



Stockport School

SEN Information Report **2018-19**

What are special educational needs?

Special educational needs (SEN) are where a child has needs that are different from the majority of children of their age, that mean they need adjustments made to the way that they are taught.

There are four main categories of special educational needs:

- Communication and interaction
- Sensory and physical
- Cognition and learning
- Social, mental and emotional health

Children may have needs in more than one category.

What types of SEN do we make provision for?

Stockport School is a popular mainstream local authority school. It is accessible for students with physical disabilities, including almost completely accessible for those in wheelchairs. It has no specialist provision, but makes provision for students with all types of SEN and disabilities in accordance with Stockport Local Authority's ethos that schools are as inclusive as possible, and that students with special educational needs and disabilities should be supported to ensure that they make the best possible progress.

How does the school fund its SEN provision?

Stockport School, in common with most schools, is under financial pressure due to national constraints. The school's budget includes money for supporting students with SEN. The school also receives some 'top-up' funding for a few individual students with a Statement/ EHCP that specifies a high level of support. The school has a high proportion of students with SEN and yet it receives much less funding than many other schools in Stockport, as Stockport LA gives schools in more deprived areas of Stockport more SEN money, regardless of whether they have more or less students with SEN than we do.

As a result, we have to be very careful with our SEN budget. This includes sharing support wherever possible. All students with a Statement or EHCP receive the support to which they are legally entitled. However, students without that entitlement will not be guaranteed a specific level of support.

The Headteacher decides on the budget for Special Educational Needs, in consultation with the Senior Leadership Team, Business Manager and School Governors, on the basis of the needs in the school.

Please see the whole school financial policy for further details..

How do we identify students with SEN and assess their needs?

Students whose needs have been identified in primary school, whether with an EHCP or other SEN provision, will be discussed by our SENCO, Mrs A Porter, with local primary SENCOs at transition discussion meetings. Mrs Clarkson, Y6/7 Pastoral Manager will also meet with primary staff. Mrs Porter will also often attend Annual Reviews for primary school students with EHCPs intending to attend Stockport School. In addition, paperwork e.g. IEPs, student SEN passports etc. are passed on to us and this information is summarised and put on our SEN register. Student SEN passports are created as a one-page summary of students' needs and strategies to support them, and these are distributed to all staff. We therefore have a good awareness of students who are already presenting with specific needs.

If a student has not been identified as having SEN before they start at Stockport School, we run a number of screening programmes which would pick up specific difficulties. For example, each Y7 student undergoes a standardised spelling test and reading test, which helps us to identify the weakest students and plan provision to support them. This helps us to spot any potential problems quickly and allows us to do further tests if necessary. Once students are in the school, our specialist staff, including those from the Learning Support Service, are able to test students with a wide range of tests that assess a range of skills. Additionally, all class teachers are encouraged to flag up specific difficulties with the SENCO. Social, emotional and mental health difficulties will usually be flagged up by pastoral staff and sometimes this will lead to additional support being requested.

Needs are sometimes assessed by one of our specialist SEN teachers, who can screen specifically for dyslexia, Irlens or other specific learning difficulties. At any time of a child's school career, parents, teachers or others may raise concerns about a child that call for consideration of a child's needs. We are able to call on a wide range of services. Some of these services offer direct support or advice and can help to identify children's needs.

Sometimes, outside agencies, such as Educational Psychology, HYMS (Healthy Young Minds Stockport – previously CAMHS), the Sensory Support Service, Occupational Therapy Service, Speech and Language Therapy Service, the Inclusion Team or the Autism Team, will be involved to assess students' needs or to help to plan provision.

Following changes to national SEN terminology and categories, we decided to retain three categories of SEN provision, with SEN Monitoring in addition to EHCP and School Support. This is to help us to identify lower-level needs and keep them under informal review. The school creates an SEN register, which contains details of students' needs and summarises strategies, based on students' EHCPs or IEPs. The school also produces Individual Passports, a one-page document that summarises students' strengths, difficulties, and strategies to use, cognitive abilities and how the student / parents will contribute to the student's progress. If a child is diagnosed during the school year, SEN updates are regularly emailed to staff.

If parents have concerns about their child's progress or needs, they should initially speak to their child's Form Tutor or Pastoral Manager. They will gather information from the child's subject teachers and invite parents to a meeting to discuss the feedback received and to plan a way forward.

If, following further monitoring and any intervention resulting from the meeting above, the child is still not making progress, a referral will be made to the SENCO and further assessments will be carried out. Again, parents will be invited to a meeting to discuss the findings of these assessments and to plan to next steps.

How do we provide effective intervention to address specific needs?

Student intervention – screening, reading and building on current intervention

We have strengthened screening systems across the school, with spelling assessments taking place in Y7 and Y9 and then more intensively with individuals flagged as having issues. Reading assessments take place through Accelerated Reader and we focus on improving the reading of all students. This is supported through form time too. The weakest Y7 and Y8 readers are allocated extra literacy small-group or 1:1 sessions in Learning Point, and some are also allocated TAs or Y10 students (through the Peer Reading scheme) during registration once a week to do extra reading. This has improved the reading of some of our weakest students and students in general have benefitted statistically from this in making good gains with their reading ages.

The weak area last year, and a group receiving no intervention, was the group of the weakest Y9 readers. We developed a system where staff who were under-allocated and not carrying out Curriculum Support cover read with these Y9 students to try to build their skills. We sourced and provided age-appropriate but ability-appropriate books for them to use and provided each reading mentor with data about their mentee's reading level so that they could direct them appropriately. We initially targeted too wide a group, so reduced this to our very weakest few readers to improve how frequently they were seen and we saw some benefits of increased reading age by the end of the year. We carried out student voice questionnaires on these weakest readers and met them as a group to try to impress upon them the importance of reading but also to seek ways of supporting them. We created motivational assemblies for KS3 about the value of reading both for pleasure and for progress.

Identifying gaps in provision and providing new intervention

Due to changes in the exam system, we became aware that our students' poor literacy, especially spelling, is due to become a real barrier to students' GCSE attainment, partly because more exams have SPaG marks and partly because use of scribes is becoming harder to qualify for and those who qualify now lose a lot of marks as a penalty for having one. We decided that this was a gap in our provision that needed addressing. We decided that we needed to shift the intervention focus from being mainly on reading to also include spelling.

Staff devised a spelling intervention programme for the weakest Y7 spellers and we decided to make it another peer scheme, this time using strong Y9 spellers. We met with both groups to explain the aims and then a very successful form time intervention programme was carried out, with some exceptional results: the original average centile was 10.8, but the average centile after intervention was 30.4 (we carried out the same screening test at the end of the programme that they had taken at the start of the year). The average amount of progress made in the intervention (which lasted less than three months) was 2.4 years. This exceptionally successful intervention programme was well received by the students as we made it a fun, team-based programme, with refreshments and prizes. The Y7 students enjoyed working with the Y9s and the Y9s felt flattered to have been asked and encouraged their younger peers well, as well as sharing tips for remembering how to spell tricky words.

We also led DoS to consider the key words that they will need students to be able to spell in Y11 to pick up SPaG marks in their GCSEs and asked them to submit these key words and/ or definitions to enable us to create a master list of core vocabulary to be contained in every student's planner, which they are this year. We planned and carried out the Y7 Spelling Bee, which was prepared for in English lessons before the event, enhancing the importance and profile of spelling with students.

The need for students to be better independent readers for their GCSEs is also increasing with the new GCSE curriculum. Science papers and English papers will have increased literacy demands, and tiers are being removed from English papers, leading to weak readers being confronted with very challenging 19th century non-fiction and not allowed to use readers even if they are entitled to do so

for their other exams. This means that students need to be able to read independently and we had to consider what we were going to do to help students who remained significantly behind after Y8 to catch up (SEN intervention is restricted to Y7 and Y8 due to funding and there is a huge provision gap from Y9 onwards). We invested in buying class sets of the most popular books for each ability 'rung' from Accelerated Reader for each English classroom, including the very popular Diary of a Wimpy Kid boxsets. This meant that reluctant readers would always have an appropriate book for individual reading time. Reading intervention is also being further enhanced this year, with Y9 Accelerated Reader funding being provided through PP funds so that the Y9 reading 'dip' is reduced. This is part of a development needed so that students become more independent and able to access more challenging texts.

However, we have to accept that some students have deep-rooted and significant difficulty with their reading. We did some research into what other schools used, especially for the GCSE English exam where no readers are allowed. We discovered that the JCQ do allow the use of reading pens for exams and purchased two for a trial. After trialling these with a variety of students, we purchased some more and the long-term plan for these is that very dyslexic students will use these as part of their usual way of working in classrooms. This will reduce reliance on adults and also cut down on the number of adults needed to be readers in exams long-term. The school is also investing in Claroread to enable access to texts in exams.

Supporting Homework

Homework Club runs each lunchtime and evening and is supportive: it provides a quiet environment with access to books, magazines, newspapers and computers for students who do not have similar at home or prefer to work in school. Homework Club is double-staffed so that students can receive help with their work. Additionally, students who are entitled to readers or scribes can be allocated 1:1 TA support after school to give them help with their work to narrow the learning gap between them and their peers. Most of these students have an EHCP or are on School Support (a priority group) and this support also means they are less likely to receive punitive sanctions and disengage with school. The SEN reviews always include a discussion with parents about homework and students who are experiencing difficulties are then referred to Homework Club for support. This has reduced the number of students being put in Homework Detention, who were disproportionately SEN students. PP students have benefitted from additional support from the Intervention Team, as well as the measures described above.

What support can the school offer for children's overall social, emotional and mental health/wellbeing?

The school has strong behaviour, attendance and anti-bullying policies. The school offers support to students who experience any personal difficulties and takes action against students who bully others or who misbehave. The school is pro-active in seeking appropriate support for students who are vulnerable or who have difficulty managing their emotions in school. This can include seeking a change of placement where we feel it is in the child's best interests.

The school has a strong pastoral system, with a variety of staff whose core role is to monitor and support students' wellbeing.

The school also has access to a local counselling service and other external specialists.

How would the school identify if a student should be put forward for a formal assessment of SEN, to consider whether an Education, Health and Care Plan is appropriate?

A student would normally (though not always) have already been identified as having SEN (and be considered to be part of the School Support category) before this stage would be considered, and would have an assessment by or discussion with the school's Educational Psychologist as well. A decision to apply for an EHC Plan assessment would usually be discussed with parents or carers and,

if parents/ carers intended to apply for an assessment themselves, we would hope that this would be discussed with the school before parents did so.

The school/parent can request that the Local Authority carry out a Statutory Assessment of a child's needs. This is a legal process and you can find more details of this in the Stockport Local Offer.

After the request has been sent to the Local Authority (with a lot of information about the child, including some from parents), they will decide whether they think the child's needs (as described in the paper work provided), seem to be of a level that needs a Statutory Assessment. If this is the case, they will ask parents and all professionals involved with the child to write a report outlining the child's needs. If they do not think the child needs this, they will ask the school to continue with the support at '**SEN/ School Support**'.

After the reports have all been sent in, the Local Authority (LA) will decide if the child's needs are likely to be severe enough to require a formal assessment and high level of support. If this is the case, they will write an Education, Health and Care Plan (EHCP). If this is not the case, they will ask the school to continue with support at '**SEN/ School Support**' and also set up a meeting in school to make sure that a plan is in place to ensure that the child makes as much progress as possible.

If an EHCP is issued, this will outline the number of hours of individual/ small group support the child will receive from the LA and how the support should be used and what strategies must be put in place. It will also have long and short-term goals for the child.

If a child has an EHC Plan, the level and type of support is decided by the Local Authority. If a child does not, the school will decide on the level of support that they will receive, subject to budgetary restrictions. This decision will usually be made by the SENCO.

How do we arrange to consult parents of young people with SEN and the young people with SEN themselves, and how do we involve them in their child's or their own education?

Stockport School prides itself on its strong links with all parents, as evidenced by us achieving the Learning Parent Partnership Award. Additional arrangements for parents of young people with SEN include the annual reviews, additional parents' evening appointment with SEN staff. The school sees working in partnership with parents and carers as the key factor in students' progress. This is especially true for a child with SEN, as they need extra support.

The school tries to communicate regularly and clearly with parents about how students are doing in school. This includes regular written reporting on what levels/ grades students are achieving, how close these levels/ grades are to the individual's targets and Attitude to Learning (ATL) scores. All of this is colour-coded, for ease of understanding.

Parents are also invited to an annual Parents' Evening. This involves an individual conversation with each subject teacher and availability of the SENCO. An SEN Contact Afternoon takes place in the summer term, where various members of the SEN Team, Intervention Team and the SLT will conduct mini-reviews to review the year and plan for the year ahead.

These aspects of the school's organisation should quickly identify where a student is falling behind their potential, or where extra help is needed.

The school also offers various information/ support events for parents, especially in Years 10 and 11, where we share ideas about how parents can support their child in preparation for GCSEs.

If a child has SEN, we would like parents to talk to their child's teachers, Form Tutor and Pastoral Manager if there are any problems, so we know what they are doing at home and we can tell parents about what we are doing in school. We hope this will make sure that we are doing similar

things to support their child both at home and in school and can share what is working in both places.

The SENCO is available to meet with parents to discuss their child's progress or any concerns/worries that they may have. All information from professionals will be discussed with you directly, or where this is not possible, in a report. The SENCO will arrange to meet with parents for Annual Review meetings and is also available at all Parents' Evenings.

Parents can also get involved with shaping general school policy by attending our termly Parents' Forum meetings or by responding to parent surveys.

Students with a Statement or EHC Plan will have an Annual Review, as will students on the School Support stage. This will take place once the SENCO or Director of Intervention has gathered the views of each teacher of the student, and the Review will also take account of the student's views, the parents' views and the views of any external agencies involved in the student's case.

The Review will consider the extent to which the student has achieved the outcomes in the Statement/ EHC Plan or Support Plan, and whether further action is necessary. Further action may include setting new targets, discontinuing the Statement/ Plan (if sufficient progress has been made or if all outcomes have been achieved) or considering whether further support is necessary.

Recommendations will be made by the school in the Review report, and the Local Authority will consider the recommendations when deciding what action to take.

All students will be invited to their Annual Reviews and their views will be considered throughout. They will be supported to contribute their views.

Additionally, students' views will be considered outside the formal Review scenario. Parents will often be the first people that a child will talk to if they are unhappy with their support or feel that they need more. Parents will often then bring the issue to the attention of the SENCO, and the matter can then be discussed with the student and/ or parents.

In a more general sense, students can join the School Council and take part in student voice activities to help shape the direction of the school.

How does the school make sure that staff have received appropriate training on SEN?

The school regularly updates staff on children's individual needs and provides training on conditions such as ADHD, ASD and Tourette's syndrome. Staff also have access to external specialist training. In recent years, we have had training from staff from HYMS, the Behaviour Support Service, Tourette's Action and the Autism Team.

The school also has a number of staff with specialist expertise in various areas of SEN. A number of staff are qualified to assess for examination access arrangements and we have two SEN specialist teachers employed by the school.

The school holds regular carousel CPD sessions and Pupil Progress Meetings with a specific focus on SEN and specific students with SEN whose progress is a concern.

How will the school make arrangements to support students at key transition points and in preparing for adulthood?

The school offers extra visits, often assisted by external agencies, for students in Year 6 who intend to attend the school in Year 7. This often reduces anxiety about the move. For students with Education, Health and Care Plans, the SENCO will attend the Y5 Transition Review at the child's

primary school. The school will also attend the Year 6 Annual Reviews of some students who intend to attend the school, to assist in making transition as easy as possible for vulnerable students.

When students begin their transition to Key Stage 4 (Y10-11), the school will make sure that planning for Key Stage 5 or life beyond school begins. This includes arranging access to high-quality careers advice, to make sure that students are on an aspirational but realistic path.

If your child has an EHCP, they will meet with the Young Person's Advisor from Year 9 onwards. They will work with the student and parents/carers to create a plan for their Post-16/Post 18 education.

During the Y10 Work Experience programme, students with SEN are given extra support, if necessary, before, during and after their placements.

The SENCO and Young Person's Advisor will support students in finding a new school/College. If necessary, the SENCO will help arrange visits to the new school / College for students and invite the Learning Support Co-ordinator from the intended college to attend the Y11 review meeting.

If a student has SEN but no EHCP, they will still meet with the Young Person's Advisor during KS4 to explore the opportunities available and to draw up an Action Plan. Further guidance and information on applications to College is given through the pastoral programme, during form-time.

In a more general sense, our pastoral and PSHE programmes focus students on preparing for adulthood. This is sometimes supplemented by, for example, the ASD Team running a Transition Group for Y11 students with autism about the transition to college.

How does the school differentiate teaching approaches and adapt the curriculum and learning environment for children with SEN?

The school believes, based on educational research, that high-quality teaching for all students is the key to progress and success. As a result, much of our internal training and quality assurance procedures focus on developing the quality of teaching for all students. High-quality teaching means that all individuals are able to access the work and make progress; it is the responsibility of each teacher, with the help of the SEN Department where possible and appropriate, to make sure that this is possible.

In some cases, differentiation of the curriculum will occur. For example, a student with specific literacy needs may be disapplied from the school's usual curriculum pathways by taking one fewer GCSE than other students to give them extra time to focus on developing their literacy skills. Another example would be if a student needed time during the school week for a particular therapy: the school would adapt the timetable to make sure that this was possible.

Arrangements for exams, both internal and external, are differentiated by need. If a student is considered to possibly be eligible for extra time, rest breaks, a reader or a scribe, the school will assess their eligibility and, if appropriate, put these arrangements in place.

In some cases, teachers will need to adapt their teaching or resources to meet students' needs and would be directed to do so by the SEN Department when necessary.

Types of support available in the school (please note that much of this support is usually only provided for students with EHC Plans where this support is specified within that document; some of it is provided by external agencies, within school hours/ locations):

- Individual support from a teaching assistant (in lessons and/ or at social times)
- Shared support from a teaching assistant

- Individual teaching from a specialist teacher
- Paired/ small group teaching from a specialist teacher
- Mentoring
- Intervention from a Behaviour Support Service teacher
- Anger management sessions
- Counselling
- Speech and language therapy
- Occupational therapy
- Physiotherapy
- Social Skills group
- Motor Skills United

There are also sources of support that all students, regardless of need, can access. This includes pastoral support from their Form Tutor or Pastoral Manager, and support with homework from Homework Club staff.

We also have two forms of alternative provision within school, which largely cater for students with SEN. The first is Learning Point, where students can work alone, in small groups or with staff on a 1:1 or group basis. This will usually be where students with specific academic SEN might be directed. The second is the Intervention Room, which is more likely to cater for students with specific social, emotional or mental health difficulties. Both areas are, in reality, flexible, and provide a differentiated learning environment for students in need of this smaller provision.

How does the school promote emotional and social development and prevent bullying?

The school has a strong pastoral and PSHE programme, backed up by clear behaviour, attendance and anti-bullying policies. The school offers support to students who experience any personal difficulties and takes action against students who bully others or who misbehave. The school is proactive in seeking appropriate support for students who are vulnerable or who have difficulty managing their emotions in school. This can include seeking a change of placement where we feel it is in the child's best interests.

The school has a strong pastoral system, with a variety of staff whose core role is to monitor and support students' wellbeing.

The school also has access to a local counselling service and other external specialists.

How does the school make sure that students with SEN can access extra-curricular activities with students without SEN?

Stockport School aims to be fully inclusive. Students who are entitled to significant individual support during the school day may also be given support for extra-curricular activities. For example, some students with an EHC Plan who need adult support to attend Homework Club will be entitled to adult support, subject to agreement. Decisions will be made on a case-by-case basis.

The school is accessible across the whole curriculum. The school has two disabled toilets, including one with changing facilities. The whole of the ground floor of the school has ramps. There is a lift in the main school building, giving access to ICT, Science and Art. The only building with no lift is the J Block, but this houses English upstairs and downstairs, so students in wheelchairs are taught English downstairs.

What should parents do if they disagree with a decision that has been made – how will complaints from parents of SEN be handled?

If the decision was made by the Local Authority, parents will usually have a formal right of appeal, and the decision letter will give instructions about how to appeal.

If the decision was made by the school, Mrs Porter, the SENCO, would be a parent's first point of contact. If the parent still disagreed, they would then contact the Headteacher, Mr I. R. Irwin. If they still disagreed, they would then contact Mr W. Barrett, the Chair of the Governing Body.

- The school's phone number is: 0161 483 3622
- The school's address is: Stockport School, Mile End Lane, Stockport, SK2 6BW
- The Headteacher's email address is: headteacher@stockport.stockport.sch.uk