

**Larches High School**  
**SEND Information Report 2018/19**  
**Contributing to the Lancashire Local Authority Local Offer**

**School Mission Statement**

Our vision is to provide a safe, secure and welcoming learning environment in which young people can grow as responsible, independent, self-confident, functional learners preparing to take a responsible role in society.

**Introduction**

Our SEND Information Report is part of the Lancashire Local Offer for learners with Special Educational Needs (SEND).

Larches receives referrals from the Local Authority of pupils between 11-16 who have been permanently excluded or who have been approved by the medical panel. Furthermore, we also offer short term respite provisions to pupils within the locality. Larches upholds a young person's right to education. We recognise the young person, as an individual, and acknowledge that a young person's needs can change over time. This means that we support a flexible approach that is based on the needs of the individual. Our offer, therefore, is designed to ensure that barriers to equal access, within our PRU, are removed or overcome. We enable this by providing opportunities for successful outcomes and use support, encouragement and flexible resources to facilitate them. We welcome engagement from our parents/carers and wider support from agencies to aid this.

**How we support learners across the curriculum**

- A concise induction period to introduce a pupil to the life at Larches
- Robust baseline assessments so that clear targets are set on the Support Plans that match individual learner need
- Effective lesson planning that uses differentiation to meet the needs of all pupils
- High quality teaching that is able to meet the needs of all pupils
- Progress is communicated to the pupil, their family and their school via regular telephone calls, texts and a half termly report
- Accurate data analysis to support early identification of need
- Robust risk assessments
- A stimulating learning environment
- High levels of adult support and intervention
- A well designed curriculum to meet the needs of all learners
- Access to bespoke intervention for children with additional learning difficulties or gaps in learning
- Access to a range of outside agencies to support the development of self-esteem, confidence and emotional well-being
- A highly committed staff team who know our young people well
- CPD opportunities to improve knowledge and skills on a wide varied of educational concerns, i.e. Dyslexia, ASD and ADHD training
- Transition from Larches back to mainstream or specialist provision
- Transition from Larches to post-16 providers ensuring that providers have received adequate information to support pupils

## **Identifying SEND**

The definition of a special educational need is 'where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require such support'. (*Definition taken from the Special Educational Needs and Disability Code of Practice: 0 to 25 years.*) Students with SEND will be placed on the school's SEND register which is accessible to all staff.

- Initial baseline assessments
- Records from mainstream schools
- Reports from professionals
- Monitoring pupil progress lesson by lesson
- Termly reviews of Support Plan targets
- Half-termly reports following assessments
- Information shared at TAF / CSC meetings
- Regular SEN meetings with Key members of staff
- Referrals to a wide range of professionals, i.e. Shine therapy, EPs and Specialist teachers
- Interventions follow a monitoring cycle involving: assess–plan-do-review

## **Supporting SEND students**

### **Supporting Literacy and Numeracy**

We have a wide range of strategies and interventions to support the development of literacy and numeracy, i.e. Lexia, IDL, Toe by Toe, Symphony and MyMaths; including the use of additional adult support to enable pupils to access the curriculum. Baseline assessment and continued self-evaluation allows for differentiation to take place and needs to be met. Pupils will develop literacy and numeracy skills to close gaps that may act as a barrier to their return to a mainstream setting. Dyslexic pupils that portray visual stress are referred to the SpLD Clinic to be assessed for tinted glasses and provided with coloured overlays. All KS4 pupils are assessed to determine if they qualify for exam access arrangements. Staff have been employed with the additional responsibility for whole school Literacy and Numeracy.

### **Supporting other Educational needs**

We have a wide range of specialist teachers, therapists and educational psychologists that work closely with the pupils and staff to identify barriers to learning and assist the SENCO in gathering evidence for the request of a statutory assessment of needs through the Local Authority.

### **Supporting Social, Emotional and Mental Health**

Larches is able to offer additional support at times when specialist intervention is required to resolve particular difficulties. All staff are very experienced at supporting young people and are able to support conflict resolution and restorative justice. We also offer a counselling service to all pupils. In addition, links with outside agencies supports issues being dealt with effectively and referrals being made to appropriate support networks. We have adopted a highly vigilant safeguarding ethos. All pupils have opportunities to participate in physical activities, adventure recreation activities and organised sporting activities against other PRU's and schools. The PSHE curriculum is supported with visiting speakers who deliver sessions on a wide range of topics.

### Supporting Unstructured Parts of the Day

All our pupils are fully supported throughout the day with high levels of supervision and structured activities. At the start of the day, at break and at lunchtime, pupils are able to take part in clubs, use computers and participate in recreational activities.

### Partnership with Other Agencies

Links with outside agencies provide vital support for Larches and its pupils. We work closely with a number of linked agencies including:

- Lancashire Police - Deter (CSE), Chanel
- School Nursing Service
- Child and Adolescent Mental Health Service (CAMHS)
- Children Society
- Youngaddaction
- Voluntary Sector Organisations
- Children's Social Care
- Youth Offending Team
- Educational Psychologists
- Virtual School
- Shine - Speech and Language Therapy, Occupational Therapy
- Paediatrics Team
- Early Intervention Prevention and Wellbeing Services

### Partnerships with Parents/Carers

Our families are an important part of our community and we recognise that the success of Larches is enhanced by our relationships with families. Families take part in the induction and review meetings, they receive regular telephone calls on progress and other relevant information. Reports are sent home every half term, and parents/carers are invited in for a termly parent/carer afternoon. Families are welcome to visit Larches at any time to discuss progress etc. although it is recommended that they call ahead to ensure that staff are available. Families are fully involved in decisions about support, including decisions to investigate barriers to learning that might lead to a specific diagnosis, referrals to external agencies as well as planning and evaluation of support.

Pupils are regularly involved with reviewing their progress and encouraged to express their needs and concerns with relevant staff.

### Equality (incl. accessibility)

'All schools have duties under the Equality Act 2010 towards individual disabled children and young people. They must make reasonable adjustments to prevent them being put at a substantial disadvantage.' 'Schools also have wider duties to prevent discrimination, to promote equality of opportunity and to foster good relations' (Quotations taken from the Special Educational Needs and Disability Code of Practice: 0 to 25 years. 2015)

Larches is an inclusive school and actively seeks to promote the inclusion of pupils with SEND and disabilities. We use our best endeavours to ensure that all pupils with SEND and disabilities are able to fully participate in the life of the school, both in their learning and in the wider provision and life of the school. Adaptations and provisions are made for SEND and disabled pupils to enable them to participate in all school trips and other out of class activities. Pupils with SEND are actively encouraged, supported and given opportunities to become involved with extra-curricular enrichment and clubs.

## **Education, Health and Care Plans**

Where a pupil with SEND is failing to make sufficient progress and will not be able to return to a mainstream school successfully a request to the Local Authority for a statutory assessment is considered. Parents, the Local Authority and professionals will be fully involved in such decisions and meetings will be organised to consider and plan the referral. More information on the application process and criteria is available on the Local Authority website.

Pupils with SEND who have Education, Health and Care Plans will receive a higher level of support than other pupils and such support is co-ordinated by the SENCO. Their Education, Health and Care Plan will be reviewed regularly, at least once per year; however, it is rare that pupils in this category will attend Larches as we are a Short Stay School not a Specialist provision.

## **Funding for SEND**

The Local Authority funds schools in two ways to support their SEND provision. Each individual school receives their own SEND funding from the Local Authority. In addition, the Local Authority provides funding for pupils with an EHCP as a top up fund. The Schools Forum agrees how this money is divided to supplement each school's SEND budget. Each school identifies specific interventions to use this. Top up funding can also come to Larches from mainstream schools whose pupils are placed on intervention programmes.

Larches uses professional judgement to ensure that the funding is distributed to have the greatest impact on our SEND pupils. We regularly review to ensure maximum effectiveness and efficiency. We strive to ensure equality, transparency and clarity and accountability for the monies spent on all learners and their needs.

## **Staff**

The staff at Larches are very experienced in matters relating to SEN. The SENCO is Mrs Angy Saaiman. Staff regularly undergo training that relate to SEN and this allows for them to stay abreast of new developments and improve their knowledge, understanding and skills which supports improved working with SEN pupils. Larches has an ambitious Management Committee. They have responsibility for the strategic direction and governance of the school. The named member of the Management Committee for SEN is Mrs Carol Powers.

**A range of policies underpin our SEN offer and are available on our website.**

## **Data**

- During the year 2017-2018 the school submitted 17 Statutory Requests of which 3 were placed in specialist provision.
- 9 Pupils were issued with an EHCP in 2016-2018 who were placed in specialist provision during 2017-2018.
- A further 4 pupils were placed in specialist provision at the start of 2018-2019.
- The Local Authority is actively seeking specialist provision for a further 9 pupils.
- 17 Year 11 pupils qualified for exam access arrangements.
- Of the remaining pupils the SENCO will be submitting a further 23 Statutory requests within the first few months of 2018-2019