

The SEND Department

The department is situated in the Learning Support Centre and is responsible for supporting and delivering interventions for students with Special Educational Needs and Disabilities (SEND). The department has a Learning Support Office, SENDCO Office, Quiet Room study spaces, intervention classrooms and designated sensory room.

Staffing

Mrs Walker, Assistant Headteacher and Special Educational Needs and Disabilities Coordinator (SENDCo) who has completed The National Award for Special Educational Needs Coordination and Level 7 Specialist Assessor in Assessing Access Arrangements qualifications. She has worked as a teacher and assistant SENDCo for over 10 years prior to joining Helsby High School as SENDCo in 2020.

Mr Mathew Lawless, the Deputy Departmental Lead for SEND is currently in the process of completing the new NPQ-SENCO qualification.

The department has three Higher Level Teaching Assistants; Mrs Newman, Mrs Chow and Miss Dickson, who are responsible for the deployment of teaching assistants around school and oversee the effective running of the Learning Support Centre. Mrs Newman leads on provision for students with EHCPs and transition, Mrs Chow leads on internal alternative provision and access arrangements and Miss Dickson leads on identifying and breaking down barriers to learning, including medical referrals.

We have two Lead teaching assistants for specific department areas across the school:

Mrs Jones leads in maths and Mrs Burden in Humanities.

We also have three link English teachers who provide small group and targeted English and reading intervention.

In addition to this we have a team of nine teaching assistants who support students across all key stages and across the curriculum both in lessons and in the Learning Support Centre.

Our approach to identifying and meeting the needs of students with SEND The department assesses each student's skills and levels of attainment on entry, which will build on information from previous settings and key stages, where appropriate. We have a systematic and extensive transition programme, which involves the Department working closely with primary schools and parents several months in advance of entry of year 7 students.

Teachers are responsible and accountable for the progress and development of all the students in their classes. High quality teaching is therefore our first step in responding to students who have additional needs and the SENDCo provides information, support and guidance for staff in meeting this responsibility.

Interventions

We provide the following interventions for identifying and meeting SEND:

- **Talkabout- Social Skills intervention/ programme.** Involves a base line assessment and group or individual sessions focusing on areas of identified need with social communication. Cohort comprises of year 7 and 8 pupils with communication and interaction difficulties and those with an Autism diagnosis.
- **Literacy/ Reading- Use of reading data/ reading ages.** Targeted reading and comprehension intervention.
- **IDL- IDL programme** is a targeted intervention to improve spelling and reading. Cohort comprises from students across both key stages, with morning sessions run in the Learning Support Centre and home logins shared with students/parents.

- Numeracy- Targeted mathematics intervention with Lead TA for mathematics
- Literacy/ Numeracy- KS2 teacher delivering small group sessions in maths/ English or both to students with low scores or identified through transition data/ teacher cause for concern.
- Small group and 1:1 tutoring with teachers in our LSC to support students to access the curriculum.

Interventions are short term, usually for six weeks and aim to meet identified needs. They are subject to careful monitoring and evaluation. Our aim is to enable students to overcome their barriers to learning, develop independence and resilience as learners and subsequently engage more effectively with the wider school curriculum.

Evaluation the effectiveness of SEND provision

The SENDCo regularly reports to the governing body on improving outcomes of students with SEND and the department is part of the whole school self-review processes.

We evaluate the effectiveness of provision for students with SEND by:

- Reviewing students 'individual progress
- Reviewing the impact of interventions
- Conducting Annual Reviews for students with an Educational Health Care Plan and TopUp funding

Other types of support and intervention

Some students identified with a high level of need, are allocated Teaching Assistant support in lessons and a key Teaching Assistant to be their key worker who will provide support in lessons, monitor day-to-day issues and liaise with home when necessary.

We have established two support bases within our Learning Support Centre for small groups of students in year 7, to enable a smoother transition to high school and for students across Key Stage 3 and 4, whose needs mean they struggle to engage in large class groups for some of their lessons. We also have a Sensory Room.

Students can be referred into the Learning Support Centre for periods of time as intervention. Careful consideration is given to all referrals to ensure students accessing the Learning Support Centre have access to a full and broad curriculum.

We also offer the following intervention (by need type) for students to support improving outcomes:

SPLD (specific learning difficulty)

- Screening tools
- ICT support / Assistive Technology
- IDL intervention
- Subject specific small group interventions
- MS Teams immersive reader
- In learning support centre support

SLCN (incl ASC) (Speech, language and communication need)

- Talkabout/ Social skills intervention
- Adapted school day (Incl. sensory breaks)
- Visual prompts/ timetables
- 1:1 support/ daily reflections
- Meet & greet

- Supported non structured times
- MS Teams immersive reader
- In learning support centre support
- Daily/ regular parental feedback
- Autism team Offsite consultation and support
- Assistive Technology

SEMH (incl ADHD)(Social emotional and mental health)

- Student Support Coordinators
- Fidget bands/ accommodations
- Access 2 Learning cards
- In learning support centre support
- 1:1 support/ daily reflections
- Archers Brook Outreach
- Meet & great
- Supported non structured times
- Adapted school day/ timetable
- Start Well Nurse
- CAMHS and Healthbox

PD/ HI/ VI (Physical disability/ Hearing/ Vision Impairment)

- Adapted rooming/ seating positions
- Accessible/ wheelchair access
- Visual Stress accommodations
- Supported non structured times
- Adapted school day/ timetable
- Assistive technology

Inclusive Ethos

No student is excluded from taking part in any activity because of their SEND, unless there is a recognised safeguarding risk. Therefore, we encourage all students to attend:

- extra-curricular activities and school trips
- before-and after-school clubs
- sports day, school performances and special workshops

Additional Support

We have developed informal links with parents through meetings during transition from year 6 to year 7, so they can meet the learning support staff and develop supportive relationships with the adults directly involved with supporting their children. We also work with the following agencies to provide support for students with SEND:

- Cheshire West and Chester SEND team
- Speech and Language Team
- Cheshire West and Chester Autism Service
- Child and Adolescent Mental Health Service (CAMHS)



- Educational Psychologist Service
- Paediatric Team
- Occupational Therapy Services
- Young People's Service

The SEND Department works closely with Pastoral Leaders and external agencies to support a coordinated approach for families requiring multi-agency support.