

## **Leasowes High School Special Educational Needs Information Report 2021-22**

### **Introduction**

Leasowes High School is a comprehensive, inclusive, mainstream school, which caters for students regardless of ability or need, although the majority of the site is unsuitable for wheelchair users as a result of its design and age. Teachers are well informed and endeavour to ensure all students progress in line with or above expectation.

### **Identification of Need**

Students are identified as having special educational needs through a variety of methods. This process begins with transition meetings which are held with feeder schools in the summer term before students start in Year 7. Information about new Year 7 students is collected and distributed as necessary. On entry all students are assessed and the data from these tests is then analysed by the SEN team to identify any potential areas of need, parents/carers are then consulted. Students may then be added to the SEND register in line with national guidance. The assessments taken by students include:

- Cognitive Ability Tests (CATs) (on entry)
- Reading tests (Years 7&8 termly, Years 9&10 annually)
- Spelling tests (Years 7-10 annually)
- Baseline assessments in subject areas.
- Progress Tests in English and Maths on entry

Ongoing identification is also completed every term when data is collected and analysed in all subject areas. Teachers can also refer students to the Special Educational Needs Co-ordinator if they have any concerns, as can parents. Following a referral, assessments may be undertaken and a meeting will be organised to discuss findings and appropriate actions if necessary.

Additional information may also be collected through the following methods:

- Feedback from classroom teachers and teaching assistants
- Referrals from outside agencies
- Parents
- Observations
- Access arrangement assessments (Year 10 & 11)
- Dyslexia Screening Tests
- Liaison with outside agencies
- Other assessments as necessary

If you believe your child has special educational needs you should contact the SENCO (details below) who will investigate the matter.

## **Intervention**

The curriculum offered by Leasowes High School treats all students equally, and is delivered appropriately to each individual student. Teachers are responsible for providing support and appropriate challenge within lessons; strategies to support students with special educational needs are included on their Individual Passport.

Once baseline assessments have been undertaken students with special educational needs will be allocated a key worker whose role is to produce individual passports, monitor progress, conduct reviews, and liaise with staff, parents/ carers, external agencies and/or other stakeholders as appropriate.

Students who start Leasowes High School significantly below the expected level will be placed in an Accelerated Learning Group. This group consists of a maximum of 22 students and has 2 Teaching Assistants and a teacher in each class. Students are placed in this group for their English, mathematics, science and humanities lessons; some students also receive additional literacy and numeracy support instead of following a modern foreign language course. This provision can be adapted to reflect student's relative skills in English and mathematics. These arrangements exist in Years 7 and 8, in Year 9 students are aligned to the other classes within each subject and teaching assistant support is deployed appropriately. The arrangements for students who do not follow a modern foreign language continue in Year 9.

Students with SEND who require support but are not significantly below the expected level will receive withdrawal support which will address their individual needs via small group intervention during Years 7, 8, 9. This intervention is put into place after a settling-in period each year.

Students who require significant support with their reading in years 7 and 8 attend Reading Club during some form times; this is a small group provision where a number of staff are available to support them.

In Years 10 and 11 a small number of students who require ongoing high level intervention will follow a reduced curriculum after consultation with parents/carers. During the time made available students will follow an over-learning programme based on English and mathematics and an individual programme based on their own requirements. This intervention takes place in a very small group setting.

Key Stage 4 students who require some support will be directed to appropriate after school provision made by departments or the special educational needs team. Some Key Stage 4 students may be mentored individually.

At present in-class support in the form of Teaching Assistants is allocated to the Accelerated Learning Groups as described above. The majority of the remaining in-class support is allocated to students with special educational needs within the core subjects or to address a specific need.

Students with a history of need will be assessed for access arrangements (generally a scribe, a reader, and/or extra time) at the beginning of Year 10. Applications are submitted to the JCQ and/or Edexcel Pearson for approval; access arrangements that are granted will be provided for key assessments, mock exams and GCSE exams.

Pastoral Managers run a variety of support groups to address the social, emotional and mental health of all students. Referrals to these groups will be made as necessary and parents are contacted by the relevant member of staff. Peer Mentors assist Pastoral Managers address these needs.

The SEN team provide ongoing training and advice to all staff to ensure they have the necessary skills and knowledge to address the needs of the students within the school.

A number of staff are available to support students with special educational needs, these include:

- Form tutor
- Teaching Assistants
- Class teachers
- Pastoral Managers
- Head of Year
- Key worker
- Special Educational Needs Co-ordinator
- Senior Leadership Team

We have long term established relationships with the following agencies:

Dudley, Birmingham and Sandwell Special Educational Needs Teams, Dudley Special Educational Needs and Disability Information Advice and Support Service, Learning Support Service, Educational Psychology, Autism Outreach Team, Visual Impairment Team, Hearing Impairment Team, Speech and Language Team, Physical Impairment and Medical Inclusion Service, Child and Adolescence Mental Health Service, Connexions.

Should any other service be required we will contact the relevant agency.

### **Greenhill Alternative Learning Campus**

Greenhill Alternative Learning Campus is our alternative learning centre which provides alternative provision for Key Stage 4 students who are at risk of permanent exclusion. Students who attend are provided with a high level of academic and pastoral care in a small group setting which has a high adult to student ratio.

After an induction period students are placed on an appropriate individualised tier of provision. Multi-agency work is at the centre of the provision with relevant agencies being involved as a matter of course. The Director of Alternative Learning and the Senior Leader responsible for special educational needs meet on a regular basis to ensure that student's needs are addressed and that the schools legislative duties are discharged.

It goes without saying the provision detailed above is applied where appropriate to the Greenhill Alternative Learning Campus including assessing students for access arrangements, and if necessary the preparation of applications for Education, Health and Care Plans.

Mr Bennett liaises with parents/carers on a regular basis and consults with other staff as appropriate.

Further information about Greenhill Alternative Learning Campus is available on our website.

### **Monitoring**

The effectiveness of SEN intervention is monitored by observation of teachers and Teaching Assistants, data analysis and review of students' progress. In addition Individual Passports are reviewed with parents/ carers and students. A copy of the updated Individual Passport will be sent home and teaching staff informed after each review.

Students with an Education, Health and Care Plan (EHCP) will also have an annual review meeting to which all relevant agencies, parents/ carers will be invited.

School reports are published and sent home three times a year and the Special Educational Needs team are also available during parent's evening to address any concerns.

### **The SENCO**

Mrs Jas Kalirai is the SENCO and he can be contacted via the school office or on 01384 686652. Mr Haines is the Senior Leadership Team line manager and can be contacted via the school office.

Mrs Kalirai completed the national qualification for SENCOs in 2019 and significant experience working with special educational needs students. She has worked within the SEND department at Leasowes for 15 years as Assistant and Deputy SENCO.

Mr Haines has a wealth of special educational needs experience having worked in Severe Learning Difficulties, Residential Behaviour, Moderate Learning Difficulties, and Mainstream Schools. He is also a specialist special educational needs teacher having completed an Advanced Diploma in Psychology and Special Needs Education.

### **Liaison with Parents/ Carers**

Over the academic year there are a number of opportunities for parents to formally meet with staff to discuss their child's progress. These include Individual Passport meetings, annual reviews where appropriate and parents' evenings. In addition, liaison can occur on an ad hoc basis as required by the school or parents/ carers.

### **Consultation with Students**

Students are fully involved in all Individual Passport meetings. They are also involved in discussions relating to support strategies and individual programmes.

### **Complaints Procedure**

Any concerns or complaints relating to the provision to students with SEND should be directed to the key worker or SENCO in the first instance, who will investigate the matter and discuss it with the parents/ carers. Should this not prove satisfactory the matter can be discussed with Mr Haines. If a concern still remains it may be discussed with the Head Teacher (Mr M. Mynott) and/ or the SEN Governor (Mrs. J. Taylor).

### **Liaison with other Agencies and Bodies**

Leasowes High School works in a multidisciplinary manner and involves all necessary agencies and bodies at the relevant stages as described above.

### **Contact details of support services for parents/ carers of students with Special Education Needs**

For new students joining Leasowes High School part way through the academic year or after Year 7 contact should initially be made with Mrs. N. Wills, Deputy Head. The Special Educational Needs Co-

ordinator whose contact details are provided above should be contacted regarding provision of support for existing and potential students.

Support is also provided by SENDIASS, further details can be found on their website:

<http://www.dudley.gov.uk/resident/learning-school/parental-support/dudleysendiass>

Dudley Local Authority SEN team can be contacted on: 01384 814225

Details of Dudley Local Authority's Local Offer can be found at the following web address:  
[www.dudley.gov.uk/localoffer](http://www.dudley.gov.uk/localoffer)

### **Transition Arrangements**

The Special Educational Needs Co-ordinator liaises with the Special Educational Needs Co-ordinators of our feeder schools and attends Year 6 Annual Reviews when invited; this ensures that necessary arrangements are in place before students attend Leasowes High School. In addition, extra visits to Leasowes High School are arranged for the more vulnerable Year 6 students who may find transition difficult. The first Year 7 Individual Passport is produced in conjunction with parents/carers and the student once baseline assessments have been completed.

During Year 11 the Special Educational Needs Co-ordinator liaises closely with our Connexions Personal Advisor to ensure that relevant information is available. In addition, the Connexions Personal Advisor provides individual support for students and ensures that Colleges have the relevant information required in order to meet student's future needs.

During this transition phase parents/carers, the student, external agencies and Connexions attend a transfer meeting to ascertain whether an Education, Health and Care Plan should be ceased at 16 or continued.

### **Dudley Local Authority's Local Offer**

Details of the support and external agencies available within Dudley Local Authority from birth to 25 are known as the Local Offer. Details of this can be found at the following website:  
[www.dudley.gov.uk/localoffer](http://www.dudley.gov.uk/localoffer)

### **Covid-19 Adaptations and Impact**

Covid-19 and the associated lockdown and breaks in education have obviously impacted upon our practice and ability to fulfil the actions outlined above. We intend to act in the spirit of our normal practice as far as possible given the Government guidelines, curriculum structure, risk assessments and context of the local community.

Obviously given the length of the lockdowns in 2020 and 2021 transition arrangements have not been as thorough as normal and we are trying to address this as quickly as possible in safe manner. The use of external agencies and face to face meetings with parents are considered in line with local guidance relating to Covid.

All provision has to be reviewed subject to the Covid situation and guidance in the local area.

Mrs J Kalirai

Mr. K. Haines

SENCO

Assistant Headteacher.