



Meols Cop High School

**SEND
INFORMATION
REPORT**



Brokering Aspirations

Meols High School is an inclusive school where every child is valued and respected. We are committed to the inclusion of all of our SEND students and support them in their learning and well-being. This is outlined in our SEND and Disability policy. At Meols Cop High we promote high standards of quality first teaching and deliver additional interventions to support the emotional and social development of our students. A person centred and whole school approach is taken to ensure that SEND pupils have high aspirations and desire the best possible outcomes for themselves. The SEND department works closely with parents, teaching staff and other stakeholders to ensure SEND pupils are offered a broad and balanced curriculum, which caters for their individual needs. Their well-being is supported by a robust pastoral team and all Meols Cop students have access to learning opportunities without discrimination in accordance with the Equal Opportunities Act 2010 and The Children and Families Act 2014.

Types of Need

The Code of Practice (2015) identifies four broad areas of Special Need, under which SEND can be classified:

- Communication and Interaction
- Social, emotional and mental health difficulties
- Sensory and/or physical needs*

Category of Need	Examples of Need	Examples of provision
Communication and Interaction	Speech and language difficulties Social Communication difficulties ASD- Autism Processing difficulties	Speech and language therapist in school 1 X weekly. • Use of the LRC/ ASD Base/ Garden Room provide a safe space for students. • Social Communication groups. • Extra- curricular clubs to help improve communication. • Direct strategies tailored to the child. • Use of outside agencies • SALT assessments by specialist teacher
Social, emotional and mental health	ADHD Anxiety/Depression/Self-harm Eating Disorders Attachment Disorder Obsessive Compulsive Disorder -OCD	• Mentor / Counselling system. • MHST and external counselling bodies • EBSA Base- The ACER Centre • Use of “Drop in” system for pupils who are struggling. • Use of fidget toys.

		<ul style="list-style-type: none"> • In school counsellor. • Supportive Pastoral system • Links to CAMHS • Robust staff training around SEMH. • Use of the SEND base
Sensory and Physical	Hearing Impairment Sight Impairment Cerebral Palsy Medical condition that impedes mobility Hypermobility	<ul style="list-style-type: none"> • Room 6/The Pod provides a calm respite for pupils with sensory issues. • Use of AB tutor • Adaption of equipment and resources. • Adjustments to alleviate visual stress. • Use of laptops • Specific TA support • See also School Accessibility plan
Cognition and Learning	Dyslexia Dyscalculia Dyspraxia Processing/memory difficulties SPLD- Specific learning difficulties MLD- Mild learning difficulties.	<ul style="list-style-type: none"> • Reading Intervention. • TA support • Use of Overlays and coloured paper. • Targeted teaching strategies. • Memory aides and teaching strategies to help processing difficulties. • Use of a C-Pen. • Use of a Laptop. • Access arrangements for exams

Identification of SEND

‘A pupil has SEND where their learning difficulty or disability calls for special educational provision, that is provision different from or additional to that normally available to pupils of the same age’ (SEND Code of Practice 2015). It is essential that pupils with SEND are identified as early as possible so that appropriate provision, access and interventions can be implemented.

The school identifies pupils with SEND by:

- Primary school information (Including teacher and Key stage 2 SATs data). Transition visits are made by the school SENDCO and HOY 7 to identify pupils who will require additional support and possible further investigation on transition to secondary school.

- Consultations meetings with the Local Authority Inclusion Team/ School Inclusion Consultant. The Inclusion team works closely with the school to highlight pupils transferring to secondary and to support those who it is felt require further High Needs Support.
- School Assessments (Access Reading Test, Diagnostic Spelling Test, Cognitive Ability Tests (CATs) GL Ready Dyslexia assessment tool.
- Concerns expressed by staff via the school referral system
- Concerns expressed by parents via parents evenings, email via SEND email, telephone calls and meetings.
- The use of the Assess, Plan, Do, Review (APDR) cycle.

Underpinning ALL our provision in school is the graduated approach cycle of APDR:



All staff are responsible for the planning, identification and teaching of SEND students and use the following approach when catering for their learning:

Assess: All staff are responsible for assessing, monitoring and tracking the progress of students. The School's Assessment Calendar provides a structure for this and each student is regularly formally assessed throughout the school year.

Assessments take place in all subject areas and levels are recorded on the school's SIMS system and regularly reported to parents. All students are set achievable yet challenging targets which have high expectations for progress.

Plan: Class teachers, Heads of Departments, Form Tutors, Heads of Year and the Inclusion Team regularly check on the progress of students and concerns are raised if pupils are not making expected progress. All lessons are differentiated to meet the

needs of each student and appropriate teaching methods employed. If a student is not making expected progress intervention strategies and mentoring sessions are put in place immediately. Pupils who have high needs and require specific equipment or facilities to support them are eligible for high needs funding. The SENDCO will apply accordingly.

Do: Staff strive to provide High Quality First Teaching for all our students. Teachers prepare Schemes of Work and lessons which support the learning and progress of all students through a variety of adaptive teaching methods, creative and innovative teaching techniques and the use of varied resources. Once areas of concern are highlighted through the assessment cycle, teaching staff adapt their teaching and resources to suit the needs of all learners (known as adaptive teaching). This includes pupils with SEND and may involve many adaptations and strategies, dependent upon the needs of the student.

Review: Through the use of the Assessment Cycle, staff review the progress of the students continuously during the year. Any concerns regarding a child's needs or their potential barriers to learning are referred to the SEND team. The SENDCO is responsible for the co-ordination of SEND provision within the school. It is her responsibility to provide strategic leadership for the vision and implementation of SEND support in the school. There is consequently a whole school approach to monitoring, intervention and support strategies for SEND pupils.

The school SENDCO is Mrs H Hinton and she can be contacted via the SEND email: SEND@meolscop.co.uk or by telephone 01704 531180.

Roles and Responsibilities

The member of the Local Governing Body linked with Special Educational Needs and Disabilities is Mrs S Baumber.

SENIOR LEADERSHIP TEAM



Martin Davis
Headteacher



Annette Peet
Deputy
Headteacher
DSL



Beth Kearns
Assistant
Head
teacher



Greg Thornton
Assistant
Head
teacher



Natalie Ford
Assistant
Head
teacher



Jen Filson
Assistant
Head
teacher



Lisa Walshe
Associate
Assistant
Head
teacher



Hayley Hinton
SENDCO

SEND



Hayley Hinton
SENDCO



Lisa Cliffe
Assistant
SENDCO



Sue Gerrard
Autism
Champion



Sarah Balshaw
ASD Base
Manager



Alice Monro
TA3



Georgina Tierney
TA3



Katy Hooton
TA



Kim Marshall
TA



Gill Gaskell
TA



Debra Mordey
TA



Paige Taylor
TA



Lisa Locke
TA



Damien Parkinson
TA



Emma Evans
TA



Julie Slater
TA



Sintija Dzalble
TA



Michelle Mckenna
TA



Kelci Mawdsley
TA

Working in partnership with parents

If a parent express concern about a child, this information is passed to the SENDCO/ Assistant SENDCO and the process of assessment begins. If the concern about a pupil originates from teaching staff then the parent/ carer will be contacted for their views and written permission sought before any assessment takes place.

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

Quality First Teaching provided to all pupils

All teachers follow the Graduated Approach in their teaching (APDR) and cater for the needs of our students. The strategies listed below reflect the reasonable adjustments that can be offered by Greenbank High School. They are indicative of good, inclusive teaching and will benefit a range of learners, whether they have been identified as requiring SEND support or not. The strategies have been grouped to reflect the types of need identified by the Code of Practice.

Approaches to support Communication and Interaction:

- Visual timetables and supports
- Outcomes modelled and demonstrated
- Clear classroom organisation and structures
- Clear unambiguous use of language
- Opportunities to work independently without interruption
- Time provided for pupils to process language
- Teacher able to access and employ method of communication appropriate to pupil's need
- Clear and simple instructions
- Assessment and intervention via OT and SALT in school therapist if appropriate

Approaches to support Social, Mental or Emotional Health:

- Tactile sensory objects to calm student
- Adult directed time out and time away strategies
- Understanding of methods to motivate a range of learners
- Recognition of sensory needs and appropriate adjustments made

- Positive regular communication with parents
- Personalised rewards and sanctions – including motivators
- Consistent use of positive language
- Range of opportunities to support social and emotional development – wellbeing team input including MHST/ school counsellor
- Class and school mediation strategies
- Clear and understood Behaviour for Learning policy
- Solution focused approaches
- Approaches that develop emotional literacy
- Positive peer models
- Consistent use of language and expectations
- Assessment and intervention via OT and SALT in school therapist if appropriate

Approaches to support Cognition and Learning:

- Differentiated Curriculum, in line with the pupils' level of attainment or development – through presentation and / or outcome
- Reading material accessible to students
- Students can present knowledge / views in a variety of ways
- Assessment for learning concepts – pupil aware of the next steps in learning and how to achieve them
- Accessibility to personalised learning aids such as word banks, number lines, memory prompts, etc.
- Collaborative working opportunities
- Repetition and reinforcement of skills
- Visually supported learning environments
- Adjustments to alleviate visual stress
- Multi-sensory approaches to learning
- Methods to summarise and highlight key teaching points
- Questions differentiated in accordance to level of understanding and emotional needs
- Interactive learning opportunities
- Teaching adapted to a range of learning preferences

Approaches to support Sensory and / or Physical:

- Access to equipment to ensure mobility provided by health professionals
- Awareness of seating positions to take into account sensory difficulties
- Adaptations to resources to ensure accessibility
- Access to developmentally appropriate materials and resources
- Adaptations to presentation of learning
- Effective use of resources and technology
- Support as detailed in access plan or health care plan

SEND Support

Once a pupil is identified as having Special Educational Needs and Disability an appropriate support plan will be put into place to achieve targeted outcomes. SEND support is approached in waves:

Wave 1

- Quality First inclusive teaching approaches are identified and embedded.
- Pupil Profile that includes the voice of the child and targeted teaching strategies.
- Focused in class support from a teaching assistant (where needed) to facilitate pupil progress or enable curriculum access. Support should be directed by the teacher and ultimately aim to develop the pupil's independent learning.
- Interventions that have been identified to achieve specific targets. These will be delivered and monitored
- Resources to ensure full access to the curriculum.
- Liaison with the parent / carer, pupil, staff and all other relevant agencies in the implementation of the individual's support plan.

Wave 2

- Targeted Support for Pupils who need additional help.
- Literacy and numeracy interventions
- Use of the LEXIA reading program.
- Targeted 1;1 Reading support.

- Adaptations to timetables and support.
- Liaison with the Inclusion officer.
- Inclusion in a Study Support group.
- Use of outside services e.g. SSENIS, EAL
- Use of school mentors.
- Further assessment and tracking of individual pupils

Wave 3

- Targeted support for pupils who provide additional intervention to that provided in Waves 1 and 2:
- Application for an Educational Health Care Plan if appropriate.
- Use of the internal and external professionals appropriate to the needs – OT/SALT/School Counsellor/TAS/ Garden room.
- Liaison with Complimentary Education.

Tracking Progress

All pupils will have their academic progress tracked as outlined in the school's Assessment, policy. This includes:

- Base line assessments
- Standardised assessments
- Use of KS2 data
- Learning walks and book scrutiny cycle.
- Any additional screening or assessment tools such as Dyslexia screener and NGRT

Children with Special Educational Needs will in addition, have support plans identifying their individual progress targets. These will be drawn up with the pupil and the parent and will be reviewed.

Transition - Key stage 2 / 3

The SENDCO and the Head of Year 7 liaise with Year 6 teachers and Primary SENDCO's before the pupils transfer to Meols Cop High. All pupils attend a transition day at Meols Cop High with the opportunity for enhanced transition to be arranged, if necessary to meet the needs of pupils with special educational needs. Those identified within this process will be

offered a SEND transition session prior to the whole school transition day for familiarisation. A summer school is also available and encouraged to further support pupils.

The SENDCO will liaise with parents and relevant agencies as appropriate to ensure the individual needs of SEND pupils are met and they are successfully included in all aspects of school life once they become part of the Meols Cop.

Post 16

The SENDCO liaises with the Learning Support departments in Colleges of Further Education once a written request for pupil information is received. Permission from pupil/parent is sought before information is exchanged.

All pupils with SEND receive careers advice from the school career's advisor and are encouraged to participate in college 'taster' days and Careers Guidance.

External Stakeholders

The department has a good working relationship with many external agencies that can support the range of special needs in our school community.

These include:

- Special Educational Needs Integrated Support Service (SENISS)
- Sefton Educational Psychologists Service
- Sefton ASD team
- Speech & Language Therapy
- Children's Occupational Therapy Service
- School Nurse
- Child and Adolescent Mental Health Services (CAMHS)
- Complementary Education
- Team Around the School
- Sefton VI and HI team
- Training related to the individual needs of SEND pupils features regularly in the school's professional development programme.

SEND Overview

School number on roll - 929

Year Group	SEND support	EHCP
Year 7	35	16
Year 8	32	12
Year 9	52	8
Year 10	72	7
Year 11	44	9

Quality of Provision

The quality of teaching for all pupils is monitored and reviewed regularly through the faculty system under the leadership of the Assistant Head teacher for Teaching and Learning. Data on all pupils is readily available via school data records. Pupil's progress, including those with SEND, is reviewed by Subject teachers, Directors of Learning and Heads of Year. Teaching assistants and professionals involved with the individual would also support with any students who have an identified SEND.

SEND pupils' individual targets will be reviewed in meetings with the SEND department, pupils and parents. Learning walks, lesson observations and TA observations are also conducted by the SENDCO to ensure quality of provision.

Disability and Accessibility

Under the Equality Act 2010, schools are required to take proactive steps to ensure their disabled students, staff and trustees, parents/carers and other people using the school, are treated equally. Schools are required to establish a Public Sector Equality Scheme to promote equality of opportunity for all, including disabled students. The goal is to improve access to facilities and the physical environment of the school, as well as access to the curriculum and information for students. Please refer to the school's Public Sector Equality Scheme and Accessibility Plan, which are available on the school's website.

Reporting Concerns

Our complaints procedure can be found in our Complaints Policy on the school website.

Relevant School policies that underpin this school offer include:

- SEND Local Offer see <https://www.sefton.gov.uk/localoffer>
- Equal Opportunities Policy
- Disability and Accessibility policy

Legislative Acts taken into account when compiling this offer include:

- The Children and Families Act 2014
- The Equality Act 2010
- The Mental Capacity Act 2005

Acronyms:

- SENDCO: Special Educational Needs and Disabilities Coordinator
- TA: Teaching Assistant
- SENISS: Special Educational Needs Inclusion Support Service
- CAMHS: Children and Adolescent Mental Health Service
- EHCP: Education Health and Care Plan
- CP: Child Protection
- CIN: Child in Need
- LAC: Looked after child(ren)
- PLAC: Previously looked after child(ren)
- TAS: Team Around the School