**SEN Information Report for Lytham St Annes Performing Arts College**

**The kinds of special educational needs for which provision is made at the school are:**

* Communication and interaction.
* Cognition and Learning.
* Social, emotional and mental health difficulties.
* Sensory and/or physical needs.

Lytham High school is a mainstream school which is committed to the whole school inclusion of students with special educational needs and disability. All students follow a broad and balanced curriculum that meets their needs and ensures progress is made. As a school we know that it is important for all students to have their needs and abilities met and challenged. This is no different for students with Sen and this is achieved with the Learning Support department working closely with the inclusion, intervention and pastoral teams, to ensure that the curriculum and pastoral needs of students with SEN are met.

Lytham High school works with the parents, student and outside agencies to remove a student’s barrier to learning, whether this barrier be around cognition and learning or sensory and/or physical needs. Through doing this we ensure that there is an equality of provision for students within the school setting.

**How do we identify and assess students with Special Educational needs and how are students placed on the SEN register?**

When considering whether a student has SEN it is, important to remember what it states in the SEN Code of Practice 2014(SEN CoP, 2014, pg 15).

‘A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.’

The SEN CoP states that a child has a learning difficulty or disability,

* If he/she has a significantly greater difficulty in learning than the majority of students the same age or
* Has a disability which prevents or hinders the student from making use of educational facilities of a kind generally provided for students of the same age in mainstream schools.

At Lytham High this means that during the transition from primary the feeder schools are contacted and visited prior to transfer. Any student who has a “learning difficulty” who is SEN Support or has an EHCP is referred to the SENCO. The SENCO then visits the schools and the students and where possible parents.

In the spring of their Year 6 the LA will notify school which students are coming who have an ECHP. Where practicable the SENCO attends their Annual Review to ensure a smooth transition is made.

To ensure that there is continuity of learning and provision the SENCO, intervention and inclusion teams will,

* Use the information from primary to devise a curriculum and support provision for the first few weeks.
* In English and Maths the student will be setted and if needed will be placed in the steps plus class that provides additional English and Maths support.
* Some students will also receive wave 2 support, some will receive literacy and numeracy support with some students having additional support from wave 3 provision.
* Class teachers are given information on how best to meet the students’ needs through wave 1 quality teaching. This is shared through the SEN register and the school’s Achievement Database.
* The provision will be reviewed through ongoing Quality Assurance by the SENCO including analysis after each data assessment point.

All students at Lytham are assessed and progress is monitored by a clear cycle of assessment, there are 3 periods in the year where this is done. At these points academic progress of students is looked at by class teachers, Heads of Subject and Departmental Heads in the first week after the Data Assessment Point, followed by The Progress Leader, College Leaders, Form Tutors and the SENCO in the second week. This process allows us to provide a graduated approach to meeting the needs of students and delivering provision through the 3 waves of intervention.

Wave 1 – ‘Quality first teaching’ – as it states in the SEN CoP 2014 ‘ all teachers are teachers of students with special educational needs’. Therefore it is important that teachers use the information given to them through the database and SEN register so they can ensure that all students can access the curriculum. For some students Wave 1 is supported by a Wave 2 provision.

Wave 2 – these are additional and timed limited, small group interventions targeted to remove the barriers to learning. These are delivered to students where there is a need, however these are still not seen as Additional Educational Needs provision. If a student is still not making progress then there needs to be a Wave 3 level of provision.

Wave 3 - Where students:

* Make little or no progress(two levels below national expectations)
* Continue to show difficulty in developing literacy and numeracy skills.
* Show persistent social and emotional difficulties that are becoming barriers to learning.
* Have sensory and/or physical difficulties and do not make progress with specialist equipment
* Have difficulties around communication and interaction even with a differentiated curriculum.

Despite having quality first teaching (Wave 1) and additional provision (Wave 2), the school seeks advice and involvement from external support services. They are requested to:

* Provide specialist assessments.
* Give advice on teaching strategies or materials.
* Provide short term support or training for staff.

The SEN register or Pupil Passport sheet is revised and new strategies are put in place following the involvement of student and parents. There may also be a need to modify the curriculum, for this student. Should the assessments identify that the student requires additional provision on a regular basis for an extended period then the school will apply for additional resources in accordance with the LA processes.

Through the three waves of provision students may also undergo a number of screening and testing processes which allow us to identify any specific area of need. We currently have:

* Evidence from teacher.
* Learners performance in National curriculum subjects.
* Records from primary schools.
* Reports from outside agencies.
* Lucid Rapid – which is a Dyslexic screener.
* WRAT 4 – which test spelling, reading and comprehension skills.
* DASH – which assess handwriting skills.
* CTOPP 2 – which assess phonological processing skills.
* Symbol Digits Modalities test – which assess visual processing skills.
* Dyslexic Portfolio.
* Boxall

The significant factor to whether a student receives additional educational provision is whether they are making adequate progress. Adequate progress is that which:

* Narrows the attainment gap between student and peers.
* Prevents the attainment gap widening.
* Is equivalent to that of peers starting from the same baseline but less than the majority of their peers.
* Is equivalent to that of peers starting from the same baseline but less than the majority of their peers.
* Equals or improves upon the students’ previous rate of progress.
* Shows an improvement in self – help and social or personal skills.
* Shows improvements in the students behaviour

All of these factors are considered when a students’ progress is monitored during the schools assessment cycle.

**Information about the school’s policies for making provision for pupils with special educational needs whether or not the pupils have EHC Plans.**

In our SEND Policy we outline that if a student falls under the category of SEN Support, has a Statement or an EHC Plan then their progress and interventions are monitored along with other students in line with assessment processes. The assessment process takes place 3 times a year, it is at these times when the progress of all students is monitored, if those students are SEN and progress is not as expected then there is a review of provision. Interventions and support are identified appropriate to the needs of the child. i.e if they are Wave 1 – but there are issues around progress, then a class teacher will make a referral to SEN. At this point we will look to see if there are any diagnostic tests that need doing or screening, from these it will give us an idea as to the intervention needed at wave 2. If the student is already at Wave 2, then we may need to review the interventions and whether there is need for a change or just a continuation to allow the skills being improved to become embedded. If the student is at Wave 3 – is SEN support and has a modified curriculum, additional support put into class, but no specialist teacher input then this would be where we would look to intervene.

If the student has an EHC Plan we would need to review the support, check what the advice has been given from specialist teacher and consider adding support, further modification of the curriculum and perhaps an early review to look at the level of funding around the child and what we might need to meet those needs. A student with an EHC Plan has an annual review as part of the statutory requirement, however if it was felt that there were issues around provision before the date of the review an early review would be called. At an annual review advice is collated from:

* Class teacher
* TA
* Specialist working with Student/TA
* Other specialist support

If there is a need to implement provision or change it then parents and students are informed of this. The SENCO will then work with parents, the student and class teacher to implement provision and to monitor its success. It is a graduated approach which requires our team to assess, plan, do and review. It is a continuous process and students will come on and off the SEN register, if they are making adequate progress they are removed/ moved to “M” (which means their progress continues to be monitored but they are making expected progress with current support). Parents and students are informed of any change to the child’s SEN status.

**How will I know how well my child is doing at LSA?**

**Pupil Reports** Earlier we identified that there are 3 assessment points after each of these a report is sent home to parents. After receiving this report parents may speak to any member of staff about their child’s progress.

**SEN Drop-In** If the student is SEN there is the SEN Drop in session every Monday 3.15 – 5pm where parents can come along and speak to the SENCO or an HLTA, about their concerns.

**Consultation Evenings** Each year group also has a Consultation Evening where the SENCO and HLTA are available for parents to come along and speak to. At these times parents are also encouraged to ensure they speak to the students’ class teachers and raise any concerns they may have around their subject.

**Student Planner** Parents are also encouraged to contact school through the student planner where they can write messages, to the student’s form teacher and class teachers. Also in the planner, the home school agreement contains advice for parents on how to help a student and how they can work with the school to ensure that a student reaches their full potential.

**School Website** Parents can go on the schools website where there is subject specific information, that can help with homework tasks or information about what a student is studying. Currently the SEN page is being updated, where there is a plan to add important and useful websites for parents, along with advice that will help parents with children of specific needs.

**How will the curriculum be matched to my child’s/young person’s needs?**

**Setting**

At the start of year 7 students are placed into sets that are appropriate for their current levels of ability. The data used is from primary school, but there is an early assessment point in October where students are assessed again in English and Maths to determine if any early moves of set or support is required.

**Additional curricular support**

The data from the primary school is also used to identify what level of intervention a student may need. Sometimes a student will be placed in Literacy and Numeracy straight away based on the information from the primary school. Some students will be given a more personalised timetable. Throughout their schooling there is the continuous process of assessing and monitoring.

For the first time this year we have created Steps classes in years 7 – 9, these classes are to allow students who need additional support with English and Maths a set time in the timetable where this support can be delivered. In years 10 – 11 a Steps class exists and in 2014/15 we added a Steps Plus class where students choose one less option subject and receive additional English and/or Maths for 5 periods a fortnight. Students who are struggling to access the curriculum at GCSE in English and Maths are given the opportunity to follow the Functional Skills programme.

These curriculum changes allow students to still have a broad curriculum but one where additional support can be gained where the need arises. As a school we work with parents and students to ensure they are following a broad curriculum, there will be times when this curriculum needs to be modified. This is not a decision that is taken easily, as there are considerations around the legal requirements for students and the progress they should be making. It is important to know that before modification or even dis-application happens students are given the necessary support to continue to follow a full curriculum. Then at Year 9 they are given guidance during the GCSE Options process to ensure they are on the correct pathway for their ability.

It is the role of the class teacher (Wave 1) to plan appropriately for the range of needs in their classroom. To help with that planning there is information on the SEN Register, Pupil Passports and database for staff to use to ensure they are offering a curriculum that is differentiated. The information given to staff can range from simply getting them to give the student sentence starters, to how to deal with a particular behaviour to allowing a student to use technological equipment. If class teachers have concerns about a certain student they are able to request a visit from the SENCO or HLTA through the referrals system. These measures ensure that there is an open discussion about how we meet a student’s needs, thus ensuring that we are providing a curriculum that is both accessible and challenging.

To allow for some students to access the curriculum successfully they are given in class TA support. As a school we are now in our second year of having specific TA’s and HLTA’s working in the English and Maths departments, these TA’s and HLTA’s plan and deliver a range of interventions for students in these subject areas. We also have a number of TA’s who deliver in class support across a range of subjects.

**How is the decision made about the type and how much support my child will receive?**

The support given to students depends on the level of need. All students are supported in class firstly by the class teacher, in the provision of differentiated and challenging work. Students who are SEN will be given support through small intervention groups, these may revolve round Literacy. Numeracy, Social skills and Handwriting. For some students who require a more personalised programme of support a TA will support in class. The students who need this support will have been identified through the assessment and monitoring cycle, they may also have been seen by a specialist teacher who may identify a high level of support in some subjects.

Students who have an EHC Plan will have their needs identified on the plan, this may include a high level of in-class support and small intervention groups around social interaction, language and communication All provision is monitored and assessed, if a change is needed and a student continues to fail to make progress, then there is a reassessment of the provision and specialist advice is sought..

At the school we ensure that all students with SEN are appropriately supported through the exam process, this is achieved by all students with SEN having a specialist assessment. The specialist assessment is carried out by a specialist assessor, the students are required to do a number of tests that revolve around spelling, reading accuracy and comprehension, handwriting and processing speeds. Depending on the needs identified will depend on the assessment that is carried out. JCQ have strict guidelines on the standard scores that are required for students to get access arrangements. Therefore it is important to remember that though a student has SEN they still may not qualify for access arrangements.

Outside the curriculum and intervention groups the school offers social clubs at lunchtimes for students who may need support at these times. There are also homework clubs for all students to access. At present the learning support department is looking to add typing skills classes, IDL intervention for students who are dyslexic and have low literacy scores. These are going to be put in place to complement the interventions that are currently being run by the English and Maths intervention teams.

**How will my chid be included in activities outside the classroom including school trips?**

At the high school there are a range of activities that all students are able to engage in from sports clubs to music clubs. These are promoted through registration and all students are able to go along. School trips are organised to enrich the curriculum for all students, where a student has additional needs there is a full consideration of what support they may need on the trip to ensure they can access this enrichment activity. During lunch and break times for students who may be struggling with the school environment there is the availability of using Social Skills Groups in the Mentor Room or LINC which supports a range of students, with some students preferring a quieter environment like the Zone. The library is available for all students at lunch, break and after school times, where there are staff that can support students with any homework.

As a school we are keen to support students with social and emotional needs, this firstly happens through the pastoral system where the form tutor takes a very strong role in supporting students both social and emotionally. However there are some students who need another level or support. When students are identified as needing a higher level of social and emotional support they are referred to the LINC Unit. Here they are supported through group sessions or 1:1 sessions depending on the needs of the student. The school also works with Ad action and Butterfly and Phoenix, these offer very specialist support that can be accessed by students with or without SEN.

**What support will there be for my child’s overall wellbeing?**

Students overall well-being is supported by the College system. There are 6 colleges that are headed by a College Leader. Students who have siblings at school are usually placed in the same college to allow continuity of care. All students are placed into forms, it is the form tutor that is the first port of call for any concerns you may have about your child’s education and well-being.

It is the role of one of the Assistant Head Teachers to liaise with the feeder primary schools to help in the placing of a student into a college and form group. Information about the college system can be gained at Open evening and Year 6 Induction Evening. Then through the year there are parents’ evenings and a Year 7 “Meet the Form Tutor” evening, where parents can meet the pastoral team and SENCO.

For students with additional needs the SENCO and Learning Support team are available every Monday through drop in sessions, parents can use a pupils planner to identify they wish to see the Learning Support Team and if they need an appointment this can be made by phoning the school.

Students who are on medication are supported by being able to keep the necessary medication in a locked cabinet where it is labelled and monitored by key first aiders. Some students will require a care plan which is written and stored on SIMS. The care plan is written by the pastoral team, parents, child and key first aider. All staff are able to access the care plans on SIMS. Where a student has additional needs there is a hard copy kept in their file. In case of emergency care a first aider is called, the first aider will either treat on the spot or call for an ambulance. If an ambulance is needed then the parental contact is immediately notified.

The school does not have a resident therapist or school nurse, however any service can make an appointment to meet students at the school. Though the school nurse is not resident at school she does do a lunch time drop session once a week. Currently the school is working closely with CAMHS for students who are diagnosed with ADHD to ensure a joined up approach in delivering the appropriate emotional and educational care for students. Also the school is setting up as a link school to work with Trinity Hospice to ensure that they are supporting a wider range of students who may have social and emotional needs.

At the start of the school year staff are reminded of the safeguarding policies and how they ensure they are looking after the welfare of students. There is also whole school training on Asthma, Diabetes and Anaphylaxis. Inset training is used to ensure that there are personnel in school qualified to deliver first aid. There are a number of trained first aiders including two senior first call First Aiders who can be called on to administer first aid treatment.

The school has a clear behaviour policy that ensure there is consistency throughout the school and students are aware of the consequences. There is a Patrol system in school which is used to help reinforce classroom management and where necessary helps to remove students from class who are not following the correct behaviour expectations. If a student has been removed from class they will have received a detention and parents will be contacted.

**Staff who support students with additional needs:**

Tonia Hallam – SENCO

Shelia Vann – HLTA – Steps Programme/IDL

Angie Slater – SEN Administration

Amanda Dainty – General Teaching Assistant – Behaviour and Social skills.

Annette Rose – General Teaching Assistant – worked with Physical needs students.

Ellen Javed – General Teaching Assistant-

Patricia Hargreaves – General Teaching Assistant

Christine Kitchener – General Teaching Assistant – ADHD

Lorna Mc Kelvie – General Teaching Assistant

David Southwell – General Teaching Assistant

**What specialist services and expertise are available at or accessed by the school?**

The school uses SEND services who have specialist teachers and educational Psychologists who can be used to deliver advice on teaching strategies, personalised learning programmes and the types of in-class support students with additional needs may require. The school also links with Alternative and Complimentary Residential Service (ACERS) to ensure students who may be struggling in the mainstream setting have a n opportunity to access education in a different setting for short periods of time.. To help students with additional needs plan their future pathways Young Peoples Services offer interviews and support with careers, this is also done at times of transition.

**What training have the staff supporting SEND had or what training are they having?**

Currently staff supporting students with additional needs are identifying areas of development and in the SEN development plan a structure is being devised to ensure these staff are given the opportunity to develop their skills and expertise. This training with then be disseminated to all teaching assistants in school. At present the school is working with CAMHS to set up training sessions for TA’s on how to help students with ADHD access the curriculum.

Currently the school is looking at how it ensures it is prepared for students coming with additional needs that may not have been dealt with before. The review is looking at when as a school we contact the primary school, at what point organised visits take place, when we gain access to the specialist teacher information for that student and how we can develop a sharing of good practice between the primary TA’s and the high school TA’s.

Students who need specialist equipment are identified quickly and this equipment is purchased to allow the students to fully access the curriculum. There are times when there needs to be a review of the equipment as at times some students will not use it. The types of equipment can range from specialist computer software to specialist seating dependent on the needs of the student. Where a student has a Physical or Sensory Difficulty there will be meetings with the correct professionals to identify the types of equipment needed for certain classrooms.

**How accessible is the school both indoors and outdoors?**

* LSA is a large secondary school spread over several blocks of which only 2 are inaccessible to the upper floors for wheelchair user.
* All other buildings have lifts for use by anyone with a physical disability
* Most blocks in the school are at least 2 storeys high.
* Corridors in the main corridor of the original block are narrow and a one-way system is in place to alleviate congestion.
* There are 2 designated access parking spaces at the front entrance.
* There are 2 disabled toilets, one of which has a wet-room and a changing area.
* Certain areas in school are fitted with auditory equipment.
* There are height adjustable tables in two of the technology rooms.
* Height adjustable chairs are also available.
* Most general-use classrooms are carpeted and have blinds at the windows.
* The medical room is situated on the ground floor of the main entrance block and has a lockable storage area.
* There is a designated access parking space near the front entrance.
* An audit of the auditory environment has shown good acoustics in the majority of classrooms which are carpeted and have window blinds and wall displays.
* The acoustics in large circulation areas such as dining rooms, main hall and gym areas are in need of improvement.
* All school policies are available either via the school’s website or in print format from the school.

If a student requires additional equipment, the school liaises with Physiotherapists and Paediatric Occupational Therapists. During the initial visits the parent and the student are part of the process so that their views can be heard. This ensures the appropriate equipment is purchased and available for the student to access in class and the student is aware of their role in the process.

**How are the parents involved in the school? How can I get involved?**

As a school we understand the importance of working with parents and it is because of this that the governors have devised a mission statement that both parents, staff and students agree to. Governors believe that delivery of this mission statement will only be possible when the school works in partnership with, and has the support of, parents and students..

* ***Learning is the main purpose of our school***. Our students will be educated to be independent learners who take responsibility for their own learning. They will be able to research and critically evaluate information, they will seek and take advice and know how to learn effectively. Students will show that they are eager to learn and that they enjoy their life in school. They will be able to demonstrate that they are literate, numerate and creative and have the technological and life skills necessary for the future.
* ***People in our school community are to be treated equally and with fairness and respect***. Students will have respect for themselves, for others and for their environment. Students will display leadership and the ability to work in teams. We welcome and value every young person, whatever their academic ability, ethnicity, religion, gender, sexuality or background. Our school represents and reflects the community it serves though we teach students to be positive role models and active citizens of the United Kingdom and of the wider world.
* ***Excellence******is something all students and adults working in the school should aim for in every aspect of school life***. Everyone is capable of excellence and can show it through how they communicate with and care for each other, through their extra – curricular achievements and through standards of teaching and of learning. One indicator of excellence is the academic achievement of our students. Our ambition is that all our students will leave school with at least 5 A\* - C GCSEs or equivalent and post 16 results which will prepare students for their future and allow entry to their university or employment of choice.

It is through signing the schools home school agreement that we start the process of working with parents and getting parents involved in the student’s education. Through the year there are a number of evenings that parents are invited to, every year group has a parents evening, parents are advised to come to school to meet and discuss their child’s progress at these meetings, the SENCO is also available. For Year 7’s there is also a ‘Meet the Form Tutor’ and Reports Drop In. For Year 11’s there is an Intervention Evening, where parents are advised on what support their child is currently receiving in English and Maths. For parents of students with SEN there is also Monday Drop In, where parents can come along without an appointment to discuss any issues that may have arisen. Parents are also able to contact school to make appointments to see a student’s form tutor or Head of College. These members of staff are also available at parents evening.

Students are given the opportunity to discuss how they feel they are being supported through their annual review meetings and also when they are meeting the SENCO to look at their Pupil Passport. Students are given the opportunity to look at their passport and decide what support they may need and look at the strategies staff have been advised to use. During a students’ Annual review they are asked to fill in a questionnaire and then are given the chance to discuss what they have written at their review.

As parents you may not be happy with the progress or support a student is receiving, it is important to remember that you can contact the school at any point to discuss these matters. Your first point of contact would be the students form tutor, who can follow up any concerns you may have. If a student is SEN then you can come to the Monday Drop In, here the SENCO or HLTA will be available to discuss your concerns and identify what action is required. .If you do not feel that you are being supported then you can follow the school complaints policy which can be found on the website. Also if you are coming into school to discuss your concerns and feel you require support it is advisable to contact the Parent Partnership Team, who will come with you to a meeting.

For all parents with students with SEN and disability information can be found on the Lancashire Government website. This website is very useful and it is where all schools information can be found and also the areas local Offer. The Local offer is what is available for a student with SEN in your local area, there is guidance and advice on this website.

<http://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities.aspx>

Also a useful link is this one, which helps give advice on a wide range of support services,

<http://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/help-for-parents-and-carers/information-advice-and-support.aspx>

The Parent Carer Forum is an organisation that produces a newsletter that has a lot of helpful contacts and information for parents with children with SEN and Disability. The link below is of the latest newsletter (Autumn 2015)

<http://www.lancashire.gov.uk/media/791162/FIND_Autumn-15.pdf>

If, as a parent you think your child might have special educational need, please contact:

SENCO: Tonia Hallam on 01253 733192 or email:

[Tonia.hallam@lythamhigh.lancs.sch.uk](mailto:Tonia.hallam@lythamhigh.lancs.sch.uk)

To comply with the school’s statutory requirement to provide an SEN Information Report; Regulation 51, Part 3, section 69(3)(a) of the Act please find our Local offer and Special Educational needs Policy, on our website.