



**HOLLY
LODGE**
GIRLS' COLLEGE

EXPECT TO ACHIEVE

SEN Information Report 2018

Key People

Miss Sarah Winter	SENCO
Mrs C. Murphy Miss E. Waite Ms S. Read	Higher Level Teaching Assistants English Science Maths
Mrs S. Hatchard Ms P. Davenport	Teaching Assistants

Mrs Sue Tedford Ms Amanda Ryan	Deputy Headteacher SEN Governor
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To contact Learning Support, please call **0151 228 3772** or email hollylodge@hollylodge.liverpool.sch.uk. The SENCO will respond as soon as possible within normal working hours and in term time.

SEN(D) INFORMATION ANNUAL REPORT 2018

Children with special educational needs have learning difficulties or disabilities that make it harder for them to learn than most children of the same age. Their difficulties may be related to;

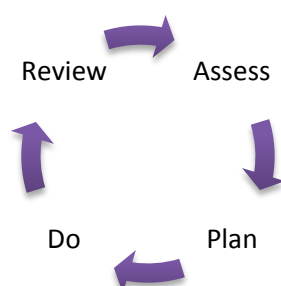
- Communication and Interaction
- Cognition and Learning
- Social, emotional and mental health difficulties
- Sensory and/or Physical Needs

In Holly Lodge we identify the needs of students by considering **the needs of the whole child**.

These students may need support that is additional to and different from the support provided by other students of the same age.

The **Special Educational Needs Code of Practice 2015** lies at the heart of our school's **SEN Policy** and sets out the processes and procedures that all organisations should follow to meet the needs of children.

Holly Lodge Girls' College follows a graduated approach to SEN support, with high quality teaching as the central focus. An assess, plan, do, review cycle is followed in ensuring support is meaningful and effective.



Special Educational Needs

Support for students with special educational needs falls into four broad areas:

1. Communication & Interaction
 - a. Currently, the Learning Support Department runs a Social Communication Games Club (known as Buzz Club) in order to help students with additional needs to develop meaningful peer relationships and increase their confidence in expressing themselves. Some students access the Learning Resource Centre at break and lunch times. Some students also access support from SENISS and/or the Sensory Service within school hours.
2. Cognition & Learning
 - a. There are a number of specific interventions for students, including form time literacy and numeracy interventions. Students are also supported via the use of ICT, with programmes such as Number Shark and Lexia used in lessons, and some students using laptops for extended writing. Some students benefit from having TA support in their lessons.
3. Social, Emotional & Mental Health
 - a. Students are supported through our strong pastoral system. We also have two Learning Mentors who specific students are attached to to provide additional support. For students who struggle in the classroom setting, an EXIT card may have been issued. There are also monthly drop-ins provided by YPAS within school, or staff can refer students to YPAS or CAMHS at parental request.
4. Sensory and/or Physical needs
 - a. These needs are catered for on an individual basis, taking into account student and parent voice. External agencies such as the Sensory Service are usually involved in ensuring appropriate support is developed.

Students with SEN are supported through a graduated approach:

STAGE 1: A student with an additional need, supported primarily through in-class differentiation and Quality First Teaching. Some of these students may also benefit from in-school support and interventions delivered by the Learning Support Department.

STAGE 2: A student with additional needs, targeted by the Learning Support Department to receive additional support. They may receive support from other agencies. They will be likely to receive in-school interventions and are more likely to have a TA in their classes than other students.

STAGE 3: A student with an EHCP who receive a high level of support.

Reasonable adjustments to the curriculum and/or school environment are considered on a case by case basis and agreed in consultation with the school, parent/s and child.

Where necessary, top up funding required in order to secure necessary support for an individual student may be applied for. This takes place in consultation with the parent/s and child.

Our TAs support a range of students, helping them to access the curriculum and together with their teachers, ensure they make the best possible progress in a safe, caring and supportive environment.

We also have two Learning Support Mentors (Lisa Harland and Angie Martin) offering emotional, behavioural and pastoral support whenever it is needed.

External Agencies

The school accesses some support from external agencies to assist in meeting the needs of our students.

The following agencies continue to support SEN students, as required, throughout the year

- Educational Psychologist
- SENISS – Specialist Teacher Service
- Speech and Language Therapy Service
- Alder Hey Physiotherapy Service
- Community Paediatricians
- Education Welfare Service
- School Nurse
- Child and Adolescent Mental Health Service (CAMHS)
- Young Person's Advisory Service (YPAS)
- Sensory Impaired Service

Liaison with School Partners

Strong links exist with our local primary schools. A Transition Forum takes place in the summer term, to ensure accurate and efficient transfer of records and information in order to support students transferring to Secondary Schools. Additional transition and induction visits are set up for students with SEN where required so that they can familiarise themselves with the school site and alleviate any concerns they may have ahead of joining in September. Where possible, either the SENCO or a member of the pastoral team will try to attend any EHAT or EHCP review meetings they have been invited to in the summer term.

Holly Lodge also offers a summer school at the start of the holidays for children who may need additional support with transition. They are identified in collaboration with primary schools. The summer school lasts for one week and this year approximately 75 children attended. The students completed activities focused on numeracy, literacy, practical skills, arts and crafts and transition and familiarisation. All activities are free for students.

For students moving onto other post-16 destinations, Holly Lodge is happy to facilitate familiarisation visits ahead of the transition, and to communicate advice and support strategies that have been tried and tested.

Staff Development

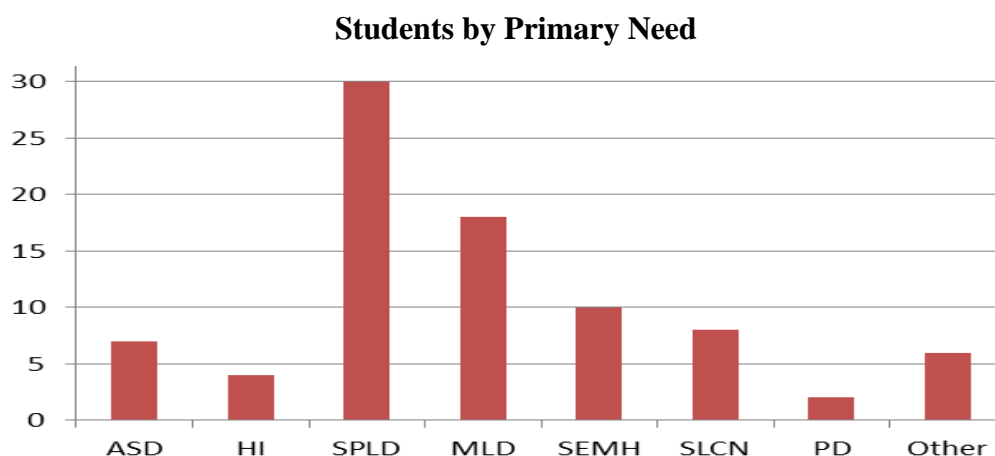
Staff receive continued professional development in supporting students with SEN in the classroom on a regular basis as part of Holly Lodge’s INSET and twilight training programme, as well as receiving bespoke information, advice and guidance from the SENCO and outside agencies as required.

Current Cohort

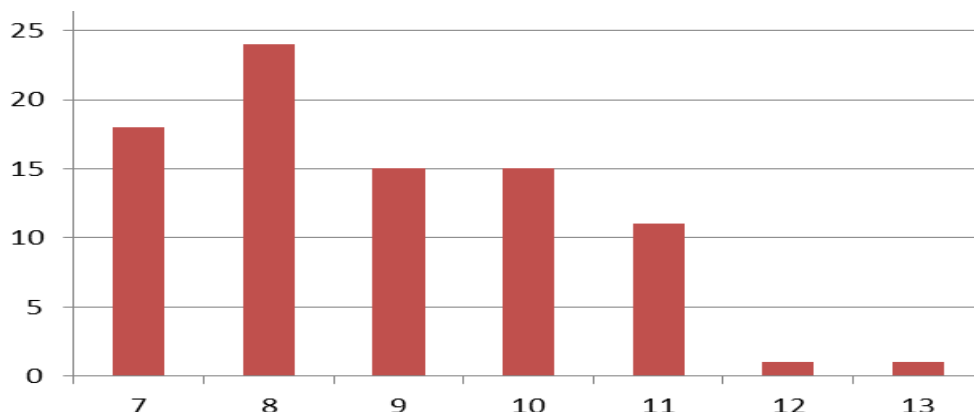
As of September 2018, we have 85 students receiving some form of SEN support.

	SEN Support	%	All Pupils	%
All pupils	85	10	820	100
Key Stage				
3	42	49	341	42
4	41	48	406	49
5	2	2	73	9

They are currently broken down into the following primary needs and national curriculum years:



Students by National Curriculum Year



Attainment of Students

The progress of students is assessed regularly with formal examination weeks calendared during the year, alongside national data and expectations of progress. Students and parents are always involved in discussions about progress. Interventions are constantly reviewed and further support put in place.

Interventions may include: Support from Teaching Assistants, Learning Mentors, extra Literacy sessions, extra Numeracy sessions, ICT Resources including use of a laptop, Homework Support, extra-curricular access to specialist resources in the LRC or exam access arrangements. Where students have had additional out of class interventions, their progress is monitored over the course of the intervention and fed back to class teachers so that they can embed the skills developed.

	Attainment 8	Progress 8
	Summer 2018	Summer 2018 (unconfirmed)
Non SEND Students	43.14	-0.18
SEND Students	19.36	-1.08
Difference	-23.78	-0.9

Attainment 8 measures a student’s average grade across 8 subjects. The Progress 8 score for a school is the average of the student scores. This measures students’ progress from the end of primary school to the end of secondary school by comparing Key Stage 4 results (Attainment 8) of students with the same prior attainment at Key Stage 2. Progress is the difference between their actual results and the actual results of students with similar Key Stage 2 scores.

In summer 2018, the Attainment 8 score for SEND students had fallen by 5.57 compared to 2018, and the gap between the scores of SEND students versus the scores of non-SEND students had widened by 4.9 points.

The Progress 8 score for SEND students had improved by 0.01 from 2018, though the gap between the scores of SEND students versus the scores of non-SEND students widened to 0.9.

Parent Communication

Parents and Carers are regularly updated on their children's progress with progress reports. Pupil profiles for SEN students are reviewed in line with these reports, and parents and students are invited to make contributions to these. Parents can also arrange to meet with Miss Winter on request at any point throughout the year.

Disability & Accessibility

Under the Disability Equality Duty schools are required to take proactive steps to ensure their disabled students, staff and governors, parents / carers and other people using the school are treated equally. Schools are required to establish a Disability Scheme to promote equality of opportunity for disabled students. The goal is to improve access to facilities and the physical environment of the school, as well as access to the curriculum and information for students. The school's Accessibility Plan is available on the school website.

The school takes reasonable steps to prevent disabled students from being treated less favourably than other students. For example:

- A Teaching Assistant/designated person may accompany children on visits.
- Disabled toilets
- Range of resources offered to support individual needs e.g coloured overlays, laptops, ICT programs.
- The LRC is a quiet area, where students can have access to computers and a printer, or have access to a quiet area to read at break times and lunch times if they do not wish to be on the yard.
- Exit Cards/Time Out Cards
- Passes to leave lessons early to go to next lesson to avoid congestion in corridors
- Wheelchair and Lift access
- Inclusive ethos of our school where **every student is treated as an individual.**
- Adaptations to the curriculum will be made where necessary and students will be supported as they move between each phase of their education, involving appropriate experts from outside agencies as required.

Please do not hesitate to contact our SENCO, Miss Winter on 0151 228 3772 if you have any queries relating to the information contained within this report.

Complaints Procedure

From time to time problems arise in any organisation. Although Holly Lodge tries very hard to ensure that all its policies are carried out efficiently and effectively, we appreciate being informed if something is not being done properly.

[Click here to view a copy of our complaints procedure.](#)

Acronyms

SENCO:	Special Educational Needs Coordinator
HLTA:	Higher Level Teaching Assistant
TA:	Teaching Assistant
SENISS:	Special Educational Needs Inclusion Support Service
YPAS:	Young Person's Advisory Service
CAMHS:	Child and Adolescent Mental Health Service
EHCP:	Education Health Care Plan
LRC:	Learning Resource Centre

Key Information

[Liverpool Local Offer](#)

[Local Authority SEN Team](#)

[Holly Lodge Accessibility Plan](#)