Special Educational Needs Information Report

2025-2026

SOUTHLANDS HIGH SCHOOL

Endeavour for Excellence

Approved by: **Jill Brown**	**Date:** November 2025
Last reviewed on:	September 2025
Next review due by:	September 2026

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 SEND support 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:

All governing bodies have a legal duty to publish information on their website about the implementation of the policy for students with SEND. This information is updated annually.

Special Educational Needs Coordinator (SENDCO) – Mrs F McGladrigan

Headteacher – Mr P. Bousfield

SEND Governor – Mrs J. Brown

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

Our school provides for students with the following needs:

AREA OF NEED	**CONDITION**
Communication and interaction	Autism spectrum disorder
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
Social, emotional and mental health	Attention deficit hyperactive disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

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

The school SENDCo is Mrs Francesca McGladrigan. I have been teaching for 22 years specialising in PE and Music. I have worked both in a Pastoral and Academic capacity which has given me valuable experience of working alongside and supporting students with varying diverse needs. I have 2 Years' experience as a SENCO and, in this time, I have made positive changes to the support that students with SEND receive. I have also completed the National Award for Special Educational Needs Co-Ordination (NASENCO award).

Mrs Ward	Humanities and small group literacy intervention
Mrs Welton	Maths and responsibility for Numeracy Intervention
Mrs Potts	Science and small group literacy intervention
Mrs Keyvani	EAL and English

We also have 3 specialist Lead Learning Support Assistants.

Mrs Berrisford	Lead Practitioner Adaptive teaching, Lead in Literacy intervention.
Mr Wilkinson	Responsibility for SEMH, ASDAN, and delivering small group literacy intervention.
Mrs Files	Responsibility for SEMH intervention, Health Care Plans, Medical and First Aid.

Support assistants have had training in the Lexonik Literacy Intervention programme Numeracy Catch up and the Thrive SEMH approach programme.

3 - Our approach to teaching learners with SEND at Southland High School

We ensure that all students are equally valued by having equal access to a broad and balanced curriculum, which is differentiated and adapted to meet individual needs and abilities.

- We have effective management systems and procedures for SEND, considering the current Code of Practice (2014).
- We have successful communication between teachers, children with SEND, parents/carers of SEND children, intervention group leaders, and outside agencies. This is through SEND termly review evenings, student and parent questionnaires and meetings with the SENDcO if required. Please see page 12 for contact details.
- We acknowledge and draw on parents' knowledge and expertise about their children.
- Students are encouraged to take an increasingly active role in their review cycle, in line with their readiness to do so.
- We are committed to developing the knowledge and skills of all staff to manage and meet the range of needs within the school, and to ensure that all support is of a high quality.
- We have an effective review cycle that allows us to monitor, review, and plan for the next steps in an individual's development.
- We ensure that consideration of SEND crosses all curriculum areas and all aspects of teaching and learning.

4 - Aims of our provision regarding students with special educational needs and/or disability.

The aims of our policy and practice in relation to special educational needs and disability in this school are:

- To make reasonable adjustments for those with a disability by taking action to increase access to the curriculum, and the environment.
- To ensure that children and young people with SEN engage in the activities of the school alongside students who do not have SEN.
- To use our best endeavours to secure special educational provision for students for whom this is required, that is "additional to and different from" that provided within the differentiated curriculum, to better respond to the four broad areas of need:

    1. Cognition and learning,
    2. Communication and interaction,
    3. Social, mental, and emotional health,
    4. Sensory/physical.

- To request, monitor, and respond to carers' and students' views to evidence high levels of confidence and partnership.
- To ensure a high level of staff expertise to meet student needs, through well-targeted continuing professional development.
- To support students with medical conditions to achieve full inclusion in all school activities by ensuring consultation with health and social care professionals to meet the medical needs of students.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

5 – How will the school know if my child requires SEN support?

At different times in their school life, a child or young person may have a special educational need.

The Code of Practice 2014 defines SEND as follows:

"A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a person has a learning difficulty or disability if he or she:

a) Has a significantly greater difficulty in learning than the majority of others the same age, or

b) Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions"

Disability: Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is

- **'…a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'.**

This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

Where a pupil's progress is significantly slower than that of their peers or fails to match their previous rate of progress, despite high-quality teaching targeted at specific areas of difficulty, it may be that the child has

SEND. Information will be gathered, including seeking the views of the parents and the pupil, as well as from teachers and assessment data.

There can be several reasons for concerns regarding a pupil's progress. These may include absences, attending lots of different schools, difficulties with speaking English, or worries that distract them from learning. The school understands that children who experience these barriers to learning are vulnerable however this does not mean that all vulnerable students have SEND. Only those with a learning difficulty that requires special educational provision will be identified as having SEND.

Based on all of this information, the SENCO will decide whether your child needs SEN support. You will be told the outcome of the decision either in writing or verbally.

If your child does need SEN support, their name will be added to the school's SEN register, and the SENCO will work with you to create a SEN support plan for them.

6 - Access for the disabled

Whilst the school is a mainstream comprehensive school, the facilities are barrier-free, so it has access for disabled students, e.g. lifts, ramps, and toilet facilities. The needs of the student will be considered when considering timetabling arrangements to ensure full access to the curriculum is available.

7 - How will the school adapt its teaching for my child?

Your child's teachers are responsible and accountable for the progress and development of all the students in their class. At Southlands we strongly believe a teacher is a teacher of every pupil including those with SEND.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school. Adaptations are made to ensure that all students can successfully access the curriculum.

These adaptations include:

- Use of Quality First Teaching strategies such as; modelling, word banks, sentence starters, pre-teaching of vocabulary.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.

8 - How does Southlands High School identify and assess students with SEND?

At Southlands High School, students are identified and assessed as having SEND in a variety of ways.

These include:

- Transition meetings with primary schools and the scrutiny of transfer documentation and SATS results allow for the early identification of SEND and timely implementation of appropriate interventions, such as extended transition, wellbeing provision, and additional literacy/numeracy.
- Standardised literacy screening to identify below national age-related performance which is completed in Years 7-9 through Literacy Assessment online.
- Feedback from parents/guardians at New Intake Evening, Parents' Evenings, or through direct contact with the school.
- Through an Assessment of Need. The school does not fund or undertake dyslexia assessments or screening (these must be completed by an Educational Psychologist), but we can carry out tests to

determine whether a student has difficulties and we measure a student's ability/attainment levels in the following areas:

- Word recognition
- Reading accuracy
- Reading rate
- Reading comprehension
- Spelling
- Working memory
- Phonological processing
- Speed of writing
- Vocabulary/Language

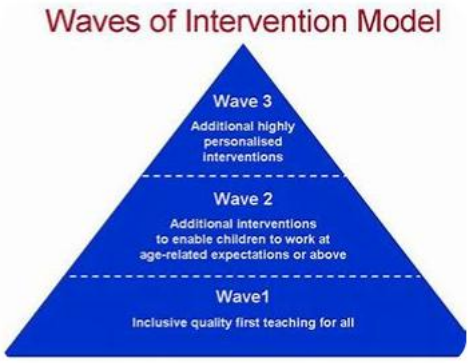
- Southlands uses the graduated approach and the four-part cycle of assess, plan, do, and review in accordance with the SEND Code of Practice (2014). This is regularly reviewed and updated by the SENCO and Learning Support Team and then circulated to all staff.
- Students undertake regular assessments of MAT's (Mandatory Assessed Tasks) and CAP'S (Common Assessment Points) in all subjects to measure and monitor students' progress.
- Subject teachers will liaise with the SENCO and report any concerns they may have for the students they teach. We will then gather information from the students' teachers, the pupil, and their parents.
- Advice from external support services, if relevant.

In accordance with examination board guidelines, a student with SEND ***MAY*** be eligible for exam access arrangements. All students with identified SEND in Year 9 are assessed to determine the appropriateness of any arrangement as it must reflect the student's normal way of working. Examples of exam arrangements that may be provided are: - Access to a Computer Reader Software Programme- Reader - Access to a laptop - Rest breaks - 25% extra time - Provision of a scribe – Provision of a reader.

9 – Support for students with Special Educational Needs

If a pupil is identified as having SEND, we will provide the support that is 'additional to' or 'different from' the differentiated approaches and learning arrangements normally provided as part of high-quality, personalised teaching, which is intended to overcome the barrier to their learning.

At Southlands High School we use the Special Needs Waves of Intervention Model of support and the graduated approach, to ensure all students can access the curriculum effectively.



Wave 1 is good high-quality, inclusive teaching that takes into account the learning needs of all the children in the classroom.
This includes providing differentiated work and creating an inclusive learning environment.

Wave 2 outlines specific, additional, and time-limited interventions provided for some children who are falling behind the age-expected level.
Wave 2 interventions are often targeted at a group of students with similar needs.

Wave 3 is a targeted provision for a small percentage of children who either require a high level of additional support/specialised provision to address their needs or are for children who have been identified for an intervention designed to accelerate progress. Learning Assistant support will also be offered on a needs basis.

Graduated Approach

We will 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. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

This additional intervention will be tailored to meet the child's needs and will target the area of difficulty. This support may be provided in class or within the SEND department, either on a 1:1 or small group basis. The support provided and its impact will be monitored closely and shared regularly with all parties involved. While many students with SEND have their needs met in this way, some may require an EHCP needs assessment to determine whether the Local Authority must make provision in accordance with an EHC plan.

Students who are identified as requiring 'additional support' will have a pupil passport created, which will inform teaching staff of the students' area of need and strategies to support them in the classroom they will be identified as 'M' for monitoring on the register. Students who are identified as SEN Support and E will have a pupil passport as well as a learning plan that will set specific targets. These targets will be reviewed by staff in the students' interim reports and at parents' evenings.

Removal from SEND Register - some students make good progress, and are removed from the SEND Register, following a review meeting. Parent/carer views play an important role in this process.

10 – Assessing the impact of intervention

The interventions used will be those that are proven to make a difference for most learners. A baseline assessment will take place at the beginning of an intervention – this will provide a point of reference for measuring a pupil's progress and a target outcome can be set. Regular reviews will take place to ensure the intervention is having the intended effect. Should progress be less than expected consideration will be given to adapting the frequency/intensity. Regular updates are provided to the parents/carers and the child, and a record is kept of any agreed actions.

Where difficulties persist despite high-quality interventions, advice and support may be requested from other professionals, with parents' consent. This might involve Speech and Language Therapy services, an Occupational Therapist, a Physiotherapist, an Advisory Support teacher, an Educational Psychologist, or health services. Where a pupil has a Statement of SEND or an Education, Health, and Care Plan (EHC), there will be an annual review held considering the views of the child, their parent or carer, and all other professionals involved with the child.

11 - Wider Provision to Meet Complex Needs

The SENCO will allocate Learning Support Assistants (LSA) on a needs-led basis. The LSA will work under the direction of the teacher to support individuals or small groups to access the lesson. Students can access the following additional support alongside High-Quality Teaching:

Cognition and Learning

Includes: Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia, Moderate learning difficulties, Severe learning difficulties

- Small group or 1-1 Lexonik Leap/Advanced Literacy Intervention
- IDL
- Catch up Numeracy
- After school homework Club
- Handwriting club.
- LSA classroom support on a needs basis
- KS4 Vocational Curriculum (ASDAN)
- Prince's Trust course
- Toe-by-Toe
- Use of alternative technology to record work.
- Quality First Teaching
- Precision teaching
- Specialist teacher
- Educational Pyschologist

Social, Emotional, Mental Health difficulties:

Includes: Attention deficit hyperactive disorder (ADHD), attention deficit disorder (ADD), Anxiety disorders, Mental Health Issues, Adverse Childhood experiences

- Use of the Learning Hub before school, Break, and Lunchtime.
- Time out passes.
- Leave early passes.
- Thrive SEMH intervention (1-1 OR small groups)
- Access to pastoral and welfare support team
- School Counsellor
- ELSA (Emotional Literacy support)
- Lego Therapy
- Drawing and Talking Therapy
- Self-esteem social groups

Communication and Interaction

- Emotional Literacy
- Access to the Learning Hub before school and at social times.
- Thrive intervention programme
- Access to the welfare and pastoral team.
- Lego Therapy
- Drawing and Talking Therapy
- Self-esteem social groups

Sensory and/or Physical Needs

Includes: Hearing impairments, Visual impairment, multi-sensory impairment, Physical impairment

- Adapted resources
- Hearing Loops (when required)
- Medical Health care plans
- Handwriting club

Resources available

Use of alternative technology, such as Laptops, Reader Pens and Ipads, Coloured exercise books, overlays, fidget toys.

EXTERNAL AGENCIES/FACILITIES AND SUPPORT SERVICES

The school works closely with other agencies to focus on the identification and provision of those students who have a special educational need. All services involved with the school are regarded as being part of a working partnership whose aim is to provide, as highlighted in the Code of Practice, an integrated, high-quality, holistic support that focuses on the needs of the child.

The following services/agencies are available to/involved with the school:

- Medical guidance, advice, and support from the school nurse.
- SEMH support from school counsellors.
- Guidance from occupational therapists for meeting specific physical needs.
- Guidance and resources from speech therapists for meeting specific language and communication needs.
- Guidance and advice from the Young People's Service (YPS).
- The police service.
- Educational Psychologist.
- Early Help Assessment.
- Child and Family Wellbeing Services.
- CAMHS.
- Hearing and visual Impairment Services
- Speech and Language Therapy Service
- Compass Bloom
- KS5 Providers
- Careers support
- Inclusion Engagement Support Team.
- Specialist teacher

12 - Links with other schools and transition

Several strategies are in place to enable effective student' transition. These include:

On entry:

- A planned introduction programme is delivered in the summer term to support transfer for students starting school in September including Saturday School and a taster day. Enhanced transitions are also offered to pupils with SEND.
- Parents/carers are invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle into the school routine and an introduction to their child's Tutor.
- Data collation – KS2 SATs, teacher assessment.
- Literacy assessment
- A team of staff from Southlands High School visit feeder primary schools
- If students are transferring from another setting, the previous school records will be requested immediately, and contact made with parents to identify and reduce any concerns.

Transition to the next school, preparation for adulthood and independent living:

- The transition programme in place for students provides several opportunities for students and parents to meet staff in the new school. These opportunities are further enhanced for students with SEND.
- The annual review process for students with an EHCP begins the process where parents are supported to make decisions regarding possible future pathways. Local Authority SEND team, Educational Psychologist, Health, or other outside agencies, where involved, are also requested to attend.
- Accompanied visits to other providers may be arranged if appropriate.
- For students transferring to local schools, the SENCOs of both schools will meet to discuss the needs of students with SEN in order to ensure a smooth transition.
- The records of students who leave the school mid-phase will be transferred as soon as school is notified that the child has enrolled at another school.

After school:

- Students are provided with careers guidance
  The school adheres to the guidance in Careers guidance and inspiration in schools:
  - Statutory guidance for governing bodies, school leaders and school staff April 2014
    https://www.gov.uk/government/publications/careers-guidance-provision-for-young-people-in-schools
    This places a duty on schools to secure independent careers guidance for all Y7-13 Students. This guidance includes information on the range of education or training options, including apprenticeships and other vocational pathways.

- In year 10, students will have the opportunity to visit the local colleges, to prepare them for post-16 choices.

- Where a student has an EHCP, all reviews of that Plan from Year 9 at the latest, and onwards, will include a focus on preparing for adulthood, including employment, independent living, and participation in society.

- Enhanced transition visits to colleges.

13 - Evaluating SEND Provision

The effectiveness of provision is measured by the following:

- Teachers' planning reflecting the learning objectives for students with special educational needs.
- Parents/carers being aware of individual targets set for children.
- Students being involved in discussing, contributing to and reviewing their individual targets.
- Progress being monitored closely to ensure that students progress through specific, measurable, achievable, realistic, time-bound targets (SMART).
- Analysis of pupil tracking data and assessment results.
- Ensuring that outside agencies, where appropriate, are fully informed and involved.
- Formative assessment (e.g. through observations and work scrutiny).
- Levels of Progress data for students on the SEND Register.
- Monitoring of procedures and practice, by the SEND Governor
- The number of children identified on the SEND Register.
- School self-evaluation.
- Any external evaluation, or inspection, which also enables us to evaluate the success of our provision.

14 - Partnership with Parents/Carers

Parents/carers are important partners, in the effective working relationship with the school, in raising their child's achievement. They are fully involved in the identification, assessment and decision-making process and are encouraged to discuss any concerns with class teachers if they arise. We regularly update parents/carers with relevant information and consult with them before involving outside agencies.

15 - Pupil Voice

We show Sensitivity, honesty, and mutual respect in encouraging students to share their views and we value their contributions. Students are involved in the decision-making process, whenever possible, and we help them to participate in their learning by encouraging them to discuss targets and steps for improvement. For students

with SEND, this includes discussing the strategies for success outlined in Provision Maps and in targets set by subject teachers. Students participate in reviewing their progress and in setting new goals and challenges.

16 - Continuing Professional Development for staff

Part of the SENCO's role in school-based INSET is to develop awareness of resources and practical teaching strategies for use with SEND students.
All staff are encouraged to attend CPD courses that help them to acquire the skills needed to work with SEND students as well as safeguarding vulnerable children.

Through the monitoring and evaluation of SEND provision, the Deputy Headteacher and the SENCO identify the professional development needs of staff. CPD, where appropriate, is closely linked to the School Improvement Plan and Appraisal Objectives and can either be school based (delivered by the SENCO/ Learning Manager/Inclusion Manager) or delivered through specialist agencies externally. Staff who attend additional courses disseminate information at meetings. Whole school in-service training sessions are arranged, as appropriate, in response to particular needs within the school.

Examples of recent training include:

- Ongoing Safeguarding training (for all staff).
- Supporting students with ASD (for all staff)
- Dyslexia training (for all staff)
- Higher Level Teaching Assistant Course
- Chorley SENCO Cluster meetings and training (for SENCO)
- Weekly training meetings
- Lexonik Literacy Intervention training
- Thrive SEMH training.
- Provision mapping (SENCO)
- Mental Health First Aid – members of the Pastoral Team
- NASENCO Award (SENCO)

17 - Students with medical needs (Statutory duty under the Children and Families Act)

- Students with medical needs will be provided with a detailed Individual Health and Care Plan, compiled on the advice of and in partnership with the school nurse and parents and if appropriate, the student themselves.
- Medical support is offered via the trained First Aiders in school. Staff who volunteer to administer and supervise medications will complete formal training. Schools can make referrals for medical support to the school Nurse.
- All medicine administration procedures adhere to the Department of Education (DfE) guidelines included within Supporting Students at School with Medical Conditions (DfE) 2014
- All medicines requiring special administration are held in the General Office and administered in line with safeguarding guidelines.
- Support to manage behaviour, attendance, and emotional health needs is offered by the pastoral team in conjunction with the Learning Support team and where necessary with the support of professional external providers such as CAMHS and other external agencies.

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

At Southlands we encourage all students to be fully involved and immersed in extra-curricular opportunities.

All of our extra-curricular activities and school visits are available to all our students, including our before and after-school clubs.

All students are encouraged to take part in such extra-curricular activities such as; House activities, Sports Day, Sports Clubs, Art club, Music clubs, homework club.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.

19 - How are the school's resources allocated and matched to children's special educational needs?

The school receives funding to respond to the needs of students with SEND from several sources that include:

1. A proportion of the funds allocated per student to the school to provide for their education is called the Age Weighted Student Unit.
2. The Notional SEN budget. This is a fund devolved to schools to support them to meet the needs of students with SEND.
3. For those students with the most complex needs, the school may be allocated additional educational needs funding from the Local Authorities High Needs SEN Funding allocation.

This funding is then used to provide the equipment and facilities to support students with special educational needs and disabilities through support that might include:

1. Targeted differentiation to increase access to text (desk copies of information, work buddy, accessible text, IT e.g. read aloud software, different recording strategies, additional time etc.)
2. In class, adult or peer support aimed at increasing skills in specific area of weakness (learning behaviours, organisation, etc)
3. Out of class support (relationship building, social, emotional skill development)
4. Small group intervention to enable catch up (subject or targeted at additional need)
5. Specific support, advice and guidance is provided to parents and families to improve student's readiness for learning (relating to student's difficulties in attendance, behaviour, physiological and emotional needs, etc)
6. Provision of specialist resources or equipment (use of ICT, sloping board, electronic versions of text, etc)
7. Access to targeted before/after school clubs (breakfast, homework, clubs targeted at increasing resilience)
8. Access to the school nurse and wider health professional support (responding to mental and physical health issues, speech, language and communication needs, motor control and mobility needs)
9. Access to support from in-school sources e.g. learning mentors (peer or adult) or from charities (e.g. Barnardos, Relate) and community sources (e.g. Youth and Church groups, local businesses)
10. Implementation of strategies from support agencies e.g. Behaviour Support/Educational Welfare Support.

Who can I contact for further information or if I have any concerns?

SENCO/Head of Learning Support – Mrs F McGladrigan

Lead practitioner Adaptive Teaching and lead for Literacy intervention = Mrs S Berrisford
Lead Learning Support Assistant - in charge of SEMH – Mr L Wilkinson

Email: send@southlands.lancs.sch.uk
Phone: 01257 414455

Information on where the Local Authority's Local Offer can be found

https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/

Support services for parents of students with SEN include:

- Information, Advice and Support Agency Network offers independent advice and support to parents and carers of all children and young people with SEND.

https://lancssendias.org.uk/about-us/what-we-do-at-lancashire-send-ias/

- For parents who are unhappy with the Local Authority or school responses to their child's SEND, parents may seek mediation from the regional mediation services. Lancashire's Information on this free service is located here:

http://www.globalmediation.co.uk/2014/07/special-educational-needs-mediation/

- Parents and carers can also appeal to the Government's SEND tribunal if you disagree with the Local Authorities decisions about your child's special educational needs. You can also appeal to the tribunal if the school or council has discriminated against your disabled child. Information on this process is available here:

https://www.gov.uk/courts-tribunals/first-tier-tribunal-special-educational-needs-and-disability