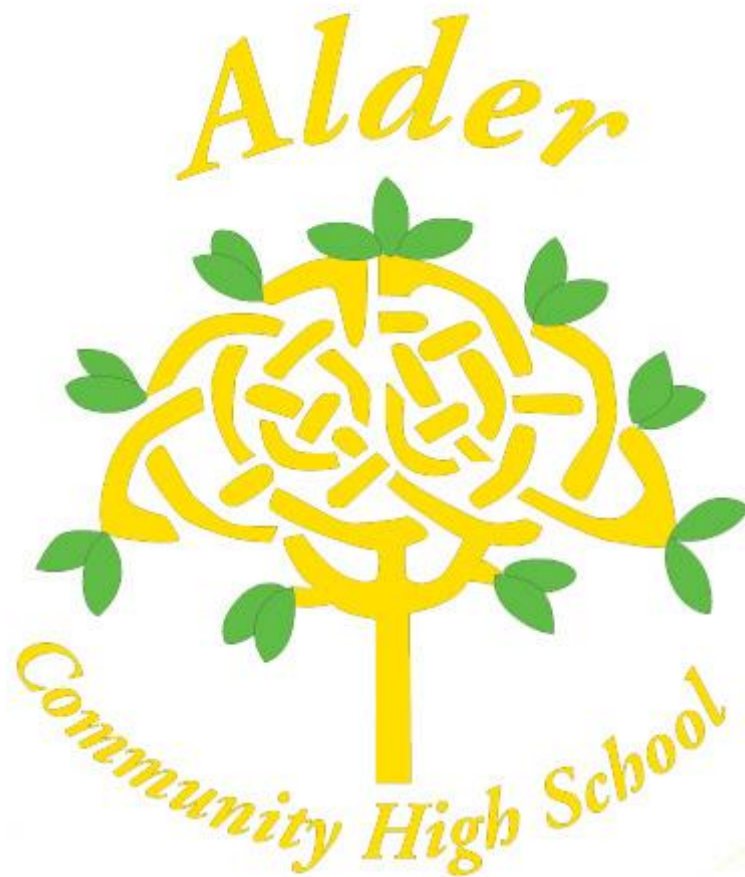


Alder Community High School



SEN Information Report 2017

SEN Information Report

The Special Educational Needs and Disability Regulations 2014 require the school to publish certain information regarding our provision for pupils with SEN. We hope parents of current and prospective pupils find the following information helpful and we encourage all interested parties to contact the school for more information.

We provide for the following kinds of special educational needs (SEN):

SpLD, MLD, visual impairment, hearing impairment, ASC, physical conditions such as: muscular dystrophy, cerebral palsy, spina bifida, speech, language and communication difficulties. All students with any additional needs or disabilities will be admitted via normal school application procedures.

We identify and assess pupils with SEN using the following methods:

Pupils may arrive at Alder with an identified SEND.
Parents may refer to the SEN department if they feel they have concerns about SEN. We also have a referral from staff members. After a referral has been made, the SEN team will gather relevant data from school systems and from staff, complete appropriate observation and conduct any relevant standardised assessments. Following this, we will decide what the appropriate pathway is to take. We will add the student to the register, work with staff on quality first teaching or access arrangements under the graduated approach or refer to external agencies where appropriate.

We evaluate the effectiveness of our SEN provision in the following ways:

Students receiving SEN intervention are assessed twice a year using standardised tests. We evaluate targets and make necessary adjustments to the intervention or to the targets. Students receiving in class support are monitored and reviewed termly and we make necessary adjustments to timetables.
We use the annual review process for EHCPs to discuss the legal provision and make adjustments in conjunction with students, parents and staff.

Our arrangements for assessing and reviewing the progress of pupils with SEN are as follows:

The progress of students on the SEN register is reviewed in line with all other students in the school. A representative of the SEN department attends all alignment meetings. Students identified as underachieving may be targeted by the teacher as part of a quality first teaching or support may be offered through a variety SEN interventions. It is the class teacher who is responsible for the progress of the students in their classes. The SEN department support appropriately and as required. The SENCO ensures that the teacher responsible for any SEN student is making reasonable adjustments, access arrangements and to support with removing barriers to achievement.

Our approach to teaching pupils with SEN includes:

All teachers are teachers of students with SEND. We firmly believe that the person who should ultimately be in charge of student's progress is their class teacher and as a school, quality first teaching for all is incredibly important. Through the graduated approach, we will always try to support the needs of students in lessons. This may be through appropriate differentiation, access arrangements or by adult support.

We teach in sets based on ability and students with issues with cognition and learning may be placed in as class with a small number of students and are supported by a teaching assistant or curriculum tutor where possible.

We ensure students who have the entitlement to one to one support as part of their EHCP have this in lessons as per their provision.

We adapt the curriculum for pupils with SEN in the following ways:

In year 7, students in our SEN set have five lessons of literacy delivered by a subject specialist.

Our students with SEN cover a broad and balanced curriculum as any student in school would. We believe that every student is entitled to study the full range of subjects up to and including GCSE.

Options are considered carefully for SEN students and we discuss this individually with student and their parents.

How we prevent less favourable treatment of students with SEND:

All students have access to a mainstream curriculum and are fully included in the lessons, this allows them to experience a broad and balanced curriculum in the same way as all other students.

Students will have individual curriculum access arrangements that enable them to engage in lessons and assessments. This ensuring that they are able to achieve in line with their potential. They have an equal chance of achieving their targets as all others.

We have ensured that the school building is accessible in all areas so that students with disabilities may be included in all activities.

We share SEND information with all staff through student profiles. This allows students to have their needs met in a mainstream environment.

We enable pupils with SEN to engage in the activities of the school, together with children who do not have SEN, in the following ways:

All students with SEN are fully included in all extra-curricular activities. Students with SEN attend many activities alongside students who do not have SEN.

The following emotional, mental and social support is available for pupils with SEN:

Any student who has SEN involving SEMH, we are able to put a referral in to our learning mentor. We also are able to refer to 'Off the Record'. We also work with a health mentor and will refer to HYM as appropriate.

The name of our SEN Co-ordinator (SENCo) is: Jane Bibby

Listed below are the names of staff members possessing expertise related to SEN:

Name: Shirley Graham

Job role: SEN/ LSC manager	
Expertise: General SEN matters	
We currently possess the following equipment and facilities to assist our pupils with SEND access the school:	
<p>Disabled toilet facilities</p> <p>Lift access</p> <p>Adapted furniture</p> <p>Writing slopes</p> <p>Netbooks</p> <p>Mobile hoist</p> <p>Medical bed</p>	
Our arrangements for ensuring the involvement of parents of children with SEN are as follows:	
<p>A letter is sent at the start of the new academic year informing of your student's placement on the register and you will be regularly updated with targets/ provision and progress termly via post, an appointment can be requested by the student, parent or by the teacher. We also meet with parents at parents evening. Appointments can also be made to discuss progress with the SENCO or Assistant SENCO where necessary and we encourage regular communication with the SEN department or appropriate progress leader throughout the year separate to the formal review points. Statements are officially reviewed annually and progress reviews may be scheduled when requested.</p>	
Our arrangements regarding complaints from parents of pupils with SEN are as follows:	
<p>In the first instance, a complaint regarding a particular lesson may be made to the curriculum leader of the appropriate subject.</p> <p>Other complaints can be made directly to the SENCO or to the relevant progress leader who will work together to resolve the issue as swiftly as possible.</p> <p>An official complaint may be made directly to the head teacher who will liaise with relevant staff to resolve the issues.</p> <p>Information of how to complain to the local authority can be found on Tameside's local offer page.</p>	
We work with the following agencies and specialists to ensure the best possible provision for our pupils with SEN:	
<ul style="list-style-type: none"> • The Educational Psychologist • Pupil Support Service for advice • The SEN support team at Tameside • The school nursing team • The Hub (Social Care / Family Support) • Inspire (hard to reach students and families) • Visual Impairment Support Services • Hearing Impairment Support Services • Speech Therapy • Schools Medical Service • Healthy Young Minds • Home and Hospital Teaching Service • Physiotherapists and Occupational Therapists • Specialist Nursing Team 	
Parents of children with SEN may find the following support services helpful, in addition to	

the school's offerings:

For independent SEN advice, please seek information from:

IPSEA www.ipsea.org.uk

Tameside SENDIASS www.tameside.gov.uk/sendiaass

Our transitional arrangements for pupils with SEN include:

Key Stage Two/ Three

The Progress Leader and SENCO will arrange to meet with staff and students with SEN in May of year 6. All students are invited to two transition days and at transition evening will have the opportunity to speak to form tutors and the SENCO if necessary. Additional transition experiences may be arranged if necessary. We also run a summer school prior to students starting in September which may be available to some of our students with SEND.

Key Stage Three/ Four

At the end of year 9 student's progress and options will be reviewed. Pathways will be discussed with the students and parents will have a chance to speak to teachers at our options evening. If the student has a statement of special educational need, a representative from the careers team will be there to discuss post 16 options.

Key Stage Four/ Post 16

At key stage four all students attend taster days at college. They have access to careers advice via our school careers support service. We have a careers fair in year 10 and also mock interviews to support with college preparation. Colleges will meet with the SENCO and progress leaders prior to students starting after year 11.

Tameside Council's local offer sets out all information regarding SEN provision in the authority. Please see <http://www.tameside.gov.uk/localoffer>