

West Lancashire Community High School



SEN Information Report

School Name and Address	West Lancashire Community High School,		Telephone	01695 721487
	School Lane, Chapel House, Skelmersdale, Lancashire, WN8 8EH		Website	www.westlancs.lancs.sch.uk
Does the school specialise in meeting the needs of children with a particular type of SEN?	No	Yes	GLD-Generic Learning Difficulties School	
		✓	With designated ASD specific /additional needs learning environments.	
What age range of students does the school cater for?	11-19 years			
Name and contact details of the school's SENCO	Andrew Grant – Acting Headteacher (contact via school) David Mullen – Assistant Head (contact via school)			

Key Factors for Consideration

Each question is answered individually to be referenced as required, therefore you may notice some repetition of key points, where they are relevant to more than one area.

1) How does the school know if children/young people need extra help and what should I do if I think my child may have special educational needs?

As a special school, all our children and young people have been identified as having special educational needs and therefore have an Education and Health Care Plan.

If parents of students already on roll have additional concerns they can contact school to discuss these or they can contact Lancashire SEND office. The school is allocated a SEND Officer: Catherine Martin (Catherine.martin@lancashire.gov.uk)

More information about statements and the local authority's EHCP processes please visit www.lancashire.gov.uk/send

2) Information about the school's policies for making provision for students with SEN

Copies of relevant policies can be located on the school website (www.westlancs.lancs.sch.uk) or a copy can be obtained on request via the school office (business.manager@westlancs.lancs.sch.uk).

As a school for students with generic learning difficulties, we are fully accessible and inclusive for all. All policies are regularly reviewed in line with changes at a national or local level. Through consultation with all stakeholders we review our provision and identify any areas to further develop. These will usually form part of the school self - evaluation. The special educational needs and disability (SEND) Code of Practice was introduced nationally in 2014 and has been further updated since, our practice has been reviewed in line with this.

Information is readily made available to our whole school community via the school website, newsletters, transition coffee mornings, phone calls and face to face meetings. Consideration is always given to individual family needs when sharing information e.g. families for whom English is an additional language.

Our whole school environment has been set up to ensure all children can be as independent as possible throughout the school day. A robust daily routine and total communication environment are embedded throughout classes ensuring all children and young people are supported to understand what is happening now and what will happen next. A range of strategies and resources are used to support children's access to resources and learning and each individual child/young person's level of need is considered when planning for the curriculum and daily routines.

Although the Code of Practice 2014 does not refer to individual education plans (IEPs) specifically, at West Lancashire Community High School this practice has been maintained. Outcomes from IEPs are reported on within annual reviews and are referenced during meetings with parents. Students are aware of their individual targets and are encouraged to take greater ownership of them as they advance through school.

A range of specialised equipment is available throughout school. Following multi-agency assessments, seating/standing frames/ postural management equipment/assistive technology/Augmented or Alternative Communication aids are prescribed for individual children and class staff trained in appropriate use to aid learning and access to education.

3) How we evaluate the effectiveness of our provision

As an OFSTED rated 'good' school, we are constantly reviewing our provision to ensure we are fully meeting the individual and ever changing needs of our whole school community, aiming to ensuring best outcomes for our students, supporting them in achieving their potential.

Every child in school has an Annual Review, for those students in transition years (Year 9, 11 & Post 16) these commence in the Autumn term. The parents, class teacher, a senior leader and our Family Liaison Officer attend these reviews. A Local authority representative, External agency involved with the Young Person (Transition team, Early Intervention & Wellbeing Team etc) and Health professionals are also invited to attend and/or submit a report, if appropriate. At each review meeting, consideration is given if amendments are required to the current provision.

If a child or young person's needs change dramatically, an early review can be called to review the appropriateness of the provision.

We are constantly reviewing, assessing and evaluating student progress and the effectiveness of our provision. Where there is a concern that a child or young person is not achieving expected progress, targeted interventions are quickly identified and put into place.

We review the school utilising a range of strategies:

- We approach external auditors to conduct environmental reviews
- We obtain recognition from external parties (e.g., NAS, LPPA)
- We utilise our Governing Body to scrutinise the work being completed
- We commission Local Authority Governing Services to conduct an audit
- We commission Local Authority advisory service to review practice
- We subscribe to professional publications to stay abreast of leading practice (e.g. NASEN, The Key)

- We work collaboratively with specialists (e.g. OT, S&L)

4) How we assess and review progress

Prior to entrance into school, a robust, multi-agency induction procedure is undertaken to ensure a smooth transition into school.

B squared and Boxall Profile assessment tools are utilised to provide a baseline assessment, inform IEPs and track progress. IEP targets are reviewed termly, or sooner if required. These assessments will indicate next steps in learning. The progress students make is reported annually at the Annual Review.

Every student will have an Individual Education Plan IEP which identifies learning targets for each half term. The targets are discussed at the Annual Review and parents are asked to provide advice on what can be included in these goals.

At Key Stages 4 & 5 all students are entered for external accreditation, at a level appropriate and relevant to the individual. Assessment criteria specific to the Awarding Body is reviewed at the end of each unit of work. Appropriateness of the accreditation route is reviewed by subject leaders and is determined by the specific needs and destination considerations of each individual student.

5) How will both school and parents know how well the child is doing and how will school support the child's learning?

We strongly value our partnership with parents and have achieved recognition by the Leading Parent Partnership Award. Following this recognition, we have further improved links with home by employing a school-based Family Liaison Officer who can further personalise our approach to best engage families.

Communication links between home and school are essential when aiming to meet the holistic needs of an individual, therefore we adapt our methods in order to best accommodate. Home/school books are often a preferred method of communication (at Key Stage 3 in particular) as are whole school events, phone calls and emails. We have recently introduced Parent Mail an application for hand held devices, that supports parents in staying informed of school events.

When starting a new class, parents receive details and photographs of class staff and are informed of who to contact in the case of any problems or concerns. Due to the nature of our students, understanding the child in a holistic sense is essential to fully appreciate the impact of a learning experience. Often it is responses observed within the home environment that gives an insight into the level of impact of an activity - therefore collaborative working with home allows us and parents to gain a full picture of the child and what approaches are most or least effective for the child. It is important that a relationship between families and school is formed for mutual respect and trust to develop and achieve the most informative picture of a child's progress.

We operate an open door policy and actively encourage parental involvement. Some students have a home school diary which provides a two-way communication system. This is not imposed for all students. During a student's school career, we work towards greater responsibility and independence, we encourage students to demonstrate greater self-organisation, therefore it is infrequent that Post 16 students utilise home/school books (unless there is a specific need).

Parents are kept regularly informed on their child's progress through Annual Review meetings, Parents Evening, Open Evening, and through informal discussions/letters/celebration certificates. The Speech & Language and Occupational Therapists are also available to make appointments to discuss a child's progress.

There are a range of interventions in operation at West Lancashire Community High School, to support students' engagement and enjoyment of the wider world. Life skills are essential to realising life potential. Therefore, progress is not solely academic. Recognition of skills separate to academic achievements underpins our approach. Self-regulation, effective communication, social awareness and levels of independence are high priorities at the school. To acknowledge the importance of these interventions we have recently introduced a designated day to interventions. This 'intervention day' is a new initiative to allow us to assess the impact of the range of interventions available, recognise what additional approaches we could integrate and encourage a combined approach to address an individual's specific needs. It is intended that this approach will address the preliminary steps that enable access to learning e.g. if a child's anxiety is better managed then they will be better equipped to learn.

Parent views are extremely important to us and parents are encouraged to bring any concerns to the school's attention immediately so we can work together to resolve them. Parents are able to give formal feedback as part of the Annual Review process and as part of the Lancashire Parental Questionnaire.

6) How will the school staff support my child?

All classes have a high staffing ratio to ensure that we can provide an individualised programme of learning that enables the educational, care and health needs of each child and young person to be fully met throughout the day.

Independence is promoted and high expectations exist for all students. Clearly differentiated lesson plans and individualised targets facilities access to the curriculum and ensures all students achieve their potential.

All aspects of progress and achievement are celebrated; including attendance, behaviour, self-presentation, academic progress and communication. These achievements are recognised through whole school assemblies and bring pride to all members of the school community. We actively encourage parental engagement in children and young people's learning. Parents are kept well informed about their child's progress through daily diaries, phone calls, home visits, IEPs, Annual Reviews, annual reports, parents' evenings, open days, celebration assemblies and informal day to day conversations.

Community representation is a big part of West Lancashire Community High School. We instil within all our students that they are ambassadors for the role of people with disabilities within the wider community. As a school we have links with local community centre, Ranger service, Fire cadets, RDA, (riding for the disabled), Groundworks trust. Through these and many other community partnerships, we can fully explore future opportunities for our students from academic, social or employment perspectives.

All inclusion or community representation opportunities are considered and carefully planned in order to maximise the benefit to the individual student. All ventures are supported by a member of familiar school staff, however in some circumstances this support is reduced gradually at a level appropriate to the student.

Within Key Stage 4, students access local college providers on a weekly basis. This is further extended within the Post 16 department.

Work placements are organised on an individual basis and take place either within the school environment or within local businesses. Support is provided dependent on need and some students will access their work placements by travelling independently. All Year 11 students complete a two-week work experience placement and Post 16 students a weekly employment skills experience.

7) How will my child be included in activities outside the classroom including on school trips?

The school has achieved the Bronze award for Learning Outside the Classroom. This is recognition of the diverse and frequent opportunities our students have to learn within the community, enabling generalising of key skills, application of



knowledge to real-life scenarios and access to physical tasks not ordinarily available within a school context. The school has three minibuses to support our commitment to learning outside the classroom. However, we also have LOtC opportunities on site via our Forest Schools programme, as well as the Horticulture and Small Animal initiatives. There is a designated outdoor classroom to support this approach.

Our holiday club usually runs for 9 weeks of the school holidays providing inclusive holiday club provision, staffed with familiar adults (West Lancashire Community High School staff only). These clubs include off site and on site activities.

We provide an annual residential visit within our Key Stage 4/Post 16 departments, these are tailored to meet the needs of all our students ensuring accessibility and inclusion for all. The cost of residential visits varies, and parents are asked to contribute to the cost of the trip.

We are currently introducing Duke of Edinburgh Award scheme, which will also include over- night stays.

PSHEE is a key focus of our whole school curriculum. High staffing levels ensure that students are supported throughout the whole school day to develop positive relationships with their peers and key learning skills ensure that personal and social skills are continually developed.

All classes in school arrange a variety of educational visits designed to support learning in the classroom. Every child is included on these visits. Visits are also arranged as rewards for sustained positive behaviour over a half term.

During educational visits, care plans and any medication are signed for and taken off site by a designated member of the class team and any medication administered on the visit is recorded and countersigned. In the event of a medical emergency, the care plan is followed, base contact informed and ambulance called if required.

We have comprehensive risk assessments in place throughout school relating to specific areas of school (e.g. outdoor gym, light room, playground), the curriculum (e.g. science PE), activities and educational visits. These risk assessments are undertaken by many different staff and approved by senior leaders and the EV Co-ordinator (educational visits)

Individual risk assessments are completed for all children, the review dates for these is more frequent for those with complex medical/health care needs, impulsive behaviour and those young people who are travelling to school independently. These are completed by relevant professionals and senior leaders. Where a risk is identified, senior leaders and health professionals work to ensure the identified risk is reduced.

Some students in school have a positive handling plan that identifies any behaviours that may be a concern/risk ensuring that a consistent approach is adopted by all staff to manage the behaviour and keep the child/young person and their peers and staff safe.

The majority of our students travel to and from school on Travel care transport, the Local Authority undertakes risk assessments for students travelling on home/school transport. Students are supported off the transport and into school by school staff and transport escorts and are taken to the buses at the end of the day by school staff and transport escorts.

All children are supervised at break and lunch times by class based staff. Risk assessments, positive handling plans and care plans are adhered to at all times.

The Anti-bullying policy and policies relating to this can be requested from the school office.

8) What specialist services and expertise are available at or accessed by the school?

The school employs an Occupational Therapist to assist with whole school and individual provision.

NHS services also have designated school leads for Physiotherapy, Speech and Language Therapy, Occupational Therapy, School Nurse, Complex Needs Nurse.

Available via school referral are Educational Psychology and CAMHS (Children and Adolescent Mental Health Services – also available via GP referral).

Social Workers and Family Support workers are an important partner in meeting the needs of the child and the family. Where appropriate a referral for these services can be made via school.

The Early Intervention & Wellbeing Team provides support to address accessing events and services outside of school. They can be a great source of information to signpost young people to appropriate services.

The school is represented at the local DETER CSE (Child Sexual Exploitation) network.

The school belong to a network of over thirty special schools within Lancashire. Collaborative links exist to share good practice, training opportunities and expertise in other fields within SEND.

9) What training have the staff supporting SEND had or what training are they having?

The school has received recognition from:

- ✚ the National Autistic Society, acknowledging how ASD specific strategies are embedded throughout the school.
- ✚ Learning Outside the Classroom
- ✚ Leading Parent Partnership Award

Every teacher in school is a fully qualified teacher and many have additional qualifications in the field of SEN.

There are music specialist staff who integrate their knowledge to use music support to address sensory needs and self-expression. This therapeutic approach with music is further enhanced using the Jabadao programme.

All teaching assistants meet the essential requirements for their role and many are graduates and/ or qualified within the field of children's learning and development. There are advanced trained teaching assistants, some employed as TA3s and some as Higher-Level Teaching Assistants. All TA3s and HLTAs have specific areas of focus.

Amongst senior staff 2 are NPQH qualified, 2 are currently completing NPQSL qualifications, 2 are currently completing NPQML qualifications. (National Professional Qualification: for Headship, Senior Leader, Middle Leader).

Three staff are Educational Visit Co-ordinator qualified to ensure effective systems are in place, allowing for risk assessment procedures and safety concerns being effectively managed off-site.

Two staff are Rebound therapy certified – allowing for them to lead sessions and devise effective programmes of support.

One teacher is MOVE programme trained – allowing for individualised programmes to be devised and integrated into the school day.

One teacher is trained as Duke of Edinburgh centre lead.

One teacher is Forest Schools trained

One staff is a qualified veterinary nurse – able to drive forward the small animals education approach.

All staff are Team Teach trained, a programme to embed positive behaviour management strategies. The school has two Team Teach Tutor leads and network at a local authority level.

All staff are APEC (Specialist Communication Strategies) trained and many have completed PECS training.

All staff are first aid trained via St John's Ambulance and regular refreshers are sourced.

All staff have Safeguarding training there are three designated safeguarding leads at the school.

All staff have attended training provided by the Nurture Network which informs the work completed around Boxall profiles and Nurture groups.

An extensive programme of continuing professional development for all staff is in place. Indeed, staff from WLCHS deliver specialist training to other schools and SEN providers. We are committed to ensuring our whole school team are provided with relevant CPD opportunities and training throughout the school year. Annual Professional Development Reviews provide staff with the opportunity to identify professional targets for the coming year. We have a comprehensive in-house training programme on statutory and additional elements e.g. Moving and Handling, Safeguarding, Team Teach. In addition external training is provided where appropriate.

10) How accessible is the school both indoors and outdoors?

As a generic learning difficulties special school for children with a range of learning and health needs, we are fully accessible and inclusive for all. The school is all one level and all access is via a gradient not steps. Disabled parking is allocated at the front of school.

Our school is a single-story building and careful consideration has been taken into making the environment as accessible as possible to children, young people and service users with mobility difficulties, enabling them to access the environment as independently as possible.

Disabled toilets and hygiene suites are available. There are specialist environments, of which the light room, sensory room and hygiene suites have appropriate hoist tracking facilities to enable safe, dignified and appropriate transfers. An independent Occupational Therapist is employed to advise on accessing appropriate equipment to support education.

Information is readily made available to our whole school community via the school website and blog, newsletters, fliers, phone calls and face to face meetings and consideration is always given to individual family needs when sharing information e.g. families for whom English is an additional language

As a Total Communication School, information is provided to children and young people in a range of ways and at an individual level through, for example, objects of reference, signing, photographs, symbols, posters and verbal communication.

Our whole school environment has been set up to ensure all children can be as independent as possible throughout the school day. A robust daily routine and Total Communication environment are embedded throughout classes

ensuring all children and young people are supported to understand what is happening now and what will happen next.

A range of strategies and resources are used to support children's access to resources and learning and each individual child/young person's level of need is considered when planning for the curriculum and daily routines.

11) How are parents involved in the school? How can I get involved?

We strongly value our partnership with parents and we recently achieved the Leading Parent Partnership Award, in recognition of this strong link. Parent mail app is a new initiative that we have introduced to support information sharing and we have recently relaunched our website.

When starting a new class, parents receive details and photographs of class staff and are informed of who to contact in the case of any problems or concerns.

We operate an open-door policy and actively encourage parental involvement. Each student has the option of a home school diary which provides a two-way communication system. Staff also make regular phone calls to parents and are on hand at the end of the day to speak to parents.

We recognise that most of our students arrive by local authority transport therefore the end of day option isn't always most appropriate. All our staff have a school email address which is operational during school time. This, in addition to a phone call, are ways in which initial contact can be made. From this initial contact a face to face meeting can be offered.

Parents are kept regularly informed on their child's progress through Annual Review meetings, Parents Evening, Open Evening, and through informal discussions/letters/celebration certificates. Therapists are available to make appointments to discuss a child's progress.

Parent views are extremely important to us and parents are encouraged to bring any concerns to the school's attention immediately, so we can work together to resolve them. Parents can give formal feedback as part of the Annual Review process. When new initiatives are introduced we will often conduct a survey to obtain feedback and suggestions as to what additional provision would be of benefit.

We have a school-based Family Liaison Officer (Tues, Wed & Fri), who can be contacted for general advice and enquiries.

We welcome any suggestions from parents; our PTA is very supportive of the school and of one another. They are a welcoming and active group, appreciating whatever level of contribution you can offer. They have a closed group Facebook page in operation, that is used not as a chatroom but as a source of information and reassurance.

12) How does my child have a say in his/her education?

Our school has both a School Council and Eco Council who meet regularly throughout the term. The student representatives can influence specific elements of school life e.g. playground activities, fundraising events etc. All school/eco councillors are voted into post by a class poll, this forms a part of our British Values curriculum.

Student voice is important to us and our students are asked for feedback on curriculum initiatives and how provision can be improved. The weekly whole school and departmental assemblies have a student contribution element.

Every student has an IEP (individual Education Plan) which they are encouraged to take ownership of. They reflect on their progress and what they and their teacher consider to be next steps. This comes in the form of a discussion and

is noted within their work and within their IEP evidence folder. Where the IEP is not embraced by the student, there is the opportunity for further discussion on achieving a target that is more relevant and engaging for the child.

Annual review meetings have been developed to allocate a greater emphasis to student contribution, where possible, all students attend their review. They bring with them pieces of work that they have pride in. Student contribution is developed to showcase the individuals' strengths. Their contribution is sometimes spoken but also supported with either a booklet they have completed in advance or a Power point presentation.

Parents are actively encouraged to get involved in the life of the school and are regularly invited to take part in after school club competitions/theme days/performances etc. Parents/families are provided with opportunities to become part of the Parent Teacher Association and their involvement and commitment to this is extremely valued.

The Governing Body includes parent representatives. As a body, they ensure that other agencies are involved in meeting the needs of students with SEN and supporting their families through reviewing policies and checking that other agencies have been involved, critically evaluating the effectiveness of the School Improvement Plan and ensuring the whole school embraces the ethos of a multi-agency approach to outstanding school provision.

13) What help and support is available for our family?

Safeguarding, particularly online safety is a priority at the school. As teenagers our students increasing need to be digital savvy and safety conscious. There is an in-depth education programme delivered at the start of every academic year to every year group, tailored to their needs. This is devised and delivered by Mr Grant, Deputy Headteacher. Parent workshops and resources are also offered and always feature within our annual open event. Many of the online difficulties our students encounter occur outside of the school setting where internet settings are not as robust. Therefore, dialogue with school is an important source of support when faced with a need to reduce online social media issues. Our advice is always to contact the Police and report to CEOP if there is illegal online activity.

Some families may need extra help with their child's applications for support or when applying to transitioning to college. We have allocated Assistant Headteachers who have responsibilities and interests in:

- Medical Support & Social Care (Mr Mullen)
- Transitions & Employability skills (Mrs Holcroft)

Mr Mullen has significant links with Social Care representatives, supports Children Looked After reviews and frequently acts as lead professional on referrals for Early Help & Wellbeing.

Mrs Holcroft along with the Family Liaison Officer hosts regular transition coffee mornings. These meetings are organised with a focus, published in advance and often a guest speaker is invited, whose specialism is most relevant to the topic being discussed.

Advice and guidance to parents can be offered on an individual level from education staff and health professionals. Where we can accommodate, we may offer our meeting room as a central base for Health & Social Care meetings. In the initial stage make a request to the class teacher who will endeavour to support parents or refer them to another school professional.

Parents can also request additional support or advice during the Annual Review, often there is a local authority representative we can also signpost to county wide services available ([www.lancashire.gov.uk/ SEND](http://www.lancashire.gov.uk/SEND)).

We recognise that parents and school need to work in close partnership to ensure that our children and young people can achieve their true potential and so we are pro-active in providing support and advice when necessary or signposting parents to agencies who can support.

Many of our students travel to and from school on County transport. The Local Authority undertakes risk assessments for each individual student travelling on home/school transport. A member of education staff liaises with County transport to provide a link between school and transport.

School places a great emphasis on enabling all our students to be as independent as possible. A significant part of the curriculum, particularly at Post 16, is devised around preparation for our young people to be as equipped as possible in preparation for their adult life, this includes public transport awareness and potentially independent use of public transport.

As a school we have strong links with the Lancashire Parent Carer Forum and SENDiass (information advice and support service). We liaise with many agencies and can support families with obtaining contact details. Our Family Liaison Officer (Fulvius Fernandes) is well informed on links with many community-based resources. He can be contacted by phone or email: fernandes@westlancs.lancs.sch.uk

14) Where can I find more information about my local special school?

West Lancashire Community High School has further details about our provision on our website:

www.westlancs.lancs.sch.uk

Visits to the school can be arranged on request.

Lancashire Local Authority website: www.lancashire.gov.uk/send provides information about Lancashire's local offer.

Here you will find links to schools' local offers organised by category of school.

Updated September 2019