



Golborne
HIGH SCHOOL

SEND Information Report and Local Offer

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The Local Offer from Golborne High School

1. What kinds of special educational needs does school make provisions for?

Golborne High school makes provision for all four areas of need as identified in the Special Educational Needs and Disability Code of Practice (2015). The areas of need are:

- cognition and learning - including specific learning difficulties/dyslexia (literacy);
- communication and interaction;
- social, emotional and mental health;
- sensory, physical and/or medical.

As of September 2019, we have 15 young people that are in receipt of additional funding, in addition to students accessing additional support (approximately 100 students). This figure is impacted as students are removed from the Code of Practice upon successful integration into fully inclusive mainstream education.

How will my child's needs be identified?

All children are entitled to receive help according to their needs. It is recognised that, as levels of severity increase, so does the input from the school. There is no time restriction for a child to be regarded as having Special Educational Needs so movement on and off the SEND Register is fluid and monitored by SENDCo, SLT and the Governors.

2. How does school identify and assess students with special educational needs?

On entry to Year 7:

In addition to liaison with primary schools to gather information, all Year 6 Key Stage results are passed to Golborne High School as students transfer from their feeder primaries along with any SEND files. During their first term all students are given a standardised reading and spelling test alongside the full range of Cognitive Abilities Tests. Students with low reading, spelling or numeracy scores will be identified for personalised learning support strategies. Parents will be informed via discussion and via letter about the precise interventions to be delivered throughout the academic year.

Mid-term admissions:

In addition to liaison with previous schools to obtain any prior data, all students are given a standardised reading and spelling test during their first week. Students with low reading, spelling or numeracy scores will be identified for personalised learning support strategies. Parents will be informed via discussion and via letter about the precise interventions to be delivered throughout the academic year.

Your child's needs may warrant inclusion on the school's SEND Register which is reviewed termly and monitored by the SENDCo, to ensure that all students' needs are being met. There are two categories on the Register: those in receipt of an Education, Health and Care Plan (EHC Plan) and those requiring additional SEND Support. Your child's progress can be discussed with the SENDCo at any point.

What should I do if I think my child/young person may have special educational needs?

If you think that your child may have a special educational need, you can discuss this with their class teacher, form tutor or head of house who will liaise with the SENDCo, or you can contact the SENDCo directly for further discussion.

3a. How do you assess and evaluate the effectiveness of the provision you make for children and young people with SEN and Disability?

Progress of all students including SEND is monitored in line with school assessment policy procedures. Internal tracking systems are used to highlight progress of individuals as well as identified groups. As well as ongoing teacher assessment, which allows teaching to respond to individual needs, termly progress is recorded and analysed by Heads of faculty allowing timely curriculum interventions to take place. Additionally, the SENDCo evaluates the whole school results to monitor progress of SEND students.

Where appropriately identified, specialised targeted interventions take place for individuals and/or small groups. These interventions are reviewed at least half-termly with next steps for continued progress being identified and administered.

3b. My child has a special educational need. What is the process of assessing and reviewing their progress in school?

Progress of all students including SEND is monitored in line with school assessment procedures. Internal tracking systems are used to highlight progress of individuals as well as identified groups.

- The graduated response (Assess, Plan, Do, Review) is utilised throughout every aspect of our SEND students' provision. Class teachers respond to ongoing Assessment for Learning and differentiate work accordingly.
- Progress data is shared with parents three times each year in written format, as well as face to face at parent's evenings.
- For some of our students, additional targeted interventions may be required. These are reviewed half-termly and next steps for further interventions are put in to place, responding to individual need.
- Additional questions or concerns can always be dealt with by contacting the SENDCo.

My child has an Education and Health Care Plan. How will this be reviewed?

- The Annual Review ensures that, once a year, the parents, the student, the LA, the school, and all the professionals involved consider both the progress the student has made over the previous 12 months and whether any amendments need to be made to the EHC Plan.
- It is a way of monitoring and evaluating the continued effectiveness and appropriateness of the EHC Plan.

What will happen during an annual Education and Health Care Plan review?

The Annual Review aims:

- to assess the student's progress towards meeting the objectives specified in the EHC Plan and to collate and record information that the school and other professionals can use in planning their support;
- in the case of the first Annual Review, to assess the student's progress towards meeting targets agreed and recorded in the Student Passport, or its equivalent, following the issuing of the EHC Plan; and in the case of all other reviews to assess progress towards the targets in the Student Passport, or its equivalent, set at the previous review;

- to review the special provision made, including appropriateness of special equipment provided, in the context of the National Curriculum and assessment and reporting arrangements. Where appropriate, school will provide a profile of current data covering attainment in basic literacy, numeracy and a summary of progress achieved in other curriculum areas, including National Curriculum;
- to ensure that, where the EHC Plan involves a modification or disapplication of the National Curriculum, the school should indicate what special arrangements have been made for the student;
- to consider the continuing appropriateness of the EHC Plan in the light of the student's performance during the previous year, and any additional special educational needs which may have become apparent in that time, and thus to consider whether to cease to maintain the EHC Plan or whether to make any amendments, including any further modifications or disapplication of the National Curriculum;
- to set new targets for the coming year, if the EHC plan is to be maintained. Progress towards those targets can be considered at the next review meeting.

3c. What is the school's approach to teaching students with special educational needs?

All teachers are responsible for every child in their care, including those with special educational needs.

Assess: Teaching staff use a range of assessment information in order to appropriately differentiate the learning in the classroom for all students including those with an identified SEN or disability. This information is obtained from a range of stakeholders including, but not limited to:

- KS2 SATs scores.
- Transition meetings with primary schools at which discussions will take place to highlight any additional support that may be needed once a student reaches Golborne High School.
- Parent and student liaison
- Annual reading and spelling scores.
- Cognitive ability test (CAT) data
- In-class assessment data
- Specialist Targeted Education Support Service reports
- Educational Psychologist assessments

Plan: Teaching staff plan to utilise accurate strategies for differentiation that are shared via the Student Passport to ensure the learning needs of each young person are met within their classroom.

Do: Interventions will range from in-class Quality First Teaching and differentiation (teacher led) to specialist provision run by intervention staff or an external specialist.

Review: The classroom teacher and/or intervention specialist alongside the SENDCo review the progress of the intervention and consider the impact of the developed skills on each individual's access to the wider curriculum.

Students and parents will also be invited to reflect on individual progress during the review phase, to ensure that their views are heard regarding the intervention.

Where expected progress isn't seen, the 'assess, plan, do, review' cycle will utilise alternative strategies from the planning phase.

3d. How will the curriculum be matched to my child's needs?

All children will be set upon arrival at the school following KS2 SAT data and other relevant data. We are happy to discuss curriculum concerns with parents where appropriate.

At both key stages, we offer personalised pathways for individuals or groups of students to ensure maximum progress.

What information do class teachers receive?

Class teachers are provided with KS2 SAT results, reading and spelling scores, CAT scores and SEND student passports (which contain suggested strategies personalised to each learner)

What arrangements are made for reasonable adjustments in the curriculum and support to the student during exams?

The school works within the examination board guidelines to put into place access arrangements that are appropriate and meet the needs of the individual student.

3e. How will SEND provision be delivered?

Following identification of learning needs, the SENDCo will initiate personalised intervention pathways. Interventions may include:

- Y7 Catch Up Premium literacy classes
- Y7 Catch Up Premium numeracy classes
- External agency involvement
- Targeted classroom intervention
- Targeted withdrawal intervention

We regularly review the way in which we support our students to best meet their needs and promote independent learning and life skills.

All students will sit reading and spelling tests annually to track and monitor progress and ensure that effective and timely intervention is delivered. Termly teacher data is also scrutinised by the SENDCo to track student progression across all subject areas.

Where a child has a need but is not in receipt of an Education and Health Care Plan (EHC Plan), it may be possible that an Intervention Manager may work with them on either a 1-1 or small group basis.

For a child in receipt of an EHC Plan, the child can expect to receive interventions that are targeted to meet their individual needs in order to best support progress towards their targets.

3f. My child has a disability. How will Golborne High School cater for their needs?

As a school we are committed to providing premises that are suitable and sufficient for all educational purposes and give access to a broad and balanced curriculum for all students irrespective of special educational need and/or disability.

Golborne is committed to a programme of action, evaluation and review which will improve access to the curriculum for students with special needs and/or disabilities. This plan operates alongside the school's SEND policy and is consistent with it in terms of principles and approaches to resourcing. A full plan outlining our ethos and provision for staff and students with disabilities can be found in the '[Accessibility Plan](#)' on our website.

How will my child/young person be included in activities outside the classroom, including school trips?

As an inclusive school, all activities are available to all students. All students are encouraged to take part in activities including school trips.

How accessible is the school environment?

There are two disabled access toilet areas in school, one hygiene suite and a number of ramps for wheelchair access.

Disabled parking is also available in the visitor and staff car parking areas.

How does the school manage transitions between activities during the day?

Personalised transition arrangements can be discussed with the SENDCo.

3g. What support will there be for my child's/young person's overall wellbeing?

The school firmly believes in clear, consistent and open communication and positive school - parents/carers – child relationships. Communication usually takes place via face to face meetings, telephone, letter, logbook and email.

Any sensitive issues will be dealt with by the pastoral team in accordance with child safeguarding procedure. This policy is available on the school's website.

If a child requires a programme of support in addition to learning needs, the programme will be delivered in our iCLASS by experienced staff.

What happens when my child requires support during unstructured time?

The school offers a range of activities during unstructured times and after school, including access to the Learning Resource Centre, sporting activities, general hobbies and interests, and the iCLASS for more vulnerable children.

What provision is available for students with social, emotional and mental health needs?

At Golborne High School we strive to promote positive social, emotional and mental health and wellbeing. Early identification and support, from our experienced Inclusion and Pastoral teams, for pupils with social, emotional and mental health needs are provided in a number of ways including (but not limited to):

- Baseline mental health assessment tool
- Zumos- online wellbeing site which promotes positive wellbeing
- Kooth online counselling
- Group wellbeing sessions
- House assemblies
- Tutor time resources
- CAMHS school link worker
- Local Authority Targeted Education Support Service (TESS) link for SEMH
- Self-help resources which can be provided by our Inclusion Manager
- Mindfulness techniques
- Dialectical Behaviour Therapy (DBT)

How will school support my child when there are behavioural, social or emotional problems?

A range of behaviour management and attendance interventions are in place for students who require additional support in these areas. Support packages include: 1:1 mentoring, targeted workshops and external agency intervention where appropriate. We offer an Internal Exclusion Centre which provides targeted behavioural support, engages students with a restorative approach and reduces exclusions.

What is Golborne High School's Anti Bullying Policy?

Bullying is taken very seriously at Golborne High School and for this reason there is a separate [Anti Bullying Policy](#) which addresses bullying in all forms against students and staff including forms of cyber bullying.

Medication:

How do you manage safe keeping and administration of medication?

- Prescription medication is routinely administered by our Pastoral Support Leaders but in emergencies may be authorised by members of SLT.
- All medication is kept under lock and key in a central place in the Pastoral Support Leaders' office. For the safety of all the community, students are not allowed to carry medicines in school. The locked cabinet is clearly labelled and designated staff have access to the key.
- Medications are all clearly labelled to identify the student it belongs to. Names are checked carefully and instructions read before a record of any administration is noted.
- Instructions for administration are kept with the Medication/ Health Care Plan.
- All medication is checked regularly for expiry dates, and parents contacted to replace if necessary.
- Some rescue medications are required to be kept refrigerated. These are kept in a clearly marked area of the refrigerator.
- Non-prescription medication cannot be delivered by school staff.

How do you work with the family to draw up a care plan and ensure that all relevant staff are aware of the plan?

- A Health Care Plan is drawn up in conjunction between the parents, child, Pastoral Support Leader and (if relevant) medical professionals. The care plans are co-ordinated and managed by our Pastoral Support Leaders in conjunction with specialist health practitioners when needed.
- Care Plans are held centrally on the G: drive and in the Pastoral Support Office. They are regularly reviewed by the Pastoral Support Leader at least annually or if circumstances change.
- The staff are briefed by the Pastoral Support Leaders regularly about students with medical needs via internal email and through the school's Social Inclusion Forum. Additional training for staff or first aiders is reviewed annually.

4. How do I contact the school's SENDCo?

The SENDCo, Mr Stuart, is always available by telephone (01942 726842) and aims to respond within one working day of parental communication.

The SENDCo is also available during all parents' evenings and via appointment.

If you are considering applying for a place for any child, please contact the school or Admissions Team at Wigan LA.

Our Team:

- Mrs A Gormally – Headteacher
- Mrs A Bolton - Assistant Headteacher (Pastoral) and Child Protection Officer
- Mr A Stuart- SENDCo.
- Miss R Kinsella – Assistant SENDCo
- Mrs L Griffiths - Inclusion Co-ordinator
- Ms K Sinclair – Lead Teaching Assistant (Behaviour)
- Mrs J Coventry – Lead Teaching Assistant (Maths)
- Vacant – Lead Teaching Assistant (English)
- Mrs S Billington – Teaching Assistant (Personal Care)
- Mrs G Hayes – Pastoral Support Leader
- Mrs D Ashbrook – Pastoral Support Leader
- Mrs A Keggins - Attendance / Pastoral Support
- Miss D Stone – Lead Intervention Manager
- Mrs R Hughes – Intervention Manager
- Miss N Gavin – Intervention Manager
- Miss D Collins – Intervention Manager

5. What staff specialism/expertise in SEN and disability do you have?

The school has not been awarded with a particular SEND specialism. However, teaching and support staff are experienced in working with children with a range of SEND needs including ASC, ADHD and specific learning difficulties including dyslexia. Teaching Assistants are all appropriately qualified for their roles. The SENDCo has obtained the National Award for SENCo qualification.

How will my child's SEND needs be shared with teaching staff?

Children with moderate to severe SEND needs will be placed on the school's SEND Register which is reviewed each term and used to track student progression and monitor effective provision. Children on the register also have an Individual Student Passport outlining the following: brief student background, core data and teaching and learning strategies. Both the SEND Register and Student Passports are shared with teaching staff to ensure information has been communicated and acted upon.

In accordance with the school's Child Protection Policy, all student data and personal information will not be shared or discussed unless it is professionally pertinent to do so and in line with the school's Child Safeguarding policy.

What training are the staff supporting children and young people with SEND having?

All training needs are identified through annual Performance Management reviews with staff. Wigan LA provide a range of training courses and packages to offer the full variety of SEND training opportunities.

In addition the SENDCo delivers regular SEND training through an extensive CPD programme and regular staff briefings.

6. How are the school's resources allocated and matched to children's/young people's special educational needs?

The school's SEND budget is allocated according to student need. The budget covers both human and material resources. When a need is addressed, specific equipment can be provided.

7. What communication with parents can be expected?

It is essential that parents are kept closely informed about their children's progress or needs. Such communication will usually take place via the whole school systems such as Education and Health Care Plan (EHC Plan) Review meetings, parents' evenings and the reporting process.

Other situations may arise where it is necessary to contact home:

- To invite parents to attend a parent - teacher conference to discuss students needs and inform key teaching staff.
- To arrange an annual EHC Plan review or discuss issues from a current EHC Plan.
- To request parental permission for specialist assessment of a student, followed by a formal letter and Wigan LA forms.
- To discuss new/arising issues regarding a student's behavioural or academic need not presently identified.
- To discuss case notes following external intervention from a service e.g Speech and Language Service.
- To share key intervention strategies planned with parents via letter.
- To informally 'check-in' with parents regarding their child's needs and progress.

How are parents involved in the school? How can I be involved?

Prospective parents/carers are welcome to visit the school and discuss the child's needs with staff.

We offer a variety of after school events for parents to discuss their child's progress or concerns. At every event, parents are asked to complete feedback questionnaires expressing their views.

The pastoral team work closely with parents in all aspects of their child's education and wellbeing.

The school actively promotes parental involvement in day to day school life including parent governors and charity events.

Parents are consulted with, on numerous occasions where policy changes will be made.

8. What are the arrangements for consulting young people with Special Educational Needs or Disability about their education?

- We have Form representatives on the Year councils which meet regularly.
- School Council representatives meet each term and information is acted upon and communicated as appropriate.
- Staff appointments involve a student panel which meets with candidates, asks prepared questions and feeds back information to the appointments panel.
- Students are asked to complete a questionnaire about school, their learning and wellbeing, on a regular basis.
- Students with additional needs are able to make their views known in the student's feedback in Annual Reviews, as do parents/guardians.

All SEND students have an active students voice in their SEND Student Passport before it is shared with staff.

9. What provision has been made for the treatment of complaints?

We will always ensure that we can provide the absolute best in support, intervention and care. However, where a conflict or complaint arises, we follow a resolution procedure outlined in the '[Complaints Policy Document](#)'.

10. What other professional agencies might be involved in my child's development?

When it is considered necessary, colleagues from the following LA support services will be involved with SEND students:

- Targeted Education Support Service (TESS Team)
- Educational psychologists
- Health specialists
- Speech and language therapists
- Physiotherapists

- Hearing impairment services
- Visual impairment services
- Behaviour Support Service
- Autism Outreach
- Startwell
- CAMHS

In addition, important links are in place with the following organisations:

- The Careers Advisory Service
- The LA
- Specialist services
- The business community
- Attendance Development Officer
- Social Care
- Enforcement Team (Attendance)

External SEND agency support will only be delivered in accordance with the SEND Code of Practice and following detailed discussions between the SENDCo, parents/carers and students. Parent/carer consent is always sought before inviting external agency support.

Other support will be delivered in accordance with safeguarding policy.

11. What support services are available?

In Wigan, there is a range of support services available to support parents of students with special educational needs. Below is a selection of these services. More details and services can be found on the [Wigan Local Offer](#).

- [Information, Advice and Support \(IAS\) services](#)- offer free, impartial information, advice and support to families of children and young people who have special educational needs or disabilities (SEND). - [01942 233323](#)
- [Embrace \(Wigan\)](#) - offer independent parental support and can be contacted on [01942 233323](#)
- [Wigan's Parent Carer Forum](#)
- [Wigan's Family Directory website](#)

12. How will my child's transition to Golborne High School be made successful?

Our aim is to ensure that children at Golborne High School experience a smooth transition through their time at our school, so that they feel happy, confident and secure within their environment enabling them to make and continue to make the very best social, emotional and academic progress.

For Y6 Students:

Timescale	Action by Primary and Secondary School
Autumn term Y6	Local prospectuses sent out by secondary schools.
Autumn term Y6	Parents made aware of Open Evenings of local secondary schools including completion dates of Secondary School application forms. Support for parents in completion of form if required. Golborne High School's Open Evening is delivered in September.
Autumn term Y6	All potential students to visit a 'Taster Day' at Golborne High School in early October.
Spring/Summer term Y6	<ul style="list-style-type: none">• The SENDCo liaises with all primary school SENCOs to discuss prospective students' SEND needs.• Pastoral staff visit all primary schools to discuss every prospective child to prepare for September admission.
Throughout the year. Y6	Children will visit Golborne High school through other 'Taster' events including Sports Initiatives and curriculum competitions. Golborne High School staff also visit local primary schools to further support the transition into year 7.
Summer term Y6	SEND children will have additional visits to Golborne High school and sessions in iCLASS to support student confidence, introduce the teaching staff and make new friends with students from other primary schools to reduce transition stress.
Summer Term Y6	All Y6 students will visit their new tutor groups at Golborne High School. They will be introduced to their form tutors, peers and also their personal Buddies (who have received training and guidance in supporting new Y7 students).
Autumn Term in Y7	Based on primary school liaison visits, parental discussions and careful monitoring of new Y7 children, additional support programmes will be implemented for students who are finding the transition period difficult.

For All Other Year Groups – Mid Term Admissions:

Parents can apply for a place at the school via Wigan LA. The school follows the LA local protocol for admissions. Once the school receive an application, your child's previous school will be contacted for key information relevant to your child's education and wellbeing.

School then contact parents and arrange an admissions interview where any additional SEND needs will be identified and will be referred to the SENDCo for further consultation.

New students will receive an induction day consisting of: meet and greet; allocation of a buddy; a tour of the school and baseline assessment tests to chart current progress.

How will transition to Post -16 provision be managed?

- All students can attend presentations given by all local post -16 providers in the LA.
- All students receive at least two 1:1 career sessions in Year 10 and 11 with the nominated Careers Advisor, more sessions are provided for identified students with SEND.
- During Aspirations week, there are opportunities for trips to local colleges and university taster days are delivered.
- Travel Training sessions are provided by Wigan LA for students with specific needs.
- Post -16 provision is organised through annual Education and Health Care Plan.
- Named professionals in Further Education to manage the transition of vulnerable students.

13. Where can I find the LA's Local Offer?

The Local Offer from Wigan LA

<http://www.wigan.gov.uk/Resident/Education/Special-Educational-Needs-and-Disability/Special-Educational-Needs-and-Disabilities.aspx>

Useful Links

National Autism Society http://www.autism.org.uk/	ADHD Foundation www.adhdfoundation.org.uk
British Dyslexia Society www.bdadyslexia.org.uk	Colour Blindness Awareness www.colourblindawareness.org
Royal National Institute for the Deaf and Blind People www.rnib.org.uk	Multiple Sclerosis Society UK www.mssociety.org.uk
Dyspraxia Foundation www.dyspraxiafoundation.org.uk/about-dyspraxia	Muscular Dystrophy Society www.muscular-dystrophy.org
Social and Emotional Wellbeing www.nice.org.uk/advice http://www.youngminds.org.uk/about/whats_the_problem	
All about Wigan's 'High Expectations for All' http://www.wigan.gov.uk/Resident/Education/Special-Educational-Needs-and-Disability/Information-for-professionals/High-Expectations-for-All.aspx	