

**SEND Information Report**  
**Updated March 2024**



**SENDCO:** Jacqui Postle  
**SLT LEAD:** Jacqui Postle  
**Contact details:** Tel: 01204 333253  
**Email:** [j.postle@sharplesschool.co.uk](mailto:j.postle@sharplesschool.co.uk)  
**SEND Governor:** Leigh Vallance  
**School Website Link:** [www.sharplesschool.co.uk](http://www.sharplesschool.co.uk)

**Ethos and Values**

We are a vibrant learning community with a culture that promotes academic excellence, equality and high expectations for all. We aim to provide our students with the knowledge, skills and attributes that will enable them to become successful citizens of the future.

**At Sharples we:**

- have an aspirational culture we encourage our students and staff to be ambitious and we provide them with the building blocks to fulfil their potential;
- have a broad and balanced curriculum that challenges students and promotes a love of learning;
- are a vibrant learning community; teaching and learning is at the heart of all that we do;
- care about each other and work hard to promote positive wellbeing for all.

**Fundamental Principles of SEND support at Sharples:**

At Sharples School we believe the following to be fundamental principles:

- All our teachers should be committed to the appropriate provision of the full curriculum to each student by understanding and following the principles of differentiated teaching.
- When necessary and appropriate, we should draw on the knowledge and expertise of other professionals and outside agencies in order to cater for the specific needs of individual students.
- Opportunities for liaison between feeder primary schools should be encouraged, developed and maintained.
- Opportunities for home-school liaison should be encouraged, developed and maintained.

- All students should have the opportunity to participate fully in every area of the school community without regard to race, gender, educational ability or physical disability.
- Identification and assessment procedures need to be culturally neutral if they are to be valid for use by a range of ethnic groups. Care should always be taken to consider the student within the context of his/her home, language, culture and community.

**In brief:**

- All teachers are teachers of Special Educational Needs (SEND)
- Provision for a student with SEND should match the nature of their needs
- There should be regular recording of a student's SEND, the action taken and the outcome
- All students can learn and make progress
- A differentiated curriculum is not SEND provision; adaptive learning opportunities should be given to all students
- Underpinning ALL our provision in school is the graduated approach cycle of assess, plan, do, review.

Through the answers to the questions below, we hope that you will find the information that you require regarding how we support children and young people with SEND at Sharples School. Should you have any further questions, or would like this information in an alternative format, please do not hesitate to contact the SENDCO via the details above.

**What kinds of Special Educational Needs and Disabilities (SEND) are provided for at Sharples School?**

At Sharples School we endeavour to meet the needs of all children and young people in order that they can be included in our school community. Children and young people's SEND are generally thought of in four broad areas of need and support. Here at Sharples School we provide for students with needs in the following categories:

- 1. Communication and Interaction**
- 2. Cognition and learning**
- 3. Social, emotional and mental health**
- 4. Sensory and/or physical needs**

## How do staff at Sharples School know if children need extra help?

### Transition

When students have an identified learning difficulty before they start at our school, we work with the professionals and agencies that already know them and use the information already available to identify what support they will need in our school setting. We have a robust Key Stage 2 - 3 Transition Programme in which we work with primary schools and outside agencies to gain knowledge of students' needs. Where possible, our SENDCO will attend the end of Key Stage 2 Annual Reviews and Early Help Reviews of the students with SEND. For pupils starting in Year 7, information about their needs is shared with staff in a face-to-face briefing and written format in the first week of school

### Sharing Information with Staff

The SENDCO is responsible for keeping staff up-to-date with a child's learning needs and how they can best be supported in their learning. This is done via the following methods:

- SEND Register shared with all staff
- Pupils with SEND highlighted on school's data system (Bromcom)
- Weekly SEND updates
- SEND Representatives from every department
- Half-termly meetings for SEND Representatives
- Regular information and training sessions for staff

### Identification Pathway

If a member of staff feels a pupil may have a learning difficulty that is preventing them making expected progress in their subject, they will follow the Sharples Identification Pathway:

**1. Staff have concerns about a pupil based on:**

- Less than expected progress in a subject/s
- Parental concerns
- Pupil concerns
- Difficulties in wider development, e.g. social communication skills

Mental health needs and behavioural difficulties will be referred to Year Coordinators and Behaviour Support Mentor.

Concerns about pupils with English as an Additional Need will be referred to the INA Coordinator in the first instance.

**2. Provision of high quality teaching targeted at the pupil's area of weakness** for a half-term. Discussion with the Director of Subject to discuss classroom strategies or possible interventions.

**3. Make a written referral by email to the SENDCO ([j.postle@sharplesschool.co.uk](mailto:j.postle@sharplesschool.co.uk)) or ask your department's SEND Representative to make a referral.**

Outline concerns in as much detail as possible.

**4. SEND Department will use Assess, Plan, Do, Review to identify the area of need and put in place support.** Access to the curriculum through high quality teaching will still be the most important step in supporting these pupils.

This may include:

- Meeting with pupil and parents
- Setting desired outcomes
- Collecting assessment data and teachers' views
- Observation of the pupil
- Completing an Early Help Assessment
- Referral to in-school support and outside agencies
- Testing, e.g.
- Regular review of outcomes and interventions
- Updates to staff of pupil needs and support strategies via SEND Register, Bromcom, weekly SEND Updates
- Setting up of interventions
- Review of impact
- CPD for staff

**5. If the child is still not making expected progress at SEND Support, the SEND Department will make adaptations or make an application to the Local Authority for an EHC Plan.** If a pupil is given an EHC Plan, the SEND Department will decide how best to use the funding to support the pupil. This will include:

- TA2 support
- Specialist intervention
- HLTA intervention
- Equipment and resources
- SEND Passport

## **What should I do if I think my child may have Special Educational Needs?**

Please contact the SENDCO at [j.postle@sharplesschool.co.uk](mailto:j.postle@sharplesschool.co.uk) or 01204 333253.

## **How will staff at Sharples School support my child?**

- We currently have 9 Teaching Assistants (TAs) and 2 Higher Level Teaching Assistants (HLTAs.) The HLTAs are specialists in different areas including: numeracy, literacy and decoding. They are also responsible for running the school's nurture provision for Year 7 which is known as THRIVE.
- Considerable thought, planning and preparation goes into utilising our support staff to ensure students achieve the best outcomes, gain independence and are prepared for adulthood from the earliest possible age.
- At Sharples School, we offer many different forms of additional provision. This

can include in-class support; additional out-of-class one-to-one or small group support (used sparingly to ensure access to full curriculum); access to specific resources; behaviour mentoring.

- Additional provision is overseen by the school's SENDCO and is designed and implemented by an excellent team of teachers alongside a group of skilled Year Coordinators.
- Regular meetings where students presenting with additional needs are discussed and timely interventions are planned.
- A wide range of outside agency support as outlined in the Bolton Local Offer: <https://www.bolton.gov.uk/sendlocaloffer/>

### **How do staff at Sharples School assess pupil progress towards the outcomes we have identified for pupils?**

We use percentages at KS3 and GCSE grades 1-9 at KS4 to assess progress. We have a 6 weekly monitoring and evaluation cycle that includes lesson observations, book scrutinies, line management meetings, coaching, departmental meetings and class reviews. Teachers and TA's check how well a student understands and makes progress in each lesson. Progress is discussed with parents at parents evenings. Children and young people with Education, Health and Care Plans have an annual review to look at how they are progressing and to review and amend the support and provision in the plan as appropriate.

We also use further testing to enable us to identify specific needs:

Assessments that are currently used at Sharples School include:

- GL NGRT Reading Test
- Discussions with the child
- Classroom observations
- CATS
- Dyslexia and dyspraxia screening
- Assessments by specialist services including the Educational Psychologist, Ladywood Outreach and Access Arrangement Assessor
- Behaviour Support Worker Assessments
- PASS tests
- Reading Wise testing
- Irlens screening

### **How will the curriculum and the learning environment be adapted and matched to my child's needs?**

All pupils at Sharples School benefit from a range of evidence-based teaching strategies including silent starters, retrieval practice and repetition of knowledge. We believe it is important for students to develop relationships with a number of adults across the school and ensure all staff understands a child's SEND. Students on the SEND register have a Passport to Progress to ensure staff are aware of their needs and how best to support them in the classroom. Access to the curriculum is important, therefore, we use a wide variety of intervention and resources to facilitate

access to the curriculum, these currently include:

- Thrive (building resilience in yr.7 to ensure access to the curriculum) - Reading Wise Decoding and Comprehension programme
- Ladywood Outreach interventions including support for developing communication and interaction skills
- White Rose for developing numeracy

It may be that your child needs specialist equipment e.g. sloping boards, pencil grips, sensory toys, fidgets, coloured overlays, ear defenders etc. These can be provided by school or we will seek additional support from external agencies to gain the specialist equipment to help your child make progress.

### **What support will there be for my child's overall well-being including their social and emotional development?**

At Sharples School, we pride ourselves in how well we promote children's well-being and emotional health. We have a strong pastoral team including Year Coordinators, an Inclusion Manager and a Behaviour Mentor. We also have two counsellors; pupils can be referred to for social and emotional support.

Your child's well-being and emotional health lies alongside their academic progress. Teachers plan for the holistic development of each child in his/her class, using their detailed knowledge of each individual to promote their confidence and self-esteem. Individual behaviour plans are used and managed by our Behaviour Mentor should the needs arise. As a school we offer a wide range of pastoral support for pupils who encounter emotional difficulties which include:

- Teachers and teaching assistants readily available to discuss issues and concerns
- The Sharples Baccalaureate - a programme of clubs and extra-curricular activities
- Adult supervision from teaching assistants and teachers at lunchtime to support children who may find social times challenging

If a pupil has a medical need then a detailed Health Care Plan is compiled, monitored and reviewed annually or when needed by the Education Healthcare Worker.

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

Senior leaders, teachers and TA's are highly skilled in meeting the individual learning, behaviour and social needs of our students. However, we also have good working relationships with a range of external support services and welcome opportunities to work cooperatively to gain the best outcomes for our students. The school currently accesses a range of specialist services including but not exclusive to:

- School Nurse

- Speech and Language Therapist (SALT)
- Occupational Therapist (OT)
- Educational Psychologists
- Paediatricians – accessed via school nurse and/or GP's
- Ladywood Outreach Service
- SENDIASS (Bolton SEND Information, Advice and Support Service)
- CAMHS (Child and Adolescent Mental Health Services)

### **What training and development have staff undertaken to support children and young people with SEND?**

All staff value their continued professional development and are willing and keen to undertake further training to support the children and young people with SEND in our school. This year SEND staff have attended or will be attending training sessions on:

- Teaching and Learning, Professional Development Sessions on evidence based teaching strategies
- BASE meetings led by our Assistant Headteacher on Behaviour and Safeguarding.
- SEND Representative meetings every half term
- SEND Briefings with strategies to support individual pupils and pupils with particular needs

All staff have access to an extensive CPD programme through the National College

### **How accessible is the school environment?**

How Sharples School meets the requirements of the DDA and supports those with SEN. Please refer to the Disability Equality Scheme and Accessibility Plan for further information.

- Areas are clutter free to allow clear movement through and around school
- Ramps allow wheelchair access into the building and appropriate doors are wheelchair width
- Signage is clear
- A large disabled toilet is in place on the Maths corridor
- LA risk assessments are adapted to meet the needs of our students - Health and Safety checks and audits are regularly carried out to ensure the safety of all students, staff and others using our building
- We offer our students excellent pastoral care
- We have clear procedures for the administration of medicines and have staff who are First Aid trained
- We have a defibrillator in school and staff trained to use them - Attendance is closely monitored by our Attendance Officer and Pastoral team - Involvement of the LA, parents and outside agencies, through regular meetings, informal discussions, lesson observations and formal reports on Bromcom, enable us to better meet the needs of students with an additional need

- Specialist learning resources have been purchased and are used effectively, e.g. chromebooks
- We have two lifts to enable disabled access to the first floor of the school.

**How will the school prepare and support my child when joining Sharples School or through their transition to their next stage of education?** When pupils have identified SEND before they start our school, we work with the people and agencies that already know them and use the information already available to identify what their SEN will be in our school setting. We work in collaboration with Ladywood Outreach who offer a transition programme for the students on their caseload and others that the primaries highlight to the service as needing extra support with transition. This runs for 6 weeks in the Summer Term. Parents and children are more than welcome to look around Sharples School at any time to see what excellent provision we offer and whether you feel we can meet the needs of your child. Your child, if particularly worried or anxious, will be offered some transition visits and an opportunity to meet key staff.

We liaise with post-16 providers to ensure a smooth transition between KS4 and KS5. Our SENDCO contacts the provision and a meeting is arranged prior to transition so that any necessary information can be shared. Parents are invited to these meetings. Post-16 SEND representatives come into school to talk to their potential new students. Relevant paperwork is passed on to them and they are made aware of any special requirements, both educationally and pastorally. We ensure that pupils from Year 8 until Year 11 are provided with independent careers guidance and we work closely with staff from Connexions as regards those pupils with additional needs. For students with EHCP plans, reviews from Year 9 will include a focus on preparing for adulthood and we will cooperate with the Local Authority to support the development of a post -16 study programme tailored to their needs.

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

At Sharples School, we plan ahead to ensure that all of our extra-curricular activities are carefully adapted for all of our students including those with specific needs. Our SEND students are encouraged to actively participate in our school trips, residential trips, extra-curricular clubs, sports teams and school committees (e.g. our school council). As a fully inclusive school, all students participate in the whole school curriculum and off site activities. The extent to which they participate and the levels of support received will vary between students, but we differentiate the activities and expectations to enable all students to take part.

**How does additional resources and funding work for children and young people with SEND?**

Schools receive funding for all students including those with SEND and the majority of pupils' special educational needs are met from this funding. If the assessment of a pupil's needs identifies something that is significantly different to what is usually available, there may be additional funding allocated following an Education, Health



and Care needs assessment. This additional funding must be used to support the child/ young person to meet the outcomes identified in an EHC plan. Parents and the student will be involved in the planning process and should have an opportunity to say how they think the resources should be used to best meet their child's needs.

**How is the decision made about how much support my child will receive?** On a daily basis teachers determine the level of support for individual students within the classes they teach. When students whose SEN circumstances or health requirements indicate that additional support may be required, discussions are held between teachers, pastoral staff and the SENDCo to determine what this may be. Typically this support continues to be provided from within the class, but maybe targeted at specific times. If evidence suggests that even higher levels of support or funding may be beneficial this is agreed by the Headteacher and SENDCo with parental consultation and contribution. If further application for funding and support is deemed necessary, a request for an EHC needs assessment will be made by the SENDCo and parents/carers/ young person working in partnership.

**How will I be involved in discussions about and planning for my child's education?**

Involving parents and students in the dialogue is central to our approach and we do this through:

- Discussions with the class teachers
- Annual Review Meetings
- During parents evenings
- During discussions with other professionals
- Multi-Agency Meetings
- Early Help Assessment meetings
- Secondary Transition Meetings

**Who can I contact for further information or if I have any issues or concerns?**

The first point of contact for anything related to your child's education is their Year Coordinator. We encourage parents not to wait for the next formal opportunity to meet but to contact us on an ongoing basis. The SENDCo can be contacted directly at the email address above.

If you feel your matter still has not been dealt with you can follow the procedures outlined in our school complaints policy, which is on our school website under policies. Bolton SENDIASS can provide independent information, advice and support on all matters related to SEND, they can be contacted at:

Telephone: 01204 848772

Email: [pps@boltoncog.co.uk](mailto:pps@boltoncog.co.uk)

Address: Lowndes Street Day Nursery, Bolton, BL1 4QB

Web: <https://iasbolton.com/>

If your concern is with the local authority, further information can be found using the following link: <https://www.bolton.gov.uk/downloads/file/1746/send-complaints>

[procedure#:~:text=The%20disagreement%20resolution%20service%20can,or%20te  
l ephone%2001204%20848%20722.](#)

Other Information Relevant school policies underpinning this SEN Information Report include:

SEND, Disability and Accessibility Policy

Disability Equality Scheme and Accessibility Plan

Child Protection Policy

Health and Safety Policy

Race Equality Policy

Legislative Acts taken into account when compiling this report

include: Children & Families Act 2014

Equality Act 2010

Mental Capacity Act 2005