

1. The kinds of special educational needs for which provision is made at the school.

Alder Grange School is an inclusive mainstream school which caters for a wide range of needs and inspires excellence through a caring and nurturing environment. It is essential that we attempt to remove any barriers which reduce the chances of our students developing educationally, socially and personally, through a broad and balanced curriculum coupled with system for early identification of barriers to learning. It is accepted that one fifth of the general population of pupils in mainstream schools may have a special educational need of some kind at some point(s) in their school lives and as a school we will always seek to ameliorate those needs.

2. How does the school know if students need extra help and what should I do if I think my child may have special education needs?

The Special Educational Needs Code of Practice 2014 states that a child or young person has a special educational need if he/she:

- a) have a significantly greater difficulty in learning than the majority of children of the same age; or
- b) have a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post 16 institutions.'

If you have any concerns about your child, please don't hesitate to contact us as we believe that parents/carers are experts on their own children.

When your child starts at Alder Grange, whether it be on primary transition or an in year admission we gather information from a number of sources which is then coordinated and evaluated by the SENCo and the SEN team,
New year 7 intake:

1. Information from primary schools, including SAT scores, Teacher assessments and external agency information, e.g. Behaviour Support and information from parents/carers.
2. The NFER Group reading test and Sentence completion administered by the English Department early in the first term.
3. The use of various diagnostic tests e.g. WRAT test, Diagnostic Reading Analysis. School based testing such as Young's Parallel Spelling tests; NFER Group reading test and NFER Sentence completion administered by the English Department early in the first term.
4. If we are aware that your child has an Education Health Care Plan or a significant need at SEN Support, the SENCO will attend Year 6 Annual Review Meetings.



If there are concerns about an unidentified and/or unmet special educational need as your child moves through the school, the SEN department will take referrals and information from:

1. Parents/carers
2. Students
3. Classroom teachers
4. Support staff
5. External agencies
6. Termly grade collections and assessment results

After a referral has been made we will contact you and arrange a meeting to discuss further action. If your child is placed on the Special Educational needs register we will always inform you and likewise if needs are met and your child is removed from the register.

3. How the School evaluates the effectiveness of the provision that we make

In addition to the school's target setting, tracking and monitoring procedures, the SEN department tracks the progress of all students included on the SEN register and liaises with departments when issues are highlighted.

We follow the graduated response 'Assess, Plan, Do, Review' cycle as outlined in the Code of Practice and the School's SEN Policy.

There is a Governor with responsibility for SEN, reports are submitted annually to the School Governing Body for monitoring and evaluation purposes.

At the start of any interventions a baseline assessment is done so that progress can be tracked and the effectiveness of the intervention assessed.

If your child has an EHC plan there will be an Annual Review Meeting in addition to the other methods of reporting. However, we welcome any opportunity to work alongside parents/carers so if needed, please contact us throughout the year.

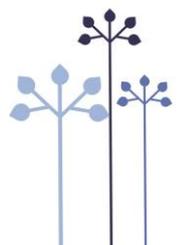
4. How will both you and we know how your child is doing?

There are termly monitoring sessions throughout the academic year where all departments monitor and track student progress. As a department we track the progress of all students on then SEN register and liaise closely with English and Maths Departments if targets are not being achieved or concerns become apparent. Grade collection sheets are sent home and we will also contact parents/carers if there are concerns about progress. In addition to grade collection monitoring we will contact parents/carers about any other perceived barriers. Communication can be in whatever form that parents/carers prefer, face to face, email or telephone and in some cases the planner or a separate diary.

Any planned interventions will be discussed with parents/carers and students so that learning can be supported both in and outside of school. We value parental/carer input and the views of our students in their education.

5. How will school staff support my child and how will the curriculum be matched to their needs?

How is the decision made about the type and how much support my child will receive?



All students at Alder Grange are expected to follow a full curriculum. Students with special educational needs are supported to do this through high quality teaching, differentiated for individual pupils (quality first differentiated teaching). All staff are made aware of students' needs through the Special Educational Needs Register and through Pen Portraits for those students with more complex needs and EHC plans. Part of the role of the SEN department is to provide advice and guidance to classroom teachers to support needs within the classroom. An experienced team of Teaching Assistants provide in class support and are assigned to subject departments to provide expert support. Should your child need further additional support, withdrawal groups are run which are matched to the areas of the Code of Practice. Each of these are coordinated by experienced Teaching Assistants Level 3 who have expertise in the particular area:

Cognition and Learning – small group support for spelling, literacy and numeracy, dyslexia support

Communication and Interaction – small group support using social stories, comic strip conversations and specific groups to support understanding of friendships/relationships etc.

Social, Emotional and Mental Health – support through small group work on self-esteem, relationships and access to counselling and mentoring support.

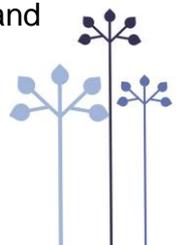
Sensory and Physical – Special arrangements where appropriate, curriculum modifications to facilitate access.

For a very small number of students a modified curriculum may be necessary, it may be that they are experiencing difficulties which make it very hard for them to cope with the everyday demands of school and a fragmented curriculum, alternative timetables and changes of set, staff or group may be made. AG+ our inclusion centre can facilitate respite packages and part time timetables to ensure curriculum continuity, and where appropriate, this provision will be provided in conjunction with partner agencies/professionals. However these are short term interventions and if the school feels that they are unable to meet a student's needs, alternative provision may be sought. This will be done in consultation with the pupil, parents/carers and the Area SEN office.

If we feel that your child requires exam access arrangements we will assess and apply for access arrangements in accordance with the Joint Council for Qualifications exam regulations, this will be done in conjunction with the School's Examinations Officer, Mrs Nicola Andrew. Please inform us if you have any information that your child may require access arrangements.

6. How will my child be included in activities outside the school classroom including school trips?

All students at Alder Grange are encouraged to take an active part in wider school life. There are many sporting and non-sporting activities available which cater for a range of interests and needs. The SEN department runs a breakfast club every morning where students are not only provided with breakfast but are helped to get organised for the school day. During lunchtimes the department runs differing activities in two of its bases, one is a quieter environment where students can lunch alongside staff and chat amongst friends, this is designed to further support the development of social skills and to provide a calm environment. The other staffed room allows students access to the ICT facilities and provides homework support. In addition to these, the SEN Department also runs a homework club on Tues and



Thursdays 3.30pm – 4.30pm which provides support for students with additional needs, as we realise that homework can sometimes be a source of tension at home. We welcome contact with parents/carers regarding support with learning at home. School trips are available to all students and specific needs can be discussed where required.

7. What support will there be for my child's overall well-being?

Alder Grange has a very strong pastoral support system for all students. Students have twice daily contact with their Form Tutor, who usually moves up the school with them, and every year group has an Achievement Leader who has oversight of the whole year group both in terms of academic progress and well-being. In addition to this, there is the Behaviour and Attendance Team who provide day to day pastoral and attendance support and deal with any incidents that may occur, including dealing with, recording and monitoring any bullying incidents. All students have the opportunity to access a School Counsellor and for those students on the SEN Register, support from ag+.

The Assistant Headteacher (Pupil Achievement) has responsibility for medical care plans, this is done in conjunction with the School Nurse who visits weekly. If your child requires medication during the school day this should be taken to Student Services where you will be asked to fill out a medicines form. All medication must be left at student Services with the exception of inhalers and other types of emergency medication (please see school Medicine Policy.)

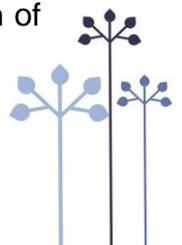
Support for those at risk of exclusion is provided by AG+ which includes SEN department.

As a 'Rights Respecting School' students' views are valued, we have an active School Council which has representatives from every form across the school. Students are also involved in panels for staff interviews and are encouraged to take on roles of responsibility e.g. as prefects, mentors and be involved in working groups. Students are always encouraged to attend their SEN reviews and be involved in any discussion regarding their learning.

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

The SENCo is Ms Karen Taylor, who is completing the post graduate National SENCo Award and can be contacted on 01706 223171 or via email at ktaylor@aldergrange.lancs.sch.uk. Working alongside is a highly experienced team comprising of a Higher Level Teaching Assistant, Level 3 Teaching Assistants with expertise in specific areas of need as defined by the Code of Practice and a team of Teaching Assistants, who provide in class support for specific students and are attached to departments. Students also have access to members of staff who provide mentoring and counselling services. All members of the team undertake regular training both in house and externally. We also provide and organise ongoing whole staff training and when necessary training will be provided to meet the needs of a particular student.

The school takes a multi-agency/professional approach to Special Educational Needs and as such, maintains a close relationship with both Local Authority services and other relevant agencies, in order to secure the most effective assessment, intervention and deployment of resources for pupils with SEN. Much of



the multi-agency work is facilitated through the use of the Common Assessment Framework, which is overseen by the designated Deputy Headteacher (Pupil Achievement). Agency intervention is monitored and recorded through Provision Mapping.

The SEN department works in partnership with following agencies/support services:-

- Community Paediatrician
- School Nurse
- East Lancashire Child and Adolescent Service formerly CAMHS
- Area SEN Office: Accrington
- Specialist teachers Special Educational Needs and Disability Service
- Oswaldtwistle Short Stay School
- ACERS formerly Lancashire Educational Medical Service
- Young Carers
- Attendance Improvement Workers
- Specialist Educational Psychologists
- Special Schools, other mainstream schools and local colleges
- Children's Social Care and Child and Parenting Support Services
- Voluntary Agencies
- Alternative Providers

9. How accessible is the school?

The ground floor of the main school building is fully accessible with disabled toilet facilities, however there is currently no lift access to the first floor. When needs arise, we work with parents/carers and students to provide an individual access plan. The sixth form building has disabled toileting facilities and is fully accessible with lift access. Disabled parking bays are located at the side and by the Sports Hall on the main school site and directly outside the sixth form building .

Please refer to the School's Accessibility Plan for more details.

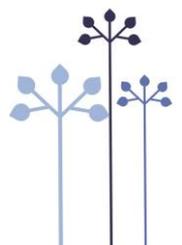
10. How else can parents/carers be involved?

We actively encourage parents/carers to be equal partners in their child's education and we value your views. Where it is decided to provide SEN support, you will be notified and involved in the four part Assess, Plan, Do, Review cycle.

As a department we operate an open door policy and seek parent/carer views both through the formal review process and informally as the need arises, we would prefer that parents/carers contact us directly rather than waiting for Parents' Evenings or other calendared opportunities.

We need you to work in partnership with us when interventions are put in place this can done by supporting

- Full attendance and punctuality
- Contacting us promptly if any concerns arise
- Checking Homework planners
- Helping students be organised for the day – checking that they've got the correct equipment and books



- Informing us of any circumstances which may affect your child's learning/progress

11. How can your child contribute?

Students are encouraged to take an active part in decision making regarding their learning and any provision provided through involving them in the Assess, Plan, Do Review cycle both formally and informally. Students have the opportunity to share their views with the SENCo, Teaching Assistants, Tutors and any other professional working with them. Where students may struggle to put their views across we will support them to do so by using peer advocates, Teaching Assistants, parents/carers and/or other professionals as appropriate. Students approaching Transitional Reviews also have their views sought and recorded via the Young People's Service and any other agencies that may be involved.

12. What should parents/carers do if they have concerns?

The SEN department aims to work in partnership with parents/carers at all times, however, should a parent/carer have a concern about the special provision made for their child they should in the first instance discuss this with the SENCO. If the concern cannot be dealt with at this stage it should be brought to the notice of the Headteacher. If the Headteacher is unable to resolve the difficulty, then the concerns should be put in writing to the SEN Governor, Mrs Jodi Boys. The Chair of Governors, Mr Ronnie Barker will be involved after other avenues to resolve the situation have been exhausted. The school has a formal complaints procedure which can be found on the website.

13. How we prepare and support your child to join the school, transfer to a new setting the next stage of education and life.

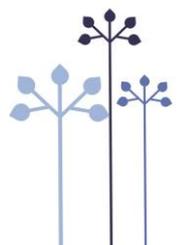
We recognise the importance of transition and how it can impact on your child's learning. If your child is joining us from a primary school, a member of the SEN team will visit your child in their school setting and also discuss their needs with the relevant teaching staff. When invited, we welcome the opportunity to attend Year 6 Reviews. All students are invited to attend transition days in the summer term of Year 6, however the department offers supplementary visits to those students that we feel may benefit from additional support.

If your child is joining us as an in year admission, we will organise a visit for you and your child to discuss their particular needs and will also liaise with their school and/or any other agencies involved to ensure a smooth transition.

If a student is moving to a new setting we will support visits and transfer any information in consultation with parents/carers.

The department supports students with their options choices and will liaise with subject teachers and parents/carers.

On transfer to AG6 there is ongoing class support, small groups and bespoke courses to further develop independence and life skills. Work experience programmes are also arranged with local employers. There is a member of the team with oversight of progress of students with SEND in ag6.



14. Further sources of information

The school contributes to the Local Offer which can be found by via the following link: <http://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities.aspx>

The Lancashire Special Needs and Disabilities Information Advice Support Service, provides impartial, confidential and free support for parents/carers of children and young people with SEN.

SEND Information Advice and Support Service (SENDIASS)

Tel: 0300 123 6706

Monday to Friday 8am to 5pm

Email: information.lineteam@lancashire.gov.uk

The SEN Policy and other school policies can be found on the school website in the 'About Us' section, under the School Policies.

If you require further information please contact the school by telephone on 01706 223171

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