



Upton Hall School FCJ

SEND Information Report

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1. Rationale

In accordance with our Mission Statement as a Catholic and Christian community Upton Hall School will seek to ensure that all of the requirements of the [Education Acts of 1944, 1993](#) and [1996](#), the [Children Act \(1989\)](#) and the [Special Educational Needs Code of Practice: for 0 to 25 years \(2014\)](#) regarding a pupil’s entitlement to an efficient full-time education suitable to their age, ability, aptitude and any special educational needs, will be fully met. We want all of our pupils, including those with special needs to thrive, to enjoy life in school and to experience success.

Staff at Upton Hall work closely with colleagues in our feeder primary schools. Every pupil in Year 6 who has been offered and accepted a place at Upton Hall will receive a visit from a member of staff from Upton. The visit will include a meeting with the Year 6 teacher and if appropriate the primary school SENCO.

2. SEN Provision

At Upton Hall we recognise that each pupil is made in the image of God and has unique worth. In accordance with this we provide an education which enables each pupil to fulfil their potential within a context of respect and tolerance for the differing needs and gifts of each individual.

Upton Hall School currently provides additional and/or different provision for a range of needs, including:

- **Communication and interaction**, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties.
- **Cognition and learning**, for example, dyslexia, dyspraxia and slow processing.
- **Social, emotional and mental health difficulties**, for example, attention deficit hyperactivity disorder (ADHD).
- **Sensory and/or physical needs**, for example, visual impairments, hearing impairments, epilepsy.

3. Identification & Assessment of Pupils with SEN

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Subject 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 pupil 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 pupil and their parents. 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.

The term 'Special Educational Needs' has a legal definition. Pupils with special educational needs all have learning differences or disabilities that make it harder for them to learn or access education than most pupils of the same age.

These pupils may need extra or different help from that given to other pupils of the same age. The law says that pupils do not have learning difficulties just because their first language is not English. Of course, some of these pupils may have learning difficulties as well.

Where there is no improvement in terms of pupil performance despite thorough and well thought out intervention, the SENCO must decide whether the evidence merits testing for access arrangements. If appropriate, the SENCO as the appointed specialist assessor will administer standardised tests which are relevant to the information gathered about that pupil. As per JCQ statutory requirements, parents and pupils must not have any involvement in deciding whether or not access arrangements are granted. The SENCO must lead on this process, whilst being supported by the relevant staff members in school. If parents and pupils attempt to influence this process, JCQ and the relevant examining bodies will be notified.

Where access arrangements are granted, they must become the candidate's normal way of working. As per JCQ statutory requirements, if the candidate does not utilise the access arrangements granted as their normal way of working, then the access arrangements will be removed.

Each pupil is unique and there is a wide spectrum of special educational needs that are frequently interrelated, although there are also specific needs that usually relate to particular types of impairment. Pupils will have needs that fall into at least one of four areas, although many pupils will have interrelated needs. These needs are taken into account when subject teachers are planning lessons as they can impact considerably on the pupil's ability to function, learn and succeed. The four areas of need are:

Communication and Interaction:

- **Speech, Language & Communication Needs:** Pupils with speech, language and communication needs cover the whole range of ability. They may have difficulty in understanding and/or making others understand information conveyed through spoken language. Their acquisition of speech and their oral language skills may be significantly behind their peers. Their speech may be poor or unintelligible. They may experience problems in articulation and the production of speech sounds. They may have a severe stammer. Pupils with language impairments find it hard to understand and/or use words in context. They may use words incorrectly with inappropriate grammatical patterns, have reduced vocabulary or find it hard to recall words and express ideas. They may also hear or see a word but not be able to understand its meaning or have trouble getting others to understand what they are trying to say.
- **Hearing impairment** – See details under sensory needs.
- **Autistic spectrum continuum (ASDC):** At one end of the spectrum are pupils of normal intelligence, with mild autistic tendencies, perhaps seen by others as “slightly odd”; at the other, are those with profound learning difficulties. Autism is characterised by the following “triad of impairments”:
- **Difficulties with Social Interaction** – unable to understand other people's feelings and behaviour; may seem aloof, and behave in an odd way – using inappropriate language, touching other people inappropriately, or being aggressive; unable to read social situations and behave appropriately; can become distressed and confused.
- **Poor Communication Skills** – in terms of both verbal and non-verbal communication (e.g. eye contact, facial expression, gesture and body language). Language used may be repetitive and/or learned phrases. Some pupils may appear to have good expressive language, but still have difficulties in understanding – especially where figurative language is used. Sarcasm and irony are generally not understood.
- **Inability to use Imagination** – this affects every area of thought; language and behaviour. Pupils may develop repetitive and/or obsessive behaviours and are often more interested in, and comfortable with, objects than people. They need a strong sense of routine in order to make sense of their world, and interruptions and changes can cause distress.
- **In addition, these pupils may be sensitive to noise, smell, taste, touch or visual stimuli.**
- **Asperger's Syndrome:** is a condition affecting those at the high ability end of the Autistic Spectrum. Pupils may speak (often in a monotonous or exaggerated tone of voice) knowledgeably and at great length about topics which interest them, but have significant difficulties with social communication, turn taking and joining in. Some may have OCD traits e.g. not touching objects without them being vigorously cleaned.

Cognition and Learning: Thinking and Understanding

- **Specific Learning Difficulties (SpLD):** such as dyslexia; dyspraxia; dysfluency; problem with short term memory; understanding and responding to the verbal communication of others; processing information and responding appropriately.

Behavioural, Emotional and Social Development / Emotional & Behavioural Difficulties:

- The best definition that is applicable to most pupils would be that owing to an emotional difficulty or disturbance they refuse or cannot make full use of the educational opportunities offered to them and are consequently difficult or challenging to manage.

- The spectrum is wide and ranges from deviant to disturbed, from straightforward naughtiness through to quite complex psychiatric disorders and from nuisance value to challenging in the extreme. The revised SEN Code of Practice (DfES 2001b) Section 7:60 provides a protracted definition including the terms withdrawn, isolated, disruptive, disturbing, hyperactive, lacking concentration and presenting challenging behaviour.
- In addition to this the majority of these pupils have parallel difficulties within their families and communities. They are frequently at the end of the line in one or more areas of their lives.
- It is important to recognise that not all pupils with behavioural or emotional difficulties have these difficulties because of their family background or social environment. Such issues are also associated with some genetic or biological conditions – such as attachment disorders, Attention Deficit (Hyperactivity) Disorder or Asperger’s Syndrome – the symptoms and effects of which may cause the child frustration and distress leading to the development of emotional or behavioural difficulties.

Sensory and / or Physical:

- Most pupils will experience some level of physical or sensory difficulty at some time in their lives – whether it’s a broken leg, ‘glue ear’ or discomfort brought on by a medical condition. Teachers have to be aware of these conditions and how to alleviate any adverse effects on pupils’ learning.
- When difficulties are significant and long term, pupils are protected by the Disability Discrimination Act which makes it unlawful to treat them less favourably than their non-disabled peers and to make ‘reasonable adjustments’ to ensure that they are not put at a substantial disadvantage in comparison to pupils who are not disabled.
- Visual impairment (VI) – Pupils with VI cover the whole ability range. For educational purposes, a pupil is considered to be visually impaired if they require adaptations to their environment or specific differentiation of learning materials in order to access the curriculum.
- Hearing Impairment (HI): Pupils with a hearing impairment range from those with a mild hearing loss to those who are profoundly deaf. They cover the whole ability range. For educational purposes, young people are regarded as having a hearing impairment if they require hearing aids, adaptations to their environment and/or particular teaching strategies in order to access the concepts and language of the curriculum.
- Physical Disability (PD): There is a wide range of physical disabilities that a pupil may experience, and specialist advice may be sought in order for these needs to be met.

Some young people are able to access the curriculum and learn effectively without additional educational provision. They have a disability but do not have a special educational need. For others the impact on their education may be severe.

At the start of year 7, all pupils will undertake literacy and numeracy assessments, which are administered by the English and Mathematics faculties. In addition to these assessments, all year 7 pupils sit all 4 batteries of the Cognitive Assessment Tests (CATs). The purpose of these assessments is to help identify any pupil who may need additional support. Individual screening for specific learning difficulties is also available in school through testing by the SENCO (Assistant Headteacher).

In order for a pupil with a special need to have her needs met, an individual programme of support will be established. A range of support strategies are available; these include:

- Support in the classroom from subject teachers.
- One-to-one support from a teaching assistant for pupils an EHCP.
- Literacy support in a small group delivered by a member of the English Faculty.
- Access arrangements for examinations, both in-school and public exams, will be in place for those candidates who qualify for additional time or another form of access including the use of supervised rest breaks, coloured lenses, a laptop, a reader or a prompter.

4. Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether the pupil needs special educational provision. These conversations will make sure that:

- everyone develops a good understanding of the pupil's areas of strength and difficulty.
- we take into account the parents' 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.

5. Assessing and reviewing pupils' progress towards outcomes

At Upton Hall School, staff follow the graduated approach and the four-part cycle of **assess, plan, do, review**.



This involves:

- Taking immediate action when a pupil is identified as having a special educational need (SEN).
- Informing the pupil's family as soon as the pupil's SEN is identified.
- Working in partnership with the pupil, their parents and carers, including them in decision making.
- Removing all barriers to learning by putting effective support for the pupil in place.
- Reviewing the support put in place for pupils with SEN on a termly basis.
- Involves the pupil and their parents in reviews.
- Gains advice from specialist professionals if necessary.
- Uses assess, plan, do, review cycles to inform changes to a pupil's SEN support.

The subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- the teacher's assessment and experience of the pupil
- 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

- the pupil's own views
- advice from external support services, if relevant
- assessment, which will be reviewed regularly

All subject teachers and support staff who work with the pupil 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.

6. Supporting pupils moving between phases and preparing for adulthood

The SENCO or a member of the year 7 pastoral team will collaborate with the primary SENCOs to ensure that we are aware of any pupils who are transferring to Upton Hall and have special educational needs. This will allow us to assess their needs and put in place support mechanisms upon their start at Upton Hall. However, at Upton Hall we recognise that needs may change as a pupil enters a new phase of their education, and a flexible approach to support will be taken.

When a pupil moves on to a different establishment the SENCO will share information with the school, college, or other setting the pupil is moving to. The SENCO will agree with parents and pupils which information will be shared as part of this.

In order to prepare pupils with SEN for adulthood, the SENCO will consult and work with external agencies if appropriate. Heads of years and form tutors will offer careers guidance and skills for adulthood as part of the PSHE curriculum. The careers adviser is available to support pupils with SEN as they make choices about their future. She offers one to one advice sessions to advise pupils about pathways to their chosen career.

7. Our approach to teaching pupils with SEN

Subject teachers are responsible and accountable for the progress and development of all the pupils in their class. Quality first teaching is the first step in meeting the needs of pupils who have SEN. This includes high quality, inclusive teaching for all pupils in a class, differentiated learning, strategies to support SEN pupils' learning in class, and ongoing formative assessment.

Upton Hall is committed to the graduated approach to meeting the needs of SEN pupils.

We also provide the following interventions, which are indicative of good teaching and benefit a range of learners, whether they have been identified as requiring SEN support or not:

Communication & Interaction

- Visual timetables
- Outcomes modelled and demonstrated
- Clear classroom organisation and structures
- Clear unambiguous use of language
- Opportunities to work independently without interruption
- Time provided for pupils to process language
- Teacher able to access and employ method of communication appropriate to pupils' need
- Clear and simple instructions
- Appropriate access arrangements for examinations

Cognition & Learning

- Literacy and numeracy screening and intervention
- Differentiated curriculum where appropriate
- Reading material accessible to pupils
- Pupils can present knowledge in a variety of ways
- Assessment for learning concepts- pupils are aware of the next steps in learning and how to achieve them
- Accessibility to personalised learning aids such as word banks and number lines
- Collaborative working opportunities
- Repetition and reinforcement of skills
- Multi-sensory approaches to learning
- Methods to summarise and highlight key teaching points
- Questions differentiated in accordance to level of understanding and emotional needs
- Interactive learning opportunities as appropriate
- Teaching adapted to a range of learning preferences

Social, emotional & mental health difficulties

- Pastoral support and enhanced pastoral support
- Tactile sensory objects to calm pupils
- Understanding of methods to motivate a range of learners
- Recognition of sensory needs and appropriate adjustments made
- Positive regular communication with parents
- Clear rewards and sanctions
- Consistent use of positive language
- Range of opportunities to support social and emotional development
- Class and school medication strategies
- Clear and understood behaviour policy
- Mindfulness Practice (Myriad project)
- School wellbeing co-ordinator sessions
- Cherished programme
- Journeys programme
- School counsellor appointments (Brooks counselling)
- JustBe programme
- Health service in schools' youth worker
- School nurse
- The blues programme (Action for Children)
- Work being undertaken with Mersey Counselling and Therapy Centre
- Opening doors to the future (Angela Preston)
- CAMHS
- Art Therapy
- Understanding your Ander (Barnardo's)
- Mental health in schools' team (MHST)
- Education psychology team

Sensory and/or physical needs

- Environmental adaptations to suit cohort or individual pupils
- Access to equipment to ensure mobility
- Awareness of seating positions to take into account sensory difficulty
- Adaptations of resources to ensure accessibility
- Access to developmentally appropriate materials and resources
- Adaptations to presentation of learning
- Effective use of resources and technology
- Use of coloured overlays and/or coloured lenses
- Work alongside hearing and vision support services
- Work alongside the children's complex disabilities team

8. Adaptations to the curriculum and learning environment

At Upton Hall we make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing.
- Using recommended aids, such as laptops, coloured overlays, coloured lenses, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

9. Additional support for learning

At Upton Hall we have 1 teaching assistant who is employed to work with pupils who have EHCPs. Each subject area offers support sessions during lunchtime and after school. Each pupil on the SEN register has an individual plan according to their needs. This may be a learning plan or a healthcare plan and is recorded on Provision Map (Edukey). These plans are reviewed in January and June of each year. They are also reviewed as and when needed. Both pupil and parents are consulted when a plan is created and reviewed.

We work with the following agencies to provide support for pupils with SEN:

- Vision support
- Hearing support
- CAMHS
- Mental health in schools team (MHST)
- Health service in schools (HSIS)
- School nurse
- Action for children
- Mersey counselling and therapy centre (MCTC)
- Scenegrph Studios
- Myriad project
- Education psychology team

- askOLA
- Brooks Counselling
- Kooth
- Social Prescribers
- YoungMinds
- Wired
- Wirral Safeguarding Children Partnership

10. Expertise and training of staff

Our SENCO has in Mrs N Griffiths (Assistant Headteacher). She holds a postgraduate certificate in education (special needs and inclusion), which is the National SENCO qualification. She is also qualified to administer standardised tests for access arrangements (Level 7 Postgraduate Award of Proficiency in Assessment for Access Arrangements – PAPAA).

Our link Governor for SEN is Mrs S Moore.

We have one teaching assistant who works with pupils who have an EHCP.

We have one teaching assistant who takes a particular interest in student mental health.

We use specialist staff for sensory and physical needs and mental health needs where appropriate.

11. Securing equipment and facilities

When the process of meeting a pupils' needs requires the use of additional equipment or facilities, the SENCO liaises with the pupil, parents and the relevant external service who are able to advise and assist in ensuring that the correct specialist equipment is sourced and utilised. The SENCO will also liaise with these people in monitoring and reviewing the effectiveness of such equipment.

12. Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' tracking data.
- Reviewing the impact of interventions as and when needed. This will depend on the type of intervention and the time length of usage by a particular pupil.
- Using pupil questionnaires.
- Parental and pupil consultation.
- Monitoring by the SENCO, head of year, form tutor and subject teachers.
- Spot checks/learning walks.
- Discussion with the link member of staff for SEN from each department.
- Using provision maps to measure effectiveness of the strategies put into place.
- Holding annual reviews for pupils with an EHCP.

13. Enabling pupils with SEN to engage in school activities

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs. All pupils are encouraged to go on our residential visits, both at home and abroad. The staff member who is leading the trip will liaise with parents ahead of the trip (if appropriate) to ensure the necessary provisions are made. All pupils are expected to take part in whole school events such as feast day, PSHE day, the year group retreat, inter-house competitions and sports day. No pupil is ever excluded from taking part in these activities because of their SEN or disability.

The school's accessibility plan is available on the school website.

14. Support for improving emotional and social development

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

- Pupils with SEN are encouraged to be part of the school council.
- Pupils with SEN are also encouraged to be part of the extensive range of clubs on offer as part of the school's extra-curricular programme.
- Use of the Heads of Wellbeing (from the sixth form leadership team) to promote positive mental health across the school.
- The work undertaken around social and emotional development in PSHE and across the school curriculum.
- Enhanced pastoral care where required, for example working with the head of year, pastoral assistant, wellbeing co-ordinator or the school counsellor.
- Work with external agencies in response to individual needs.

We have a zero tolerance approach to bullying.

15. Working with other agencies

The SENCO will liaise with external agencies when specialist expertise in a particular condition or need is required in order to meet the needs of some SEN pupils. It may also be necessary to work with external agencies to source specialist equipment and/or facilities.

Before seeking specialist advice from an external agency, both pupil and parents will be consulted and made aware of any needs observed. The SENCO will keep the pupil and parents informed at each stage of working with an external agency.

16. Raising concerns about SEN provision

If a parent is worried about their daughter's needs being unmet, they should contact Mrs N Griffiths (SENCO, Assistant Headteacher) in the first instance. They may then be referred to the school's complaints policy.

The parents of pupils 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

17. Contact details of support services for parents of pupils with SEN

Wirral SEND Partnership – Information, Advice and Support

[Wirral SEND Partnership](#) | Information, advice and support for children and young people aged 0-25 with special educational needs and/or disabilities and their parents or carers.

Disability Swim

[Wirral Council Disability Swim](#) | Disability swimming sessions that offer disabled children and young people a fun and safe environment with qualified instructors to provide support.

Action with Young Carers

[Action with Young Carers Wirral](#) | Advice and support for young carers on Wirral

The Communication Trust

[The Communication Trust](#) | Supported by the Department for Education, the members of The Communication Trust are able to offer these services to all families in England.

SENDirect

sendirect.org.uk | Find the right support, services and information for your family.

Special Needs Jungle

specialneedsjungle.com | Parent-led information, resources and informed opinion about Children and Young People with SEND.

Wirral Safeguarding Boards

wirralsafeguarding.co.uk | This website has been designed to support all those who live and work in Wirral to safeguard and protect all our residents.

ABLEize

ableize.com | A comprehensive list of support groups throughout the UK covering a range of conditions and disabilities offering local meetings and support as well as telephone and email support contacts.

General Medical Council

gmc-uk.org | This page gives useful links to disability-related organisations.

The Council for Disabled Children (CDC)

councilfordisabledchildren.org.uk | The umbrella body for the disabled children's sector in England. They have a wide variety of resources and fact sheets available.

National Network of Parent Carer Forums

nnpf.org.uk | The National Network of Parent Carer Forums is a network of over 150 Parent Carer Forums in England. Their website has lots of useful information and factsheets to support parents and carers.

Preparing for Adulthood

preparingforadulthood.org.uk | The Preparing for Adulthood programme (PfA) is funded by the Department for Education as part of the delivery support for the SEN and disability reforms.

Achievement for All

afaeducation.org | Achievement for All is a movement focused on educational change; building a world in which all children are seen as having potential, and where every child is enabled to be the best that they can be regardless of their background, the challenges they face or the needs they may have.

In Control

in-control.org.uk | A national charity working for an inclusive society where everyone has the support they need to live a good life and make a valued contribution

Department for Education SEND Newsletter

[SEND Newsletter July 2016](#) | SEND Newsletter 0-25

Northwest SEND Regional Newsletter

The Northwest SEND Regional Network News is aimed at parents and professionals. It provides information, support and links to useful resources and events.

[North-West-SEND-Regional-Newsletter-February-2018](#)

19. The local authority local offer

Our local authority's local offer is published here: <https://localofferwirral.org/>