



CANSFIELD
ACHIEVING EXCELLENCE TOGETHER

SEND Information Report

<u>Approval Date</u>	22 nd September 2022
<u>Policy Review Date</u>	September 2023
<u>Chair of Governors</u>	
<u>Headteacher</u>	

1. Compliance

The Special Educational Needs (SEN) and Disability Information Report complies with:

- Section 69(2) of the Children and Families Act 2014.
- Regulation 51 and schedule 1 of the Special Educational Needs and Disability Regulations 2014.
- Paragraph 3, section 10 of the Equality Act (2010).
- The Disability Discrimination Act (1995, 2005).
- The Disability Equality Duty (2006).
- The SEN and Disability Act (2001).
- SEND and Disability Act 2011 (SENDA).
- SEND Code of Practice 0 – 25 (2014).
- Children and Families Act (2014).
- School's SEND Information Report Regulations (2014). See Wigan LA's High Expectations for All Documentations at <http://www.wigan.gov.uk/Resident/Education/Special-Educational-Needs-and-Disability/Information-for-professionals/High-Expectations-for-All.aspx>.
- Statutory guidance on supporting pupils at school with medical conditions (April 2014).
- The National Curriculum in England Key Stage 3 and 4 framework document (Sept 2013).
- Safeguarding Policy.
- Accessibility Plan.
- *Teachers' Standards* (2012, Updated in 2021).

2. Stakeholder Contribution

The questions and responses in this SEND Information Report have been compiled during meetings with the SENCO, staff, Governing Body, parents / carers and pupils. We would like to thank everyone for their valid input and support.

3. How will my Child's Needs be Identified?

All children are entitled to receive help according to their needs. Most children have had their additional educational needs identified before they reach high school. The areas of need are:

- Cognition and learning – including specific learning difficulties / dyslexia (literacy) and moderate learning difficulties (across a range of subjects and areas)
- Social, emotional and mental health
- Sensory / physical and / or medical
- Communication and interaction.

4. On Entry

In addition to liaison with primary schools to gather information, all Year 6 Key Stage results are passed to Cansfield High School as pupils transfer from their primaries along with any SEND files. During their first term all pupils are given standardised reading and spelling tests as well as the full range of progress tests. Pupils with reading, spelling or numeracy scores below expected levels will be immediately identified for learning support strategies within the English and Maths Faculties. We will also ask every student to sit a Cognitive Ability Test (CAT) to ensure we have a full and clear picture of a student's abilities and their needs.

Your child's needs may warrant inclusion on the school's SEND Register and the creation of a Pupil Passport, whose purpose is to ensure any identified needs are collated and shared with teaching staff. This document is reviewed termly to ensure that it is up to date and that all pupils' needs are being communicated and met. The register is monitored by the SENCO. There are two categories on the Register: those requiring additional SEND Support and those in receipt of an Education, Health and Care Plan (EHC Plan).

Parents will be informed via discussion about any precise interventions or assessments to be delivered throughout the academic year. All Pupil Passports are provided to parents after each update to ensure full and clear communication with parents.

Your child's progress can be discussed with the SENCO at any point.

5. What Should I do if I Think my Child / Young Person may have Special Educational Needs?

If you think that your child may have a special educational need you can contact the SENCO for further discussion.

All pupils will sit progress tests in Key Stage 3, alongside their subject assessments. Pupils identified as working below expected levels or those with identified SEN will sit reading and spelling tests annually to track and monitor progress and ensure that effective and timely intervention is delivered.

Additional reading and spelling testing is carried out periodically for pupils receiving specific interventions to ensure personalised monitoring, tracking and progression. Teacher data, following assessment points, is also scrutinised by the SENCO to track pupil progression across all subject areas.

Where additional learning, physical, or social, emotional and health needs have been identified, the SENCO, alongside pastoral heads of year, parents and pupils, will engage the relevant external agencies for additional assessment and support.

Our aim will always be to support pupils through quality first teaching and inclusive classroom practices, and by designing a curriculum that meets the needs of our pupils. Most children have their needs met in the classroom through quality first teaching. For those with additional needs, they often have those met through tailored quality first teaching strategies specifically designed to meet those identified needs. Personalised programs designed to support pupils will be done through developing strategies of classroom support.

Our aim will always be to minimise withdrawal from lessons for intervention programmes, where possible these will be delivered through the classroom with their teacher or during registration time. However, any withdrawal from lessons will be done as a personalised intervention programme and this will be discussed with parents and the pupils, and will be for a specific purpose and be time limited. Parents and pupils will always be given a progress report to indicate where progress has been made.

For a child in receipt of an EHC Plan, we follow the advice in accordance with Wigan Local Authority and individual Education and Health Care Plan guidelines. This might involve tailored or a higher level of support in the classroom for some of the time, which will be delivered through reasonable adjustments and quality first teaching strategies, specialist teaching, support from Learning Coaches and occasional withdrawal from lessons.

6. My Child has a Disability. How will Cansfield High School Cater for their Needs?

As a school we are committed to providing premises that are suitable and sufficient for all educational purposes and give access to a broad and balanced curriculum for all pupils irrespective of special need and / or disability.

Cansfield is committed to a programme of action, evaluation and review which will improve access to the curriculum for pupils with special needs and / or disabilities. This plan operates alongside the school's SEND Policy and is consistent with it in terms of principles and approaches to resourcing. A full plan outlining our ethos and provision for staff and pupils with disabilities can be found in the Accessibility Plan on our website.

7. What Provision is Available for Pupils with Social, Emotional and Mental Health Needs?

Improving emotional and social development is key to maximising the nurturing provision the school offers. Social, emotional and mental health needs (SEMH) are wide ranging, complex and personal to the individual.

Within school we use multiple identification methods to explore our pupils' needs holistically, identifying areas of strength and development. This information is then used to offer personalised support for individuals and

groups of pupils according to their precise needs. Pupils will be working on a range of different targets whilst forming positive relationships based on trust, understanding and respect.

Cansfield High School offers one to one counselling and mental health services for both staff and pupils and a referral to this service can be made by the SENCO or the pastoral team. Pupils with specific identified needs also access services to support them with sensory needs or to develop self-regulation skills, allowing them to flourish in the classroom.

Our highly skilled SEND and pastoral teams support each pupil's social and emotional development through short- and long-term interventions, close work with families and through providing a rewards system that enables pupils to achieve goals and targets. All pastoral staff are fully qualified Mental Health First Aiders, who can support pupils who have any immediate needs.

The school has an anti-bullying strategy in place which is reviewed in staff meetings. Bullying is addressed through restorative practice by experienced staff. Where bullying continues, parents and carers become involved and incidents are followed up with the pastoral team.

We work closely with parents, pupils, the pastoral team and external agencies such as Educational Psychology, Targeted Educational Support Services and CAMHS to ensure a 'wrap around' approach to each pupil's needs in order for them to thrive.

8. My Child has an Education and Health Care Plan. How will this be Reviewed?

The Annual Review ensures that, once a year, the parents, the pupil, the Local Authority, the school, and all the professionals involved consider both the progress the pupil has made over the previous 12 months and whether any amendments need to be made to the EHC Plan. Other contact times throughout the year are made with the SENCO, parents and pupils to check on progress made according to the plan. It is a way of monitoring and evaluating the continued effectiveness and appropriateness of the EHC Plan.

9. What will Happen during an Annual Education and Health Care Plan Review?

The Annual Review should aim:

- To assess the pupil's progress towards meeting the objectives specified in the EHC Plan and to collate and record information that the school and other professionals can use in planning their support.
- In the case of the first Annual Review, to assess the pupil's progress towards meeting targets agreed and recorded in the Pupil Profile, or its equivalent, following the issuing of the EHC Plan; and in the case of all other reviews to assess progress towards the targets in the Pupil Passport, or its equivalent, set at the previous review.
- To review the special provision made, including appropriateness of special equipment provided, in the context of the National Curriculum and assessment and reporting arrangements. Where appropriate, school will provide a profile of current levels of attainment in basic literacy, numeracy and a summary of progress achieved in other curriculum areas, including the National Curriculum.
- To ensure that, where the EHC Plan involves a modification or disapplication of the National Curriculum, the school should indicate what special arrangements have been made for the pupil.
- To consider the continuing appropriateness of the EHC Plan in the light of the pupil's performance during the previous year, and any additional special educational needs which may have become apparent in that time, and thus to consider whether to cease to maintain the EHC Plan or whether to make any amendments, including any further modifications or disapplication from the National Curriculum.
- To set new targets for the coming year, if the EHC Plan is to be maintained. Progress towards those targets can be considered at the next review meeting.

10. How will my Child's Additional Needs be Shared with Teaching Staff?

Children on the SEND Register have a Pupil Passport outlining the following: pupil needs, current academic progress, strengths and weaknesses, teaching strategies, targets and exam access arrangements.

Both the SEND Register and Pupil Passports are shared with teaching staff regularly to ensure information has been communicated and acted upon. Pupil Passports are a working document, and are generated on demand based upon up to date data, they will be reviewed termly by the SENCO and teaching staff to ensure they remain relevant.

In accordance with the school's Safeguarding and Child Protection Policy, all pupil data and personal information will not be shared or discussed unless it is professionally pertinent to do so and in line with the policy.

11. How will the Curriculum be matched to my Child's Needs?

Shortly after pupils arrive at Cansfield in Year 7 they will sit a series of tests including GL Progress Tests and a CAT test. In addition, many subjects will have their own baseline tests. Test diagnostic data in conjunction with information from primary schools and SAT Scaled Scores will be used to ensure pupils are stretched and challenged in the classroom. Year 7 are taught on a form basis and as such are mixed ability, any students who are working significantly below age related expectations will experience a bespoke curriculum aimed to bridge the gap between Key Stage 2 and Key Stage 3.

The curriculum is differentiated according to need and ability ensuring all children can access all subjects and take pride in their achievements. At Key Stage Four, we operate an open options system, with the full range of subjects being open to all pupils. Any concerns about the curriculum for your child can be discussed with the SENCO or pastoral staff.

12. How are the School's Resources Allocated and Matched to Children's / Young People's Special Educational Needs?

The school receives an additional amount - 'the notional SEN budget' - over and above core funding. We use this funding to meet pupil need through the provision of high-quality teaching and pastoral staff. If necessary, we will approach the Local Authority when we find a pupil has a higher level of need to request additional funding through the Education and Health Care Plan process. We aim to make learning accessible to all pupils by using our budget to provide high quality training, experienced specialist Learning Coaches, purchasing differentiated resources and specialist equipment as appropriate.

13. How is the Decision Made About what Type and how Much Support my Child will Receive?

'A child or young person has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them ([Section 20](#)). Special educational provision is provision that is additional to or different from that which would normally be provided for children or young people of the same age in a mainstream education setting ([Section 21](#)).' *Children and Families Act (2014)*

School follows the graduated approach to SEND provision. This is a cycle of assessment: plan, do, review.

There is a robust system in place that enables all teaching staff and support staff to report any concerns that they have about the progress or attainment of any student in school. Where there are concerns about a pupil not making expected progress following quality first teaching, concerns are raised and referred to the SENCO or the Inclusion Team. The SENCO role is to inform teachers of the appropriate strategies and tools to enable a pupil to overcome difficulties and make progress. A cycle of bespoke strategies are implemented in the classroom by the teacher and monitored for their impact. Additional interventions, through literacy and numeracy support, may also be put in place.

If, after high quality first teaching and differentiation, a pupil's progress continues to be limited, the pupil can be assessed by the SENCO and plans may be drawn up for classroom intervention or support strategies to be implemented. Progress will be reviewed regularly and parents will be fully informed.

It may be necessary to seek advice from outside specialists if a pupil's progress continues to give causes for concern. Again, parents / carers can expect to be involved in the process.

Learning Coaches form a key part of the SEND team, however they are not used as one to one support within the classroom. Learning Coaches will work with a classroom teacher and SENCO to make the curriculum accessible, their allocation is to classes and will be determined by the needs of the students.

All teachers have access to the SEND Register and are given advice of the best strategies to use with individual pupils, including detailed Pupil Passports.

The SENCO and members of SLT meet regularly to discuss progress of pupils and to review the SEND Register. We use all available data, academic and pastoral, as the basis for our decisions, as well as advice from teachers, pastoral managers and parents. We hold reviews of pupil's work and listen to their point of view.

14. How do you Assess and Evaluate the Effectiveness of the Provision you make for Children and Young People with SEN and Disabilities?

- Progress of all pupils including those with an SEND is monitored termly in line with school assessment procedures. Internal tracking systems are used to highlight progress of individuals as well as identified groups.
- Progress data is shared with parents three times each year, in written format as well as face to face at parents' evenings.
- Additional questions or concerns can always be dealt with by contacting the SENCO.

15. How will I be Informed about how my Child is doing and how do you Help me to Support my Child's Learning?

We aim to keep parents closely informed about the progress your child is making.

Pupils with an EHC Plan will be invited to an Annual Review meeting. There are Parents Evenings for all year groups. There are regular progress reports sent home.

16. Other Situations may Arise where it is Necessary to Contact Home:

- To arrange an Annual EHC Plan Review or discuss issues from a current Statement or EHC Plan.
- To request parental permission for specialist assessment of a pupil.
- To discuss new / arising issues regarding a pupil's conduct or academic need.
- To discuss case notes following external intervention from a service e.g. Speech and Language Service.
- To share key intervention strategies planned with parents via letter.
- To informally 'check-in' with parents regarding their child's needs and progress.
- Parents receive termly progress information.
- There are informal curriculum evenings for all year groups where parents can learn more about the school curriculum and approaches to home learning.

17. How will SEND Provision be Delivered?

Following identification of learning needs, the SENCO will initiate personalised intervention pathways. Interventions may include:

- Targeted literacy and numeracy support is delivered to identified pupils by timetabling to ensure specialist staff are working with the pupils who most need their support.
- Year 7 Catch Up Premium literacy / numeracy classes through specialist teaching.
- A bespoke Key Stage 3 bridging curriculum has been designed and will be delivered to identified pupils by timetabling.
- Specialist literacy and numeracy catch-up support via software provision, IDL.
- Specialist teacher or Learning Coach support or withdrawal to work on individualised programmes including:
 - Soundwrite programme to develop phonic awareness, reading and comprehension skills
 - Learning Coach withdrawal to work on individualised programmes covering fine and gross

- motor coordination and handwriting difficulties.
- Sensory needs and self-regulation skills developed through ‘The Incredible Five Point Scale’ to support students in understanding and regulating their emotions
- Talkabout For Teenagers programme to develop social skills awareness
- External Agency Involvement such as: Educational Psychology, Specialist Sensory Education Team (for pupils with Hearing or Visual Impairments), Physiotherapy, Occupational Therapy, Speech and Language Therapy and the Targeted Educated Support Service (TESS Team).
- In class Learning Coach.
- Out of class small group targeted support with a specialist teacher or Learning Coach to focus on specific skills.

18. What Staff Specialism / Expertise in SEN and Disability do you have?

Teaching and support staff are experienced in working with children with a range of SEND needs including ASD, ADHD and specific learning difficulties including dyslexia.

The SENCO has the National Award for SENCO qualification, alongside the Headteacher who has both the National Award for SENCO qualification and the Advanced SENCO Award. This is in addition to 5 teachers across the school who have also gained this qualification as part of their professional development.

19. What Arrangements are made for Support to the Pupil During Exams?

The school works within the examination board guidelines to put into place access arrangements that are appropriate and meet the needs of the individual pupil. The SENCO refers pupils to an external and appropriately qualified agency to test for examination concessions. The exam boards insist that the arrangements granted are ‘the normal way of working’ for the pupil.

The assessment for appropriate access arrangements starts as soon as the students arrive in Year 7. Students are able to use the access arrangements for all assessments, this enables us to demonstrate that this is the usual way of working for the student.

20. What Training are Staff Supporting Pupils with SEND having?

All training needs are identified through annual appraisal reviews with staff. Wigan LA provide a range of training courses and packages to offer the full variety of SEND training opportunities.

In addition, the SENCO delivers regular whole school SEND training through an extensive CPD programme dependant on identified needs. The Learning Coaches attend school training as appropriate and access training from the Local Authority each term.

In addition, the two Assistant SENCOs and several Learning Coaches are working towards an MA in Education.

21. How will my Child / Young Person be Included in Activities Outside the Classroom, Including School Trips?

As an inclusive school, all activities are available to all pupils. All pupils are encouraged to take part in activities including school trips. Support will be provided as in any classroom-based activity.

22. What other professional agencies might be involved in my child's development?

When it is considered necessary, colleagues from the following Local Authority support services will be involved with SEND pupils:

- Targeted Education Support Service
- Educational psychologists
- Health specialists
- Speech and language therapists
- Physiotherapists

- Occupational Therapists
- Hearing impairment services
- Visual impairment services
- Autism Outreach
- Startwell
- CAMHS
- Specialist school outreach support for pupils with more complex or medical needs

We also work closely with other Local Authorities to support our children who may live out of borough.

In addition, important links are in place with the following organisations:

- The Careers Advisory Service
- The Local Authority
- Specialist Services
- Attendance Development Officer
- Social Services

External agency support will only be delivered in accordance with the SEND Code of Practice and following detailed discussions between the SENCO, parents / carers and pupils. Parent / carer consent is always sought before inviting external agency support.

23. How do you Manage Safe Keeping and Administration of Medication?

Medications and medical support for pupils is outlined in the Supporting Pupils with Medical Needs Policy.

24. How do you Work with the Family to Draw up a Care Plan and Ensure that all Relevant Staff are Aware of the Plan?

Medical support for pupils, including drawing up and maintaining Health Care plans, is outlined in the Supporting Pupils with Medical Needs policy.

25. What Support will there be for my Child's / Young Person's Overall Wellbeing?

Cansfield is proud of its pastoral care. Any concerns will be addressed as quickly as possible. You can contact any of the team:

- by phone: 01942 727391
- via e-mail: enquiries@admin.cansfield.wigan.sch.uk
- in person: please ring for an appointment

Any sensitive issues will be dealt with by the pastoral team in accordance with our safeguarding procedures.

26. What Happens when my Child Requires Support during Unstructured Time?

There are a wide variety of clubs and sporting activities at lunchtime and after school which are open to everyone. The school has a Library, which is available for pupils to use at lunch time, as well as Year group drop-ins run by the Pastoral Heads of Year.

For pupils who require a quieter space, there are two nurture clubs running every lunch time. Both clubs operate as 'quiet' clubs, one is completely quiet and one is designed to support pupils in a calmer environment and will focus on developing sensory and social communication skills.

There are also peer supporters (PALS) who will work with pupils on their reading skills in a supportive environment. Every new Year 7 form is allocated PALS to help them settle into a new school routine and to get know their new environment. These PALS will remain a support for the first year.

27. How will School Support my Child when there are Behavioural, Social or Emotional Problems?

A range of behaviour management and attendance interventions are in place for pupils who require additional support in these areas. The Inclusion Team are specialists in supporting students with behavioural, social or emotional problems and can offer a range of specialist interventions to support students who need additional support in school. Each year group have a Pastoral Head of Year who works with pupils with social and emotional issues. To try to limit exclusions, we have respite provision and access to outreach support.

28. How does the School Manage Transitions between Activities during the Day?

For those pupils initially requiring help moving between activities and classrooms their form PALS will support them, alongside their Pastoral Head of Year. Any pupil requiring additional support will be assessed dependant on their individual need.

29. How Accessible is the School Environment?

There is one disabled access toilet area in school and a number of ramps for wheelchair access. The school also has lifts to the upper floor of the main building and the Languages block. Disabled parking is also available in the visitor and staff car parking areas. Please refer to the school's Accessibility Plan for further details.

30. How will my Child's Transition to Cansfield be made Successful?

Our aim is to ensure that children at Cansfield High School experience a smooth transition through their time at our school, so that they feel happy, confident and secure within their environment so that they make and continue to make the very best social, emotional and academic progress.

30.1 For Year 6 pupils

Timescale	Action by Primary and Secondary School
Autumn term Year 6	Local prospectuses sent out by secondary schools.
Autumn term Year 6	Parents made aware of Open Evenings of local secondary schools including completion dates of Secondary School application forms. Support for parents in completion of form if required. Cansfield High School's Open Evening is delivered in September or early October.
Autumn term Year 6	One to one or small group visits to Cansfield High School can be arranged
Spring / Summer term Year 6	<ul style="list-style-type: none">The SENCO or Assistant SENCO liaises with all primary schoolSENCO to discuss prospective pupils' SEND needs.Pastoral staff and senior leaders visit all primary schools to discuss every prospective child to prepare for September admission.
Throughout the year. Year 6	Children will visit Cansfield High school through other 'Taster' events, sports initiatives etc.
Summer term Year 6	Children with a SEND will have additional visits to Cansfield High School and sessions to support pupil confidence, introduce the teaching staff and make new friends with pupils from other primary schools to reduce transition stress.
Summer Term Year 6	All Year 6 pupils will visit Cansfield High School for a session. They will be introduced to peers and also their PALS who will work with them.
Autumn Term in Year 7	Based on primary school liaison visits, parental discussions and careful monitoring of new Year 7 children, additional support programmes will be implemented for pupils who are finding the transition period difficult. PALS (pupils who have had special training) will also be available for support and advice.

30.2 For All Other Year Groups: Mid Term Admissions

Parents can apply for a place at the school via Wigan Local Authority. The school follows the Local Authority local protocol for admissions. Once the school receives an application, your child's previous school will be contacted for key information relevant to your child's education and wellbeing.

School then contact parents and arrange an admissions interview where any additional SEND needs will be identified and will be referred to the SENCO for further consultation. We intend the transition to a new school to be as smooth as possible.

30.3 Admission To The Resourced Provision (Cansfield SRB)

Admissions for the Resourced Provision can only be made directly with Wigan Authority.

31. How will Transition to Post-16 Provision be Managed?

- All pupils can attend presentations given by all local post-16 providers in the authority.
- All pupils have the opportunity to have sessions with our Careers Advisor.
- The Careers Advisor is available before and after school as well as at lunchtimes.
- Opportunities for trips to local colleges and university taster days are delivered.
- We endeavour to work closely with all post-16 providers to ensure that they are aware of any special needs of the pupils
- Post-16 provision is a key focus of EHC Plan reviews in Year 10 and Year 11.

32. How are Parents Involved in the School?

Prospective parents / carers are welcome to visit the school and discuss the child's needs with staff.

We offer a variety of after school events for parents to discuss their child's progress or concerns. At a number of events through the year parents are asked to complete feedback questionnaires expressing their views.

The pastoral team work closely with parents in all aspects of the child's education and wellbeing.

Parental support is invaluable in helping us to enable your child to make good progress and to take an active interest in what your child is learning at school.

33. How do I Contact the School's SENCO?

The SENCO is always available by telephone and aims to respond within one working day of parental communication. Or alternatively please email h.cashman@cansfield.wigan.sch.uk The SENCO is also available during all parents' evenings and via appointment.

If you wish to have a tour of the school or need any further information, please contact the school directly and this can be arranged.

If you are considering applying for a place for any child, please use the link on our website:
<http://www.cansfield.wigan.sch.uk>

34. Details of Wigan's Local Offer

<http://www.wigan.gov.uk/Resident/Education/Special-Educational-Needs-and-Disability/Special-Educational-Needs-and-Disabilities.aspx>

35. Other Wigan LA Links:

- Educational Support in Wigan <https://www.wigan.gov.uk/Business/Professionals/Educational-support/Educational-support.aspx>

- Information Advice and Support Service (SENDIASS) <https://www.wigan.gov.uk/Resident/Education/Special-Educational-Needs-and-Disability/Parent-Partnership-Service.aspx>
- Startwell <https://www.wigan.gov.uk/Resident/Health-Social-Care/Children-and-young-people/Childrens-Centres/Start-Well-Centres.aspx>

36. Other Useful Weblinks

- ADHD/ADD <https://youngminds.org.uk/findhelp/conditions/adhd/>
- Autism http://www.autism.org.uk/?gclid=CKnjsZev9NQCFYU_Gwod71ULEQ
- CAMHS <http://www.5boroughspartnership.nhs.uk/>
- Cerebral Palsy <http://www.cerebralpalsy.org.uk/>
- Dyslexia <http://www.bdadyslexia.org.uk/>
- Dyspraxia <http://dyspraxiafoundation.org.uk/>
- Epilepsy <https://www.epilepsy.org.uk/>
- Hearing Impairment <https://www.actiononhearingloss.org.uk/supporting-you/products-and-equipment.aspx>
- Spina Bifida <http://spinabifidaassociation.org/>
- Speech and Language http://www.ican.org.uk/What_is_the_issue/About%20SLI.aspx
- Visual Impairment <http://www.rnib.org.uk/?gclid=COjonNWw9NQCFRWeGwodpDoM4w>