



SEND INFORMATION REPORT

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Policy Approved: December 2023
Policy Renewal: December 2024

Reviewed by the LGB Governors

“The Governors of Stanley High School are committed to safeguarding and promoting the welfare of children and young people at every opportunity and expect all staff and volunteers to share this commitment”

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1. Stanley High philosophy and ethos

Stanley High School is committed to a policy of inclusion: one in which the teaching, learning, achievements, attitudes and well-being of all students matter, including those identified as having a special educational need/disability. The culture, practice, management and deployment of the school's resources are designed to ensure all students' needs are met.

The Governing Body believes that all students, regardless of ability and behaviour, are valued equally at Stanley High School. Students with SEND (those with Special Educational Needs and/or Disabilities) are not viewed as a separate entity but are part of the whole school approach, and different students' needs are recognised and met through varied and flexible provision throughout the curriculum.

2. The type of special education needs that are provided for

In line with The Code of Practice 2015, Stanley High School will provide for a range of special educational needs which have been categorised under the following four "Approaches to Support":

- Communication and Interaction
- Social, Mental or Emotional Health
- Cognition and Learning Needs
- Sensory and/or Physical Need

Slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having SEN. However, they may be an indicator of a range of learning difficulties or disabilities. Equally, it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability. Some learning difficulties and disabilities occur across the range of cognitive ability and, left unaddressed may lead to frustration, which may manifest itself as disaffection, emotional or behavioural difficulties (Code of Practice 2015).

As educators and a caring school, we will assess and identify the "why?" surrounding behaviour and not label it as a category (in line with National guidance).

Further information on the kind of support offered in these areas can be found on the next section entitled Quality First Teaching Provided to All Pupils. Listed under each heading is the expected level of support that students who experience these learning issues will receive in all classrooms across school.

Please be aware that the SEND code of Practice expects most students who experience learning issues to be supported through this Quality First Offer (QFO) in all their lessons. Therefore, an identification of a learning need under one of these categories does not necessarily mean that your child will have additional SEND support. They will be identified as needing Quality First Offer support and all staff will be made aware of their needs in the classroom and the individual strategies that must be employed to support them.

3. Key practitioners you may wish to approach for advice

As in all dealings with school, your key and first point of contact is your child's Form Tutor. Should you need to seek further advice then Heads of year and Pastoral staff are available to support you.

If it is a specific SEND related issue, then please contact the Special Educational Needs Co-ordinator (SENDSCO) or the deputy SENDSCO. Contact details are on the cover sheet of this document.

4. Identification of SEN and notifying parents of concerns and support

"A pupil has SEND where their learning difficulty calls for special educational provision, that is provision that is different from or additional to that normally available to pupils of the same age." The New Code of Practice - SEND 0-25

This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching.

From September 2014 the previous areas of School Action and School Action Plus ceased to exist. They have been replaced by “Quality First Offer” and “SEND Support”.

Please be aware that students will be supported by SEND Support if they are not making sufficient or expected progress in their subjects. Regardless of previous ‘labels’ applied to their learning issues, if they are achieving their learning goals and expectations (with or without Quality First Offer support) then they will no longer be described as SEND. This is in line with the Code of Practice 2015 - SEND 0-25.

Where these two stages are not sufficient to support a child’s learning issues, then an assessment for an Education Healthcare Plan may be requested. This stage involves cross agency working with Education, Health and Social Care as appropriate.

Any child who is currently supported by an Educational, Health and Care Plan (EHCP) will be on the SEND Support register until such time as the EHCP is no longer necessary or they reach the age of 25 (as indicated by the title of the Code of Practice 2015 - SEND 0-25)

At Stanley High School the identification of SEND is built into the overall approach to monitoring the progress and development of all pupils.

Class and subject teachers, supported by the leadership team, make regular assessments of progress for all pupils. Where pupils are falling behind or making inadequate progress given their age and starting point, they will be identified as needing extra support through the Quality First Offer stage. The class and subject teachers will be involved in drawing up an appropriate strategy sheet for the individual pupil which will be based on where they are not making expected progress. Parents will be notified of these strategies.

Where pupils continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness, the class teacher (s), working with the SENDCO, will assess whether the child has a significant learning difficulty. Where this is the case, then parents will be invited to attend school and discuss the possible different/additional provision required by their child.

Once a potential special educational need is identified, four types of action will be taken to put effective support in place – Assess, Plan, Do, Review – this is the graduated approach called SEND Support.

Where a pupil is receiving SEND support, school and parents will meet regularly to set clear goals, discuss the activities and support that will help achieve them, review progress and identify the responsibilities of the parent, the pupil and the school.

5. Quality first teaching provided to all pupils

Teachers should set high expectations for every pupil and aim to teach them the full curriculum, whatever their prior attainment.

The approaches listed below reflect adjustments that can be offered within all classrooms at Stanley High School. They are indicative of good teaching and benefit a range of learners, whether they have been identified as requiring SEND support or not. For convenience the strategies have been grouped within the types of need identified by the Code of Practice. However, the intention is that teachers, with guidance and support from the SENDCO, will utilise the adjustments they feel will support the pupils in their class.

This is therefore not an exhaustive or exclusive list. It simply summarises approaches that can be drawn upon to create an inclusive learning environment. Approaches could vary considerably depending upon the needs of the pupils in a class or the subject taught. Stanley High School staff will make a professional judgement regarding the strategies they employ to promote progress.

Some approaches may be particularly pertinent to individual pupils. In these circumstances the desired strategies will be listed in the pupil’s strategy sheet and attached to their electronic personal files– and it would be expected that those approaches are employed on a regular basis. Parents will be notified and sent a copy of the strategies on request.

Approaches to support Communication and Interaction

- Visual timetables and supports
- Outcomes modelled and demonstrated
- Clear classroom organisation and structures
- Clear unambiguous use of language
- Opportunities to work independently without interruption
- Time provided for pupils to process language
- Teacher able to access and employ communication methods appropriate to pupils need
- Clear and simple instructions

Approaches to support social, mental or emotional health

- Tactile sensory objects to calm student
- Adult directed time out and time away strategies
- Circle Time
- Understanding of methods to motivate a range of learners
- Recognition of sensory needs and appropriate adjustments made
- Positive regular communication with parents
- Personalised rewards and sanctions – including motivators
- Consistent use of positive language
- Range of opportunities to support social and emotional development
- Class and school mediation strategies
- Clear and understood Behaviour Policy
- Solution focused approaches

Approaches that develop emotional literacy

- Positive peer models
- Consistent use of language and expectations
- Approaches to support cognition and learning needs
- Differentiated Curriculum, pertinent to pupils level of attainment or developments – through presentation and /or outcome
- Reading material accessible to students
- Students can present knowledge/views in a variety of ways
- Assessment for learning concepts – pupil aware of the next steps in learning and how to achieve them
- Accessibility to personalised learning aids such as word banks, number lines, memory prompts etc.
- Collaborative working opportunities
- Repetition and reinforcement of skills
- Visually supported learning environments
- Adjustments to alleviate visual stress
- Multi-sensory approaches to learning
- Methods to summarise and highlight key teaching points
- Questions differentiated in accordance to level of understanding and emotional needs
- Interactive learning opportunities
- Teaching adapted to a range of learning preferences

Approaches to support sensory and/or physical needs

- Environmental adaptations to suit cohort or individual pupils
- Access to equipment to ensure mobility
- Awareness of seating positions to take into account sensory difficulties
- Adaptations to resources to ensure accessibility
- Access to developmentally appropriate materials and resources
- Adaptations to presentation of learning
- Effective use of resources and technology

In addition to these, Sefton agreed, Quality First Offer strategies Stanley High School employs a team of experienced Teaching Assistants who may support pupils within the classroom or in small booster sessions where appropriate. Stanley High School also contracts in to specialist teachers for those where needs have been identified are needing this support.

In addition, we employ Academic Intervention Mentors and Pastoral/Family Support Workers (PSW/FSW) whose work with students also forms part of our individual school's offer. We operate a system mixed ability classes in lower years as well as setting in some subjects to support a child's progress and learning. Various other interventions are available which are also part of our Quality First Offer as a school and will be employed as and when they are deemed necessary for an individual's or a group's progress to be supported or maintained.

As a Physically Disabled resourced school since 2003, we are fully equipped and resourced for non-ambulant pupils. We also employ a specific First Aider to help ensure the needs of those with health issues are effectively met.

6. SEND support - The Graduated Approach

Stanley High School staff will identify pupils within each assessment cycle who are not making appropriate progress, this could be for a myriad of reasons related to any of the four areas identified as SEND by the New Code of Practice. Once identified the SENDCO and relevant colleagues will consider all the factors that could affect progress and decide whether any SEND is impacting on learning. At this point we may consult with outside professionals to help gain a better understanding of the individual pupil's profile. Alternatively, we may feel they have enough information to decide next steps in-house.

If the school decides that the pupil requires a SEND support plan to make progress, then we will contact the parents/carers and put effective special educational provision in place through consultation and sharing of information and good practice.

Having identified a Special Educational Need the strategies put in place to support individuals to achieve their targeted outcomes is best described by the "Graduate Approach" method. This has four stages, as mentioned earlier in this document:

Assess

School will gather all the information we can about the pupil from a variety of sources (teacher, pupil, parent, outside agencies) to develop an accurate picture of the pupil's needs, attainment, projected targets, motivators, how they respond to teaching approaches, etc.

Plan

A support plan will be put together to outline the methods to be used in order to achieve specific outcomes. The plan will include any or all of the following:

- Quality First Offer (QFO) inclusive teaching approaches identified to enhance the pupil's learning.
- Any focused in class support from a teaching assistant that is required to facilitate pupil progress or enable curriculum access. Support will be directed by the classroom teacher and will ultimately aim to develop the pupil's independence.
- Proven interventions that have been identified to achieve specific targets – and how they will be delivered and monitored.
- Resources to ensure access to curriculum or environment
- The role of the parent / carer and pupil in the implementation of the plan

When determining plans across the school, leadership will need to be mindful of effective and efficient use of school resources. All Schools are responsible financially for up to £6,000 of support they action for individual pupils, who have been identified as having a specific Special Educational Need/Disability and for whom QFO is no longer appropriate as the sole means of supporting the child's progress.

Do

Once recorded the plan becomes a working document. It may be annotated to show progress towards outcomes and/or adjustments made to determine success.

A variety of practitioners may be accountable for elements of the plan. However, one person will also be named to manage the plan and be accountable for the review of outcomes. This will normally be the SENDCO though other appropriate staff may be used on occasion where they have a specific role with the pupil involved.

Review

A timescale will be attached to the plan so that everyone involved appreciates when outcomes should be reviewed. A review will normally take place within this timescale in which interventions can be evaluated, along with the views of the pupil and the parents. An amended plan may then be devised, if required, to enable the pupil to achieve their next steps in learning. Alternatively, at the review, it may be decided that the pupil has made enough progress to cease the plan and that QFO is now more appropriate for their future progress. All decisions will be made in consultation with parents, pupil and any other relevant stakeholders where possible.

Further Options will include:

- Further consultation requested from outside agencies to gain a better understanding of the pupil's profile and recommendations for support. This could also include application for Access Arrangements for external examinations, where it is the normal way of working for the pupil in class (eg: Use of ICT or specialist equipment, extra time, rest breaks or a prompt).
- Request for top up funding from the Local Authority, if the cost of support goes beyond the £6000 threshold that is the school's responsibility.
- Where, despite the school having taken relevant and purposeful action to identify, assess and meet a pupil's needs, the pupil has not made anticipated progress, the school or parents should consider requesting an Education, Health and Care.
- Assessment. To inform its decision the local authority will expect to see evidence of the action taken by the school as part of SEND support. School and parents will need to demonstrate that the pupil requires provision that is additional to and different from the resources ordinarily available at Stanley High School (including those that can be accessed from the Local Authority).

7. Tracking progress

Identifying targets and anticipated outcomes

Stanley High School tracks progress for all pupils. Targets are identified from KS2 indicators and the expected progress students should make based on these indicators. Where a child's KS2 results are not available, the SENDCO or another relevant member of staff will work with the Data Manager to set targets appropriate to the pupil's current level of working.

There is a rigorous approach to the monitoring and evaluation of SEND support. Our tracking of pupils includes quantitative data and progress towards identified outcomes. Progress and Attitude to Learning grades are submitted by class teachers three times a year. These are based on class work, homework, assessment tasks, exam results and professional judgement of the class teacher. This data not only forms the basis of a tracking report which is sent to parents, it is also used as data to track individual pupil's performance when deciding on who needs support and what support may be needed for that individual to improve.

Along with this usual tracking against KS2 indicators data we also take into account CAT (Cognitive Ability Testing) scores. Each student will take CAT tests in Year 7 and their scores will be taken into account when

tracking and planning for SEND purposes. At Stanley High School we may also use this data as a further tool to support investigation into the need for a SEND plan or to alter QFO strategies.

Where a child is identified as not making expected progress in subject areas, despite the QFO strategies, then all available data and investigative conclusions will be utilised to develop the SEND Support Plan along with parents and any other necessary agencies that may have been identified. If it becomes apparent that a pupil needs more regular checks on progress, then class teachers and other stakeholders will be asked to provide information as required and parents will be informed of any developments or identified needs.

The Code of Practice recognises that for some pupils it is necessary to track progress outside of academic attainment. If it is relevant, then these areas will be outlined in a pupils QFO strategy sheet or in their SEND Support Plan.

Please be aware that further, general information around tracking and progress is available from school on request.

8. Transitions

Transition arrangements for:

- Pupils coming into the school.
- Effective communication is vital between Primary and Secondary where transition is concerned.

As such Stanley High School visit all feeder primaries, where appropriate, and gather information from class teachers and SENDCOs relating to children with Learning and/or social and behavioural issues. The SENDCO or one of the SEND/Pastoral team attends transition reviews, or meetings with other agencies, prior to pupil's arriving in September. This forms the basis of planning for the arrival of these pupils and ensuring that transition is as smooth, effective, and worry-free as possible.

KS2 Teacher Assessment data is collected from all primary school's which helps support the setting structure for new starters in Year 7. This is also addressed early in the autumn term when other school data is available as well as CATs data and reading test data. Parents are informed of any changes to pupil setting that occurs throughout their child's education at Stanley High School.

A transition day takes place in June when all prospective Year 7 students attend Stanley High School for most of the day and get to know their form tutors and other key members of staff. Parents are invited along in the evening to hear an introductory talk from the Head teacher and meet their Head of Year and other relevant staff. There is also an opportunity to come and meet their Child's Form Tutor in September and other, less formal, opportunities to speak with their child's Form Tutor about how they are settling in.

Where the previous visits to Primaries have highlighted a child or children who may experience unique difficulties or undue stress over transition then Stanley High School SEND staff offer an enhanced transition service. This allows some Year 6 pupils to attend sessions over several weeks before transition, to help them to get used to the environment and the staff and students.

9. Transitions between Key Stages

Currently pupils choose four GCSE/support option courses to take from Year 10 alongside their compulsory studies. Students are supported in their choices by their form tutor's and faculty staff, based on their performance in areas related to the topics on offer and their possible need for study skills support or booster sessions. The support for the process of selecting option choices starts in the spring term of year 9. Once options are chosen, discussions have had between school and pupils to ensure that the options chosen are best placed.

Subject Teachers and Leaders provide advice for individual pupils in their area and will explain the content of courses and the aptitude needed to pass in their subject(s).

An extensive information booklet is provided for Pupils and their parents to support their choices of preferred subjects at KS4, and this is accompanied by an information evening early in the spring term where parents and pupils have access to relevant staff (including local post 16 providers) and information to support them in choosing appropriate subjects.

Pupils (and their parents) are informed of the subjects they will be studying for KS4 examinations as soon as possible before the next curriculum year begins.

Transitions when pupils leave learning environment and preparation for Adult Life

Stanley High School has well established links with post-16 providers both locally and further afield. We invite these providers into school to talk with Year 11 and Year 10 students (where appropriate throughout the year) and explain what is on offer at their establishments and their ethos and day to day practice. Students also receive information from Careers Connect advisors in the form of individual interviews to support students identifying career choices and suitable college courses.

Stanley High School also takes time to visit as many of these key learning centres as possible and provide pupils with an opportunity to see them in action and take part in taster sessions for their relevant courses.

Our SENDCO/Relevant Year Leader attends local college updates when introducing new courses and can advise on post-16 courses and establishments for individuals who experience learning or social difficulties. Again, discussions of this nature will take place as part of the review process for any pupil on SEND Support or for whom it may be otherwise appropriate.

The SEND department works closely with post-16 providers to transfer any SEND or other relevant information before the pupils arrive at their college of choice.

10. Building capacity

At Stanley High School we believe that by creating a family atmosphere in which all students feel happy, valued and supported they are able to realise their full potential. We are committed to providing a personal approach that treats all students as individuals, and we are not too big to be impersonal.

Wherever possible, all students with SEND will join in all the activities of the school with students who do not have special educational needs/Disabilities, although there may be occasions where this may be inappropriate. Students with SEND are encouraged to Aspire, Challenge themselves, and Excel as the school's learning motto makes clear. This inclusion policy covers all areas of the curriculum, acts of worship, school visits including residential trips, sporting activities, social activities, meal times and recreation times.

Appropriate provision will be made for students who need to use:

- means of communication other than speech, including computers technological aids, signing, symbols or lip-reading.
- non-sighted methods of reading, such as Braille, or non-visual or non-aural ways of acquiring information.
- technological aids in practical and written work.
- aids or adapted equipment to allow access to practical activities within and beyond school.

All in line with advice received from SSENIS (Sefton Special Educational Needs and Inclusion Service).

In the exceptional case of such a curriculum being inappropriate for a student with SEND, the Head teacher may give a special direction for either modifying or not applying the National Curriculum for the student for a period of time.

The only other time a disapplication or modification will occur will be when this is amended by and registered on a student's Education Health and Care Plan, as deemed necessary in consultation with student and parent.

For the most part, students with SEND will be taught in the classroom alongside their peers.

Teaching techniques and strategies within each class, including differentiated resources and learning tasks, will accommodate those of differing abilities, including those with special needs, wherever appropriate and necessary. This will enable individual learning needs to be met and all students to maximise their potential in all areas of the curriculum.

Students who are struggling with acquiring basic reading, spelling, mathematical, language or gross/fine motor skills will, on occasions, be withdrawn to be given individual or group tuition by a member of the SEND School Team or Mentor Team.

Students identified as having specific needs in literacy and numeracy, by their Primary school, will continue with individual or small group access to the Support Teacher Service or Mentor input for at least the first term of year 7. On advice from SSENIS and those working with the identified youngsters, this will be reviewed over the rest of the year.

We believe that it is essential that students who are having difficulty learning such skills are supported as soon as possible on transferring to Secondary school.

The teaching arrangements for those students with an Education Health and Care Plan will be determined by the recommendations within these documents.

How do can parents be sure that the school has the appropriate knowledge and expertise to support their child's needs?

Stanley High School's Leaders regularly review expertise within the SEND, Pastoral and Mentor Teams to ensure that they have the knowledge and skills required to best support pupils in school. Continuous Professional Development opportunities are offered to or sought out by staff to further improve knowledge and skills or to learn new ones.

Whole staff training in SEND is identified and met through the Appraisal process for all staff and through INSET (in-service training) provision (borough, cluster, and school). SEND training sessions are organised as required to meet the current needs of staff and are led by the SENDCO, another appropriate member of staff or by a relevant outside agency.

Special Educational Needs provision at Stanley High School is overseen by the Assistant Headteacher with responsibility for SEND and designated safeguarding lead for the whole trust. This key person also held the role of SENDCO from 2003 to September 2019.

She has held leadership responsibility in various related areas since 2006. As well as having wide ranging SEND experience, she is a Graduate of "Kindred Spirits" Disabilities Course and holds a National Professional qualification in matters relating to Social, Behavioural and Attendance issues.

Our current SENDCO was appointed in September 2019, after spending a year working alongside the previous incumbent to become thoroughly conversant with the role. The Assistant Headteacher with responsibility for SEND will continue to support and mentor the SENDCO.

Our current SENDCO, who has been a teacher for thirteen years, and has completed the National Award For Special Educational Needs Coordination. She has also completed Sefton's year-long Academic Resilience course, which is aimed at equal opportunities for all and promoting positive mental health and wellbeing, along with identification and early intervention for academic resilience where needed. In addition to these qualifications our current SEND CO has completed her National Professional Qualification for Middle Leaders and is currently undertaking the National Professional Qualification for Senior Leaders.

Our Assistant SENDCO has worked in various provision areas and comes with great experience in the support of students with SEND and their families.

Within the SEND, Pastoral and Mentor Teams there is a wealth of knowledge and experience in supporting pupils with barriers to learning. These include Literacy and Numeracy concerns, Academic and Personal Matters, Family Support needs, Looked After Children expertise, staff experienced in dealing with behavioural

issues, communication needs, physical or sensory difficulties, cognitive or learning needs as well as mental or emotional health issues. Where appropriate, pupils will be assigned time with one of the team to support their progress in school and to help boost their self-esteem and confidence in their own abilities to achieve.

The school liaises with SSENIS (Sefton Special Educational Needs and Inclusion Service) and seeks the advice of specialist advisory teachers/Inclusion Consultants as and when necessary. The Pastoral Team regularly meets with the Educational Welfare Service to discuss any matters of concern. The Educational Psychologist comes into school to work with individuals or offers advice as appropriate as does our Inclusion Consultant in matters of an individual's ability to access curriculum or exams.

Where necessary, the school will refer a student to an external specialist after consultation with parents.

The school has regular contact with health professionals, such as the school nurse, GPs, speech & language therapists, physiotherapists and occupational therapists, Hearing Impaired and Visually Impaired advisors. We may also contact specialist medical services, social care or voluntary organisations and may carry out specialist programs recommended by them. We will provide them with any relevant information requested, with the permission of parents.

We welcome parental input and advice regarding their child and endeavour to allow ample opportunity for these discussions to take place with key members of staff.

11. Quality of provision

As previously mentioned, Stanley High School has a robust diary of tracking and assessment points throughout the year. The analysis of the quantitative data collected includes analysis of the performance and progress of students with SEND. This data, along with other sources of evidence from colleagues and parents will form the basis of planning for supporting each SEND students in the future. It also gives clear indication of progress towards their final targets and will be reported to parents via a tracker report which every student receives after each tracking point.

Parents and pupils will be invited to contribute to SEND support reviews through Parents Evenings or less formal arrangements through the SENDCO and the plans themselves will be revisited and amended as appropriate. An official end of year review of the plan will take place in school where parent, pupil and any other stakeholders will draft changes to the support plan as necessary.

As part of the Continuous Professional Development (CPD) programme SEND support and support of others will become the focus for a Q and A Session at school where further views on the systems and quality of provision will be invited and staff can request specific information/support around the teaching of individuals within their care.

Our Quality First Offer (QFO) strategies are monitored regularly, and we strive to ensure that pupils in our care receive the best support available and will consider and adapt our offer as a school and to individuals as appropriate. Pupils and parents will be asked to take part in reviews of their experiences regarding Stanley High Schools QFO and this will also form part of our monitoring and review process.

The Governing Board will oversee the review and work closely with the SENDCO and other relevant parties. Our QFO is also regularly reviewed by school leaders as part of our School Improvement Plan and is monitored through our robust Quality Assurance processes by the SENDCO and Senior Leaders. During 2017/18 there was also a SEND Quality Assurance Review carried out under the leadership of our SEND Governor, and an action plan was established and executed.

12. Equal Opportunities

In line with the Equality Act 2010 Stanley High School is committed to uphold the right of each individual to realise his or her full potential whatever their ethnic origin, gender, sexual orientation, disability or disadvantage, by making the most effective use of their skills and talents, both for the benefit of others and to achieve self-fulfilment. This statement applies to all students and staff at the school.

Our Social, Moral, Spiritual and Cultural (SMSC) Policy is based upon traditional values and is about creating an ethos where all learners (including staff) have a clear sense of right and wrong and that behaviour that is anyway racist, homophobic, or bigoted will not be tolerated. (Stanley High School Equal Opportunities Policy)

13. Special facilities and building adaptations:

The building has wheelchair access, and there are toilet facilities for students and staff with disabilities. The school has implemented its Accessibility Plan since 2003, which aims to continue to further improve access to all facilities and the curriculum. The school has in place a DDA (Disability Access) plan in line with the introduction of a Disability Equality Duty for the Public Sector. This is in response to the Disability and Discrimination Act of 2005 and in line with the Single Equality Act 2010. The current DDA plan is available from school on request.

Stanley High School has a purpose-built support base to allow for students with a variety of needs to access support during unstructured time or to attend for booster sessions relevant to their need. This enables pupils to participate more fully in all areas of school life.

We also have a purpose-built medical room, full time first aider and SEND staff trained in intimate care and those experienced in supporting in different areas of the curriculum (including those with a more practical or specialist content). A variety of equipment around school helps to support able-bodied and non-ambulant SEND students to access the school curriculum.

Each student will have their own individual needs to support progress and access to the whole school curriculum and these will be written into their SEND support plan or form part of their QFO teaching and learning strategies.

14. Offer for pupils with emotional and social needs

- Ensuring the emotional and social needs of pupils are understood and supported.
- We are a caring school. Our Social, Moral, Spiritual and Cultural philosophy is driven by the traditional values and by the Positive Mental Health values of PERMA (Positivity, Engagement, Relationships, Meaning/Purpose and Accomplishment). These values are embedded in the culture, ethos and day to day practice of the school.

Our year system provides students with a unique sense of belonging to a family year group – as far as possible their form tutors roll through the years with them – excepting at Years 7 into 8 and 10 into 11 where specific form tutors with skill sets required by these 2 transition years are beneficial. There are also many Prefects in school as well as a dedicated and highly capable Junior Leadership Team (consisting of Head boy and Girl and their Deputies) and school council. These students are available for others if they feel concerned about approaching a member of staff straight away and want a peer to talk to.

The key person who acts as the link between home and school is the Form Tutor. You can expect to be in regular contact with them to ensure that your child is happy, secure and their emotional and social needs are being met. There are also Individual Year Leaders who have overview of their year's academic and social needs and progress. They can be essential in helping students gain the appropriate support and have the resilience to meet the challenges they face.

“There is a really supportive atmosphere in School” (Year 11 Stanley High School pupil)

In addition, Stanley High School employs experienced Pastoral workers and an academic intervention worker as well as a specific full time first-aider. Their roles include supporting students with social and emotional difficulties due to a myriad of factors. They are non-teaching staff and are therefore available throughout the day to support pupils and parents. They, along with the SENDCO/Assistant SENDCO and Form Tutor, advise staff on pupil need and strategies to support them.

The Support Team also liaise with relevant outside agencies including Education Welfare, Social Care, the Multi-Agency Support Team, and Healthcare professionals to support the pupils and their families. They also provide invaluable support to other staff in terms of developing their skills and expertise in supporting pupil's

social and emotional development. Whole staff professional development in these areas' forms part of Stanley High School's INSET programme throughout the year. We are of the opinion that all pupils are equally important, and we strive to meet the needs of every individual, whatever a child's particular learning needs.

Along with the usual measures to prevent bullying such as staff/student awareness and training and education about the effects and issues surrounding bullying, Stanley High School have invested in a system called SHARP. This system is available on our website and Virtual Learning Environment, it allows students or parents to email (anonymously if preferred) any bullying concerns direct to Mrs Fraser-Orr and the Headteacher. These are then dealt with appropriately involving the most relevant staff. The system also allows pupils or parents to bring a community issue to the school's attention who will, in turn, liaise with relevant outside agencies as we see fit.

Pupil views on subject areas, support and other whole school issues are canvassed regularly via our Quality Assurance systems. Our School Council will continue to be a forum for collecting student ideas and views across the age and ability range. Each of the faculties in school are internally quality assured every year and pupil voice is an integral part of this process when determining action plans for future progress.

Please note that a separate document detailing SEMH provision at Stanley exists on our website.

Stanley High School is part of the Sefton Local Authority provision. Sefton's Local offer can be found by following this link and by accessing the admissions file under our parents' link on the school Web.