



**Education
Partnership
Trust**

Creating outstanding schools
which transform learning, lives
and communities

SEND INFORMATION REPORT



Document Control

This document has been approved for operation within:	All Trust Establishments
Date effective from	September 2024
Date next review due by	September 2025
Review period	Annually

CONTENTS

1.0	What types of SEN does the school provide for?	4
2.0	Which staff will support my child and what training have they had?	5
3.0	What should I do if I think my child has SEN?	6
4.0	How will the school know if my child needs SEN support?.....	6
5.0	How will the school measure my child’s progress?	7
6.0	How will I be involved in decisions made about my child’s education?	8
7.0	How will my child be involved in decisions made about their education?	8
8.0	How will the school adapt its teaching for my child?	9
9.0	How will the school evaluate whether the support in place is helping my child?	11
10.0	How will the school resources be secured for my child?	12
11.0	How will the school make sure my child is included in activities alongside pupils who don’t have SEND?	12
12.0	How does the school make sure the admissions process is fair for pupils with SEN or a disability?	12
13.0	How does the school support pupils with disabilities?	12
14.0	How will the school support my child’s mental health and emotional and social development?	13
15.0	What support will be available for my child as they transition between classes or setting or in preparing for adulthood?	14
16.0	What support is in place for looked-after and previously looked-after children with SEN?	14
17.0	What should I do if I have a complaint about my child’s SEN Support?	14
18.0	What support is available for me and my family?	15
19.0	Glossary	15

Dear parents and carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our school.

If you want to know more about our arrangements for SEND, read our SEND policy. You can find it on our website [Policies – Atherton High School](#).

Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

1.0 What types of SEN does the school provide for?

Our school provides for pupils with the following needs:

Area of need	
Communication and interaction	Autism spectrum disorder
	Receptive language difficulties
	Difficulty in understanding and processing language
	Expressive Language
	Difficulty with the use of spoken language or nonverbal communication
	Pragmatic/social communication
	Difficulty with social interaction, social cognition, and pragmatics.
	Difficulty with phonological skills or articulation skills.
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Reading, Writing and Spelling
	Processing difficulties such as sequencing, inference, coherence and elaboration

	Executive function difficulties
Social, emotional and mental health	Attention deficit hyperactive disorder (ADHD)
	Attention deficit disorder (ADD)
	Social, emotional and mental health difficulties
Sensory and/or physical	Hearing impairments
	Visual impairment
	Physical impairment

2.0 Which staff will support my child and what training have they had?

Our special educational needs co-ordinator, or SENCO

Our SENCO is Julie Lowe.

They have 10 years' experience in this role and have worked as a Learning Disability Manager prior to the post for 10 years. They are a qualified teacher.

They achieved the National Award in Special Educational Needs Co-ordination in 2017 and the Postgraduate Access Arrangements qualification in 2021.

They are allocated 12 hours a week to manage SEN provision.

Class/subject teachers

All of our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN.

Teaching assistants (TAs)

We have a team of 4 TAs, including 2 higher-level teaching assistants who are trained to deliver SEN provision.

We have 4 teaching assistants who are trained to deliver interventions in:

Phonics

Maths recovery

Talking Partners

Reading fluency and Comprehension

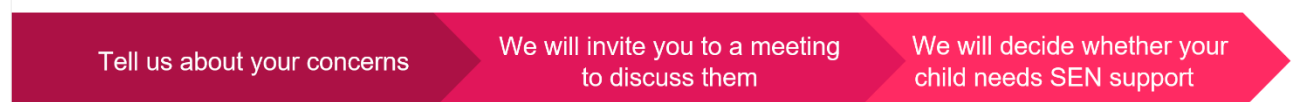
In the last academic year, all TAs have been trained in quality first teaching, reading interventions, autism and working with neurodivergent individuals.

External agencies and experts

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services and other LA-provided support services
- Voluntary sector organisations
- Children’s hearing specialist teachers
- TESS
- Outreach Services (Oakfield and Newbridge)

3.0 What should I do if I think my child has SEN?



If you think your child might have SEN, the first person you should tell is your child’s Head of Year.

You can contact the Head of year via telephone or the enquiries email address on the school website to arrange a call back or an appointment. They will pass the message on to our SENCO, Jule Lowe who will be in touch to discuss your concerns.

You can also contact the SENCO directly via telephone or the enquiries line to request an appointment or call back.

We will meet with you to discuss your concerns and try to get a better understanding of what your child’s strengths and difficulties are.

Together we will decide what outcomes to seek for your child and agree on next steps.

We will make a note of what’s been discussed and add this to your child’s record. You will also be given a copy of this.

If we decide that your child needs SEN support, we will formally notify you in writing and your child will be added to the school’s SEND register.

4.0 How will the school know if my child needs SEN support?

All our class teachers are aware of SEN and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil extra tuition to try to fill it. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENCO, and will contact you to discuss the possibility that your child has SEN.

The SENCO will observe the pupil in the classroom and socially to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

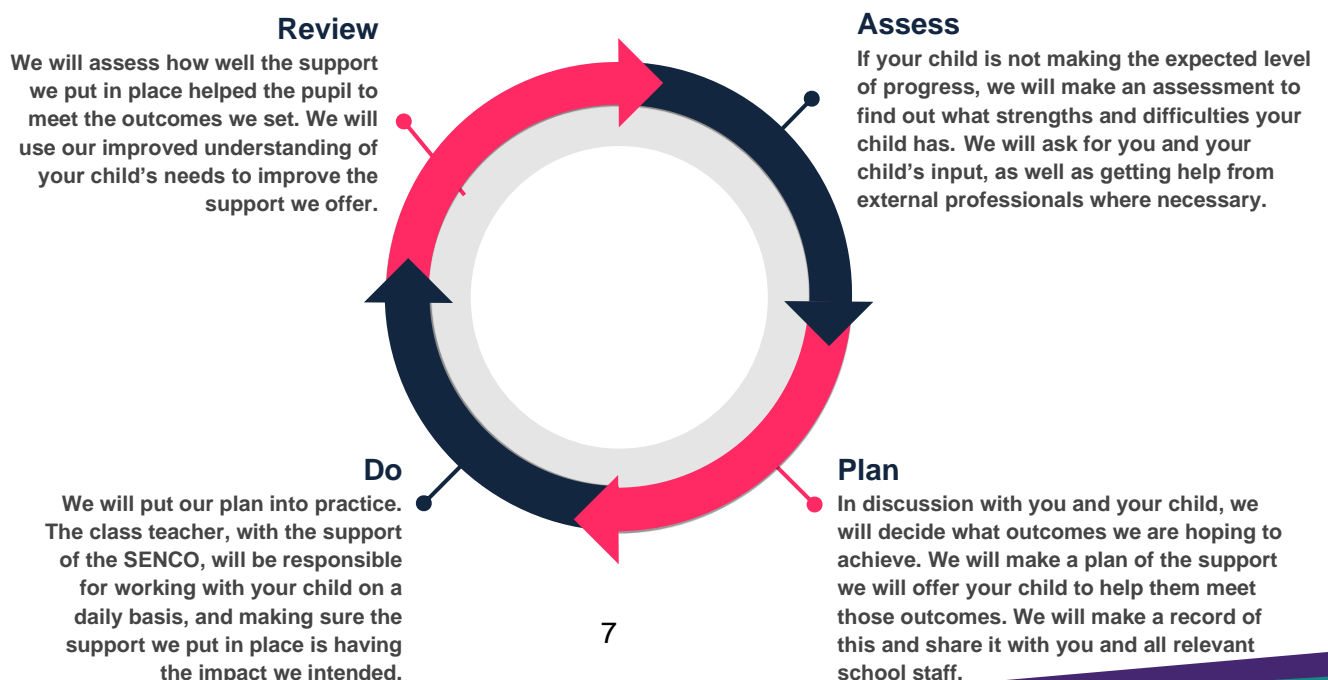
Based on all of this information, the SENCO will decide whether your child needs SEN support. You will be told the outcome of the decision in writing.

If your child does need SEN support, their name will be added to the school's SEN register, and the SENCO will work with you to create a SEN support plan for them.

5.0 How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

6.0 How will I be involved in decisions made about my child's education?

We will provide reports twice a year on your child's progress.

There are parent evenings, SEND coffee mornings where the Head of year, class teachers and key worker/SENCO will meet you three times a year to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENCO may also attend parent evenings to provide extra support.

We know that you're the expert when it comes to your child's needs and aspirations. So we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact the enquiries line or via telephone to arrange a call back or a meeting.

7.0 How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age, and level of competence. We recognise that no 2 children are the same, so we will decide on a case-by-case basis, with your input.

- We may seek your child's views by asking them to:
- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey

8.0 How will the school adapt its teaching for my child?

Your child's teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to an ambitious, broad and balanced curriculum in every year they are at our school.

We will adapt how we teach to suit the way the pupil works best and to fill any gaps that are identified in your child's learning. There is no '1 size fits all' approach to adapting the delivery of the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Adapting the delivery of our curriculum to make sure all pupils are able to access it, for example, by adapting the teaching style or activities set in the lesson.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, printed power points
- Teaching assistants will support pupils on a 1-to-1 basis when additional intervention has been requested for pre teaching, overlearning, reading, writing, access arrangements, in the classroom.
- Teaching assistants will support pupils in small groups when [add details here]
- The school's accessibility plan can be found here [Policies – Atherton High School](#)
- We may also provide the following interventions:

AREA OF NEED		HOW WE SUPPORT THESE PUPILS
Communication and interaction	Autism spectrum disorder	Visual timetables Social stories Early transition pass Movement breaks Safe space Key Worker Adaptive teaching Working with families and key people consistently Classroom support/ targeted intervention Extra-curricular activities Passport strategies and IEP Access Arrangements
	Speech and language difficulties	Speech and language therapy Training Phonics Reading Quality First Teaching – Oracy skills Visual resources Talking Partners Vocabulary pre teaching and overlearning Knowledge Organisers Access Arrangements Use of Laptop
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Writing slope Printed Power points Handwriting pens/ overlays/ Use of laptop (Screen Colour) Access Arrangements Reading Intervention Maths recovery Intervention Passport strategies Reader Pens

	Moderate learning difficulties	Pre teaching Overlearning Targeted Intervention subject specific
Social, emotional and mental health	ADHD, ADD	Quiet workstation Passport strategies Intense Pastoral Care Key Worker Social Stories Executive functioning skills
	Adverse childhood experiences and/or mental health issues	School Counsellor Intense pastoral Care Passport strategies Key Worker Safe Space
Sensory and/or physical	Hearing impairment	Seating plans Printed Power Points Working with the children's hearing service Passport Strategies
	Visual impairment	Limiting classroom displays Seating Plans Larger Print resources Reader Pen
	Physical impairment	Transition Pass Seating Plans Passport strategies Working with external agencies

9.0 How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions termly
- Using pupil questionnaires
- Monitoring by the SENCO

- Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)

10.0 How will the school resources be secured for my child?

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

If additional funding is needed, we will seek it from our local authority.

11.0 How will the school make sure my child is included in activities alongside pupils who don't have SEND?

- All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs.
- All pupils are encouraged to go on our school trips
- All pupils are encouraged to take part in sports day/school plays/special workshops
- No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.

12.0 How does the school make sure the admissions process is fair for pupils with SEN or a disability?

Children with a Statement of Special Educational Needs/ EHC Plan naming Atherton High School in particular will be admitted before all other applicant. Admission numbers will be adjusted to take this into account before the remaining places are offered to other applicants.

13.0 How does the school support pupils with disabilities?

The school accessibility plan aims to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils
- Treat all pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Atherton High School will ensure that this is achieved by:

- Monitoring the curriculum offers and courses for students.
- Monitoring and reviewing individual pupil timetables for identified pupils as necessary.
- Issuing the Special Needs Register lists to all staff and updating these termly.
- Conducting statutory annual reviews for those who have EHC plans.
- Acting upon causes for concern and referrals from teaching staff.
- Drawing up, implementing and evaluating of Health Care Plans for pupils with medical needs
- Allocating support to lessons and evaluating its effectiveness through teacher feedback, observations and pupil progress.
- Interventions and TAs prior to reviews.
- Monitoring progress in interventions by observations, oversight of assessments and analysis of pupil results.
- Monitoring the impact of the Learning Mentors through data, pupil voice and case studies.
- Monitoring and reviewing the enjoyment and impact of PSHE days through pupil voice and pupil response to issues
- Ensure physical difficulties are not a barrier to pupils' learning, social interaction, safety or health and well-being.
- Adopt operational practices that support movement around school and essential daily routines for pupils with physical needs.
- Adapt the timetable and curriculum, if necessary, to ensure pupils have full access to a personalised learning programme.
- Liaise with and advise fellow teachers; provide training on physical disability issues

14.0 How will the school support my child's mental health and emotional and social development?

We provide support for pupils to progress in their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council
- Pupils with SEN are also encouraged to be part of enrichment clubs and extra-curricular activities to promote teamwork/building friendships
- We provide extra pastoral support for listening to the views of pupils with SEN by the Heads of Year and the SEMH team.
- We run lunch time clubs for pupils who need extra support with social or emotional development
- We have a 'zero tolerance' approach to bullying.

15.0 What support will be available for my child as they transition between classes or setting or in preparing for adulthood?

Between years

To help pupils with SEND be prepared for a new school year we:

- The SEND team will share information with the next year's teacher
- Passport strategies are updated before transitioning to the next year and shared across the teaching teams.
- Schedule lessons with the incoming teacher towards the end of the summer term

Between schools

When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting.

Between phases

The SENCO of the primary school meets with our SENCO to discuss the needs of the incoming pupils near the end of the summer term.

We arrange meetings with the parents of incoming pupils to discuss how we can best welcome their child into our community.

We organise additional transition days prior to joining the school

We set up new pupils with a buddy for mid-year admissions help them get settled in and make friends.

Onto adulthood

We provide all our pupils with appropriate advice on paths into work or further education.

We work with the pupil to help them achieve their ambitions, which can include goals in higher education, employment, independent living and participation in society.

16.0 What support is in place for looked-after and previously looked-after children with SEN?

The SENDCO Julie Lowe is the designated teacher who works effectively with all teachers so as they understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

17.0 What should I do if I have a complaint about my child's SEN Support?

[Complaints-Policy-Mar-24-26.pdf \(athertonhigh.com\)](#).

Complaints about SEN provision in our school should be made to the [class teacher/SENCO/headteacher] in the first instance. They will then be referred to the school's complaints policy.

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

18.0 What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at the Wigan Authorities published information about the local offer that is found on their website:

[SEND Local Offer \(wigan.gov.uk\)](#).

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations are:

[Wigan SENDIASS](#).

Local charities that offer information and support to families of children with SEND are:

[SEND Local Offer \(wigan.gov.uk\)](#)

National charities that offer information and support to families of children with SEND are:

[IPSEA](#)

[SEND family support](#)

[NSPCC](#)

[Family Action](#)

[Special Needs Jungle](#)

19.0 Glossary

Access arrangements – special arrangements to allow pupils with SEND to access assessments or exams

Annual review – an annual meeting to review the provision in a pupil's EHC plan

Area of need – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.

CAMHS – child and adolescent mental health services

Differentiation – when teachers adapt how they teach in response to a pupil's needs

EHC needs assessment – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.

EHC plan – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.

First-tier tribunal/SEND tribunal – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND

Graduated approach – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil

Intervention – a short-term, targeted approach to teaching a pupil with a specific outcome in mind

Local offer – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area

Outcome – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment

Reasonable adjustments – changes that the school must make to remove or reduce any disadvantages caused by a child's disability

SENCO – the special educational needs co-ordinator

SEN – special educational needs

SEND – special educational needs and disabilities

SEND Code of Practice – the statutory guidance that schools must follow to support children with SEND

SEN information report – a report that schools must publish on their website, that explains how the school supports pupils with SEN

SEN support – special educational provision which meets the needs of pupils with SEN

Transition – when a pupil moves between years, phases, schools or institutions or life stages