



Westhoughton  
HIGH SCHOOL



**SEN INFORMATION REPORT FOR  
WESTHOUGHTON HIGH SCHOOL**

**2022/23**



# SEN Information Report

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1. Aims, Ethos and Vision

## 1. Aim, Ethos and Vision

### Our Aim

Our SEN Information Report aims to:

- Set out how our school will support and make provision for learners with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

The aim of the support provided by the Every Child Hub is to enable learners with SEN to achieve their potential and be fully included in the life and community of the school. The Every Child Hub provides support and intervention which aims to accelerate the progress of students through 1:1 support, small group, or individual intervention and / or specialist teaching. The aim of these interventions is to provide support in removing the barriers that prevent learners from attending lessons or accessing the curriculum appropriately alongside their peers.

### Our Ethos

At Westhoughton High school the beliefs and opinions of all are valued. Our core values lie at the heart of our school community and are understood by everyone. These values centre on our LEARN mission statement – at our school we all:

- **L**ook after each other
- **E**njoy our school
- **A**im high
- **R**espect ourselves, each other, and our school community
- **N**ever stop learning

## Our Vision

### Every Child...

We have a legal duty, but more importantly a moral imperative to create a culture of care for every child. This must be underpinned by the values of equality and inclusion for all

To achieve this, we need to create a culture where:

1. Every child is known, with their needs understood
2. Every child learns with staff who have high expectations and believe in them
3. Every child receives the right provision at the right time
4. Every child enjoys and thrives

## Every child is entitled.

### Fundamental Principles of SEND support at Westhoughton High School

At Westhoughton High School we believe the following to be fundamental principles:

- All our teachers should be committed to the appropriate provision of the full curriculum to every child by understanding and following the principles of adaptive teaching.
- When necessary and appropriate, we should draw on the knowledge and expertise of other professionals and outside agencies to cater for the specific needs of individual learners.
- Opportunities for liaison between feeder primary schools should be encouraged, developed, and maintained.
- Opportunities for home-school liaison should be encouraged, developed, and maintained.
- Every child 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. Care should always be taken to consider the student within the context of his/her home, language, culture, and community.

In brief:

- 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
- **Every Child** 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 response** cycle of Assess, Plan, Do, Review:

## 2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health, and care (EHC) plans, SEN coordinators (SENCOs) and the SEN information report

### 3. Definitions

A learner has SEN if they have a learning difference or disability which calls for special educational provision to be made for them. They have a learning difference or disability if they have:

- A significantly greater difficulty in learning than most of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Special educational provision is educational or training provision that is additional to, or different from, that made for other children or young people of the same age by mainstream schools.

### 4. What kinds of Special Educational Needs (SEN) are provided for at Westhoughton High School?

At Westhoughton High 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 thought of in four broad areas of need and support. Here at Westhoughton High School we have students identified as having needs in these categories:

#### Communication and Interaction

This area includes children with Autism and those with Speech, Language and Communication difficulties.

#### Cognition and Learning

This includes children with Specific Learning Difficulties and Moderate Learning Difficulties.

#### Social, Emotional and Mental Health Difficulties

This includes any children who have an emotional, social, or mental health need that is impacting on their ability to learn.

#### Sensory and/or Physical Difficulties

This area includes children with a hearing impairment, visual impairment, multi-sensory impairment, and physical difficulties.

At Westhoughton High School, we have experience of supporting children with a wide range of need including:

- General Learning Difficulties – those whose learning progresses at a slower pace than their peers

- Speech and Language Difficulties
- Behaviour Difficulties
- Dyslexia (difficulties with reading, writing, and spelling)
- Irlens
- Dyspraxia (problems with motor skills, organisation)
- Autism
- ADHD (Attention Deficit Hyperactivity Disorder)/ADD (Attention Deficit Disorder)
- Other physical or medical needs

## 5. What should I do if I think my child has a Special Educational Need or Disability?

Contact the Special Educational Needs Co-ordinator (SENCo), Ms Jen Paradine.

This can be done via phone or by emailing [EveryChild@westhoughton-high.org](mailto:EveryChild@westhoughton-high.org)

Teachers will be asked to feedback on your child's progress and presentation in their classroom. Your child may also be observed, most importantly their voice will be listened to, ensuring they are at the heart of the process. With the information we gather from you, teachers, and your child we will decide on the next steps of support. This is different and personalised for every child depending on need, this may include:

- Strategies and reasonable adjustments shared with teachers e.g., change of seat in the classroom, task lists to support organisation, increased thinking time to support High Quality Teaching
- Further cognitive assessments in school
- Dyslexia or Dyscalculia Screener
- Observations and strategies from our Behaviour Support Team
- Advice and support from Ladywood Outreach
- Opening an Early Help Assessment to refer to external agencies for support and advice

## 6. Identifying learners with SEN and assessing their needs

We will assess each learner's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs. **Slow progress and low attainment will not automatically mean a child is recorded as having SEN.** When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the child and their parents/carers. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

## 7. Consulting and involving learners and parents/carers

We will have an early discussion with the child and their parents/carers when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the child's areas of strength and difficulty
- We consider the parents/carers/teachers concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

We will formally notify parents when it is decided that a pupil will receive SEN support. All parents/carers of learners who are on the SEN register can meet with the SENCo at least once a year through parent's evenings.

Formal annual reviews are held for all learners who have an education, health, and care plan.

The SEN department encourages regular contact with parents or carers, the level of this contact may vary according to the individual needs of learners and their parents or carers. This contact may include letters, emails, synergy messages or phone contact, review meetings or transition review meetings. The contact will be primarily through the SENCo, SEN support Leader, Student Support/Progress Leaders, the Behaviour Support Manager, or the Learning Support Assistants. Learners are invited to attend annual reviews, parent's evening, and additional review meetings to discuss their progress and provision with key members of staff and their parents or carers. Some learners with SEN are allocated a key worker. The key worker will meet with students regularly to discuss progress and are available for learners to use as a first port of call when needed.

## 8. Assessing and reviewing learners progress towards outcomes

We follow the graduated approach and the four-part cycle of **assess, plan, do, review**. SEN support is implemented and regularly reviewed, outlined below. Parents/carers will be involved at every stage of this process:

**1. Assess:** The learner is identified as needing support. Class/subject teachers and the SENCo discuss the learners needs before identifying them as needing SEND support. Additional assessments/observations maybe completed either in school or by an external professional.

**2. Plan:** the class/subject teachers/learner and SENCO should agree the support to be put in place. Parents must also be notified and consulted.

**3. Do:** the class/subject teachers remain responsible for working with the learner daily. Learners may also receive additional interventions outside the main curriculum, but the focus should be on integrating every child and continuing to use high-quality, responsive teaching.

**4. Review:** the class/subject teachers and SENCo should review the effectiveness of the support regularly and agree any changes where needed. This takes place every 6 – 8 weeks.

## Assess, Plan, Do, Review (APDR)

6-8 week monitoring cycle



The class or subject teachers will work with the SENCO to carry out a clear analysis of the learner's needs. This will draw on:

- The teacher's assessment and experience of the learner
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents/carers
- The learner's own views
- Advice from external support services, if relevant.

All teachers and support staff who work with the child will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required.

We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

## 9. Supporting pupils moving between phases and preparing for adulthood

### Transition from Primary to Secondary for SEN learners

We will make contact in the summer term and work with the primary schools to ensure as much information is shared to ensure that we meet the needs of the learners. Our teachers receive this information in the summer term so that are ready to meet every child's need in September.

We will arrange with your child's primary school if extra transition visits are required so your child can observe the school at various times throughout the day and familiarise themselves with Every Child Hub and key staff. Ladywood outreach service also works with the school to support learners with SEN on transition and provide additional session for those who need it.

## Key Stage 4

Learners will be supported at visits to college placements and alternative provisions. The SENCo/SEN Support Lead will liaise with the CEIAG and Post 16 progression manager in preparation for work experience, College visits and interviews. Learners will be introduced to the Connexions service and will have personal meetings arranged with a career's advisor. This will support applications for college, liaise with parents/carers about open days support with travel training and the transition to a Post 16 placement.

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

## 10. Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of every child in their class.

High quality teaching is our first step in responding to learners who have SEN. This ensures we cater for the needs of the individual learners in the classroom. All staff will be given access to individualised strategies to support progress in lessons. These are updated as and when and become a 'live' point of reference for teachers. Those learners who are on the assess, plan, do, review cycle will have their assessment of need pinned to their profile on synergy. Those learners who need additional pastoral support will be signposted to our LSA3 who has responsibility for mentoring and liaising between the child, teachers, and parent/carers.

Intervention or support put in place for learners identified as having a SEN need will be decided on an individual basis as part of the assess, plan, do, review cycle. This means that interventions are evaluated during and at the end to ensure learners are making progress towards their outcomes. Parents/carers and the child will be involved in the process.

Every Child Hub interventions/support:

- Basic Literacy
- Basic Numeracy
- Additional Maths English and Science
- Lexia
- Times Tables Rockstars
- Additional Reading Support
- Speech and Language
- Mentoring
- Secondary Talk
- Behaviour Intervention
- Anger Management
- Nurture

We also use the following cognitive assessments to identify needs and difficulties:

- CATS
- GL (dyslexia screener)
- 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 Efficiency)



- WIAT III (Cognition and Learning profile)
- TOMAL 2 (Memory and Learning)
- DASH (Detailed Assessment of Speed of Handwriting)
- CTOPP 2 (Phonological Processing)
- Behaviour Support Assessments
- SDQ (Strengths and Difficulties Questionnaire)
- SNAP assessments
- WRIT (Wide Range Intelligence Test)

## **11. Additional support for learning**

We have a team of Learning Support Assistants (LSA'S) and Behaviour Support Mentors:

- 1 Level 1 LSA
- 4 Level 2 LSA's
- 6 Level 3 LSA's
- 2 HLTA's
- A SEN Support Lead
- Behaviour Support Manager
- 2 L3 Behaviour Mentors
- 1 HLTA (Higher Level Teaching Assistants) Behaviour Mentor

Each year group has a Student Support Leader who offers pastoral support and a Student Progress Leader who monitors progress of every child.

We work with the following agencies to provide support for learners:

- Ladywood Outreach Service
- CYPMHS (Child and Young People's Mental Health Services)
- Behaviour Support Service
- Educational Psychologists
- Bolton Sensory Support
- School Nurse
- Connexions Careers Advisory Service
- Parent Partnership
- SALT
- OT

## **12. Complaints about SEN provision**

Complaints about SEN provision in our school should be made via the school's complaints policy in the first instance. They will then be referred to the school's complaints policy. The parents/carers of learners with disabilities have the right to make disability discrimination claims to the first tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

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

## **13. Contact details of support services for parents/carers of children with SEN**

Parent Partnership (ISA): 01204 848722

Bolton SEND: 01204 338984

Bolton Parent Carers: [www.boltonparents.org.uk](http://www.boltonparents.org.uk)

## **14. Contact details for raising concerns**

Should you have any concerns about your child in relation to SEN or about the provision they are receiving, please contact the SENCo directly on:

01942 814122

[EveryChild@westhoughton-high.org](mailto:EveryChild@westhoughton-high.org)

## **15. The Local Authority Local Offer**

Click on the link to go to [Bolton's SEND Local Offer](#)

## **16. Monitoring arrangements**

This information report will be reviewed by the SENCo, SLT (Senior Leadership Team) and the Governing Body every year. It will also be updated if any changes to the information are made during the year. It will be approved by the Governing Board.

Report written: October 2022

Review: July 2023