



## SEND INFORMATION REPORT 2018-19

Contributing to the Lancashire Local Authority Local Offer

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**Headteacher: Mr Andrew Murray**

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## **COMPLIANCE**

This report complies with the statutory requirement laid out in the SEND Code of Practice 0-25 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0-25 2014
- Schools SEN Information Regulations 2014
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

This report should be read in conjunction with our SEND policy and our local offer, both of which are located on the school website.

The McKee College is a pupil referral unit providing a wide range of educational provision and support for schools within the Fylde and Wyre Partnership at Key Stage Three and Key Stage Four. Working closely with the Local Authority and our mainstream school partners we strive to offer a comprehensive and relevant curriculum which meets the needs of our students, this includes both statutory and alternate provision.

In partnership with parents, carers and other agencies the McKee College aims to provide for students, a safe and stimulating learning environment, creating opportunities for academic and personal success.

### **The kinds of SEND we provided for.**

The McKee College is a secondary pupil referral unit. The school follows the Special Educational Needs and Disability Code of Practice: 0 to 25 years (June 2014) which states that 'a child has SEN

if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of school age has a learning difficulty or disability if they:

- (a) have a significantly greater difficulty in learning than the majority of children the same age; or
- (b) have a disability which prevents or hinders them from making use of facilities of a kind provided for others of the same age in mainstream schools.'

The McKee College recognises that identifying needs at the earliest point and making effective provision improves long-term outcomes for the child/young person. Student's skills and attainment are assessed on entry, building on information from parents/carers and the previous mainstream setting. The McKee will also consider evidence that a student may have a disability and will look into the reasonable adjustments that may have to be made.

There is a wide spectrum of SEND (Special Educational Need or Disability) which are frequently inter-related. The four main areas as identified in the 2014 SEN Code of Practice are;

- 1) Communication and Interaction
- 2) Cognition and Learning
- 3) Social, Emotional and Mental Health
- 4) Sensory and /or physical

At the McKee we celebrate the fact that all students are different and are individuals. We make sure that we tailor learning opportunities to meet the needs of every student. Within this report, you will find information about the provision that we offer to support students with Special Educational Needs or Disabilities.

### **How does the school know if children/young people need extra help and what should I do if I think my child/young person has special educational needs?**

We have a rigorous admissions process. As soon as students are offered their place at the McKee College we start liaising with their mainstream setting.

If a student arrives at McKee College with no need identified, but then struggles to make progress in any area of their learning – both academic or social, we have several ways we can identify their needs using a graduated response.

Initially all students are assessed using the WRAT test (Wider Range Achievement Test) and Maths and Science baseline tests. This information is used by staff to inform their understanding of students' abilities. We also consider historic data including KS2 data and CAT scores (Cognitive Ability Test). If there are discrepancies in ability or concerns this information is picked up by the SEN Lead and supported through teaching and keyworker sessions. In addition, all students are screened using the Locus of Control and BG Steem (an assessment on an individual's belief system regarding the causes of his or her experiences and the factors to which that person attributes success or failure).

As part of our graduated response we can also provide further assessments such as speech and language checklist, SDQ questionnaire, Wider Range Intelligent Test (WRIT), Executive Functioning observations, visual stress assessment, sensory profiles, Lucid Lass (dyslexia screening) and Boxall profiling

If there are any further areas of need identified that require specialist support then students can also be referred on to the Educational Psychologist service, CAMHS, Occupational Health or Speech and Language team.

All teachers and teaching assistants have regular training in relation to SEND and there is a regular dialogue about how students are performing. If any staff have concerns there is an internal referral procedure.

Additional support offered to the family can include referrals to Children and Family Wellbeing, IAS (Information Advisory Service), Child Action North West and Barnardos.

If you have concerns that your child has a special educational need that has not been identified, you can contact the SEN Lead (Hayley Middleton). Any concerns will be fully investigated, and relevant support put in place where appropriate.

Whilst most children with SEN have their needs met at the 'SEN support' level, a small number may require an Education, Health and Care assessment to determine whether the Local Authority needs to provide a higher level of support and funding in order to meet the identified learning outcomes.

### **What arrangements does the school make for consulting with children/young people with special educational needs and disabilities about - and involving them in - their education?**

There are frequent and on-going discussions with children/young people and family around areas of strength and areas of need.

The children/young people review their learning each lesson through a wide range of techniques including self-assessment, they are involved in setting their own targets.

The School Council meets regularly and represents the views of the children/young people in each class.

Where appropriate, class teachers ensure that young person's preferred learning styles are taken into account when planning lessons.

At the McKee it is general classroom practice for all the young people to be aware of their general attainment and what next steps they need to take to move their learning forward.

All the students and their families have access to a named keyworker and fortnightly keyworker sessions with the student where any concerns can be discussed and directed to the appropriate person in school.

### **What arrangements does the school make for consulting with the parents & carers of children/young people with special educational needs and disabilities and involving them in – their child's/young people's education?**

**How will both you and I know how my child is doing and how will you help me to support my child's learning?**

**a) In addition to the normal reporting arrangements what opportunities will there be for you to discuss your child's progress with staff?**

- Open door policy – You can contact the McKee at any time to request to speak to a Keyworker of Form Tutor or the SEN Lead and at our earliest availability we will arrange a meeting or telephone conversation.
- All students have a designated Keyworker who supports and liaises with the student on a daily basis. Communication with parents/carers is completed frequently, at least once a week.
- Keyworker, Form Tutor and SEN Lead will be available for additional meetings on review days and parents evenings.
- Early Help Meetings.
- Annual review of Education, Health and Care plans.

**b) How does the school know how well your child/young person is doing?**

- Communication throughout the school on how well students are developing is completed through frequent discussion between teaching, support staff and SLT.
- We have in place a rigorous assessment and monitoring schedule and we hold regular progress meetings throughout the year to discuss and evaluate pupil progress.

**c) How will you know what progress your child should be making?**

- Our termly reporting system.
- Parents' evenings.
- Key workers will call home a minimum of once a week and a named keyworker will be available to contact via telephone or email.

**d) How will we explain to you how your child's learning is planned so that you can support this outside of school?**

- School website.
- Parents' Evenings offer an ideal opportunity to discuss learning in specific subject areas with subject specialists who can offer advice.
- Through the annual review process staff will provide information on the strategies employed within the classroom which can be discussed and reinforced at home.

**e) How and when will you be involved in planning your child's education?**

- When your child is identified as having a Special Educational Need we encourage you to be fully involved in planning and shaping their support.
- Parental views are regarded as vital to the planning process and these will be sought in a number of ways throughout the school year.

- If as a school we decide that your child would benefit from any form of intervention you will be informed via letter or phone call that this is being offered and you will be given the opportunity to discuss with relevant staff.

### **How will the curriculum be matched to my child/young person's needs?**

We currently have students across all four areas of need including cognition and learning, communication and interaction, physical and sensory and social, emotional and mental health making good progress from their individual starting points across the curriculum.

We offer a learning programme at McKee College designed to offer breadth of learning and set students up for successful achievement in their exams at KS4. Education is offered over multiple sites offering a range of provision including nurturing and vocational education. The curriculum is differentiated according to need and ability ensuring that all learning is accessible and that all students can experience a sense of progress.

If appropriate at Key Stage 4, a vocational route or alternative placement may be arranged to ensure that all young people can engage actively in their education and follow an educational route suitable to their individual needs and aspirations.

### **How accessible is the school environment?**

McKee College is an inclusive school that welcomes all young people regardless of their abilities. The school accommodation is split over three sites.

We prepare all the young people for changes and provide support to manage unpredictable events and at times of transition. Reasonable adjustments are made to include all members of our school community. In terms of facilities, McKee College House is served by one disabled parking space located at the rear of the school. All the buildings are designed on two levels, accessibility to ground floor accommodation is provided by way of ramps at all sites. There are disabled toilets located within two of the school buildings. We have a School Accessibility Plan, which is available on request.

Specialist equipment is bought in through the Independent Disability Support Services (IDSS) upon consultation with the relevant health care professionals. This may include specialist chairs, privacy boards or ancillary aids. All specialist equipment is ordered on an individual basis to meet individual needs and costed accordingly. We also offer ICT equipment to enable students to word process assessments where necessary. Key staff are routinely trained in the administration of first aid and practical handling. Information is fully accessible to students, parents and carers using a variety of media. School policies and procedures can be found on our school website and a hard copy can be requested from reception at any time. Policies may be enlarged as requested. The

school does not have a translator to communicate with parents and families whose first language is not English. However, we would endeavour to support these needs on an individual basis.

**How are the school resources allocated and matched to children/young people's special educational needs and disabilities?**

**How is the decision made about the type and quantity of support my child/young person receives?**

Teachers are responsible and accountable for the progress and development of the students in their class, including where students access support from teaching assistants or specialist staff (SEND Code of Practice 2014 6.36).

High quality teaching, differentiated for individual students, is the first step in responding to students who have or may have SEN. This includes reviewing and, where necessary, improving teachers' understanding of strategies to identify and support vulnerable students and their knowledge of the SEN most frequently encountered.

The Management Committee will ensure that they are kept fully abreast of their statutory responsibilities by attending training and receiving regular updates from the SEN Lead and the SENCO. The SENCO will keep fully up to date regarding SEN issues through:

- Regular attendance at local SEN Cluster meetings
- Access to specialist training
- Weekly diaries meeting between the SENCO and SEN Lead.
- Termly SEN panel meetings within school with the SENCO, EP and Pupil Access Team.

The McKee has a number of strategies and interventions used to support students. Examples of these strategies include:

- 1-to-1 key worker sessions with a designated and trusted member of staff, to help students express any anxieties or other difficult thoughts / emotions on arrival at the school and on leaving.
- 1-to-1 and small group restorative justice sessions, following an incident.
- 1-to-1 and small group numeracy and literacy interventions.
- Additional sessions, usually ahead of exams, where a student has gaps in their core subjects.
- Vocational and alternative education placements to enrich timetables.
- Structured small group activities at break and lunch times, for those students with social anxiety.
- Transport to and from placements and mainstream schools (where appropriate).
- Visits to placements and mainstream schools supported by a teaching assistant.
- Access, through a referral protocol, to mental health practitioners via CAMHS.
- Assessment and application for access arrangements relating to examinations and other controlled assessment activities.

The McKee places emphasis on each young person developing independence skills as part of life learning. This is as important for KS4 students preparing to transition to post-16 provision as it is for KS3 students on reintegration programmes.

As many students are dual registered and undertaking a short term placement, the McKee seeks to work wherever possible in partnership with a student's designated mainstream school in the planning, funding and delivery of additional interventions and in accordance with Lancashire County Council's EHCP pathway

### **How will both you and I know how my child/young person is doing and how will you help me to support their learning?**

At the McKee College, we recognise the value of working in collaboration with parents and carers of children with SEN in order to achieve the best outcomes for them. As a school, we strive to ensure a high level of communication with all parents so that you feel well informed about what is happening in school and how your child is progressing.

On a regular basis teachers assess and record academic progress against targets.

All parents receive a termly report. All students have a named keyworker who will contact home on a weekly basis to inform home on the progress of the personal development of their child.

Parents are invited in to parents evening to discuss progress and help parents support the young people's learning.

Parents are invited to a yearly awards assembly at the end of the academic year.

Information relating to the curriculum is available on the school website.

### **What training have the staff supporting children/young people with SEND had or may they have?**

#### **What specialist services or expertise are available at or accessed by the school?**

All staff working with the young people are kept up to date and are generally aware of the changes within SEND. Issues are addressed through training and professional discussions.

If staff are working with a child with whom their needs they are not familiar, then the McKee is proactive and provides training for specific individuals. Regular training and twilight sessions are provided for all staff and includes delivery by external specialists such as Educational Psychologists, CAMHS and other invited outside agencies.

At the McKee we access outside agencies and services as and when it is appropriate to support our students. We work together with health, therapy and social care to provide a full rounded



service to our children. Examples include CAMHS, Children and Family Wellbeing Services, Social Care, Speech and Language Therapy Service and Occupational Health.

A robust admissions process liaising with the previous mainstream school and family/carers highlights in advance any SEND that may require additional support or training for staff.

### **How will the school prepare and support my child/young person to join the school, transfer to a new school or the next stage of education and life?**

When your child is admitted to the McKee, we will arrange an admissions meeting for you to meet with the Pupil Pathway Manager/SEN Lead to discuss your child's needs. The Pupil Pathway Manager/SEN Lead will liaise with your child's previous school to discuss their educational history, strategies and support and what has been effective in the past. School records will be passed on or received and read carefully to ensure that all staff are ready for a new student arrival.

Any return to mainstream education or changes of provision is supported through discussions with the student, parent and new provision. If necessary, a ready for reintegration scale is initiated and prepared with the Educational Psychologist. Appropriate transition programmes are put into place; these may include; co production meetings between parents, SENDO and Pupil Pathway Manager/SEN Lead, supported additional visits to their new school and/or adjusted timetable. Careful sharing of information is essential, and meetings are held with parents/carers and children to discuss any concerns prior to any transition.

Moving from the McKee to further education can be an exciting but daunting time for all our young people so we ensure that the students are well-prepared for the transition. Our onsite CIAG advisor is available to support all students. We maintain good links with the post 16 providers in the area. All year 10 and 11 students are invited to the annual careers fair where many of the post 16 providers together with apprenticeships schemes are in attendance. Where necessary, additional support arrangements such as extra visits and discussions can be put in place to ensure a successful transition to further education.

### **How will my child/young person be included in activities outside the classroom, including school trips?**

The McKee College run a variety of activities outside the classroom during the lunchtime period and enrichment time. All students have the opportunity to attend, regardless of their SEND. Staff will look at any adaptation that may need to be made and discuss it with the SENCO/SEN Lead

A range of trips to widen students experience are provided to all students regularly. School trips are carefully planned for and the risk assessments ensure that the staff leading trips consider all of the students' needs and abilities. If a young person has additional support in school then the young person would have this level of support on a school trip as well. Student views on trips and activities are sourced through the student council and/or keyworker sessions.

At lunchtimes and breaks, young people who may need extra supervision or attention on the yard are identified to staff. At lunchtimes and breaks, young people who need extra emotional support have opportunities to access a quiet room and/or attend a lunchtime activity under the supervision of experienced staff members.

Regular keyworker contact with home provides parents views in planning such activities. Some students who might find unfamiliar routines difficult are given extra support in preparing and being able to access the activity. This is often done in conjunction with parents.

### **What support will there be for my child/young person's overall well-being?**

#### **What is your pastoral, medical and social support available for children with special educational needs and disabilities?**

At the McKee College we believe young people learn best when they are happy. We celebrate our student's successes and provide them with positive learning experiences

Our multi-site offer allows us to tailor the best approach to meet the individual needs of the student. A graduated approach of support is provided. Students are encouraged to talk openly about their own mental health. Some students have access to explicit SEAL and social communication sessions. Some young people experience some setbacks or challenges along the way and we are committed to supporting them through these. Some of the ways we are able to do this include; access to the Behaviour and Supportive Environment (BASE) when needed, restorative approaches, individual fortnightly keyworker sessions and also access to the Pupil Pathway Manager/SEN Lead who can signpost and refer to relevant outside agency help

For any young person that has a specific medical need, please ensure that you have made the school aware by speaking to their keyworker or SEN Lead. Please complete all of the relevant medical information on the initial medical information form so that we can support your child during their time at the McKee. Please also let your child's keyworker and the SEN Lead know if your child develops medical needs during their time at the McKee.

#### **How do you manage the administration of medicines and provision of personal care?**

The McKee College has adopted Lancashire County Council's First Aid and Medicines Policies. Training for supporting young people with medical needs is co-ordinated by the SENCO and reviewed regularly.

#### **How do you support behaviour, avoiding exclusions and increasing attendance?**

A whole school behavioural policy is designed to support students, avoid exclusions and increase attendance. Where needed individual plans are put in place to support. The behaviour policy has a graduated approach of both restorative work and sanction., It is a graduated approach for all the

young people. Close work with parents/carers, young people and where necessary other agency support throughout the graduated approach helps to avoid exclusions. At the McKee a deep understanding and appreciation of each other's needs is promoted throughout the school. The McKee Attendance Manager monitors the attendance of every student and works closely with parents and the mainstream school to increase attendance rates

**Do you specifically report on issues of bullying specifically against children/young people with special educational needs?**

Severe incidents of bullying, racism and discrimination are reported to the Local Authority and to the school Management Committee.

**How do you evaluate the effectiveness of the provision made for children and young people with special educational needs?**

At the McKee College, the attainment and progress of all students is carefully tracked and monitored throughout the school year. Teachers evaluate their lessons and consider whether individual children are making the expected progress within their lessons.

Teachers use a range of assessment techniques every lesson to assess a student's understanding. For example, using observations and using key questions. Assessment data is regularly reported to the school management committee and Senior Leadership Team. The SEN Lead liaises closely with all departments throughout the academic year. Reports are shared with parents at parents evenings. Any SEND concerns from parents are communicated via the keyworker to the SEN Lead and SENCO. Tracking systems for interventions are in place and these are scrutinised by the SENCO, SEN Lead and specialist services to evaluate the effectiveness and the impact of them.

**How do you involve other bodies, including health and social services, local authority support services and voluntary organisations, in meeting the needs of children/young people with SEND and in supporting their families?**

At the McKee College, we work with many professionals and organisations to support children with identified SEN needs. These include;

Educational Psychologists  
CAMHS  
Paediatricians  
Speech and Language Therapists  
School Nurses  
Child Sexual Exploitation Team  
Children's Social Care  
Trinity Hospice

**What arrangements do you make in relation to the treatment of complaints from children/young people and their parents/carers with special educational needs concerning your provision made?**

The school hopes that concerns and complaints can be resolved informally with the member of staff or member concerned and encourages the complainant to discuss the matters causing them concern. However, if that does not resolve the problem then the matter should be brought to the attention of the Headteacher (Complaints and concerns about Members should be made to the Chair of Management Committee).

The Headteacher (or Chair of Management Committee) will then seek to resolve the matter informally and will:

- acknowledge the complaint;
- make enquiries to establish the facts;
- seek advice as appropriate;
- attempt to resolve the matter informally
- establish whether or not the complainant is satisfied
- advise complainants of the next stages if they wish to proceed to a formal consideration of the complaint
- make a brief note of the complaint and the outcome.

This stage would normally be expected to be completed in 20 school days. Where the complaint has not been resolved to the satisfaction of the complainant, the Headteacher (or Chair of Management Committee as appropriate) should be informed within 20 school days that the complainant wishes to proceed to the formal stage.

The informal stage will not be used if the allegations made refer to:

- criminal activity which may require the involvement of the police;
- financial or accounting irregularities; or
- abuse of children.

For further details please see the school's 'Complaints Procedure.' Copies can be obtained from the school office or it can be found on our school website

<https://www.mckee.lancs.sch.uk/about/policies/>

### **Where can I find the contact details of support services for the parents of children/young people with SEND?**

The information in this report feeds into Lancashire County Council's local offer, which details support, opportunities and services available to children and young people in their area who have SEN. It also feeds into the school's local offer which is available on our website at <https://www.mckee.lancs.sch.uk>

The Lancashire Family Information Service (FIS) aims to provide quality, accessible and impartial advice and guidance on a full range of childcare and family support services, resources and issues led by the needs of children and their families, carers, employers, professionals and local and national government and their agencies. Information and advice is available via their helpline  
Phone: 0300 123 6712

Phone lines available Monday to Friday from 9am to 5pm or Email: [lancsfis@lancashire.gov.uk](mailto:lancsfis@lancashire.gov.uk)

If you live in Lancashire you can get information, advice and support around special educational needs and disabilities (SEND) from the Information, Advice and Support (IAS) Team. Phone: 0300 123 6706

Phone lines are available Monday to Friday 9am to 5pm or Email: [information.lineteam@lancashire.gov.uk](mailto:information.lineteam@lancashire.gov.uk)

The IAS Team was previously the SEND Information Advice and Support Service (SENDIASS) and the Child and Family Support Team. You may also have heard of the Parent Partnership Service which SENDIASS replaced in 2014.

The McKee can offer support with any SEND queries through the McKee SEN Lead, Hayley Middleton or the SENCO, Sarah Bishop. They can be contacted via the school office on 01253 893102.

### **Where can I find information on where the local authority's local offer is published?**

The information in this report feeds into Lancashire County Council's local offer, which details support, opportunities and services available to children and young people in their area who have SEN. It also feeds into the school's local offer which is available on our website at.

<https://www.mckee.lancs.sch.uk>

Lancashire County Councils Local Offer - <http://www.lancashire.gov.uk/send>

