



**Maghull High School  
Special Educational Needs & Disabilities  
Information Report**

**(Updated November 2018 )**

## **Introduction**

Maghull High is an 11-18 mainstream educational provider whose admissions policy reflects the 'inclusive' ethos of the school. We recognise that the care of students with additional needs is a collegiate responsibility and subsequently our admissions policy does not discriminate against students with special needs in any way.

The Inclusive Curriculum provision encompasses several strands in ensuring that both students with Special Educational Needs and Disabilities (SEND) achieve and aspire. We work with our pupils to support them in becoming independent learners, enriched with essential life skills.

The SENDCO and the Inclusion Team can offer a wealth of experience in supporting students with Communication and Interaction (CI) Cognition and Learning (CL) Social Emotional and Mental (SEM) and Sensory and Physical (SP) needs.

The Governors, Headteacher, teaching and non-teaching staff at Maghull High School all recognise their responsibilities under the Code of Practice for contributing to the identification and assessment of all students with special educational needs.

A student is deemed to have Special Educational Needs (SEN) if they have a learning difficulty that is

- **Significantly greater than the majority of children the same age** or
- **A disability which prevents or hinders them from making use of educational facilities of a kind generally available for children of the same age within mainstream school or mainstream Post-16 institutions. (Code of Practice 2014:6)**

Students must not be regarded as having a learning difficulty solely because the language spoken at home is different to the language in which they will be taught.

In addition to this we also recognise our responsibilities to make provision for students with disabilities under the Disability Rights Act (2003), the Equality Act (2010) and the 'Supporting Students with Medical Conditions' guidance 2014 where appropriate, both in the school curriculum and additional activities, such as school trips.

## **Identification, Assessment and Provision**

Maghull High School have agreed to adhere to the Local Authority's Graduated Response in providing for students identified with SEND. We work collaboratively to ensure that we meet the needs of all pupils and that they make good progress inline with other children of the same age. To see Sefton's local offer please click on the following link [www.sefton.gov.uk/localoffer](http://www.sefton.gov.uk/localoffer)

Children will have needs and requirements which may fall into at least one of four areas, many children will have inter-related needs. The areas of need are:

- **Communication and Interaction (CI)**

The difficulties experienced by young people with communication and interaction difficulties are wide ranging. Some young people may have difficulties with speech, language or communication or all three. Difficulties may be mild or complex. These young people include those who demonstrate features within the autistic spectrum. (ASD)

Asperger is a form of Autism in that it affects the way a person communicates and interacts with others. Language may be affected to a lesser degree, but can affect vocabulary choices and social language may be limited. Asperger Syndrome may not cause learning difficulties.

- **Cognition and Learning (CL)**

The School has much experience in supporting the needs of young people who have cognition and learning difficulties. Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs (see below) and are often associated with other difficulties such as communication / language difficulties or sensory impairment. A detailed assessment of need is always conducted to ensure that the full range of an individual's needs is identified, not simply the primary need.

### **Mild and Moderate Learning Difficulties (MLD)**

Pupils with general learning difficulties experience significant problems across the majority of the curriculum. Whilst they achieve optimal rates of progression, their general level of development and academic attainment is significantly below that of their peers.

### **Specific Learning Difficulties (SpLD)**

#### **Dyslexia**

Dyslexia affects the learning of literacy skills. Other symbolic systems such as Music and Maths may also be affected. The word dyslexia means 'dys' difficulty and 'lexia' language. Dyslexia is congenital which means people are born with it.

#### **Dyspraxia**

Pupils with dyspraxia have difficulty in 'doing' therefore coordination and fine motor control may be affected.

#### **Dyscalculia**

Dyscalculia is difficulty in learning or comprehending arithmetic, such as difficulty in understanding numbers, learning how to manipulate numbers, and learning facts in Mathematics.

- **Social, Emotional or Mental health difficulties (SEM)**

This relates to young people who may have problems with their emotional and social development. Whilst this is not an exhaustive list, a young person may present behaviours such as: social and/or emotional withdrawal; low self-esteem; angry outbursts and disruption. The School works closely with outside agencies to make best use of its universal provision and act on advice given. The Academy works in consultation with a range of outside agencies, the young person and parents/carers to identify if a young person has a Social, Emotional and/or Mental Health difficulty.

- **Sensory and/or Physical (SP)**

Some young people with physical and sensory needs have no cognition and learning difficulties in school; however, they may experience difficulty in accessing the curriculum and as a result they may need extra support or differentiated resources.

Please find listed below the types of needs the School has, or is currently making, special educational needs provision for:

### **Hearing Impairment (HI)**

A young person with permanent hearing problems may be experiencing anything from profound loss to a mild one. The impairment may be deteriorating, fluctuating or stable.

### **Visual Impairment (VI)**

Young people with visual impairment may experience difficulties in different ways: A young person has a visual impairment if their vision cannot be corrected by using glasses. The young person may have difficulty with scanning or with visual fixation. They may experience difficulties in maintaining and changing focus both at long and short distances, or what they see may be grossly distorted. Their visual field may be restricted; they may suffer from visual fatigue; or they may have a problem recognising different colours.

### **Physical Disabilities (PD)**

The SEN Code of Practice (7:62) states: "There is a wide spectrum of sensory, multi-sensory and physical difficulties. Physical impairments may arise from physical, neurological or metabolic causes that only require appropriate access to educational facilities and equipment; others may lead to more complex learning and social needs; a few children will have multi-sensory difficulties some with associated physical difficulties." The School will work closely with parents/carers, the young person and outside agencies to review the young person's needs and make reasonable adjustments where the academy is able to do so. The School has experience of making provision for young people with physical impairments some of which are: cerebral palsy and muscular dystrophy.

Whilst these four categories of need broadly identify aspects of primary areas of need for children and young people, at Maghull High School we identify the needs of pupils by considering the needs of the whole child, which will include not just the special educational needs of the child or young person.

Provision for pupils with special educational needs is a matter for Maghull High as a whole. All pupils have differing needs and we aim to meet those needs through a broad and balanced curriculum that endeavours to have regard to differing abilities and personal attributes through a mixture of in-class support, specialist tuition, differentiation of materials and supportive pastoral arrangements.

In addition to the Governing Body and Ms Aspinall (Headteacher), the Inclusion Team outlined below have important responsibilities regarding the identification, assessment and provision of our SEND students.

**SENDCO – Laura Lindley**

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In collaboration with the Headteacher and the Governing Body, the SENDCO plays a key role in determining the strategic development of SEN policy and the shape of the provision to meet the needs profile at Maghull High. The key responsibilities include

- Overseeing the day to day operation of the school's SEN policy
- Liaising with, and advising, fellow teachers
- Leading the Inclusion Team of Higher Level Teaching Assistants (HLTAs) and Learning Support Assistants (LSAs)
- Coordinating provision for pupils with special educational needs
- Overseeing all the records on students with special educational needs
- Liaising with parents/carers
- Contributing to the in-service training of teaching and non teaching staff
- Liaising with external agencies such as Educational Psychologist, Speech Therapy Social Services etc.
- Leading the school response on securing, where appropriate, additional specific support or a change of provision.

**Assistant SENDCO – Jo Bailey**

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**Inclusion Coordinator – Sue Turner**

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**Special Educational Needs Link Governor – Mrs. K Rowlands**

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There are a number of stages in identifying and assessing students with additional needs. When it is appropriate identification of students with SEND is made prior to them starting at Maghull High. Regular communication with Primary colleagues ensures a thorough knowledge of students' academic, physical, or social needs and assists us in supporting and safeguarding a smooth transition.

The children identified with a significantly greater difficulty in learning than the majority of children the same age will have been seen by our SENDCO or one of her team prior to starting at Maghull High. Additionally, the parents/carers would also receive an opportunity to meet with one of the SENDCO team. During these meetings any additional support the school can offer the pupil or the family through outside agencies would also be discussed.

Once at Maghull High, a series of baseline assessments that all students participate in (11-16) are carried out. These include Star Assessments in English and Maths, CAT tests, and individual departmental assessments. Assessments help in the identification of any additional students that may require help and ensure all intervention work is tailored to the individual's need.

This information will then be used in the creation of the **Inclusion Register**, which informs staff of the SEND learners in their classrooms and their primary needs. It also offers enhanced quality first advice and guidance to support staff in their planning and delivery of inclusive provision.

The **Inclusion Register** and assessment data is distributed to all staff where appropriate and is held electronically on the School's network, which cannot be accessed by the students.

For students with more complex needs additional information is provided to both teaching and non-teaching staff informing them of how best they can meet their needs and what extra provision we provide for the child. Any guidance or strategies advised by outside agencies supporting the child will be passed onto staff via the weekly SENDCO Briefing or an Inclusion Memo.

All SEND information is strictly confidential, staff are responsible and vigilant in ensuring that confidentiality is respected. They understand the processes of destroying documentation of this kind appropriately when needed and ensure safe storage of any hard copies.

Teaching pupils with Special Educational Needs is a whole school responsibility, requiring a whole school response. **All teachers are teachers of pupils with special educational needs and disabilities**; the Quality First Provision that class teachers plan, teach and assess takes into account the wide range of abilities and aptitudes. (Code of Practice 2014:44)

The majority of students will progress with these arrangements; however the students with significant special educational needs may require an enhanced level of provision and planning to meet their needs.

Student progress and potential barriers to learning are identified using:

- Rigorous data analysis at each of the 5 assessment points that is completed by class teachers and Heads of Subject.
- Scores from standardised testing such as Cognitive Abilities Tests
- Evidence of teacher assessment and observations
- Other standardised screening or assessment tools that identify more specific learning needs include Lucid Exact and Star Assessments in both Numeracy and Literacy at 4 points during the year. These support the Inclusion Team in identifying students with a reading age of below 9.05 (YR 7-9) or 10.05 (YR 10-11) and standardised Maths scores below 85 (below average range)
- Specialist teacher and outside agency reports
- Feedback from parents/carers

Referrals from staff are evidenced with student's current rates of progress and often trigger additional assessments using a number of assessment tools to identify and pinpoint any barriers to learning. If the student has had previous contact with external agencies the SENDCO may contact the agency, with parental permission, for additional support as appropriate.

The SENDCO will then work with the class teachers in advising appropriate Quality First and Enhanced Quality First Strategies. The pupil will be monitored and if then identified as not making sufficient and sustained progress the Inclusion Team write a **SEN Support Plan** for the individual and add them to the **SEN Register**. Written in conjunction with the parents/carers and the pupil it identifies the barriers to learning and details the planned provision and expected termly outcomes/targets.

All intervention work is tracked and monitored which feeds into the termly **SEN Support Plan** reviews.

Students with a **SEN Support Plan** often require the involvement of external agencies such as Educational Psychologist, Advisory Teachers etc. Any request for additional support will always be done in collaboration with parents/carers normally at a review of the student's progress. The support agencies will normally see the student so they can advise staff on new targets or teaching strategies. In some cases they may provide a specialist programme such as Speech Therapy, Physiotherapy, or a specific academic programme depending on need. An **Inclusion Memo** or information disseminated via the weekly **SENDCO Briefing** will be issued to inform teaching and non-teaching staff of any new advice or considerations.

As part of the school's graduated response pupils not making progress, having had two terms of **SEN Support** and reviews, if support is costing in excess of £6000 school will make an application to the LEA for High Needs Funding. The 'top up' funding is given to provide additional support above and beyond the £6000 that the school has put in place to meet needs to ensure that students with SEND make expected progress. Students awarded with High Needs Funding are monitored by SEN Officers from the LEA.

For a few students this additional support may not be enough to make adequate progress. Maghull High can then, in consultation with parents/carers and external agencies, ask the Local Authority (LA) to consider the initiation of an Educational Health Care Plan (EHCP). These pupils would have lifelong and complex needs. Under the new legislation this stage of intervention is now called a Request for Education, Health and Care Plan (EHCP) and replaces a request for a 'Statement of Special Educational Needs' and it emphasises the joint responsibility of Education, Health and Social Care if appropriate to work together

The school will have to demonstrate why we believe the student's needs are so considerable that a statutory assessment is needed. Parents can also request a statutory assessment themselves.

The school then provides the following evidence

- SEN Support Plan with reviews
- High Needs Funding plan with reviews
- Students' health and medical records
- National Curriculum attainments
- Educational assessments
- Views of parents/carers
- Views of the student if appropriate
- Views of other professionals and social care as appropriate
- Educational Welfare service

The LEA must decide within six weeks whether to carry out such an assessment.

When the local authority receives a request for an EHC assessment, the parent/carer or young person will be allocated a named SEN Casework Assistant to support them through the process.

Where there is no EHC Application from the school, the school will be asked to submit this within 2 weeks to ensure that the SEN and Inclusion Panel can make a decision within the statutory time scale of six weeks.

In order to decide whether an EHC statutory assessment is required the panel need to consider whether the child or young person has long term, severe and complex SEN, whether they have responded to sustained, relevant and purposeful measures taken by the school and whether the child or young person's needs can be reasonably provided for within the resources normally available to mainstream

schools and settings. The panel needs to have information from the parents/ carers, the young person and the school or other educational setting in order to make this judgement.

Where the decision is to proceed with an EHC needs assessment, the SEN casework team will contact the parents/young person to check that the summary of their views is still up-to-date and to agree the additional information required.

The information collected must include advice about the child or young person's education, health and care needs, desired outcomes and the special educational, health and care provision required to meet these needs and outcomes. Some of this information will however already be available and in the person-centred, outcomes led format required. It will therefore only be necessary to seek further advice where the child/young person's needs have changed or there are gaps in the information provided. Where such advice is requested by the local authority it must normally be provided within six weeks of the request being made.

An EHC Plan has to include:

- Student's name and address
- Details of their needs
- The provision made to meet their needs
- The type of school they will attend to meet those needs
- Relevant non education needs

The EHC Plan provides a formal written framework for the review of all the targets set after consultation with parents. The student will be provided with a new updated **SEN Support Plan**. Year 8/9 and 11 reviews focus specifically on transition so the student can be well supported at times of significant change. The Connexions Service have a statutory obligation to be involved in this process and should interview the student and attend the EHCP / statement reviews as appropriate.

If the LA does not proceed with a statutory assessment of your child's needs and you disagree with this decision you can appeal to the LA or write to the SEN and Disability Tribunal Service for further advice. You can also request that Special Educational Needs and Disabilities Information Advice and Support Service (SENDIST) attend any meetings with you if this is appropriate.

### **Parental Involvement**

We know that parent/carer involvement in the planning, delivery and reviewing of student's progress is paramount to their success. We ensure there is a whole school approach in consulting parents and this involves reporting on progress and commitment to learning at 5 assessment points throughout the year and providing an annual written report. Parents are also invited in for formal parents' evenings and informal discussions throughout the school year.

Additionally, the SENDCO and Inclusion team reviews progress termly through the use of provision mapping, **SEN Support Plans** and intervention action plans. Parents/carers are invited in as part of the review process to discuss progress and set future targets. For some students, more regular, informal updates have been the key to successful communication. This can be done by telephone or email. Parents/carers are immediately informed if their child is to be added to the **SEN Register** or if there are any changes in their child's needs.

Students with Statements or Education, Health and Care Plans have a statutory annual review led by the school where all stakeholders are invited to discuss progress and identify future provision needs.

To further involve parents in their child's education we have a Virtual Learning Environment 'Firefly' which provides details of the curriculum, homework tasks and advice for students and parents/carers

Parents/carers are encouraged to contact the SENDCO and the Inclusion Team with any concerns or for further advice and support.

### **Pupil Involvement**

Students at Maghull High are fully involved in all aspects of their education. Students directly contribute to their **SEN Support Plans** and information is included about their needs, goals for the future and the help they feel they need. In addition students will be aided to write and help form their own action plans, which will be outcome focussed and include information as to how these outcomes will be achieved.

Students will be invited to the review process with parents/carers to review the progress they have made and set future targets. Students who have Education, Health and Care Plans have an annual review to look at progress. Students are invited to this process and are encouraged to put forward their views on their education.

### **Transition**

The SENDCO and Inclusion Team work closely with the Pastoral Team to ensure that all information about new students is passed on and vulnerable students are identified. There are close links between Pastoral Managers and Inclusion to ensure a holistic approach to support.

The SENDCO attends Year 5 and 6 reviews of potential students so can therefore meet parents/carers and students. All parents are invited to the School's annual open evening and Open Days where they have a chance to discuss their child's needs with the SENDCO / teaching staff and assess the environment.

Parents/carers are also encouraged to attend the school during a working day to ensure that our provision is appropriate for their child's needs. It would be at this time that parents would also meet members from the extended Inclusion Team as appropriate.

In addition, the school hosts a two-week summer school, which the SENDCO and her Inclusion Team champion. We encourage all students to attend with a particular focus on students identified with Social, Emotional and Mental needs. We find that this experience gives the students a sense of confidence and familiarity with the environment, staff and peers.

Students identified with Autism Spectrum Condition (ASC) are issued with an information booklet prior to starting at Maghull. The booklet details timetables, rooming's, school structures and timings of the day. They also include photographs of key staff and facilities in the school that the pupils should go to if they need support.

A number of teaching staff deliver sessions in, and/or arrange activities for, our primary schools throughout the academic year; these include: Maths, PE, English and Modern Foreign Languages. All students who are attending Maghull High are invited for a transition day in July and selected primary students are invited in for an

additional 2 afternoons. For individual students, if appropriate, enhanced transition programmes are arranged enabling the student to make additional visits, meet key staff, practice timetables and school routines. This is completed in collaboration with the link primary school.

Parents are invited to attend the School's options evenings for both the transition to Key Stage 4 and Key Stage 5. Connexions are fully involved in planning for each individual student's future and they attend statutory reviews from Year 8 onwards. Student's agreed outcomes in their **SEN Support Plans** and action plans reflect their future ambitions including higher education, preparation for working life, independent living and participation in society. For students that do not access the School's sixth form transition information is passed on to the relevant provider and taster sessions/visits are arranged.

### **Approach**

All teaching staff receive advice and guidance both on general strategies to support a child's learning (e.g. dyslexia friendly classroom) and specific strategies for individual students. Quality first teaching ensures that classroom practice reflects the needs of the children. This is monitored regularly via observation, work scrutiny, learning walks and pupil tracking.

Learning Support Assistants work closely with teaching staff to plan and adapt learning activities for the needs of the different students.

In the classroom teachers provide programmes of work that are matched to each student's ability. If, despite these inclusive strategies, the student is experiencing significantly greater difficulty, increased levels of support will be provided.

### **Adaptations to the Curriculum**

Students at Maghull High follow the National Curriculum. The School's on-going commitment to Performing Arts underpins every area of the curriculum. We believe that the Arts develop confidence, leadership and independence in all learners.

Adaptations to the curriculum include how the curriculum is structured to meet the needs of all learners. At the end of Year 8 students choose their options dependant on the pathway they are offered.

Students who struggle to access mainstream curriculum pathways are supported in a number of different ways. The first stage of differentiation is quality first teaching. All staff are provided with information and guidance on teaching and supporting each individual child and their differing needs via the **Inclusion Register**. If a child is still struggling to make progress the Inclusion Team will provide training or additional resources for members of staff.

Stage 2 involves specific targeted intervention and support for individual students and/or groups of students. This may involve the use of specialist equipment, in class support or withdrawal intervention.

Stage 3 may involve an alternative curriculum such as Intervention Groups. Any changes to a student's curriculum will be discussed in full with the students and their parents/carers.

In Sefton this is called Enhanced Quality First and forms part of the school's Graduated Approach.

Further advice is sought where appropriate from outside agencies to ensure that the curriculum is appropriately adapted to meet the students' needs.

### **Expertise and Training**

The Senior Deputy Headteacher who oversees Curriculum and Inclusion line manages the SENDCO and the Inclusion Team. This ensures that Special Educational Needs provision is a priority at Maghull High School in all aspects of the curriculum, safeguarding and teaching and learning.

The School SENDCO is an Associate Assistant Headteacher who has successfully completed the SENDCO Award at Edge Hill University. She has worked at the school for 16 years and is proactive in attending any courses/meetings relating to the current Special Educational Needs reforms.

In addition, she liaises closely with an Advisory Teacher from Methinks Education and an Inclusion Consultant from Sefton LEA and other outside agencies.

These measures alongside membership with NASEN, LINCS, SENDCO network MADCOS and other training providers helps ensure we are up to date with legislation, policy and outstanding practice.

There is an Assistant SENDCO who has a vast amount of knowledge and experience in the planning and teaching of quality intervention, data analysis, dyslexia screening and Irens testing. She also oversees the day-to-day management and timetabling of the other Learning Support Assistants. In addition, she works very closely with the SENDCO and the Inclusion Consultant in the assessment of students for specialist access arrangements in external examinations.

Furthermore, we have an Inclusion Manager who is able to plan and deliver a large proportion of intervention across the curriculum. She monitors specialist areas including Visual Impairment, Hearing Impairment, Autistic Spectrum Disorder, Behaviour Management, EAL and LAC. They liaise frequently with the SENDCO and outside agencies to ensure pupils and families receive full support.

There are six Level 2 Learning Support Assistants who provide support and differentiation for identified students. They work both within the Inclusion Team and mainstream classrooms. Training needs are identified for both individuals and the team as a whole.

There are six Pastoral Managers / Assistant Progress Leaders who provide daily support for students and their families. These are both teaching and non-teaching staff that are available throughout the day.

The school also uses the expertise of a school counsellor and school nurse.

The school reviews the provision and training needs of staff based on the knowledge and understanding we have of our pupils and future intakes. We seek advice from our Educational Psychologist, Inclusion Consultant and other outside agencies. All staff are regularly observed with a focus on outcomes for children with Special Educational Needs and Disabilities.

### **Evaluation**

Maghull High School regularly evaluates the effectiveness of the provision made for students through provision mapping, action plans and learning walks. Teachers and Learning Support Assistants are observed on a termly basis with a focus on

appropriate differentiation for SEN. Learning walks and work scrutiny are carried out more frequently to further evaluate the effectiveness of teaching and support. This reviewing process forms part of the whole school Quality Assurance calendar.

Where additional provision is made the SEND team monitors the progress made by the students on a lesson-by-lesson basis and on a termly basis to ensure that the provision is effective and matched to the child's needs. Where students are not making progress, they will progress through the school's Graduated Approach in liaison with parents/carers.

Students' action plans and provision maps, which highlight the support all children receive, are updated termly (or more regularly if required) and show where the provision has been successful and where it has not. If provision is not successful, then again a more suitable provision is decided on.

### **Engagement**

Students with special educational needs and disabilities are fully included and encouraged to participate in all aspects of school life.

The Inclusion Team runs a lunchtime club five days a week where students can access support for homework activities and socialise.

There are frequent educational visits throughout the school year both within the UK and abroad. Many students with additional needs access these trips as part of their mainstream curriculum. Learning Support Assistants accompany students where appropriate to ensure that their needs are met. The School supports students that receive pupil premium and those with additional needs by funding the cost of trips. Students with additional needs are fully involved in the Student Council working closely with the School Leadership Team (SLT) to express views and implement changes. The school's commitment to Performing Arts allows students to excel in their areas of strength, which is celebrated alongside academic achievement. Students with additional needs have been fully involved with the interviewing of new staff and their views have been fully taken on board.

Maghull High has facilities for students with physical needs. There is staff operated lift access to the majority of the school. We also have a well-equipped physiotherapy room and disabled toilet/changing area with electric hoisting equipment. All Learning Support Assistants take a full and active role in the care of all our physical needs students and have been fully trained in appropriate Lifting and Handling procedures. We also have a variety of support for students who have social and emotional needs that are significantly greater than their peers.

### **Support for Emotional and Social Development**

The Deputy Headteacher oversees all aspects of Pastoral Care and is supported by an Associate Assistant Headteacher in charge of sixth form and transition into sixth form. They are supported by Directors of Key Stage and attached Progress Leaders who monitor progress and ensure positive outcomes. Transition and Disadvantaged Pupils are the responsibility of one of the 4 Assistant Headteachers.

Each year group has attached to it an Assistant Progress Leader (APL) who supports the Directors as appropriate. APLS are responsible for the students' overall well-being and are available throughout the day for both students and their families. They

take on responsibility to ensure students are safe, happy and can meet their full potential.

There is a counsellors based on site two mornings per week who is available for students via a referral process. They are there to support students' emotional needs as well as providing resolution for conflict.

The Phoenix Centre is based within close proximity to the Inclusion Team and is run by a full time Lead Learning Mentor and his Assistant. The centre provides a calm welcoming environment and intervention for students' emotional needs. Programmes include: social skills, anger management, life skills and self-esteem/self-worth workshops and theatre performances. Parents are fully involved in the planning process and progress is reviewed at the end of each programme with the child, teacher and their parents/carers.

A number of the Learning Support Assistants have expertise and specific roles to support students with behavioural, emotional and social difficulties. This support includes: mentoring, withdrawal sessions to focus on social and emotional aspects of learning, in-class support and support and advice for teaching staff.

Students are occasionally issued with 'Timeout Cards' these are used to excuse a pupil from a lesson to work with the linked SEND Intervention Support Manager or with one of the Learning Mentors. The student uses the card when they recognise a build up of anxiety or stress. The method allows the individual to deal with their emotions and feelings in a more appropriate manner and return to lessons.

The school works closely with the Outreach Support Service for Mainstream Education (OSSME) who specialise in Autism. Students and families are mentored on a regular basis and the SENDCO and her Inclusion Team take advice and advise staff on their recommendations.

Inclusion has a base within the School where students can come if they need any support. There is always someone available throughout the day for the students or their parents/carers. The SENDCO works with individual teachers to ensure they provide an appropriate curriculum to meet the students' emotional and learning needs. Parents/carers can contact the SENDCO at any time for advice or support. The SENDCO will also liaise with appropriate outside agencies to ensure the child receives the most appropriate provision.

### **Other Bodies**

Maghull High School has links with a number of external agencies, which include:

- Sefton SEN and Inclusion Service
  - SSENIS
  - Educational Psychologists
  - Inclusion Consultant
  - Complex Needs Inclusion Consultant
  - Specialist Teachers for SEN
  - Specialist Teachers for Visual Impairment
  - Specialist Teachers for Hearing Impairment
  - ASC Inclusion Consultant
  - SEN Assessment and Monitoring Team

- Health Care Professionals
  - Community Paediatrician
  - Speech and Language Therapy
  - Occupational Therapy
  - Physio Therapy
  - School Nurse
  
- Social Care Professionals
- Specialist Providers such as: Newfield Specialist School
- SEAS
- CAHMS
- OSSME
- SWACA
- VVATS
- VENUS

The School works alongside these agencies to plan for, and provide support for, students with additional needs. Outside agencies are also invited in as part of the review process to ensure a whole child approach.

The School buys in services from a number of providers linked to the needs of the students. Any referrals to these services are discussed with parents/carers and students.

## Outcomes for SEND Students (Y11)

Historical Progress SEND vs Non-SEND										
		P8	English	Maths	Ebacc	Open	EM 4+	EM 5+	A8	KS2 APS
2016	All	-0.89	-0.75	-0.72	-1.07	-0.97	51%	n/a	42.49	4.69
	SEND	-1.43	-1.47	-1.97	-1.68	-0.81	0%	n/a	18.61	3.64
	non-SEND	-0.84	-0.66	-0.58	-1	-0.99	57%	n/a	45.56	4.82
2017	All	-0.39	-1.01	-0.48	-0.88	0.58	51%	27%	43.89	4.8
	SEND	-0.42	-1.28	-0.71	-1.08	1.01	11%	0%	25.93	3.77
	non-SEND	-0.38	-0.97	-0.45	-0.85	0.52	56%	31%	46.5	4.95
2018	All	-0.42	-0.86	-0.15	-0.75	-0.05	63%	41%	45.4	4.92
	SEND	-0.32	-0.94	-0.21	-0.61	0.32	38%	33%	38.58	4.49
	non-SEND	-0.47	-0.85	-0.13	-0.78	-0.13	68%	43%	46.88	5.01