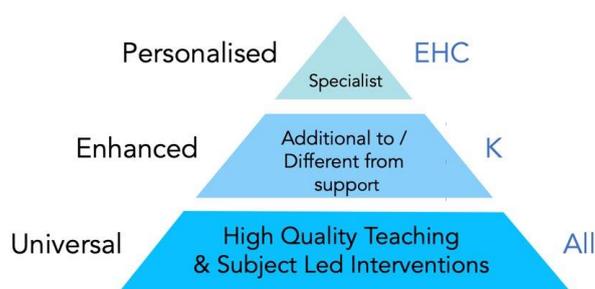
- Baseline assessments
- Standardised assessments
- Interrogation of Key Stage 2 data
- Learning Walks
- Internally / externally generated data
- Screening and Progress Reports (SPRs)
- Internal and external examination results
- Observation
- Staff Feedback

Students who receive SEND support will have additional reviews of their progress and the Assess, Plan Do, Review cycle underpins the Graduated Approach. Through these cycles, the additional or different provisions they require to make progress are identified, implemented, reviewed and amended as needed.



Graduated Approach

At Formby High School, all teachers follow our Graduated Approach. This tiered response to meet the needs of our students ensures that all students are able to access the level of support they need to progress academically, socially and emotionally.



As part of our Graduated Approach, we recognise that some students will require provisions that are additional or different to that provided for the majority of the school population. This is received through our enhanced support. Enhanced support is delivered through collaboration between teachers, pastoral and medical teams and the SEND Team. The majority of this support is delivered within the classroom environment; however, we recognise that for a small number of students short-term, targeted intervention may be needed outside the classroom to address difficulties. Our SENDCO and Assistant SENDCO coordinate all relevant support with students with SEND. This could include:

- Small group intervention
- 1:1 tuition
- Support delivered by outside agencies
- Specific interventions
- Additional adult support
- Applying for additional short-term funding where further adjustments are required to meet the needs of the student
- Supporting applications for Education Health and Care Plans

Our personalised tier of support is accessed by students with an Education, Health and Care Plan. This includes bespoke support and intervention. For a small, identified cohort a personalised curriculum package can be provided in English, Mathematics and Science for those working significantly below age



related expectations and this can be complemented with a Life, Living and Employability Skills curriculum.

Developing Expertise

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
- Teaching Assistants are also given the opportunity to engage in regular training

Transition from Primary to Secondary School

Our Year 7 Climate for Learning Leader and SENDCO work closely with primary schools to ensure an effective transition takes place. Extensive two-way sharing of information ensures that a student's needs are highlighted before they start Year 7. Our Enhanced Transition programme in the summer term is tailored to each cohort to ensure it provides the experiences needed to help Year 6 students secure and comfortable about transition. Information on students with SEND is shared with teaching, support and pastoral staff ready for September to ensure the transition is as smooth as possible. The following approaches are also in place:

- 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 and SEND Support reviews during Year 6 Summer Term as required

For students who join Formby High during Key Stage 3, Key Stage 4 or at the start of Sixth Form, similar transition arrangements are in place to ensure a clear understanding of their needs and the support they require is gathered and students feel at ease with their new start.

We have well established links with local colleges and for students leaving Formby High School at the end of Key Stage 4, contact takes place to share our understanding of the students about to commence in a new setting.

Parent and Student Involvement

The voices of our parents and carers are a valuable part of our approach to SEND support. As part of the Assess, Plan, Do, Review model within our Graduated Approach, regular review meetings are held with students and parents to discuss progress and the additional / different support required. These meetings take place in a variety of ways to suit the flexibility of the families we support.

At Formby High School, our students are fully involved in all aspects of their education. Students contribute to their Support Plans and information about their likes, achievement and aspirations is included. As our young people move towards adulthood, we work to strengthen their self-perception so that they can be actively identifying the additional / different approaches they need and take increasing ownership of the plans in place to support their learning and development.



For students with Education, Health and Care Plans a statutory annual review is held, led by the school. This enables all stakeholders to hold collaborative discussions, discuss progress and identify future provision needs.

Dialogue with parents and students is central to our support and the following actions are taken to ensure collaboration:

Action	Involved	Frequency
Student Profile	Student and Parents	Updated annually
Student Views	Student	Updated annually
Parental Views	Parents	Updated annually
Parents' Evening	Student and Parents	Once a year
Parental Meeting	Student and Parents	As and when requested

We encourage our students and families to speak with us as soon as possible when any concerns arise so that these can be addressed at the earliest opportunity.

Parental Concerns

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.

SEND Population at Formby High School

On 1 September 2022 our SEND population was:

Year Group	Number of Students with Education, Health and Care Plans	Number of Students with High Needs Funding (HNF)	Total Number of Students with SEND
Year 7	11	1	33
Year 8	11	2	27
Year 9	10	0	25
Year 10	8	0	26
Year 11	2	1	19
Sixth Form	2	0	18

Please note that, due to the Graduated Approach and Assess, Plan, Do, Review cycles, these figures change frequently but they give an impression of our SEND population.

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