



RAINHILL HIGH SCHOOL

SPECIAL EDUCATION NEEDS AND DISABILITY (SEND) INFORMATION REPORT



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Dear parents and carers,

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

If you want to know more about our arrangements for SEND, read our SEND policy. You can find it on our website <https://rainhillhighschool.org.uk/parents/special-educational-needs>

Our SEND information report is part of the St Helens Local Offer for children and young people with SEND. This can be accessed at <https://new.sthelens.gov.uk/SEND>.

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

We hope you find this report useful. Please contact us via Synergy or SEND@rainhillhigh.org.uk if you would like to seek any further clarification.

Kind regards

Heather Rothwell

SENDCO

SEND@rainhillhigh.org.uk / Contact via Synergy / Telephone: 01744677205

1. What types of SEND does the school provide for?

Our school currently provides for students with the following needs:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum condition / disorder (ASC/ ASD)
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
Social, emotional and mental health	Attention deficit hyperactive disorder (ADHD)
	Attention deficit disorder (ADD)
	Attachment disorder
	Mental health difficulties, such as anxiety or depression, self-harming or eating disorders.
	Emotional-based school avoidance.
	Hearing impairments

Sensory and/or physical	Visual impairment
	Physical Disability (please note we accommodate wheelchair access where at all possible)

2. Which staff will support my child, and what training have they had?

Our special educational needs and disability co-ordinator, or SENDCO

Our SENDCO is Ms Heather Rothwell.

Ms Rothwell is a qualified secondary English teacher with over 25 years of teaching and SEND experience across both primary and secondary schools. She is a qualified dyslexia specialist and assessor, with a postgraduate diploma in Specific Learning Difficulties. Ms Rothwell has achieved the National Award in Special Educational Needs Co-ordination.

Ms Rothwell has worked as a specialist SEND advisory teacher in a neighbouring Local Authority, leading on literacy and phonics.

Assistant SENDCO

Our assistant SENDCO is Mrs Beth Thornley.

Ms Thornley is a qualified secondary English teacher with over 18 years of teaching and SEND experience. She has also worked as a Head of English in a specialist provision, KS4 English lead, KS3 English lead, Teaching and learning lead, English teacher and GCSE English examiner.

Ms Thornley is currently working towards the NASENCO award and has undergone various SEMH and SEND training.

Subject teachers / Form Tutors

Your child's form tutor or the class teacher concerned should be contacted first, via Synergy, with questions surrounding teaching and learning.

All subject teachers receive in-house SEND training, and training led by external assessors. They are supported by the SENDCO and Assistant SENDCO to meet the needs of pupils who have SEND.

THINK SEND is a key element in all our whole school training, whether the focus is behaviour, learning or safeguarding.

In addition, since April 2022 all teachers have accessed the following training:

- Understanding Neurodiversity – The ADHD Foundation
- Supporting Neurodiverse Students in the classroom – The ADHD Foundation
- Supporting Students with Dyslexia in the classroom – Liverpool School Improvement Service
- THINK SEND in-house whole staff training: Understanding and Implementing the SEND Code of Practice; Quality First Teaching; Analysis of Lessons taught and recorded in Rainhill High; Student Voice feedback; Showcase of TA interventions.
- Functional Neurological Disorder / Tics – Dr Penny Traynor, Clinical Psychologist
- Selective Mutism – Chatterbugs Speech and Language Service

Higher Level Teaching Assistants (HLTA)

We have two HLTAs, Mrs Murphy and Mrs Woods, who are trained to manage the SEND hub, coordinate TA provision, and deliver interventions such as:

- Zones of Regulation
- Sensory Circuits
- Maths Recovery
- Therapeutic Lego
- Seedlings, Teenage Sensory Programme
- INSYNC, Physiotherapy Programme
- Touch-typing and Computer Skills
- Maths Recovery
- Study Skills
- Speech and Language

This academic year Mrs Murphy and Mrs Woods have also accessed the following training:

- Team Teach (Positive Behaviour Management including positive handling)
- Emergency first aid
- Moving and Handling
- Safeguarding
- LASC training

SEND Administrator

Mrs Rachael Leyland is a trained TA whose primary role is to support the SEND department with administrative tasks, and be the first point of contact for parental enquiries. If you have a query directly related to SEND, please contact the SEND department via Synergy or email us at send@rainhillhigh.org.uk. Mrs Leyland may contact you directly and/or pass your query to the relevant person in the team.

Mrs Leyland also supports the HLTAs to manage the SEND Hub, for example during break and lunch times. Mrs Leyland is one of our designated First Aiders and she is trained to administer first aid and medication from the Hub.

This academic year Mrs Leyland has accessed the following training:

- Team Teach (Positive Behaviour Management including positive handling)
- Emergency First Aid
- Safeguarding

Teaching Assistants (TAs) (also known as Classroom Support Assistants (CSAs))

We have a team of over 20 TAs who are trained to support learners with SEND and their subject teachers, both in the classroom and during unstructured times. Subject teachers work closely and collaboratively with our TAs, sharing schemes of work and directing support. Sometimes our TAs support other students in the class, so that subject teachers can work 1:1 or in small groups with our students with SEND. Many of our TAs have an Ipad which enables them to access materials ahead of lessons, and communicate swiftly with parents, for example by sharing student work.

Our TAs and HLTAs access all whole school SEND training.

In addition, in the last academic year, several TAs have been trained to deliver the following interventions:

- Zones of Regulation

- Therapeutic Lego
- Maths Recovery
- Team of Life (Resilience)
- Social Communication

We also have TAs who have expertise in the following interventions:

- IDL Literacy
- Specialist Dyslexia Teaching
- Wellbeing
- History
- Art and craft
- British Sign Language (Level 4 qualified)
- Lunch time social club
- After school homework club

All TAs have also accessed the following training this academic year:

- Safeguarding
- TA support for students with autism, within and beyond the classroom (including social stories and comic strips)

English Reading Recovery Teacher / Maths Graduate

Our SEND students are also supported by Mrs Vicky Tyrer, a specialist English Reading Recovery teacher, and Miss Alice Durrell, a maths graduate. Mrs Tyrer and Ms Durrell are based in the English and Maths departments. A proportion of their time is used to deliver the following interventions:

- Reading comprehension; reading recovery
- Basic maths skills

Mrs Tyrer is currently on maternity leave.

Specialist Inclusion Teacher

Ms Katherine Lamping is a specialist inclusion teacher who is based in our Inclusion Centre, a separate centre based at the front of school which offers support to students who are not currently accessing our mainstream provision.

Key Stage Progress Leaders

- Mr Giles, Key Stage Leader
- Mr Shoebridge, Key Stage Leader

Year Progress Leaders

- Mr Shoebridge, Year 7
- Mrs Haselden, Year 8
- Miss Rangel, Year 9
- Mr Barry, Year 10
- Mr Giles, Year 11

Year Student Managers

- Mrs Hill, Year 7 Student Manager
- Mr Moran, Year 8 Student Manager

- Ms Jackson, Year 9 Student Manager
 - Miss Gordon, Year 10 Student Manager
 - Mrs Foster, Year 11 Student Manager
-
- Mrs Healey, Safeguarding Officer

Commissioned Outside Agency Support

Sometimes we need extra help to offer our pupils the support that they need. We commission the following therapeutic support workers for half/one day a week.

Mrs Julia Hardman – Therapeutic Social Worker, The ADHD Foundation

Mrs Hardman visits Rainhill High every Monday. She works therapeutically on a 1:1 basis with students with neurodiverse needs (ADHD, ADD, Autism, Sensory Processing needs). She also advises on sensory processing, identifying needs and advising on strategies to support in the classroom and at home. Mrs Hardman also offers support to parents, via a face-to-face meeting or telephone consultation.

Ms Jamie-Leigh Agent – Therapeutic Arts Counsellor, One Education

Ms Agent visits school every Thursday. She works therapeutically on a 1:1 and small-group basis, using arts and drama to support students to develop confidence and resilience. She works with students with a range of needs, particularly SEMH and Speech and Language needs.

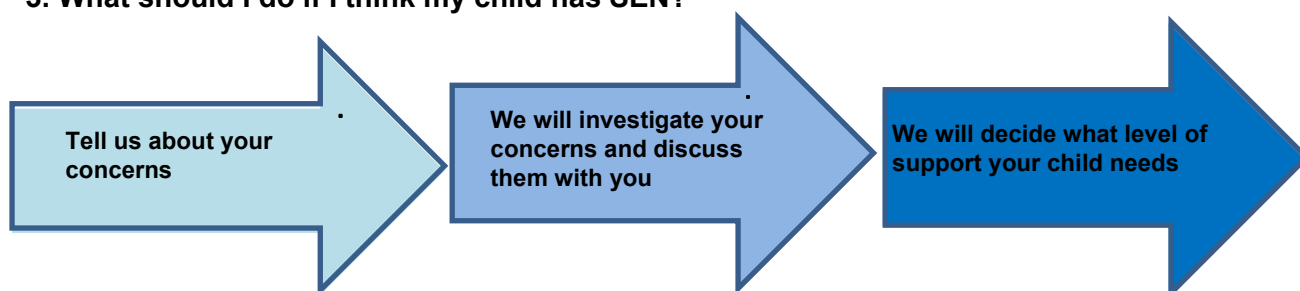
In addition, our SEND students may be referred, via our Pastoral Leads, to the school counsellor, Ms Rachel Ford, or to Natalie Rodry Barnardo's counsellor, who are both on site for two days per week.

External agencies and experts

Whenever necessary we will work with external support services to meet the needs of our pupils with SEND and to support their families. These include:

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- Physiotherapists
- St Helens Local Autism and Social Communication Service (LASCS)
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services and other LA-provided support services
- Voluntary sector organisations

3. What should I do if I think my child has SEN?



If you think your child might have SEND, the first person to contact is your **child's form tutor**.

Contact them via Synergy.

They will pass the message on to our SEND administrator, Mrs Leyland, who will be in touch to gather further information about your child's strengths and difficulties. You will be asked to complete a SEND Parental Concerns form. Mrs Leyland can help with this.

We will share your concerns with subject teachers and gather information from them about your child's strengths and difficulties, and the progress they are making

We will also gather the views of your child.

We will analyse their progress data.

We will share this information with you and together we will decide what outcomes to seek for your child.

We will decide if your child can be supported by further monitoring, adapting our core offer, or whether something different or additional is needed.

With your agreement, your child may be added to the SEND register (monitoring/additional needs/SEND support).

We will notify you about this and keep a record of what has been discussed and agreed. This will be shared with you.

4. How will the school know if my child needs SEND support?

Many students with SEND will have had formal assessments or diagnoses at primary school. Our SEND team works closely with primary feeder schools and liaises with them to help identify students with special needs who will be coming to Rainhill High.

As part of our transition arrangements, all students are assessed using Cognitive Ability tests (CATS) and the GL dyslexia screener. Students are assessed yearly with standardised reading tests, administered via the English department. Data is analysed by the SENDCO and Assistant SENDCO to identify any potential SEND needs.

All students receive a progress update 3 times a year where staff will report on their engagement with learning, engagement with homework and progress towards expectations. This data is monitored by class teachers, faculty heads, senior leaders, pastoral leaders and the SENDCO/Assistant SENDCO.

All subject teachers are trained in SEND. In line with whole school systems, they continually assess the progress of all students, in terms of their attainment and social skills, and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline.

- Does not match or better the child's previous rate of progress
- Does not close the attainment gap between the child and their peers
- Widens the attainment gap

Slow progress and low attainment will not automatically mean a student has a SEND need. The teacher will firstly assess if the student has any gaps in their learning. If gaps are identified, the subject teacher will address this, through additional intervention or support by the subject teacher or wider department. This will be overseen by the head of department. Students who don't have SEND usually make progress quickly once any gaps in their learning have been addressed. Sometimes, social, personal or family factors are impacting on progress, and the pastoral team will work with the student and family to address these.

If the student is still struggling to make adequate progress, the teacher will make a referral to the SENDCO / Assistant SENDCO, and they will contact you to discuss the possibility that your child has SEND.

The SEND team will then arrange monitoring, assessment and observation as needed, and if appropriate will arrange for further testing or referrals. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

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

Based on all this information, the SENDCO / Assistant SENDCO will decide on the level of support your child needs, and whether this can be met by adapting our core offer, or whether something different or additional is needed. You will be informed of the outcome of your child's referral, and summary documentation will be shared with you.

At this stage your child may be added to the school's SEND register, which has the following categories:

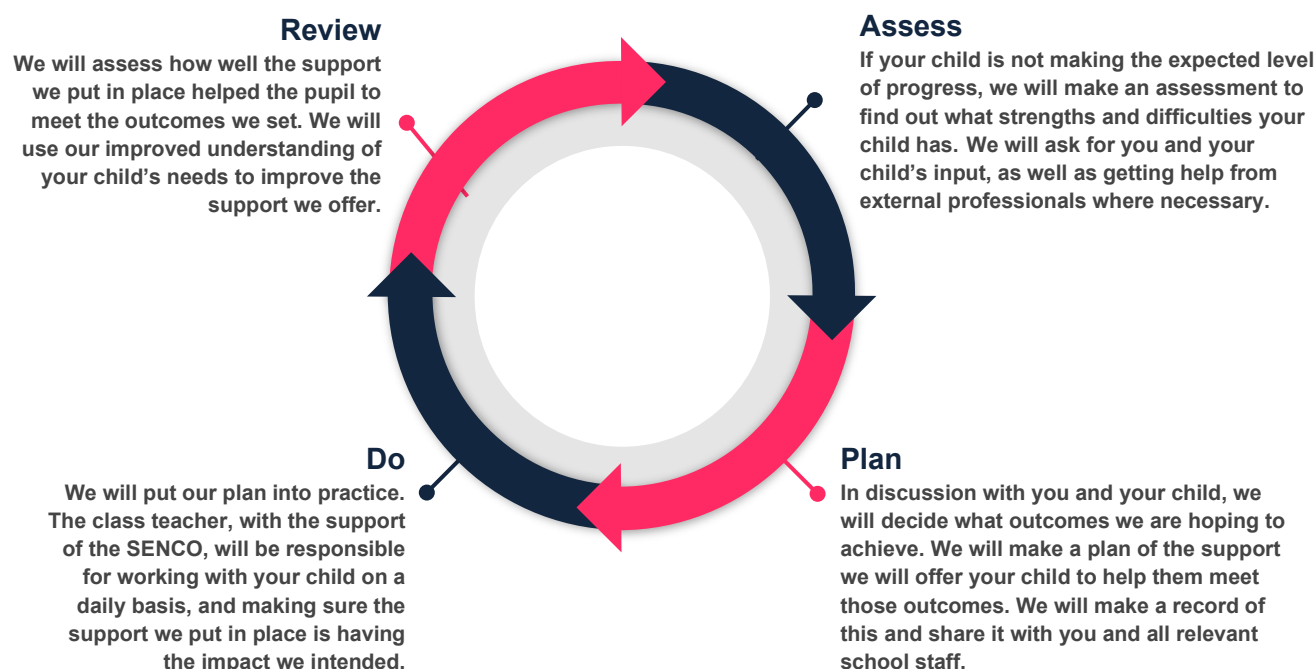
- **Monitoring:** We will continue to monitor your child's progress. We may see how your child responds to a fixed period of targeted intervention. Progress will be reviewed no later than two terms after the initial referral, at which point your child may be taken off the register or moved to a different category.
- **Additional Needs:** This category is for students who are diagnosed with a SEND need, such as visual stress, dyslexia or a hearing impairment. Their needs can be met through adapting our core offer.
- **SEND Support (K):** Students receiving SEND Support require provision which is different or additional to our core offer. This will be provided or sourced by the SEND department, in close liaison with subject teachers.
- **SEND Support (K+):** As above. These students also receive Enhanced SEND Support funding from St Helens Local Authority. Please note that this funding channel has been considerably reduced and may not continue beyond this academic year. Currently it can only be applied for after at least two cycles of the graduated approach (see section 5 below), or in exceptional circumstances.
- **EHCP:** Students who have an Education, Health and Care plan. These students will have extensive and often complex SEND needs which have impacted significantly on their progress over a period of at least 12 months. The percentage of students nationally with an EHCP plan currently stands at 4.0% (2021/2022 academic year).

All students on the register at SEND Support (K / K+) or EHCP level will work alongside the SEND team and their families to create a pen portrait / SEND support plan, which will be shared with all their teachers and reviewed termly.

5. How will the school measure my child's progress?

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

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



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

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

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

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

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

Rainhill High provides termly reports on your child's progress.

Parent / carer evenings are scheduled at least once a year. At these meetings you will meet your child's form tutor and subject teachers to discuss progress. The SENDCO or Assistant SENDCO are also available for appointments at each parent/ carer evening.

Parents of students at SEND Support (K) will discuss their child's progress with a member of the SEND team each term. Discussions will:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress

- Identify what we will do, what we will ask you to do, and what we will ask your child to do

Discussions will take place via telephone, video call or face-to-face. They may take place at parent/carer evenings.

Parents of students at SEND Support (K+) or those who have an EHCP will have yearly face-to-face reviews, with input from all specialists/agencies involved with the student. Subj

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

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

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

After any discussion we will make a record of any outcomes, actions and support that has been agreed. This record will be kept in your child's record, and shared with yourselves and all relevant staff.

If you have concerns that arise between these meetings, please contact your child's form tutor in the first instance. They can be contacted via Synergy.

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

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Participate in student voice work.

8. How will the school adapt its teaching for my child?

The Headteacher and Senior Leadership Team (SLT) review the curriculum annually. They then work with subject departments to plan and implement an appropriate curriculum that meets the needs of all students. Regular curriculum meetings are held between subject leaders and SLT to review practice and impact. We have an open door policy at Rainhill High, and senior leaders, middle managers and the SENDCO/Assistant SENDCO take a lead in reviewing and adapting practice.

Subject teachers are responsible and accountable for the progress and development of all the students in their class. Quality First Teaching is our first step in responding to students with SEND. We will make sure that your child has access to a broad and balanced curriculum which will be differentiated (or adapted) to suit your child's learning needs and preferences. There is no 'one size fits all' approach to adapting the curriculum; we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Differentiating our curriculum to make sure all students can access it, for example, by grouping, 1:1 work, scaffolding, adapting the content and outcomes of the lesson.
- Differentiating our teaching, for example, allowing additional processing time, sharing reading material and vocabulary ahead of the lesson, providing visual support for verbal information, facilitating regular movement breaks.
- Adapting our resources and staffing to facilitate small nurture groups with additional adult support.

- Using recommended aids, such as laptops, coloured overlays, reading pens, sensory toys.
- Teaching assistants to support 1:1 and in small groups, in collaboration with the class teacher.
- Exam access arrangements, where necessary.

Rainhill High is an inclusive school which sets out to increase the extent to which disabled pupils can participate in the curriculum. Please see our accessibility plan here

<https://thegvoffice.com/public/sls-rainhillhighschool/0>

Subject based intervention is usually provided by subject specialist staff. Classroom based support is available through our team of TAs. Intervention can take place before, during or after the school day. We provide the following interventions:

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE PUPILS
Communication and interaction	Autism spectrum condition	Visual timetables Social stories and Comic Strips Therapeutic Lego Zones of Regulation Social Skills Therapeutic Counselling with the ADHD Foundation.
	Speech and language difficulties	Speech and language therapy Therapeutic Counselling with One Education.
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	IDL Specialist Dyslexia Teaching Reading comprehension Fine motor skills Maths Recovery Basic Maths Skills Touch-typing and ICT skills Team of Life Resilience Therapeutic Counselling with One Education Art and design
	Moderate learning difficulties	As above
Social, emotional and mental health	ADHD, ADD	Zones of Regulation Therapeutic Counselling with the ADHD Foundation. Access to the sensory room

	Adverse childhood experiences and/or mental health issues	Therapeutic Counselling with One Education Social skills. Art and design
Sensory and/or physical	Hearing impairment	Hearing Impaired Service involvement. 1:1 support/intervention from BSL trained TA. Signing Club.
	Visual impairment	Visual Impaired Service involvement.
	Sensory Processing Needs	Therapeutic support from the ADHD Foundation. Sensory Circuits Access to the sensory room Seedlings Teenage Sensory programme
	Physical impairment	Physiotherapy/ OT involvement. INSYNC programme.

These interventions are part of our contribution to St Helens' local offer.

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

The effectiveness of our provision is measured in the progress that individuals and groups of students make over time. The school is required to measure progress using nationally agreed standards and criteria.

At Rainhill High we continually evaluate the quality of provision offered to all students, including those with SEND. This monitoring is done through regular curriculum review and training that is calendared into the school year.

In addition to the above, we will evaluate the effectiveness of SEND provision for your child by:

- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions at least termly. We are developing our provision mapping to improve how we measure progress following interventions.
- Gathering student voice information.
- SEND drop-in sessions, work and book scrutiny, lesson observations and data analysis.
- Holding an annual review with input from students, parents/carers, teachers and all specialists and agencies involved (for K+/EHCP students)
- Reviewing SEND students' progress, outlining any concerns, and problem-solving in weekly SEND LEAD team meetings.
- Reviewing SEND students' progress, outlining any concerns, and problem-solving in weekly Team Around the Child meetings attended by the Headteacher, Senior Leaders and the SENDCO.

10. How will the school resources be secured for my child?

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

- Extra equipment or facilities
- Increased support from teaching assistants and specialist teachers.
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies and other SENDCOs to get recommendations on what will best help your child access their learning. If additional funding is needed, we will seek it from our local authorities.

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

Our Accessibility Plan addresses the improvement of access to the curriculum, physical environment and extra-curricular activities.

- All our extra-curricular activities and school visits are available to all our students, including our before and after-school clubs.
- All pupils are encouraged to go on our school trips, including our residential trips.
- All pupils are encouraged to take part in sports days, school productions and special workshops.
- No pupil is ever excluded from taking part in these activities because of their SEND and we endeavour to make reasonable adjustments in order that SEND does not prove a barrier to participation in such activities.

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

- Pupils with Education, Health and Care Plans are prioritised in the admission process
- The admission policy can be found here <https://thegvoffice.com/public/sls-rainhillhighschool/0>

13. How does the school support pupils with disabilities?

- Students with disabilities are prioritised in the timetabling of classes.
- There is a lift in one area of the school to facilitate access to Science and Social Science lessons
- All ground floor classrooms are accessible, with ramps allowing access to all buildings and the canteens.
- Disabled toilet provision with a fixed hoist is available in the SEND base; further disabled toilets are located in the Sports Hall area.
- A comprehensive risk assessment is undertaken to ensure that all reasonable adjustments that can be made, are made.

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

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

- Students with SEND are encouraged to be part of the school council.

- SEMH is central to our PSHE and Pastoral programmes. Lessons, assemblies and form time are coordinated and planned by pastoral leads and a teacher with whole school responsibility for PSHE.
- The SEND team work closely with Pastoral Leads to offer wellbeing support for students with SEND. Both the SEND and Pastoral team can refer students for therapeutic support.
- Students who need extra support with social or emotional development are encouraged to attend interventions in the SEND Hub before school, at break and lunchtime and after school. At lunchtime there is a social club where students play games, have group discussions and practice social skills. The Wellbeing Club runs before school.
- Students with SEND are encouraged to discuss their needs openly and celebrate their strengths, with members of the SEND or Pastoral teams.
- We have a 'zero tolerance' approach to bullying. Students are encouraged to report any incidents to a trusted adult in school, or anonymously via the electronic platform, the 'Sharp System'. Referrals are addressed swiftly by the pastoral teams in school.

15. What support will be available for my child as they transition between classes or settings or in preparing for adulthood?

Between phases – Primary to Secondary

We have five key feeder primary schools and we take from a further thirty primary schools across St Helens, Halton, Knowsley and Widnes. A rigorous system is in place to ensure all of our students, including those with SEND, make a smooth transition to Rainhill High. Students with SEND benefit from an enhanced transition process:

- We visit Primary schools to meet the SEND cohort, discuss their needs with their teacher / SENDCO, observe them in their familiar setting and create pen portraits in advance of their arrival at Rainhill High.
- We aim to attend all EHCP reviews for students in Year 6.
- The SENDCO and Senior Leaders at Rainhill High have meetings with the SENDCO and Senior Leaders in each Primary School to gather information.
- The Year 6 induction days in the summer term are tailored to meet the needs of our SEND cohort.
- The SENDCO / Senior Leaders offer a 1:1 meeting with every parent/carer of the SEND cohort in the summer term. Students are welcome to attend too.
- The SEND cohort is invited to attend a summer school at Rainhill High during the summer holidays.
- Every student with an EHCP is allocated a SEND mentor, and a buddy from the year above to help them get settled and make friends. Where possible, students at SEND Support are also linked with a mentor and/or buddy.

Between years

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

- Share the students updated pen portrait / support plan with their new teachers and form teachers in the summer term.
- Ask form tutors who are new to the student to check-in with their SEND students before the end of the summer term.

An enhanced transition takes place in Year 9 to support students to choose their options for Year 10. An additional Parents Evening is arranged to explain this process, and 1:1 meetings are arranged with the SENDCO/Assistant SENDCO/ Senior Leaders to support the SEND cohort to make their decisions for Year 10 options.

Many of our students with SEND progress into Rainhill Sixth Form. Sixth Form Information Evening and taster days are held to ensure students make the right choice for post 16 education. EHCP students continue to receive support from their SEND mentor as they transition into Year 12.

Between schools

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

If your child is moving to our school, Mrs Leyland will ensure all relevant SEND documentation is shared with us, with your permission.

Onto adulthood

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

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

Transition into the school day

We provide a bespoke and varied morning carousel of activities to help support our SEND students to transition into the school day. These start twenty minutes before school and are well staffed. All students that attend will check in 1:1 with a member of staff. The activities are designed to be positive and to create a good start to the day.

Transition between classes

Some SEND students need support transitioning from one lesson to another. We tailor our support to the individual learner. Some learners need a sensory movement break between lessons, some may wish to be escorted and others want to be independent. We ensure that all learners

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

Miss Tonicha Wordsworth is the designated teacher for children who are looked-after or have been previously looked-after. Ms Wordsworth works closely with the SEND team to make sure that all teachers understand how a looked-after or previously looked-after student's circumstances and their SEN might interact, and what the implications are for teaching and learning.

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

17. What should I do if I have a complaint about my child's SEN support?

We encourage parents/carers to make contact with the SEND department in the first instance so that we can try to find a solution to your concerns.

Complaints about SEND provision in our school should be made to the SENDCO in the first instance. We will work together to find a solution to any issues raised.

Following this, parents/carers are asked to refer to the school's complaints policy, details of which are on our website <https://rainhillhighschool.org.uk/parents/complaints-procedure>

If you are not satisfied with the school's response, you can escalate the complaint. To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEND Code of Practice](#).

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

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

Our disagreement resolution and mediation service for your local authority are:

The Together Trust Mediation & Disagreement Resolution (DRS Services)

- <https://www.togethertrust.org.uk/together-we-thrive> ,
- drs@togethertrust.org.uk 0161 283 4848

We also welcome positive comments about our SEND provision, which are always fed back to subject teachers.

18. What support is available for me and my family?

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

To see what support is available to you locally, have a look at the St Helen's, Knowsley or Halton Local Authority local offer (depending on your residence):

- <https://new.sthelens.gov.uk/SEND>
- <https://www.knowsleyinfo.co.uk/categories/knowsley-local-offer-send>
- <https://sendiasshalton.co.uk/>

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

- <https://new.sthelens.gov.uk/send/st-helens-iass-information-advice-and-support-service/>
- <https://www.knowsleyinfo.co.uk/content/sendiass>
- <https://sendiasshalton.co.uk/>

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

- ADDvanced Solutions Community Network: Open access, community based, pre, during and post diagnosis learning, coaching and mentoring for families with a child living with a Neurodevelopmental condition.

ADDvanced Solutions offer a range of learning and activities including solution focused drop ins, awareness raising training for families, Community Network Groups and family learning programmes to equip parents and carers with the tools, knowledge and confidence to better

recognise, understand and meet the needs of their child/young person living with a Neurodevelopmental condition.

www.addvancedsolutions.co.uk

- Neurosupport: Neurosupport offers practical and emotional support that compliments medical provision, to people with a neurological condition and their families.

www.neurosupport.org.uk

- Clair's Parents Meeting Parents ADHD: Provides support and information to parents and carers of children and young people diagnosed with ADHD. Provides a support network for parents and carers in St Helens and the surrounding areas.

<https://clairspmpadhd.org/>

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

- [IPSEA](http://www.ipsea.org.uk)
- [SEND family support](http://www.sendfamilysupport.org.uk)
- [NSPCC](http://www.nspcc.org.uk)
- <https://www.adhdfoundation.org.uk/>
- <https://www.autism.org.uk/>
- <http://www.thedyslexia-spldtrust.org.uk/>
- <https://www.bdadyslexia.org.uk/>
- [Family Action](http://www.familyaction.org.uk)
- [Special Needs Jungle](http://www.specialneedsjungle.org.uk)

19. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- **CAMHS** – child and adolescent mental health services
- **Differentiation** – When teachers adapt how they teach in response to a pupil's needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
- **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND

- **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area
- **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENDCO** – the special educational needs and disability co-ordinator
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEND information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEND
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages