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?
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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 an Individual Health Care Plan created by our Pastoral Support Managers (PSM)
Pupils with medical conditions with an EHCP 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, reading comprehension, reading comprehension speed, spelling, handwriting speed and typing speed assessed, giving a standardised result. We also subscribe to a dyslexia screener. The school 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 contact 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, in detail, 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 Inclusion Team which consists of;

- SENDCo
- Assistant SENDCo KS3
- Head of Year for Year 7
- Pastoral Management Team
- Safeguarding

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 Pastoral Team or Head of Year to raise concerns. Our PSMs in school have a wealth of knowledge and expertise in this area. Referral to the SEND/Inclusion Team is made if necessary via an online referral form and pupils are discussed at an Inclusion Panel meeting. These meetings are held at the end of every half term. The SEND/Inclusion Team would investigate any identified needs.

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 made and discussed at the half termly Inclusion Panel meeting and investigated by the SEND/Inclusion Team. Parental contact will be made to share the concerns raised by the member of staff and discuss next steps.

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 Student Passports (these are also known as IEP's) 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 Student passport. For pupils receiving SEND Support, they may 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. Student Passports are available for all staff to view securely on the school computer system.

The Graduated Approach - Do

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

- LSA support in mainstream classes
- Literacy intervention during registration
- Intensive literacy intervention sessions during curriculum time
- Lego therapy and social story sessions
- Numeracy intervention sessions

- Lunchtime pastoral, social support
- For a very small number of students, withdrawal from some lessons to be taught literacy / numeracy skills 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
- Work with the Educational Psychologist on specific targets

Some of the LSAs 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. Student Passports are reviewed with parents at a termly Passport evening and updated 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 as part of the review process.

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 by head of year to highlight any pupils who are consistently underachieving. This then enables referral to 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, with the exception of some withdrawal for bespoke approaches 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 LSAs 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 Student Passports and support our ethos of inclusion by delivering high quality first teaching. Lessons are pitched to the top and scaffolded appropriately to give pupils the learning experiences they need to acquire the skills and knowledge to make progress across the curriculum.

Anita Watson is our Governor link for SEND and our parent Governor. 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, improvement in attitudinal scores on termly progress reports, increase in number of subjects in which a pupil is making good or excellent progress, 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 (6 % nationally; DfE, June 2026).

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?

In July 2024 Altrincham College received the National Wellbeing Gold Award, which acknowledges school communities that put wellbeing at the heart of learning, teaching and leadership. Additionally, we have been identified as a 'pioneer school', meaning our practice around wellbeing is an example to others.

All students are supported by the Pastoral Team, who work closely within 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 PSM's 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 support each break time and lunchtime for those students with SEND who wish to access it.

If a student has a medical condition, the PSMs will liaise with all professionals working with the student and will follow their advice and strategies for supporting the student in school. An Individual 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 system of Attendance Reviews through which Heads of Year, Form Tutors and pastoral staff work alongside the Safeguarding Team to work on improving students' attendance. Where appropriate, agencies from the Local Authority are involved.

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, Community Paediatrics and the Speech & Language Therapy Service.

The SEND Team comprises of:

- SENDCo (member of the senior leadership team and Director of SEND for the Achieve and Learn Trust) who has completed the National Award in SEND Coordination, Post Graduate award of proficiency in Assessment for Access Arrangements and has 15 years' experience in role and works as a lead SENDCo within the Local Authority.
- 2 Assistant SENDCo's (KS3 and KS4 responsibility) both with substantial experience working with pupils with SEND.
- A team of 2 HLTA's and 2 full time LSAs, 2 part time LSAs 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 LSAs are trained in working with students with SLCN (Speech, Language & Communication Needs).

- a number of our LSAs have been trained to deliver an intervention program called Fresh Start, which teaches older struggling readers to read accurately and fluently with good comprehension. It is rooted in phonics and uses age-appropriate decodable texts.
- All of the SEND department have been trained in delivering SEMH approaches such as Zones of Regulation, Precision teaching and administering a number of assessment tools.

The Pastoral Team for each year group comprises of:

- a Head of Year
- the Pastoral Strategy Managers
- a team of Form Tutors
- an Assistant Headteacher with responsibility for pastoral support
- a designated Senior Leadership Team member for each year group
- Designated Safeguarding Lead and Deputy Designated Safeguarding Lead.

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

All staff work with students with SEND. They receive an annual programme of continual professional development, which is coordinated by the SENDCo. We continue to focus on adaptive teaching in the classroom, incorporating relevant evidence-based practice. LSAs will receive advice and strategies from specialists working with individual students as to how best to support the students in the classroom. LSA's have regular training with the SENDCo and other relevant specialists to ensure they are up to date with approaches and research.
We offer staff weekly CPD where SEND has a regular focus in the form of FPL (Further Professional Learning).

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 to book. Any specialist equipment required for individual pupils would be either loaned or purchased following advice from the appropriate specialist service.

Changing rooms are accessible and accessible toilet facilities are available at points throughout the school.
There is lift access to second and third floors in the sixth form for anyone who may require access to these floors.

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.

13. Who can I contact for further information?

Initial enquiries regarding admission for students should go through our Admissions Team. This will be referred to the SEND team where appropriate.

Concerns regarding existing pupils should initially be raised with the Head of Year or PSM If the issues are deemed to be SEND related, a referral to the Inclusion panel will be made.
The PSM 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 Year 7 pastoral team / Assistant SENDCo 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, 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/Assistant 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 in house Careers Support Program. 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