

SEN Information Report

Altrincham College

Trafford's local offer makes it easier for families to find out about the support that is available for children and young people with Special Educational Needs and/ or Disability (SEND) or who are Disabled. All schools and academies in Trafford are expected to identify and support pupils with SEND to make the best possible progress. Schools are supported to be as inclusive as possible and wherever possible, the needs of pupils with a SEND are met in a mainstream setting, where families want this to happen. Trafford's Graduated Approach document provides guidance on what should usually be available within school's resources.

Schools have a duty to publish SEND Information on their website which is updated every year. The questions on this template were developed with parents. Some schools have chosen to complete this template to provide their SEN Information. To go straight to a particular question, use the links below:

Questions

1. [What kinds of special educational needs does the school provide for?](#)
2. [How does the school know if children/young people need extra help and what should I do if I think my child/young person may have special educational needs?](#)
3. [How will both you and I know how my child/young person is doing?](#)
4. [How will the curriculum be matched to my child/young person's needs?](#)
5. [How will school staff support my child/young person?](#)
6. [How is the decision made about what type and how much support my child/young person will receive?](#)
7. [How will my child/young person be included in activities outside the classroom including physical activities and school trips?](#)
8. [What support will there be for my child/young person's overall wellbeing?](#)
9. [What specialist services and expertise are available at or accessed by the school?](#)
10. [What training have the staff supporting children/young people with SEND had?](#)
11. [How accessible is the school environment?](#)
12. [How are parents and young people themselves involved in the school?](#)
13. [Who can I contact for further information?](#)
14. [How will the school prepare and support my child/young person to join the school, transfer to a new school or the next stage of education and life?](#)
15. [What other support is available?](#)

1. What kinds of special educational needs does the school provide for?

Altrincham College provides for children with Special Educational Needs and/ or Disability (SEND) in line with the Equality Act 2010. This would apply if a child has a significantly greater difficulty in learning than the majority of others of the same age, or a disability, which prevents the child from making use of educational facilities of a kind generally, provided for others of the same age in mainstream schools or mainstream post-16 institutions.

The four broad areas of need outlined in the Special Educational Needs & Disabilities Code of Practice, updated 1 May 2015, are:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical.

Children with medical conditions will have a Health Care Plan within their Education, Health and Care Plan (EHCP), which specifies the type and level of support required to meet their medical needs.

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

The Graduated Approach - Assess

On entry to the School, all pupils will have their word recognition, spelling, reading comprehension, handwriting speed and typing speed assessed, giving a standardised result. Pupils will undergo a dyslexia screener. The school also carries out MIDYIS testing. This information, alongside Key Stage 2 attainment data and advice gained from Primary School allows us to determine the level of support that each pupil requires. In addition, any external agencies working with the child at Key Stage 2 will make contact with the school to ensure a smooth transition to secondary education.

Enrolment forms completed when a pupil accepts a place at Altrincham College contain fields in which parents/ carers can share any SEND concerns with the school. Parents and carers can also share their concerns with the Special Educational Needs and/ or Disability Coordinator (SENDCo) prior to their child's commencement at the school via year 6 EHCP Annual Reviews/ Transition Meetings; the Year 7 Welcome Evening; through telephone/email contact or through online meetings by appointment.

Information on all new intake pupils is analysed and used to determine the level of support required by each pupil. Information is analysed by the:

- Admissions Officer
- SENDCo
- Deputy SENDCo
- Head of Year for Year 7
- Pastoral Management Team
- The Inclusion Team

Ongoing Assessment

The progress of pupils monitored by the Inclusion Department, as well as those receiving SEND Support, is reviewed termly. In addition, progress data for the whole year group is reviewed termly to

highlight any pupils who are consistently underachieving. This then enables the Inclusion Department and pastoral team to determine any underlying reasons for the lack of progress and put the necessary support in place to facilitate progress.

Concerns Raised By Parents/ Carers

Parents/ carers would make contact in the first instance with the Head of Year or Pastoral Management Team to raise concerns. Our Pastoral Managers in school were all previously members of the Inclusion Department and have a wealth of knowledge and expertise in this area. Referral to the SENDCo is made if necessary. The SEND team would investigate any parental concerns.

Concerns can be raised at online Parents Evenings, on the telephone, by email, via pre-arranged online meetings or by completing a SEND concern form on our school website.

Concerns Raised by Teachers

We have a referral system in school through which any member of staff can raise a concern about the needs of a pupil. This referral will be investigated by the SEND team and parental contact will be made to share the concerns raised by the member of staff.

3. How will both you and I know how my child/young person is doing?

The Graduated Approach - Plan

Information about pupils with SEND is disseminated to all teaching and support staff via Individual Education Plans (IEPs). For pupils being monitored by the Inclusion Department, information about the barriers to learning and appropriate Quality First Teaching (QFT) strategies to support these pupils are shared via the IEP. For pupils receiving SEND Support, they also have individual progress targets with strategies and provision that is additional to, and different from other pupils to allow them to be successful in achieving their targets. IEPs are available for all staff to view securely on the school desktop.

The Graduated Approach - Do

Provision offered to support pupils with SEND is bespoke to each child's needs and include:

- TA support in mainstream classes
- Literacy intervention during morning registration
- IDL intervention, a multi-sensory computer programme designed to address the literacy needs of all pupils, including those with specific learning difficulties
- Spelling and Maths 'Shed' intervention, a catch-up spelling and maths scheme giving 100% coverage of the KS2 National Curriculum
- Lego therapy and social story sessions
- Lunchtime pastoral, social and homework support
- For a very small number of KS3 students with an EHCP, withdrawal from some Modern Foreign Languages (MFL) lessons to be taught literacy with a multi-sensory approach in a small group

- For a very small number of KS4 students with an EHCP, a reduced number of GCSEs studied to pre-learn GCSE Maths and English Literature/ Language
- Support with social and emotional aspects of learning
- Counselling sessions
- Mentoring to meet the complex SEMH needs of some pupils
- Access to sensory toys
- Access to our WISHES programme (Wellness in School Hub Extra Sessions) to address anxiety
- Work with the Educational Psychologist on specific targets

Some of the TAs are available to assist with the personal care of pupils, if requested in their EHCP.

The Graduated Approach - Review

Teaching staff complete termly progress updates for all year groups. IEPS are reviewed and updated termly using this information as part of the graduated approach. Progress against targets is assessed and recorded, and new targets are set where necessary. These are shared with parents.

For students who have an Education, Health and Care Plan (EHCP), Annual Reviews are arranged as part of the statutory procedure.

Ongoing Review

Progress data for the whole year group is also reviewed termly to highlight any pupils who are consistently underachieving. This then enables the SEND department and pastoral team to determine any underlying reasons for the lack of progress and arrange appropriate intervention and support.

4. How will the curriculum be matched to my child/young person's needs?

All provision at Altrincham College is fully inclusive and, with the exception of some withdrawal for literacy intervention and emotional regulation interventions at Key Stage 3 for those students with the highest level of need, all students with SEND are taught in mainstream classes and are supported to access the appropriate key stage of the national curriculum at their level of ability. We offer a broad and balanced curriculum with a range of Key Stage 4 course options to meet the needs of all learners.

5. How will school staff support my child/young person?

All teachers and TAs have a responsibility for meeting the needs of students with SEND. Teachers are responsible and accountable for the progress and development of all pupils in their classes. Staff will be made aware of individuals in their classes with SEND via IEPs and support our ethos of inclusion by delivering high quality first teaching. Lessons are scaffolded appropriately to give pupils the learning experiences they need to acquire the skills and knowledge to make progress across the curriculum.

Mrs K. Stepanova is our governor link for SEND and she regularly liaises with the SENDCo to ensure we are delivering on all our commitments to students with SEND.

6. How is the decision made about what type and how much support my child/young person will receive?

Initial data collected on enrolment from Primary School, internal standardised testing, MIDYIS baseline testing and Key Stage 2 attainment data, will determine the SEND Support a student will receive upon entry. This is the term used to describe the provision that is made from our school's own resources that is additional to, and different from that received by other pupils. The SENDCo will make a decision on the level of SEND Support each pupil receives.

Impact of intervention is measured using a number of sources of information: re-testing of standardised scores, the Boxall Profile to measure impact on emotional wellbeing of pupils, improvement in attitudinal scores on termly progress reports, increase in number of subjects in which a pupil is working at their target flightpath, improvement in attendance, impact on achievement of positive and negative behaviour points.

If, after an appropriate period of time, the pupil continues to make no or significantly less than expected progress in specific areas, then the SENDCo, with consent from parents/carers, will consult with and draw on the advice of appropriate professionals from external agencies. This is to assess whether there is a need to access additional, external support or request assessment for an EHCP. Only a minority of students with SEND would require an EHCP (3.1% nationally; DfE, January 2020).

For students who already have an EHCP, their required level of support will be summarised in their plan. The school will undertake to carry out the specific requirements outlined in the EHCP and this provision will be reviewed termly as part of the cycle of assessment of impact, and annually as part of the statutory procedure of EHCP annual reviews.

7. How will my child/young person be included in activities outside the classroom including physical activities and school trips?

Altrincham College is an accessible school, and all students are able to participate in all activities with reasonable adjustments. Arrangements are made for inclusion on trips in consultation with parents/carers.

8. What support will there be for my child/young person's overall wellbeing?

All students are supported by the Pastoral Team, who work closely with the Inclusion Department to ensure that extra support is offered where necessary. Each year group has a designated Head of Year, who is a member of teaching staff. Our Pastoral Managers were all previously members of the Inclusion Department and have a wealth of knowledge of SEND. This creates a very close tie between the SEND and pastoral needs of a pupil. We employ a policy of restorative practice at Altrincham College, with an ethos of learning from mistakes and rebuilding relationships, alongside proportionate consequence for behaviour. Teachers have positive behaviour management embedded in their practice.

We have a team of counsellors in school that work with pupils who have social, emotional and mental health concerns. The Inclusion Department offers pastoral, social and homework support each break time and lunchtime for those students with SEND who wish to access it.

If a student has a medical condition, the school's Health & Welfare Co-ordinator will liaise with all professionals working with the student and will follow their advice and strategies for supporting the

student in school. A Health Care Plan will be written and shared with staff. For those students with medical/physical needs, the school follows the statutory guidance for supporting pupils with these needs.

The school has a designated member of staff, our Education Welfare Officer (EWO), to work on attendance issues. The EWO works in conjunction with appropriate agencies from the Local Authority.

9. What specialist services and expertise are available at or accessed by the school?

Altrincham College will involve a specialist where a student continues to make insufficient progress over a sustained period of time, or where they continue to work at levels substantially below those expected of students of a similar age, despite evidence-based SEND Support, which has been delivered by appropriately trained staff.

School works closely with the Local Authority and other providers to determine the appropriate route to providing the additional support which is required by the student, and make appropriate requests. This could involve the school commissioning the specialist services of agencies such as the Educational Psychology Service, the Child and Adolescent Mental Health Service (CAMHS), the Sensory Impairment Support Service and the Speech & Language Service.

The Learning Support Department comprises of:

- a SENDCo, who is currently working towards the National Award in SEND Coordination
- a Deputy SENDCo with substantial experience working with pupils with SEND
- a team of TAs with a variety of specialist training including: Level 3 Teaching Assistant qualifications; training in working with students on the ASD spectrum; CPS1 SpLD qualifications (Specific Learning Difficulties, focusing on Dyslexia); all TAs are trained in working with students with SLCN (Speech, Language & Communication Needs).

The Pastoral Team for each year group comprises of:

- a Head of Year
- The Pastoral Management Team
- a team of Form Tutors
- an Assistant Head teacher with responsibility for pastoral support
- a designated Senior Leadership Team member for each year group
- the Health and Welfare Coordinator
- an Education Welfare Officer

10. What training have the staff supporting children/young people with SEND had?

All staff work with students with SEND. They receive a yearly programme of continual professional development, which is coordinated by the SENDCo. The programme this year will focus on presentation

of the main areas of SEND, strategies for effective quality first teaching and implementing rigorous screening processes. TAs will receive advice and strategies from specialists working with individual students as to how best to support the students in the classroom.

11. How accessible is the school environment?

Our school is accessible for wheelchair users and there are designated disabled parking spaces.

Adjustments are made according to the needs of the individual students and there is an Accessibility Policy in place. There is a lift on site and external ramped access to buildings, where required.

All classrooms are equipped with electronic whiteboards and there are banks of laptops available in some departments. Any specialist equipment required for individual pupils would be either loaned or purchased following advice from the appropriate specialist service.

All changing rooms are accessible and disabled toilet facilities are available at points throughout the school.

12. How are parents and young people themselves involved in the school?

Pupil voice is valued and respected at Altrincham College and we allow, where it is in the best interests of the child, for decisions to be made by the child about their SEND support. The Student Council and the annual Student Voice questionnaire, offer a platform for student concerns to be aired and addressed.

Parents/carers are informed when any intervention support is put in place and termly updates on their child's progress are provided. Parents/carers may be invited into school to discuss their child's needs and progress, and for students with an EHCP, an annual review will be held with parents/carers and the student at which their written and verbal contributions are central to discussions and planning for future provision. Parents'/carers' views are regularly sourced by the school.

Our Parent Association (PA) allows parental involvement in school events and provides an opportunity for the parents at Altrincham College to be more involved in the school community.

Our SEND Coffee and Cake Events provide an opportunity for our community of parents of children with SEND to meet each other and learn more about the graduated approach in an informal and relaxed setting.

13. Who can I contact for further information?

Initial enquires regarding admission for students should go through our Admissions Officer. This will be referred to the SENDCo where appropriate.

Concerns regarding existing pupils should initially be raised with the Head of Year or Pastoral Management Team. If the issues are deemed to be SEND related, the SENDCo would then be informed.

The Health and Welfare Coordinator should be contacted regarding issues around health or the administration of medicines.

14. How will the school prepare and support my child/young person to join the school, transfer to a new school or the next stage of education and life?

Our school's Admissions Officer will visit or contact feeder primary schools to gain information about all pupils joining the school and will inform the SENDCo, where applicable, of any students with barriers to learning.

As good working practice, a number of local primary feeder schools contact the SENDCo at transition to raise awareness of the additional needs of individual year 6 students.

For pupils with an EHCP, the SENDCo will either attend the Year 6 annual review meeting or arrange a separate transition meeting. Parents/carers and the student are welcome to come into School prior to the Year 6 Induction Day for a tour of the school and meeting. The SENDCo will also attend the Welcome Evening for new students and parents/carers which takes place the evening before Induction Day.

Throughout Key Stage 4, all students receive advice from the School's Connexions Officer, who will also attends Year 11 transition meetings to Key Stage 5. SEND representatives from local colleges are also invited to attend these meetings to offer reassurance and advice to students, and to gather information about the student's ongoing needs.

All documents pertaining to SEND are transferred securely between providers.

15. What other support is available?

Find out more about the local offer of support which is available for disabled children and young people and those who have SEND on the Trafford Service Directory www.trafford.gov.uk/localoffer or by contacting the Family Information Service: Telephone: 0161 912 1053 Monday to Friday, 8.30am until 5pm Email: fis@trafford.gov.uk Twitter: @traffordfis Facebook: www.facebook.com/traffordfis