



# Sharples

S C H O O L



**Sharples**  
Special Educational  
Needs Department

## SEN INFORMATION REPORT FOR SHARPLES SCHOOL

2020/21

# SEN Information Report

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## 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 qualities that will enable them to become successful citizens of the future.**

**Sharples School aspires to be an outstanding school, a school where:**

- students make better than expected progress and attainment meets or exceeds national expectations;
- attendance is excellent because lessons are exciting and the curriculum meets the needs of our young people meaning they want to come to school;
- we are the first choice for Sharples families, not just for academic success but because we care about every child, use strategies to meet their individual needs and ensure no-one is left behind;
- young people demonstrate a good relationship with our wider community and are held up as ambassadors and positive role models for others;
- the best teachers and support staff want to work here;
- a broad range of enrichment activities and trips enables our young people to experience things that may have otherwise been inaccessible to them.

## **Our Vision: ‘Learn, Dream, Achieve’**

### **Learn**

*We will:*

- provide high quality personalised learning using pedagogical expertise alongside the development of essential skills, knowledge and understanding, underpinned by a ‘growth mindset, approach in all that we do.
- use our expertise in teaching and learning to develop quality CPD opportunities for our own teachers and those in our partnership/MAT.

### **Dream**

*We will:*

- Promote high expectations and no limits culture to raise aspirations and nurture ambition.
- develop creativity and use our science and STEM expertise to promote opportunities within the global community.
- encourage all learners to ‘aim high’ and challenge the most able by extending links with the SFC, Further Education, Higher Education, employers and other agencies to galvanise students’ ambition.
- strengthen our multicultural heritage and community by modelling the ‘4C’s’ and British Values throughout our school.

### **Achieve**

*We will:*

- secure the best possible outcomes for all students by maximising opportunities, from those with SEND to the most able.
- use resources creatively to enhance strategies and secure sustained, improved outcomes over time so that all students make at least expected progress and increasingly above and well above expected progress.
- offer cultural experiences via trips and visits to broaden horizons and encourage learners to achieve and follow their dream.

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

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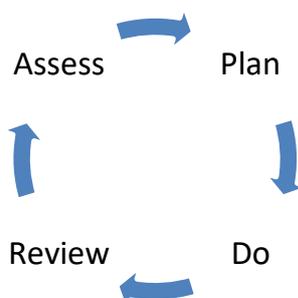
At Sharples School we believe the following to be fundamental principles:

- 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:**

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- 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; differentiated learning opportunities should be given to all students
- Underpinning ALL our provision in school is the **graduated approach** cycle of:



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 SENCO via the details above.

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

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At Sharples School we will use our best endeavours 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 SEN are generally thought of in four broad areas of need and support. Here at Sharples School we have the following number of students identified as having needs in these categories:

	Area of need:
1.	<b>Communication and Interaction</b>
2.	<b>Cognition and learning</b>
3.	<b>Social, emotional and mental health</b>
4.	<b>Sensory and/or physical needs</b>

## **How do staff at Sharples School know if children need extra help and what should I do if I think my child may have Special Educational Needs?**

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When students have an identified SEND before they start our school, we work with the professionals and agencies that already know them and use the information already available to identify what their SEND may be in our school setting. We have a robust transition programme in which we work with Primary schools and outside agencies to gain knowledge of their needs. Where possible our Acting SENCo will attend Annual Reviews and Early Help Reviews of the students with SEND.

The child's teachers are the first point of contact for parents who may think that their child has developed additional needs. Following on from the parent teacher discussion, the class teacher may liaise with the Special Educational Needs Co-ordinator (SENCO) for further advice and guidance. This will also be discussed at our three weekly Sharples Support Panel. Here we will discuss the next steps for support. We will share what we discover with you and agree with you what we will do next and what you can do to support your child at home. Possible outcomes could include further assessments, investigations or interventions being put in place.

If our staff think that your child has an SEN this may be because they are not making the same progress as other pupils. We will observe them; we will assess their understanding of what we are doing in school and use tests to pinpoint what is causing the difficulty.

We have internal processes for monitoring quality of provision and assessment of need. These include:

- Use of graduated approach and planning with the SENCO
- Regular lesson observations
- Half termly assessments
- Sharples School Support Panel - where any emerging needs are discussed and next steps are generated.

We will liaise with parents on any action that may result from such monitoring processes to provide quality support for your child.

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

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We currently have 9 Teaching Assistants (TA's) and 2 Higher Level Teaching Assistants (HLTAs) The TA's are assigned to specific year groups and support a number of students within that year. The HLTAs are deployed to a Key Stage each and focus predominantly on numeracy and literacy. They are also responsible for running the schools nurture provision for Year 7.

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.

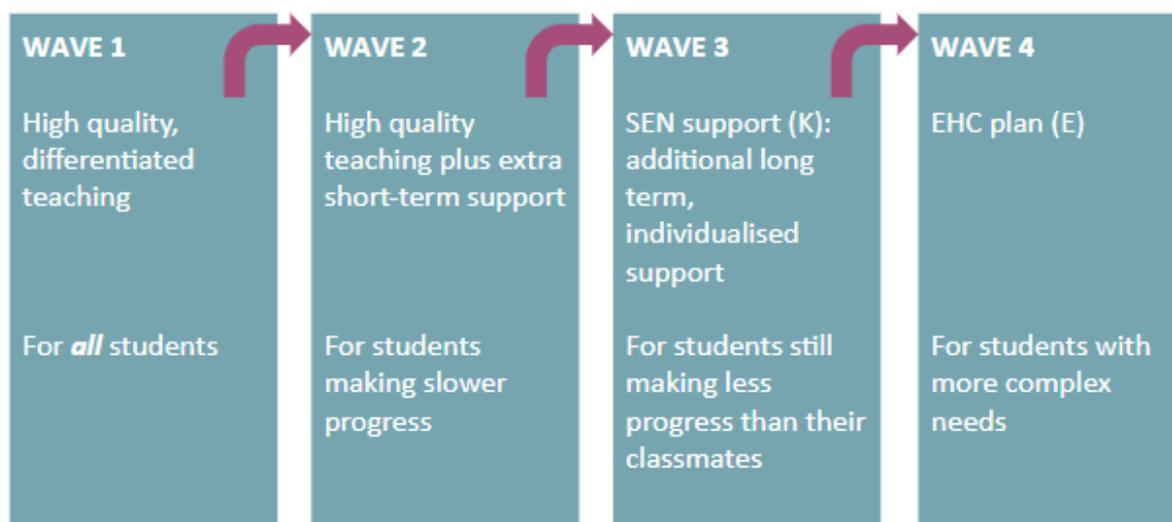
At Sharples School, we offer many different forms of additional provision. This can include in-class support; additional out-of-class support; one-to-one support; flexible groupings (including small group work); access to specific resources; behaviour mentoring; and a wide range of outside agency intervention.

Additional provision is overseen by the school's SENCO and is designed and implemented by an excellent team of teachers alongside a group of skilled Year Coordinators. Regular Sharples Support Panel meetings take place where students presenting with additional needs are discussed and timely interventions are planned for. At this point a Provision Mp will be created for the student so that progress can be monitored and evidenced.

For many students, outcomes will be connected to learning and will often be specifically to do with English and Maths. For other students, they may be to do with social interaction, communicating with

peers and adults, emotional difficulties, overcoming physical issues (e.g. problems with fine/gross motor control etc). Outcomes/targets are carefully planned for, considering all areas of need and involving all relevant stakeholders.

The class teacher plans for all the pupils in his/her class, differentiates accordingly to suit the pupil's individual needs and is responsible for the assessment of their progress. Students are taught as a whole class, as groups, or 1:1 by both class teacher and the teaching assistants. This is considered as Quality First Teaching and occurs at wave 1 and 2 of provision. At wave 3 parents will be contacted and the student, who is still making less progress than the classmates will be placed on the SEN register as SEN support (K).



The provision for Children and young people with SEND at Sharples School is monitored and evaluated by the SENCo through the use of regular meetings with students, staff and parents. A half termly review and regular assessments are undertaken to check progress.

The Governors at Sharples School are responsible for the overseeing of all policies and procedures in relation to SEND in school.

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

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We use sub levels to assess progress that is in smaller steps and at a slower pace than the usual National Curriculum. We regularly use staff meetings to get all teachers to assess a student's work to check work is appropriate to the objective and that written feedback is given regularly and improved upon. 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 progress evenings.

KS3 and KS3 Review of Attainment and Progress (RAP) meetings are held each term to discuss the progress of students with the Senior Leadership team and Heads of Department. The SENCo is in attendance at these meetings. The shared discussions highlight what further support or intervention may be needed to increase progress and bring the student back on track to meet their outcomes and possible end of year targets.

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.

Assessments that are currently used at Sharples School include:

- Hodder Reading Test
- Discussions with the child
- National Curriculum descriptors
- Accelerated Reader Programme
- Progress measured against P level descriptors where appropriate
- Classroom observations
- CATS
- LUCID (dyslexia screening)
- BOXALL (Social, emotional and mental health profiling)
- Assessments by specialist services including the Educational Psychologist, Ladywood and Children and Adolescent Mental Health Service (CAMHS)
- TOWRE (test of Word Reading Exercise)
- WIAT II (Cognition and learning profile)
- Behaviour Support Worker Assessments
- SDQ (Strengths and Difficulties questionnaire)

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

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All pupils at Sharples School benefit from a range of teaching and learning styles; a differentiated curriculum; a range of differentiated learning materials (for overlearning and extension); assessment procedures that emphasise students' strengths and achievements; intervention programmes; access to ICT; differentiated booster classes; and a broad range of extra-curricular activities.

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 SEN. 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, school uses a wide variety of intervention and resources to facilitate access to the curriculum, these currently include:

- Nurture - building resilience in yr.7 to ensure access to the curriculum.
- Reading - accelerated reading programme.
- Fine motor skills - bespoke handwriting interventions.
- Personal, social and health - circle of friends, RESPECT programme, social stories.
- Spelling - spelling intervention by HLTA's.
- Maths - mymaths, Times Table Rock Stars

It may be that your child needs specialist equipment e.g. sloping boards, pencil grips, chew toys, 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.

Our children are consulted about their preferred learning style and what best supports them in their learning journey. They make progress in many ways not only through academic achievement. We teach using approaches to develop confidence, resilience and independence and offer opportunities for these skills to be transferred across the school setting creating a firm foundation for individual growth. Our termly Super Learning Days promote these important life skills.

### **How will I know how my child is doing and how will you help me to support my child's learning?**

Typically, a child with Special Educational Needs and/or Disabilities will have a Provision Map which outlines what additional provision is being put in place for that child. The content of the Provision Map is negotiated, as appropriate, with the child and the child's family at an arranged meeting. It should be clear to you what support and provision is in place for your child to help them achieve their identified outcomes. Copies of your child's individual outcomes and their Provision Map will be sent home when they are reviewed. We aim to have a review meeting in the Autumn Term and Spring Term. An Annual Review will also take place in the Summer Term. Depending on the child's needs, we may schedule more frequent meetings e.g. half termly. During this meeting, you will be given the opportunity to discuss your child, their progress, achievements and steps for the next year.

Parents' evenings are held throughout the year for teachers to discuss your child's progress. At the end of each year, you will receive a written report outlining progress made.

We are using Person Centred (PC) Meetings, which take into consideration both the views of the parents and of the child. Your child's view is valued and plays a vital part of the process. Having had the meeting, next steps are written and copies of these are sent home.

### **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, a Pastoral Lead and a Behaviour Mentor. We also have two councillors who we can make referrals to, students can also self refer.

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.
- Person Centred reviews.
- Clubs and extra adult supervision from teaching assistants and teachers at lunchtime to support children who may find social times challenging - STAR club.
- If a pupil has a medical need then a detailed Health Care Plan is compiled, monitored and reviewed annually or when needed.

### **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 (EP)

- Social Care
- Councillors
- 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?**

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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 Differentiation and Stretch and Challenge.
- BASE meetings led by our Assistant Headteacher on Behaviour and Safeguarding.
- SEND surgeries every half term - key students/strategies/sharing of best practice.
- Working with SEND students.
- Attachment
- Lego Therapy
- Autism Spectrum Disorders
- Communication Strategies and the use of Visual Supports
- All staff have access to an extensive CPD programme through the National College

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

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**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 CPOMS, 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?**

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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. Transition visits are most successful and beneficial particularly when your child is going into Secondary school. These visits can be arranged on a 1:1 basis or a small group.

At our school we talk to the necessary post 16 provision. Our SENCo 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 provisions 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?**

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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 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. We have a number of STAR ambassadors who represent our department at events like open mornings/evenings. We also provide a number of specific trips for SEND students during the academic year, these include supermarket/shopping centre trips, parent/carer and child trips and travel training trips. These give our students experience of situations that others may take for granted and help prepare them for life after Sharples.

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

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Schools receive funding for all students including those with SEND and the majority of pupil's special educational needs are met from this funding. This is typically provided for at wave 1, 2 and 3.

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. A provision map will be kept for any student on an EHCP so that provision can be monitored and costs can be clear.

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. Parents of children and young people can request that this additional resource is delivered through a personal budget.

This must be used to fund the agreed plan and must be with the agreement of the Headteacher of the school.

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

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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 SENCo 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 SENCo 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 SENCo and parents/carers/ young person working in partnership.

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

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

- Discussions with the class teachers
- Regular Review Meetings – Person Centered (PC)
- During parents/carers evenings
- During discussions with other professionals
- Multi-Agency Meetings
- Early Help Assessment meetings
- SENCo coffee mornings - informal discussions
- Passport to Progress evenings
- Secondary Transition Meeting
- Annual reviews

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

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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. Or, the SENCo can be contacted directly.

For matters not directly related to your child's progress, parents are invited to contact the school office and the SENCO.

The Assistant Head teacher who line manages SEND will be available to talk to you at a mutually convenient time.

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/sites/DocumentCentre/Documents/SEND%20complaints%20info.docx>

### **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

### **Record of Monitoring and Review of this Report**

This report was developed by Jen Paradine

This report was written on 24/9/18

Reviewed on

This report will be formally reviewed with all stakeholders annually, changes in provision will be added as and when they occur.