



Ulverston Victoria High School

Special Educational Needs (SEN) Information Report

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Dear Parents and Carers

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our school.

If you want to know more about our arrangements for SEND, please read our SEND policy on our website which can be found here: www.uvhs.uk

Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

1. What types of SEN does the school provide for?

Our school provides for pupils with a range of needs, including those below:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
Social, emotional and mental health	Attention deficit hyperactive disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

2. Which staff will support my child, and what training have they had?

Our special educational needs co-ordinator, or SENCO

Our SENCO is Ms N. Hillman, she has worked in secondary education for 18 years. She is a qualified teacher and is working towards achieving the National Award in Special Educational Needs Co-ordination.

She works full time to manage SEN, with a minimal teaching commitment, to provide provision alongside a team of staff including an assistant SENCO.

Assistant SENCO

Our assistant SENCO is Mrs E Cowperthwaite. She has over eight years experience in this role and has also worked in a variety of other roles in Learning Support.

They have both undergone a broad range of training across all areas of need.

Subject teachers

All of our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN and we actively seek to develop staff across all areas of need, making use of Teaching and Learning briefing time and INSET to do this.

Teaching assistants (TAs)

We have a team of 21TAs, all of whom are senior-level teaching assistants (STAs) who are trained to deliver SEN provision and a range of interventions. We also have a member of staff working as an HTLA, supervising student learning interventions and key skills sessions.

In the last academic year, TAs have been trained in strategies to support learners with ADHD.

External agencies and experts

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- Our school nurse
- Child and adolescent mental health services (CAMHS)
- Education welfare officers from the local Authority, supported by our own EWO and Family Liaison Officer, Ms B Todd.
- Social services and other LA-provided support services
- Voluntary sector organisations such as Action for Children, Barnardo's and Women's Community Matters.

3. What should I do if I think my child has SEN?

Tell us about your concerns

We will invite you to a meeting to discuss them

We will decide whether your child needs SEN support

If you think your child might have SEN, get in touch via our designated email address enquiries-send@uvhs.uk

This contacts the wider SEND team, who will pass the message on to our SENCO, Ms N Hillman and the Assistant SENCO, Mrs E Cowperthwaite, who will be in touch to discuss your concerns.

You can also contact the SENCO directly via nhi@uvhs.uk or by telephone via 01229 483900.

We will first speak with you, and if appropriate arrange to meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.

Together we will decide what outcomes to seek for your child and agree on next steps.

We will make a note of what's been discussed and add this to your child's record. You will also be given a copy of this via a follow up email.

If we decide that your child needs SEN support, we will formally notify you in writing and your child will be added to the school's SEND register.

4. How will the school know if my child needs SEN support?

We screen all students for Exam Access Arrangements in Y7, Y9 and Y12 and these assessments combined with CATs and assessments of reading, which also inform the Reading Risk Register are used to inform need.

All our class teachers are aware of SEN and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially. This might include a mismatch between test and lesson performance, difficulties concentrating in class or anything else which alerts staff that a student may be struggling.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil extra tuition to try to fill it. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, this will be raised via our Intervention meetings where it will be discussed and the SEND Team will contact you to discuss the possibility that your child has SEN.

We will observe the pupil in the classroom and during unstructured time to see where their strengths and difficulties lie. The SEND team will gather information, including having discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

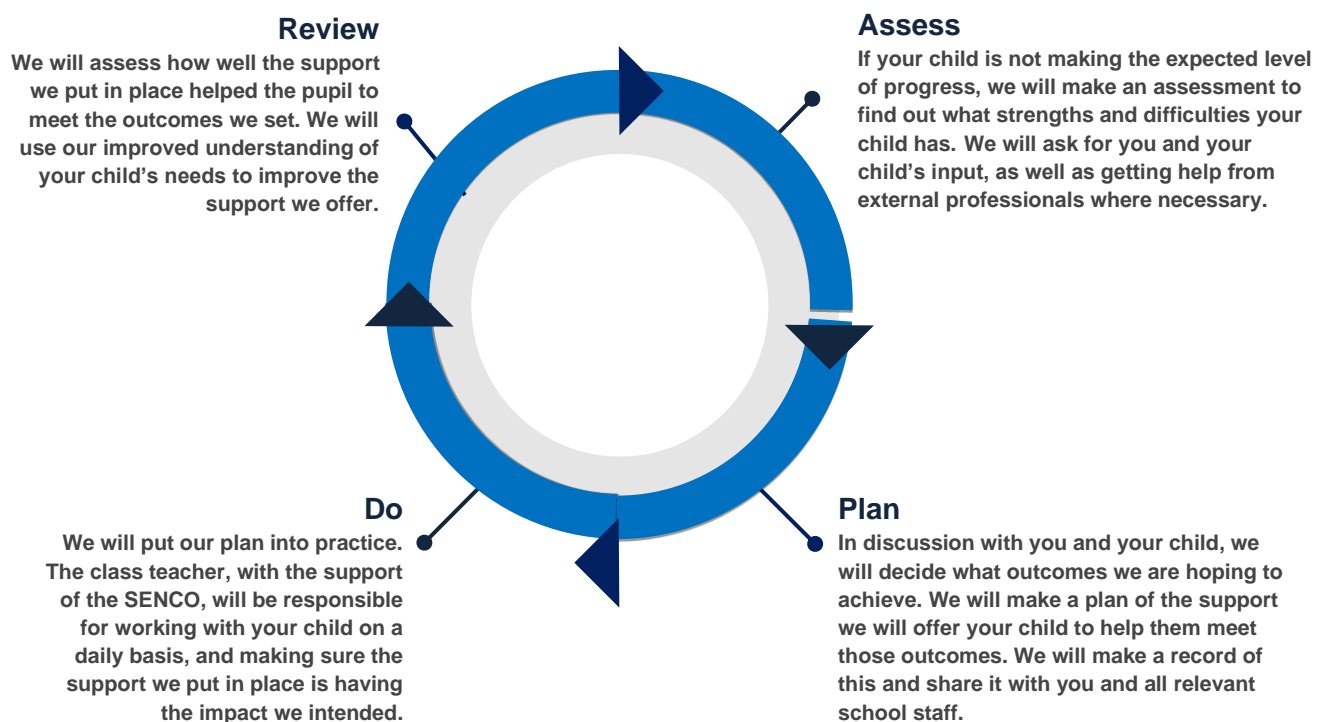
Based on all of this information, the SENCO will decide whether your child needs SEN support. You will be told the outcome of the decision in writing.

If your child does need SEN support, their name will be added to the school's SEN register, and the SENCO will work with you to create a SEN support plan, known as a Student Passport, for them.

5. How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

6. How will I be involved in decisions made about my child's education?

We will provide reports on your child's progress and update their Student Passport annually, or when required.

Your child's subject teachers and form teacher will meet you at least annually to discuss their progress and meetings or discussions can be requested at any time. The SENCO may also attend these meetings to provide extra support.

. We aim to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

We know that you're the expert when it comes to your child's needs and aspirations. So we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school and welcome you keeping in regular contact with us, so we are working in line with our school-wide tripartite agreement, known as Victoria Values.

If your child's needs or aspirations change at any time, or you have any concerns, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact your child's class teacher, contact details for school staff are on the UVHS website here: www.uvhs.uk

7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age, and level of competence. We recognise that children are all different, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes

- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey or similar

8. How will the school adapt its teaching for my child?

Your child's teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will adapt how we teach to suit the way the pupil works best and we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Adaptive teaching as part of our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style etc.
- Making in class adaptations, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Teaching assistants will support pupils on a 1-to-1 basis when appropriate
- Teaching assistants will support pupils in small groups when appropriate

We may also provide a selection of interventions.

These interventions are part of our contribution to Westmorland and Furness' local offer.

9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child using strategies including:

- Reviewing their progress towards their goals regularly
- Reviewing the impact of interventions after each half term.
- Using pupil feedback from meetings with pupils
- Monitoring by the SENCO and the SEND Team.
- Using provision maps to measure progress
- Holding an annual review (if they have an Education, Health and Care (EHC) plan)

10. How will the school resources be secured for my child?

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours

- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority.

11. How will the school make sure my child is included in activities alongside pupils who don't have SEND?

All of our extra-curricular activities and school visits are available to all our pupils.

All pupils are encouraged and supported to go on our school trips, including our residential trips, should they wish to do so.

All pupils are encouraged to take part in all aspects of school life and we support them to play a full role in the wider life of the school.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.

12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?

We have a fair admissions process and ensure that we do not unfairly disadvantage prospective pupils with SEND. We carefully review all EHC plans which name our school, to ensure that they are admitted before other places are allocated. Please contact us if you would like to discuss our admissions process.

We value everyone and take steps to ensure that all pupils are treated fairly with no group being favoured. We provide facilities to ensure that disabled pupils can access our school, providing necessary axillary aids and services. We aim for disabled pupils to fully access the school and curriculum and reference this in our accessibility plan. We constantly seek to improve our physical environment to enable disabled pupils to best take advantage of their school experience and aim for all information to be accessible to all.

13. How does the school support pupils with disabilities?

We value everyone and take steps to ensure that all pupils are treated fairly with no group being favoured. We provide facilities to ensure that disabled pupils can access our school, providing necessary auxiliary aids and services. We aim for disabled pupils to fully access the school and curriculum and reference this in our accessibility plan. We constantly seek to improve our physical environment to enable disabled pupils to best take advantage of their school experience and aim for all information to be accessible to all.

14. How will the school support my child's mental health and emotional and social development?

We provide support for pupils to progress in their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council, to be senior students and to participate fully in the wider life of UVHS.

- Pupils with SEN are also encouraged to be part of a range of clubs and activities to promote teamwork/building friendships
- We provide extra pastoral support for listening to the views of pupils with SEN with regular chances for communication.
- We run a nurture club for pupils who need extra support with social or emotional development.
- We have a 'zero tolerance' approach to bullying. We prevent bullying and react to bullying in school by ensuring that all staff and students are clear about our procedures for reporting and resolving issues.

15. What support will be available for my child as they transition between classes or settings or in preparing for adulthood?

Between years

To help pupils with SEND be prepared for a new school year we work with parents and staff to ensure that students needs are known and taken into account to best support transitions.

Between schools

When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting.

Between phases

The SENCO of the primary school meets with our SENCO and the wider SEND team to discuss the needs of the incoming pupils near the end of the summer term.

We arrange meetings with the parents of incoming pupils to discuss how we can best welcome their child into our community.

Onto adulthood

We provide all our pupils with appropriate advice on paths into work or further education.

We work with the pupil to help them achieve their ambitions, which can include goals in higher education, employment, independent living and participation in society.

16. What support is in place for looked-after and previously looked-after children with SEN?

Mrs R Morris will work with Ms N Hillman, our SENCO, and the wider SEND and pastoral teams to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

17. What should I do if I have a complaint about my child's SEN support?

Complaints about SEN provision in our school should be made to the SENCO in the first instance. They will then be referred to the school's complaints policy.

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal, SENDIASS can support with this.

18. What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at the Westmorland and Furness local offer. Westmorland and Furness publishes information about the local offer on their website:

[Families Information | Westmorland and Furness SEND Local Offer](#)

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations are:

[Special Educational Needs and Disabilities Information, Advice and Support Service \(SENDIASS\) | Westmorland and Furness Council](#)

National charities that offer information and support to families of children with SEND are:

- [IPSEA](#)
- [SEND family support](#)
- [NSPCC](#)
- [Family Action](#)
- [Special Needs Jungle](#)

19. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- **CAMHS** – child and adolescent mental health services
- **Differentiation** – when teachers adapt how they teach in response to a pupil's needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.

- **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child’s needs and the provision that will be put in place to meet their needs.
- **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority’s decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND
- **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil’s needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area
- **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child’s disability
- **SENCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- **SEN support** – special educational provision which meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages