



SIR THOMAS BOTELER

CHURCH OF ENGLAND HIGH SCHOOL

SEND Annual Information Report **2022- 2023**

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Committee:	Senior Leadership Team (SLT)
Audience:	Staff, Governors, Students and Parents/careers
Date written:	March 2023
Review Date:	March 2024

The vision underpins everything we do and believe.

Vision:

At Sir Thomas Boteler Church of England High School, we believe that every child is entitled to a broad, balanced, relevant and differentiated curriculum – this is the right for all students. As a Christian school we strongly believe that this equality of education is vital and is underpinned by **High Expectations, High Aspirations and High Standards for all**. It should not be constrained by age, gender, creed, race, physical disability, special education need or vulnerability. High Quality First Teaching delivered by highly qualified teaching staff is available for all students **with and without identified SEND**.

This entitlement to, high quality education should be delivered by trained personnel, committed to maximum inclusion and equality. They are able to provide a happy, sensitive, secure and developmental environment in which, all individuals are encouraged and enabled to undertake. Students are supported and activity encouraged to be fully involved in expressing their own needs, developing metacognitive skills.

Sir Thomas Boteler Church of England High School supports students via a holistic whole school approach meeting the needs of all students within the school and involves all staff. This ensures a joined-up approach to meeting the needs of every single student. It is our belief that every child matters and therefore we will do whatever we can, for as long as it takes, when each of them need it, because every child deserves to have these opportunities.

‘Through God We Care’

This report contains information as specified in the Special Educational Needs and Disability Regulations 2014.

Further information can be found in the SEND policy, and in the local offer, which can be accessed on the Warrington Borough Council Website. At our school, we currently provide support for students with a range of Special Educational needs:

Four broad areas of Individual Educational Needs (SEND Code of Practice, 2015):

- Cognition and Learning (CL)
- Speech, Language, Communication and Interaction (SLCN)
- Social, Emotional and Mental Health (SEMH)
- Sensory and/or physical (Ph/S)

Equality of Education

At Sir Thomas Boteler Church of England our curriculum and school community has been developed with all students in mind. Our structures are designed to include those

with additional educational needs, disabilities or other vulnerabilities. As a result, students receive a truly inclusive education and experience with their needs being met through well designed whole school systems. Students are treated as individuals and are subject to the same high expectations, high aspirations, high standards, compassion and flexibility as their peers. True inclusion means equality and equality in education means an equal quality education and experience for every student. This cannot be achieved through segregated services, non-specialist and / or unqualified teaching, or acceptance of inferior outcomes for particular individuals or groups. As a Christian school we strongly believe that all students have this right of equality.

Admissions:

Sir Thomas Boteler Church of England High School's admissions arrangements are consistent with the School Admissions Code of Practice. Sir Thomas Boteler Church of England High School is a fully inclusive 11 to 16 education establishment and this is reflected in the our admission policy. Building on the Christian values of the school we celebrate being fully inclusive. It brings together families from all backgrounds, and makes an important contribution to community cohesion. We aim to serve the whole community and are committed to bringing people together from different cultural, religious and social backgrounds.

Students with Education Health Care Plans:

Sir Thomas Boteler Church of England High School follow the procedures set down at national and local level for admitting students with or being assessed for an Education Health Care Plan (EHC Plan).

Should your child have an EHC Plan and transfer to our school, amendments will need to be made naming Sir Thomas Boteler Church of England High School as the identified provision. This should be completed following the Local Authority Annual Review procedures.

Primary Transfer:

If your child is transferring from primary school to secondary school, to apply to Sir Thomas Boteler Church of England High School, you should follow the same procedures as applying for any other state funded school, through the local authority.

Secondary school transfer/Mid-year transfer:

If your child currently attends secondary school, please contact the School Admissions Department at Warrington Borough Council for a mid-year admission form. Please note that all admission enquiries and applications must be made via Warrington Borough Council.

Transition information:

Transition from Key Stage 2 to Key Stage 3 of those students with additional needs begins as early as possible. The SENCo or a member of the SEND team will attend Annual Reviews, Child in Need meetings and Early Help meetings where appropriate during the year prior to transition. Students are visited in their own settings and are offered additional transition visits. Early links with parents/carers is encouraged to ensure successful transition. Representatives from post 16 education providers attend the Annual reviews for Year 11 students to support and discuss post 16 pathways. School then plans a series of transition events (such as additional visits and taster

sessions) to ensure successful transition. Pupil Passports and any additional information (for example Access arrangements) are shared prior to starting at college.

Designated Provision and allocation of places

We are proud to support students who need a highly specialist approach. The Local Authority (not the school) allocate places in our Designated Provision for Cognition and Learning, as they can have access to all students individual learning needs across the borough.

Our students are exposed to a knowledge rich curriculum. They have access to their entitlement of a broad and balanced curriculum including their right to access all aspects of school life.

Sir Thomas Boteler Church of England: Key Documents

Document	Description
Student passport: Inclusion strategies	Key strategies by need type to support all teachers to manage their classrooms and lessons as inclusively as possible.
Medical Needs Plan	One page summary care plans to support teachers of students with medical needs to plan safely and preventatively, recognising early signs of a medical emergency, and to respond swiftly and appropriately

Identification of SEND / Individual needs:

Identifying Students with Individual Needs: The SEND Code of Practice makes it clear that all teachers are responsible for identifying students with SEND, and in collaboration with the SENCO/ Assistant SENCO, will ensure that those students requiring 'additional to or different from' support are identified at an early stage.

The class/subject teacher's responsibilities in identifying special educational needs include observation, monitoring, assessment and evaluation. Other professionals such as speech therapists, health visitors and/or educational psychologists may also be involved in the process by completing appropriate assessments. Identification strategies used include:

- Observation
- Teacher assessment
- Discussions with parents
- Discussions with students
- Results of standardised tests e.g., reading tests, KS2 SAT's, NGRT and CAT4 etc.
- Evidence from teacher observation, transition information, assessments from primary/previous school (s).

- Reports from other professionals' parents or carers are encouraged to pass on information and concerns about their child's health and background by contacting the Head of Year/ Assistant Head of Year or SENCO at School on 01925 636414:

Role	Name	Email
Head of Year 7	Mrs Brown	sbrown@boteler.org.uk
Head of Year 8	Mr Gwinnett	mgwinnett@boteler.org.uk
Head of Year 9	Miss Bound	pbound@boteler.org.uk
Head of Year 10	Mrs Ashwin	lashwin@boteler.org.uk
Head of Year 11	Miss Dowling	kdowling@boteler.org.uk
SENDCO	Miss Power	fpower@boteler.org.uk
Inclusion Lead Teacher and Coordinator	Mr Large	blarge@boteler.org.uk
SEND Admin	Mrs Hammam/Ms Jones	SEND@boteler.org.uk

Parents are encouraged to discuss the progress of students.

The SENDCo reviews all assessment data at each assessment point and at the end of specialist interventions. Assess – Plan – Do – review Cycle ensures that interventions are appropriate and targeted informing the levels of support needed.

Parents will be informed when there is a concern about their child's needs and be encouraged to contribute to the assessment of their needs by attending review meetings and supporting targets set.

Be supported in understanding the roles of other professionals.

Be informed about the Parent Partnership Service (IPSEA) when their child's needs are identified.

The SENDCo attends all Parents Evenings and is contactable by phone or email at any point during the academic year.

Sir Thomas Boteler Church of England High School feel that Student Voice is vital and actively see to ensure students are actively involved in ensuring the most effective provision is put in place. Students have an input into their Learning Plans/Student passports/Medical Plans.

Assess, Plan, Do Review (Graduated Response)

At Sir Thomas Boteler Church Of England High School the 'assess, plan, do, review' process follows our school routines for using regular assessment to work supportively and proactively to ensure all students can learn and be successful.

There are three cycles (one each term built around the whole school assessment cycle) of learning three times per year. Within each cycle, students' progress is assessed and reviewed through key pieces of work in each subject this information is used to plan the remainder of that cycle (class support and intervention) and the following cycle (prevention and provision). Every lesson Student learning is assessed and progress and adjustments are made to ensure knowledge and understanding is secure.

For all students, progress is assessed through a combination formal testing, work they have completed in lessons and teacher observation, but for students who have an EHC Plan (or are in the process of applying for a needs assessment) or have a recent professionals report (for example, from an Educational Psychologist or Speech and Language Therapist).

Parents and carers have regular opportunities to meet with school staff, including teaching and pastoral, throughout each cycle. There are formal parents' evenings but parents and carers can also contact the school at any time to arrange a meeting with key staff for their child at any time they have a concern.

Students with an EHC Plan will also have an Annual Review each year where school staff, parents or carers, and other professionals can review their outcomes and plan for the following 12 months. The whole school assess, plan, do, review process, along with their Pupil Passports and any other professionals reports that have been written over the course of that year, will feed into the Annual Review and inform the student's long-term targets. The school, parents or carers, or professionals may also request an Interim Review at any point if there has been significant change or there is any concern, or can simply request to meet less formally if they wish to discuss any aspect of the student's needs or provision.

Key Stage 3

Students in lower set have greater access to English to ensure they have every opportunity to close any gaps and prevent the curriculum from being diminished. These students have accessing to 9 hours across the two-week timetable. This allows planned and focused interventions to be delivered.

Key stage 4

Students requiring significant continued support at Key stage 4 may need adoptions to their timetable. This is well planned and pitch at ensuring students have a successful education which is not limited through a fragmented curriculum due to interventions and support packages.

It is therefore important that some students may have personalised timetables to suit their specific individual needs. They are carefully developed to support their ongoing individual circumstances. Some take on ASDAN to build on independence and personal development.

Curriculum

On rare occasions students need adaptations to their curriculum maintaining its depth and breadth. This is tailored to meet individual needs and build on the students' strengths. Adaptations to the curriculum may be needed for a multitude of reasons.

Great care is taken not to diminish the student's curriculum options. Learning Environment:

We set suitable learning challenges that challenge and aid progress.

Have action taken to respond to their diverse learning needs. This will include physical access, within the constraints of the building technical features to support e.g. visual/hearing impairments and suitably supported environments for all activities – teaching and learning; social; dining; physical exercise, changing and personal hygiene. At Sir Thomas Boteler Church of England High School, we will endeavour to put in place whatever resources are necessary to enable students to participate and achieve, regardless of their personal challenges.

Our students are offered a range of adapted qualifications to support and promote progress and full equality which, ensures all students have a wide and varied curriculum. These added qualifications and certificates often run alongside the other level 2 qualifications and can often support/accelerate their learning. Our high expectations, high aspiration and high standards are in place for all.

These include:

- Entry Level Maths
- Entry Level English
- ASDAN Bronze, Silver and Gold
- ASDAN short courses
- AQA certificates

Teaching and Learning:

The main way in which every student's learning needs are met through high quality teaching and a broad, balanced, relevant, granular, and differentiated/scaffolded curriculum. This whole school approach makes sure that all students are given the support they need as early as possible. It is the role of the class teacher/subject specialist teacher in providing for all students. The curriculum design and staffing structures support and enable more focused and immediate approaches are in place day in day out. Gaps in knowledge and misconceptions within the lesson are addressed quickly to ensure rapid and sustained progress.

School regularly and carefully review the quality of teaching and learning for all students, including those at risk of underachievement. There are three learning cycles per academic year, each using the assess-plan-do-review format to ensure that every child is receiving an education; including adaptations and intervention, that meets their current learning needs. Each cycle also offers opportunities for parents /carers and students to have conversations with staff. Parents or carers of any student can request an additional phone call or personal conversation with a member of staff at any time.

Additional and different provision:

At Sir Thomas Boteler Church of England High School, we do whatever it takes, to ensure students all reach their full potential. Although we focus on offering equality and inclusion as part of everything we do, we recognise that student may require provision which is additional to and different from other students. Provision is made with minimum disruption to the student's entitlement to a broad and balanced curriculum and their right to access all aspects of school life. The support of Learning Enrichment department at some point during their school career and that support may be short or long term. Support packages are individually tailored with a focus on building independence, automaticity of knowledge, resilience and a strong work ethic. We work closely with our schools subject specific departments, school leadership, outside agencies, families and the students themselves in order to develop independent, purposeful and resilient learners who make fast and sustained progress regardless of starting point, socio-economic background, personal circumstance, specific or special educational needs or disability.

All additional and different provision is provided by the school department specialists through employing additional specialists to facilitate small group and individual work. Where possible this is predominantly factoring additional learning time into the timetable.

Provision to support student's socio-emotional and personal development is provided through Pastoral team and the specialist support through the Progress Hub is bespoke to individual students' needs. We drawing on the range of expertise we have within the department and through strong connections with local authority and NHS professional teams.

Support may be in class and/or by withdrawal for periods to receive targeted support in order to address specific challenges to learning which are more appropriately managed individually and/or in small groups. Every effort is made to avoid a diminished curriculum and times are carefully planned within the curriculum.

Development of Numeracy and Literacy

The development of Literacy skills is supported through the delivery of a range of targeted and often bespoke provision. Quality First Teaching with reasonable adjustments/ differentiation are the first and most effective strategies. Dependent upon the students' needs they may have access to:

Whole school literacy strategies for all students:

- Individual daily reading
- Group and form reading
- Stop drop and read.
- Reciprocal reading

Literacy support:

- IDL literacy
- Reading Plus
- Precision teaching
- Specialist teaching 1:1.
- Reading groups
- Smaller class sizes

- Tutoring
- Lexonik Leap (Evidence based Phonics program)
- Lexonik Advanced
- **Numeracy support**
- IDL numeracy
- Personalised TA support guided by the class teacher.
- Times tables Rock stars
- 1:1 or small group support of basic number
- Tutoring
- Precision teaching
- Success through Arithmetic
- In class small groups

Staff training and development:

Any staff new to Sir Thomas Boteler Church of England also receive SEND training as part of the induction process. Our team of Teaching Assistants also deliver targeted intervention sessions where appropriate.

All teaching Learning Enrichment Assistant are involved with continuous which has included a range of opportunities including:

- Internal training – policy and practice, SEND Code of Practice, support strategies.
- External agencies (specialist nursing team – ADHD nurse and ASC nurse, specialist SEND teacher).
- Future Learn ASC / ADHD training.
- Moving and handling – support for personal care.
- DocsPlus
- Teaching and learning
- Mental health
- Access arrangements
- Travel Training
- Child Protection
- First aid
- Fire seat evacuation training
- Childhood trauma
- Specialist teacher/ assessor SpLD training
- Developmental Coordination Disorder (DCD /Dyspraxia)

Teachers have accessed a range of teaching strategies to support students with identified and unidentified SEND. Training adapts and changes based on student needs.

Training is delivered by SENDCO, Specialist outside agencies including ADHD/ ASC nurse, OT and Speech and Language therapists.

Building Accessibility

The building has a lift allowing access to the second floor. Recent building work will also allow access to the art rooms, which was previously inaccessible to wheelchair users.

A wheelchair ramps allow access to the front and side of the building including Ball Hall. Several accessible toilets are available, with one room fully equipped changing room with changing bed and shower. Should Specialist equipment be needed, a key worker will be allocated to ensure this is available and accessible.

Students who need support with stairs have a Personal Evacuation Plan which is discussed with parents/carers, student and key personnel. This plan is physically reviewed with the student and key workers. There is one evacuation chair with a number of fire evacuation staff trained.

Personal/Intimate care

Please see the intimate care policy.

Exam/test Access Arrangements (AA)

Students who may need access arrangements will be identified through a range of processes. Access arrangements are continually looked at and updated as the young person progresses through their education. It is important to remember that they do need to change with the students. If a student has had additional time in primary school they may not need or be eligible for it in secondary school however, it does highlight that there has been a need and can be used to highlight history of need and the students normal way of working.

School continuously collect evidence to support access arrangements. We work with the young person to establish ways in which we can break down barriers Some ways information is sources:

- collation of evidence from staff around barriers to learning in the classroom, during assessments and key pieces.
- Teaching assistants also help to collect information about support and adjustments made in the classroom. This all helps to establish the students normal way of working,
- Teachers are consulted about concerns they have in year 9 and the Exact screener is used to gather information
- appropriate investigations and assessments using Academy resources will be used to screen students before outside assessment from a Specialist Teacher is sought.

The SENDCo will liaise with the exams officer to ensure that necessary applications to the JCQ are made and Access Arrangements are put in place. Specialist training and expertise All teaching and support staff receive regular Professional Development to inform them of strategies to support Students with additional needs. Teaching Assistants have also had access to a range of external training opportunities. We work

very closely with external agencies and staff carry out programmes of work (for example from the speech and language team).

Referrals are regularly made to the Educational psychologist, the Child Development Centre, the Youth Services and other outside Agencies to request further advice and guidance if needed. Evaluating Provision The effectiveness of the provision for students with SEND is evaluated as part of the whole school analysis of assessment data.

Sir Thomas Boteler Church Of England high School has a clear inclusion policy and all students with SEND are expected to have equal opportunities to participate in all curriculum areas. This may involve adapting the curriculum if needed to allow for participation. This journey may be different but it allows all to access a broad and varied learning curriculum.

Trips:

Students with Individual Needs are included in all trips and residential following appropriate risk assessments to ensure safety is maintained.

Discrimination and Anti-bullying:

As part of this inclusive policy, any incidents of discrimination on the grounds of students with Individual Needs are dealt with very seriously, as are any complaints of bullying. Please see the anti-bullying policy for further information. Support for Emotional and Social Development.

Pastoral support/ Learning Enrichment:

Sir Thomas Boteler Church of England High School has a strong Pastoral department who are skills at supporting and nurturing our students enabling them to make progress. Students have the support of their form teacher and Head of year. Students may also be allocated a key worker within school, should additional support be required. Systems and policies are in place for the administration of medicines and care plans/medical plans are in place where appropriate. The school has additional policies for Behaviour and Safety and Safeguarding to ensure that all students are kept safe.

These can also be found on the school's website.

External Links

We have strong links with external services and there are meetings regularly held and participate in. Multi- agency meetings involving social care, family Support and health agencies are a few of the agencies.

A variety of agencies come into the School to complete work with a range of students. These include:

- School Health Advisor
- School Based CAMHS (MHST)
- Educational psychologist
- Specialist teachers for hearing and visual impairments
- Speech and language therapists
- Occupational therapists

- Specialist Learning Disabilities nurse (Health and Wellbeing, ADHD, and ASD specialist nurses)
- School Nurse
- CAMHS
- Early Help and Family Outreach workers
- Social care
- Youth Services
- Police School Liaison Officer

We believe that family support and involvement is vital as quite often the added complications of having a young person with additional needs adds significant stress on families. It is therefore especially important families have support. We use the Early Help Framework to access a range of services to support students and their families. Alongside this we often signpost families to a range of other support services.

Jess Bates is our CAMHS link worker who support students with 2 mental health difficulties. The pastoral team makes referrals. The CAMHS link worker can refer the young person on to the next CAMHS tier should she feel that interventions she has completed require more support or if she feels a more intensive level of support is needed.

School Nurse

Leanne Kiernan is our school nurse who support is all areas of medical health. Leanna works closely in school but is employed by the NHS hence all confidentiality rules apply. Leanna advises the school on next steps and will often make further medical referrals with the support of Parents/ carers.

ADDvanced Solutions

This is free service the Local Authority has bought into. They provide a range of support opportunities for students with neurodevelopmental. This service can be accessed without a diagnosis. Please follow the link below:

<https://www.addvancedsolutions.co.uk/whats-on/whats-on-in-warrington.html> or Warrington SEND

Information Advice and support Services (SENDIASS).

www.warringtonsendiass.co.uk (formerly Warrington Parent partnership)

Information, advice, & support service for parents, carers and young people with SEND in early education settings, schools & colleges.

www.bdadyslexia.org.uk

Offers advice, information and help to families, professionals and dyslexic individuals.

www.autism.org.uk

Autism advice, support & services

www.adhdfoundation.org.uk

Complaints Procedure:

Should you have any complaints around the provision offered to SEND students, please follow Sir Thomas Boteler Church of England High School's complaints procedures outlined in the complaints policy on our website. Specific SEND advice and guidance can also be made through SENDIASS (formally parent partnership) www.warringtonsendiass.co.uk

Contact details for the SENDCo: Miss Faye Power 01925 636414 or fpower@boteler.org.uk or SEND@boteler.org.uk

Other relevant policies:

- SEND policy.
- Anti-bullying policy
- Intimate Care Policy
- Accessibility Plan (Policy and Guidance)
- Complaints policy
- Careers Education Information and Guidance (CEIAG) policy
- Safeguarding policy
- Medication policy
- Access arrangements