



# SIR THOMAS BOTELER

CHURCH OF ENGLAND HIGH SCHOOL

## **SEND Annual Report** 2020 - 2021

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Committee:	Senior Leadership Team (SLT)
Audience:	Staff, Governors, Students and Parents/careers
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This report contains information as specified in the Special Educational Needs and Disability Regulations 2014.

Further information can be found in the SEND policy, and in the local offer, which can be accessed on the Warrington Borough Council Website. At the Academy, we currently provide support for students with a range of Special

- Educational Needs, including:
- Cognition and learning (CL)
- Speech, Language, Communication and Interaction (SLCI)
- Social, Emotional and Mental Health (SEMH)
- Sensory and/or physical (PhS)

### **Admissions:**

Sir Thomas Boteler Church of England High School's admissions arrangements are consistent with the School Admissions Code of Practice. Sir Thomas Boteler Church of England High School is a fully inclusive 11 to 16 education establishment and this is reflected in our admission policy. Building on the Christian values of the school we celebrate being fully inclusive. It brings together families from all backgrounds, and makes an important contribution to community cohesion. We aim to serve the whole community and are committed to bringing people together from different cultural, religious and social backgrounds.

### **Students with Education Health Care Plans:**

Sir Thomas Boteler Church of England High School follow the procedures set down at national and local level for admitting students with or being assessed for an Education Health Care Plan (EHCP).

Should your child have an EHCP and transfer to our school, amendments will need to be made naming Sir Thomas Boteler Church of England High

School as the identified provision. This should be completed following the Local Authority Annual Review procedures.

### **Primary Transfer:**

If your child is transferring from primary school to secondary school, to apply to Sir Thomas Boteler Church of England High School, you should follow the same procedures as applying for any other state funded school, through the local authority.

### **Secondary school transfer/Mid-year transfer:**

If your child currently attends secondary school, please contact the School Admissions Department at Warrington Borough Council for a mid-year admission form. Please note that all admission enquiries and applications must be made via Warrington Borough Council.

### **Designated Provision Places**

Places in our Designated Provision for Cognition and Learning are allocated by the Local Authority and not the school.

### **Identification of SEND / Additional needs:**

Identifying Students with Additional Needs The SEND Code of Practice makes it clear that all teachers are responsible for identifying students with SEND, and in collaboration with the SENCO, will ensure that those students requiring 'additional to or different from' support are identified at an early stage.

The class/subject teacher's responsibilities in identifying special educational needs include observation, monitoring, assessment and evaluation. Other professionals such as speech therapists, health visitors and/or educational psychologists may also be involved in the process by completing appropriate assessments. Identification strategies used include:

- Observation

- Teacher assessment
- Discussions with parents
- Discussions with students
- Results of standardised tests e.g. reading tests, KS2 SAT's, spelling tests etc.
- Evidence from teacher observation, transition information, assessments from primary school.
- Reports from other professionals Parents or carers are encouraged to pass on information and concerns about their child's health and background by contacting the Head of Year/ Assistant Head of Year or SENCO at School on 01925 636414:

Role	Name	email
Head of Year 7	Miss K Hayes	khayes@boteler.org.uk
Head of year 8/9	Mrs Butcher	lbutcher@boteler.org.uk
Assistant Head of year 8/9	Mrs L Ashwin	lashwin@boteler.org.uk
Head of year 10/11	Mrs A Armstrong	aarmstrong@boteler.org.uk
Assistant Head of year 10/11	Miss K Dowling	kdowling@boteler.org.uk
SENDCO	Mrs A Harrison	aharrison@boteler.org.uk
Links Manager	Mrs M Cotterill	mcotterill@boteler.org.uk
SEND Admin	Miss O Tringham	otringham@boteler.org.uk

Parents are encouraged to discuss the progress of students.

The SENCo reviews all assessment data at each assessment point and at the end of specialist interventions. Assess – Plan – Do – review Cycle ensures that interventions are appropriate and targeted informing the levels of support needed.

Be informed when there is a concern about their child's needs and be encouraged to contribute to the assessment of their needs by attending review meetings and supporting targets set.

Be supported in understanding the roles of other professionals.

Be informed about the Parent Partnership Service when their child's needs are identified.

The SENCo attends all Parents Evenings and is contactable by phone or email at any point during the academic year

Sir Thomas Boteler Church of England High School feel that Student Voice is vital and actively see to ensure students are actively involved in ensuring the most effective provision is put in place. Students have an input into their Passports, which all staff have access to and is linked to the SEND register, which provides staff with an initial overview of their classes.

### **Student Passports**

These contain details of barriers to learning, as well as strategies for support.

All students attend their annual review meetings and are able to access the Links (SEND Learning Enrichment Provision) to discuss any concerns with the SENCo or members of our support staff. Arrangements for assessing and reviewing students' progress SEND students are assessed regularly in line with the whole school policy, and reports are sent out to parents and carers. For students with EHCP's there will be a statutory Annual review meeting that formally reviewed the whole progress of the student. A representative from the local authority may attend this review. The provision for individual students is overseen by the SENCo, who will identify appropriate provisions and interventions according to need. This will be reviewed on a regular basis. Parents/carers will be consulted where appropriate. Assessment data is scrutinised regularly by the SENCo and Senior Leadership team and Heads of Department to ensure progress is being made however progress is not being made provision will be adapted.

Transition Information Transition from Key Stage 2 to Key Stage 3 of those students with additional needs begins as early as possible. The SENCo attends Annual Reviews, Child in Need meetings and Early Help meetings where appropriate during the year prior to transition. Students

are visited in their own settings and are offered additional transition visits. Early links with parents/carers is encouraged to ensure successful transition. Representatives from post 16 education providers attend the Annual reviews for Year 11 students to support and discuss post 16 pathways. School then plans a series of transition events (such as additional visits and taster sessions) to ensure successful transition. Pupil Passports and any additional information (for example Access arrangements) are shared prior to starting at college.

### **Teaching and Learning of students with additional needs:**

Sir Thomas Boteler Church of England High School's approach to teaching and Learning of students with SEND is focused on High Quality First Teaching, with differentiated for individual students, is the first step in responding to students who have or may have Special Educational Needs. It is the role of the class teacher/subject specialist teacher in providing for all students.

School regularly and carefully reviews the quality of teaching and learning for all students, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable students and their knowledge of the Special Educational Needs most frequently encountered. This can be done on an individual level by working with the SENCo, Internal and external specialists both within TCAT and from outside agencies. This can also be part of Professional Development Training sessions.

### **Staff training and development:**

Any staff new to Sir Thomas Boteler Church of England also receive SEND training as part of the induction process. Our team of Teaching Assistants also deliver targeted intervention sessions where appropriate.

All teaching Teaching Assistant are involved with continuous which has included a range of opportunities including:

- Internal training – policy and practice, SEND code of Practice, support strategies.

- External agencies (specialist nursing team – ADHD nurse and ASD nurse, specialist SEND teacher).
- Moving and handling – support for personal care.
- Precision teaching
- DocsPlus
- Teaching and learning
- Mental health.
- Access arrangements
- Travel Training
- Child Protection
- First aid
- Fire seat evacuation training

Teachers have accessed range of teaching strategies to support students with SEND. Training adapts and changes based on student needs.

Training is delivered by SENCO, Specialist outside agencies including ADHD nurse.

### **Development of Numeracy and Literacy**

The development of Literacy skills is supported through the delivery of a range of targeted and often bespoke provision. Dependent upon the students' needs they may have access to:

#### **Literacy support:**

- IDL literacy
- Reading Plus
- Precision teaching
- Specialist teaching 1:1
- Reading groups

- **Numeracy support**

- IDL numeracy
- Personalised TA support guided by the class teacher
- Times tables Rock stars
- 1:1 or small group support of basic number
- tutoring

#### **Whole school literacy strategies for all students:**

- Individual daily reading
- Group and form reading
- Stop drop and read
- Reciprocal reading

## **Curriculum**

Sometimes students need to follow a slightly different learning journey and this is highly tailored to build on the students strengths.

Adaptations to the curriculum may be needed for a multitude of reasons but are not made lightly.

Learning Environment:

Be set suitable learning challenges that challenge and aid progress.

Have action taken to respond to their diverse learning needs. This will include physical access, within the constraints of the building technical features to support e.g. visual/ hearing impairments and suitably supported environments for all activities – teaching and learning; social; dining; physical exercise, changing and personal hygiene.

At Sir Thomas Boteler Church of England High school we will endeavour to put in place whatever resources are necessary to enable students to participate and achieve, regardless of their personal challenges.

Dependent upon the Learning journey of our individuals, there are a range of adapted qualifications put in place to ensure students have a wide and varied curriculum. These added qualifications and certificates often run along side the other level 2 qualifications and can often support/accelerate their learning journey.

These include:

- Entry Level Maths
- Entry Level English
- Entry Level Science

- ASDAN Bronze, Silver and Gold
- ASDAN short courses
- AQA certificates

## **Building Accessibility**

The building has a lift allowing access to the second floor. Recent building work will also allow access to the art rooms, which was previously inaccessible to wheelchair users.

A wheelchair ramps allow access to the front and side of the building including Ball Hall. Several accessible toilets are available, with one room fully equipped changing room with changing bed and shower. Should Specialist equipment be needed, a key worker will be allocated to ensure this is available and accessible.

Students who need support with stairs have a Personal Evacuation Plan which is discussed with parents/carer, student and key personnel. This plan is physically reviewed with the student and key workers. There is one evacuation chair with a number of fire evacuation staff trained.

## **Personal/Intimate care**

Please see the intimate care policy.

## **Support ('additional to and different from'):**

Receive support and intervention appropriate to their needs, whether short, medium or long term. This support may be in class and/or by withdrawal for periods to receive targeted support in order to address specific challenges to learning which are more appropriately managed individually and/or in small groups. Access Arrangements for Exams Students with SEND may need special arrangements to ensure access to public examinations.

Students may need to be assessed and their needs identified as follows:

### **Exam/test Access Arrangements (AA)**

Students who may need access arrangements will be identified at the start of each academic year through a range of processes. Access arrangements are continually looked at and updated as the young person progresses through their education. It is important to remember that they do need to change with the students. If a student has had additional time in primary school they may not need or be eligible for it in secondary school however, it does highlight that there has been a need and can be used to highlight history of need and the students normal way of working.

School continuously collect evidence to support access arrangements. We work with the young person to establish ways in which we can break down barriers

Some ways information is sources:

- collation of evidence from staff around barriers to learning in the class room, during assessments and key pieces.
- Teaching assistants also help to collect information about support and adjustments made in the classroom. This all helps to establish the students normal way of working,
- Teachers are consulted about concerns they have in year 9 and the Exact screener is used to gather information
- appropriate investigations and assessments using Academy resources will be used to screen students before outside assessment from a Specialist Teacher is sought.

The SENCo will liaise with the exams officer to ensure that necessary applications to the JCQ are made and Access Arrangements are put in place. Specialist training and expertise All teaching and support staff receive regular Professional Development to inform them of strategies to support Students with additional needs. Teaching Assistants have also had

access to a range of external training opportunities. We work very closely with external agencies and staff carry out programmes of work (for example from the speech and language team).

Referrals are regularly made to the Educational psychologist, the Child Development Centre, the Youth Services and other outside Agencies to request further advice and guidance if needed. Evaluating Provision The effectiveness of the provision for students with SEND is evaluated as part of the whole school analysis of assessment data.

Sir Thomas Boteler Church Of England high School has a clear inclusion policy and all students with SEND are expected to have equal opportunities to participate in all curriculum areas. This may involve adapting the curriculum if needed to allow for participation. This journey may be different but it allows all to access a broad and varied learning curriculum.

### **Trips:**

Students with SEND are included in all trips and residential following appropriate risk assessments to ensure safety is maintained.

### **Discrimination and Anti-bullying:**

As part of this inclusive policy, any incidents of discrimination on the grounds of SEND are dealt with very seriously, as are any complaints of bullying. Please see the anti-bullying policy for further information. Support for Emotional and Social Development.

### **Pastoral support:**

Sir Thomas Boteler Church of England High School has a strong Pastoral department who are skills at supporting and nurturing our students enabling them to make progress. Students have the support of their form teacher and Head of Learning.

Students may also be allocated a key worker within the Academy should additional support be required. Systems and policies are in place for the administration of medicines and care plans are in place where appropriate.

The school has additional policies for Behaviour and Safety and Safeguarding to ensure that all students are kept safe.

These can also be found on the school's website.

## **External Links**

We have strong links with external services and there are meetings regularly held and participate in. Multi- agency meetings involving social care, family Support and health agencies are a few of the agencies.

A variety of agencies come into the School to complete work with a range of students.

These include:

- School Health Advisor
- Educational psychologist
- Specialist teachers for hearing and visual impairments
- Speech and language therapists
- Occupational therapists
- Specialist Learning Disabilities nurse (Health and Wellbeing, ADHD and ASD specialist nurses)
- School Nurse
- CAMHS
- Early Help and Family Outreach workers
- Social care
- Youth Services
- Police School Liaison Officer

We believe that family support and involvement is vital as quiet often the added complications of having a young person with additional needs adds significant stress on families. It is therefore very important families have support. We use the Early Help Framework to access a range of services to support students and their families. Alongside this we often signpost families to a range of other support services.

## **CAMHS Link worker**

Anna Beck is our CAMHS link worker who support students tire 2 mental health difficulties. Referrals are made by the pastoral team. The CAMHS link worker can refer the young person on to the next CAMHS tier should she feel that interventions she has completed require more support or if she feels amore intensive level of support is needed.

## **School Nurse**

Kay Whitelaw is our school nurse who support is all areas of medical health. Kay works closely in school but is employed by the NHS hence all confidentiality rules apply. Kay advises the school on next steps and will often make further medical referrals with the support of Parents/ carers.

## **ADDvanced Solutions**

This is free service the Local Authority has bought into. They provide a range of support opportunities for students with neurodevelopmental. This service can be accessed without a diagnosis. Please follow the link below:

<https://www.addvancedsolutions.co.uk/whats-on/whats-on-in-warrington.html> or Warrington SEND

## **Information Advice and support Services (SENDIASS).**

[www.warringtonsendiass.co.uk](http://www.warringtonsendiass.co.uk) ( formerly Warrington Parent partnership)

Information, advice, & support service for parents, carers and young people with SEND in early education settings, schools & colleges.

[Ask Ollie – Warrington’s Local Offer - Click here](#)

Provides support & information of services for parents & carers of children & young people with SEND themselves.

[www.bdadyslexia.org.uk](http://www.bdadyslexia.org.uk)

Offers advice, information and help to families, professionals and dyslexic individuals.

[www.autism.org.uk](http://www.autism.org.uk)

Autism advice, support & services

[www.adhdfoundation.org.uk](http://www.adhdfoundation.org.uk)

### **Complaints Procedure:**

Should you have any complaints around the provision offered to SEND students, please follow Sir Thomas Boteler Church of England High School's complaints procedures outlined in the complaints policy on our website. Specific SEND advice and guidance can also be made through SENDIASS (formally parent partnership) [www.warringtonsendiass.co.uk](http://www.warringtonsendiass.co.uk)

Contact details for the SENCo: Mrs A Harrison 01925 636414 or [aharrison@boteler.org.uk](mailto:aharrison@boteler.org.uk)

### **Other relevant policies:**

- SEND policy
- Anti-bullying policy
- Intimate Care Policy
- Disability Equality Scheme and Accessibility Plan (Policy and Guidance)
- Complaints policy