FLEETWOOD HIGH SCHOOL

SEND Information Report
Date: September 2025

Name of the Special Educational Needs/Disabilities Coordinator:
Miss Jackie Hibbert (SENDCo) Mr Andrew Martin (Assistant SENDCo) Mrs Karen Wilde (HLTA)
Contact details:
jhibbert@fleetwoodhs.org.uk amarting@fleetwoodhs.org.uk kwilde@fleetwoodhs.org.uk Fleetwood High School Broadway Fleetwood FY78HE 01253 876757

This report is updated annually and ratified by the SEND Governor and other governors on the Pupil Welfare and Well-being Committee:

The kinds of SEND we provide for.
At Fleetwood High School, we support pupils across all four areas of need set out in the SEND Code of Practice (2014): • **Cognition and Learning** • **Social, Emotional and Mental Health (SEMH)** • **Communication and Interaction** • **Physical and/or Sensory Needs** We welcome all children and do not disadvantage or discriminate against pupils with SEND or those with an Education, Health and Care Plan (EHCP).

Cognition and Learning

We are experienced in supporting children with a wide range of learning needs, including:

- **Specific learning difficulties (SpLD)** such as dyslexia (reading and spelling), dyscalculia (maths) and dyspraxia (coordination).
- **Moderate learning difficulties (MLD)**
- **Severe learning difficulties (SLD)**

Pupils with MLD or SLD are taught in small classes of around 12 pupils, supported by at least one teaching assistant. In Year 7, core subjects such as Maths, English, Science and Humanities are taught by an experienced primary school teacher, helping to bridge the transition from primary to secondary.

We use **Student Support Plans (SSPs)**, alongside high-quality teaching strategies such as scaffolding, technology, explicit teaching, and memory strategies, so that pupils can fully access our ambitious curriculum.

In addition, we provide a wide range of small-group and one-to-one interventions, including support for phonics, reading, spelling, comprehension, maths, dyslexia, and dyscalculia.

Social, Emotional and Mental Health (SEMH)

Some pupils may experience difficulties with their emotional wellbeing, such as anxiety, low mood, or behaviour linked to underlying needs like ADHD, attachment difficulties, or other mental health conditions.

At Fleetwood High School, we provide a strong network of support, which may include:

- A **keyworker** for every pupil with SEMH on the SEN register.
- Access to a trained **SEMH mentor** and practitioners from the **SHINE team**.
- **Group and individual sessions** tailored to pupil needs.
- **Zones of Regulation** to support emotional awareness and self-regulation.
- A **Pastoral Support Button** that teachers can use to quickly request help for a pupil in class.

Senior Leaders and Assistant Heads of Year also spend time in classrooms to support both staff and pupils.

The Lighthouse Centre

For some pupils whose behaviour significantly affects their learning, our **Lighthouse Centre** provides a smaller, structured learning environment. Classes here are very small (fewer than 8 pupils), taught by subject specialists, and supported by a

behaviour manager. The Lighthouse also works with **Fleetwood Town Community Trust** to provide additional guidance and mentoring.

External Support

We work closely with external agencies such as:

- **CAMHS (Child and Adolescent Mental Health Service)**
- **Child and Family Wellbeing Service**
- **Youtherapy**
- **ADHD Northwest**
- **Barnardo's**

We also have **two Educational Mental Health Practitioners (EMHPs)** from the SHINE team who visit weekly to support both pupils and staff.

Communication and Interaction

Some pupils may find it difficult to communicate or interact with others. This could include:

- Understanding and processing spoken language (receptive language)
- Expressing themselves clearly (expressive language)
- Social interaction and conversation skills (pragmatic/social communication)
- Speech sound or articulation difficulties

We support pupils with a wide range of needs in this area, including those with **autism, speech and language difficulties, and auditory processing needs**.

Support and Interventions

We deliver a range of targeted programmes, including the **Talkabout series**, which develops skills step by step:

1. **Talkabout Me** – self-awareness
2. **Talkabout Body Language**
3. **Talkabout Talking** – communication skills
4. **Talkabout Friends** – making and keeping friends
5. **Talkabout Assertiveness**

We also work closely with external specialists, including **speech and language therapists, specialist teachers, and educational psychologists**, to ensure that pupils' support is personalised and effective both in interventions and in the classroom.

Sensory and/or Physical Needs

We support pupils with a variety of sensory or physical needs, including:

- Hearing impairments
- Visual impairments
- Physical disabilities
- Ongoing medical conditions

Where needed, we work with professionals such as **specialist teachers from Lancashire County Council, NHS therapists, occupational therapists, paediatricians, and the school nurse**.

Adaptations may include:

- Specialist equipment
- Adjustments to the curriculum
- Environmental changes (e.g. seating, lighting, access arrangements)

Our aim is to make sure that every pupil has equal access to learning and can participate fully in school life.

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?

What should I do if I think my child has SEND?

If you are worried that your child may have special educational needs, the first step is to speak to their Form Tutor or Head of Year. They will listen to your concerns and, if needed, pass this on to the SENDCo or Deputy SENDCo so that further support can be put in place. We want to work in partnership with you, so please don't hesitate to get in touch at any time if you have concerns.

How does the school know if children need extra help and what should I do if I think my child has special educational needs?

At Fleetwood High School, we work hard to identify and support pupils who may need extra help.

Before Year 7

We work closely with primary schools before children join us in Year 7. This includes:

- Meeting with Year 6 teachers and SENDCos to gather information about any identified needs or support already in place.

- Talking with parents during our **Open Evening** and **Transition Evening**, or by arranging meetings at primary schools if needed.
- Attending Year 6 EHCP reviews (where possible) so that transition to high school is smooth and support is ready from day one.

On arrival at Fleetwood High School

When pupils start with us, we gather information in several ways:

- We ask for all SEND information from their previous school.
- We look at test results such as **KS2 SATs**, **Cognitive Ability Tests (CATs)**, and reading assessments.
- We carry out additional assessments if needed, for example:
    - Reading, spelling, maths, and comprehension tests
    - Screeners for dyslexia, dyscalculia, or visual stress
    - Working memory checks
    - Handwriting assessments
    - Vocabulary and language understanding tests
    - Tools to help us understand emotional wellbeing, resilience, and behaviour

This helps us build a clear picture of each child's strengths and needs.

Ongoing checks and support

The progress of every pupil is tracked carefully throughout the year. Teachers also review how pupils are doing in lessons every day. If a teacher has concerns, they will:

1. Talk with the pupil and their parent/carer.
2. Try strategies in the classroom to help.
3. If concerns remain, they will complete a **SEND Cause for Concern form** so that the SEND team can look more closely.

If a child is struggling in a particular subject, parents should first speak to the **subject teacher or Head of Department**. For concerns about behaviour, social or emotional wellbeing, parents should contact the **Form Tutor, Head of Year or Assistant Head of Year**. If needed, the SENDCo or Deputy SENDCo will then become involved.

Working with specialists

Sometimes we may need advice from outside professionals (with your consent). This could include:

- A speech and language therapist
- An educational psychologist
- The school nurse
- A physiotherapist
- Specialist teachers from Lancashire County Council

These professionals help us understand needs better and suggest the best support strategies.

The SEND Register and EHCPs

- Some pupils will receive support through **SEN Support** in school, without the need for an EHCP.
- A smaller number of pupils may need an **Education, Health and Care Plan (EHCP)**, which involves the Local Authority providing additional support and funding.

If your child has an EHCP, their progress is formally reviewed every year at an **Annual Review meeting**. You, your child, teachers, the SEND team, and other professionals (if needed) are all involved. Progress towards smaller termly targets is also reviewed regularly with parents and pupils, so that support stays up to date.

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?

At Fleetwood High School, we believe it is really important that pupils with SEND have a say in their own education. We value their views and make sure their voices are heard when planning support.

Keyworker support

Every pupil on the SEND Register is given a **Keyworker** who…

- Meets with the pupil each term to agree on their **targets**.
- Talks with them about the strategies and support that would help them best.
- Helps them to complete a **pupil voice profile** which is shared with teachers.

This profile gives pupils the chance to explain things such as:

- What they enjoy and what they are good at.
- What is important to them now and in the future.
- How they like teachers to communicate with them.
- What they find difficult.

- How they think the school can support them.
- What they can do to help themselves.

EHCP pupil voice

For pupils with an **Education, Health and Care Plan (EHCP)**, their views are an important part of the **annual review**. Pupils may choose to attend the meeting themselves or share their thoughts with their Keyworker beforehand. Together with a Keyworker or HLTA, pupils also complete a **One Page Profile** – a clear summary of their strengths, interests, and what matters most to them – which is shared with all professionals involved.

Pupil council and wider pupil voice

In addition to SEND-specific support, we also make sure all pupils can share their views on school life through:

- **Form councils** – each form has two elected representatives who meet with the Head of Year every half term.
- **School council** – each year group elects two representatives who attend a whole-school meeting with senior staff every half term.
- **Anti-bullying surveys** – completed termly, with opportunities for small group discussions.
- **Learning audits** – some pupils are asked to share their feedback on teaching and learning so we can continue to improve.

Through these different opportunities, pupils with SEND are fully included in shaping both their own support and wider school decisions.

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?

At Fleetwood High School, we know that parents and carers are the people who know their child best. We believe that working together with families is the best way to make sure children with SEND are supported to achieve their potential.

Before your child joins us

If your child has SEND, we will invite you to meet with the **Assistant SENDCo** before they start at FHS. This gives you the chance to:

- Share your child's needs, strengths and challenges.
- Ask questions about how we will support them.
- Raise any concerns about transition to secondary school.

We also work closely with your child's primary school to gather as much information as possible so that support is in place from the beginning.

Regular communication and updates

We want parents to feel fully informed about their child's education. We do this through:

- **Parents' Evenings and Information Evenings** – a chance to discuss progress face-to-face.
- **Termly reviews** with your child's Keyworker (a Higher-Level Teaching Assistant or Level 3 Teaching Assistant). These meetings give you the opportunity to discuss progress, share concerns, and agree next steps together.
- **Annual SEND reviews** – to reflect on progress and update support plans.
- **Parent Voice** – parents are invited to complete this regularly. It is your chance to tell us what you would like us to know about your child, your hopes for their future, and any external support they are receiving.
- **Reports** – you will receive a termly progress update and a full written annual report.
- **Additional meetings** – if you ever feel you need more contact, you can request a meeting with your child's Keyworker, Form Tutor, Head of Year.

EHCP reviews

If your child has an **Education, Health and Care Plan (EHCP)**, you will be invited to an **Annual Review**. In this meeting, we discuss your child's progress towards their personalised targets and work together to set future goals. Your views – and your child's – are central to this process.

SEND Support Plans

Every pupil on the SEND Register has a **personalised SEND Support Plan** which includes input from both the pupil and their parents/carers. This ensures that the support we provide reflects your views and priorities as well as your child's. You will have an opportunity to meet with your child's allocated keyworker at least twice per term.

How we communicate with parents

We use a range of methods to make sure communication is clear and accessible. This includes:

- Phone calls, emails and text messages.
- Social media updates through Facebook
- Letters home and newsletters.

- Updates via the **school website and parent portal/app** - ClassCharts

If you have concerns or questions, you are always welcome to contact the school.

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

Here's a **parent-friendly rewrite** of that section. I've simplified the language, made it warmer and more reassuring, and added in elements parents would usually expect from a mainstream secondary school (like high-quality teaching for all, ongoing monitoring, and clear communication with families).

How does the school teach and support children with SEND?

The **SEND Code of Practice (2014)** makes it clear that *all children should receive high quality teaching* – and at Fleetwood High School, this is our starting point for every pupil, including those with SEND.

High quality teaching for all

Our priority is to make sure every child has access to:

- An **ambitious, broad and balanced curriculum**.
- **Well-structured lessons** that are engaging and inclusive.
- **Scaffolding and differentiation** (adapting lessons so pupils can access the work at their level).
- **Personalised strategies** where needed to help overcome individual barriers to learning.

Pupils are often grouped according to ability, but they also have opportunities to work with pupils of all abilities across our inclusive curriculum. Teachers are trained to adapt lessons for a variety of needs and encourage pupils to reflect on their own progress.

We have **high expectations for all pupils**, including those with SEND, and aim to provide stimulating lessons that every child can access and enjoy.

Intervention and additional support

Alongside high-quality teaching, some pupils may also benefit from extra help. This could include:

- **Small group support** in literacy and numeracy for pupils who need to catch up.
- **Targeted interventions** in areas such as reading, spelling, maths or social skills.
- **One-to-one support** from a teaching assistant or specialist teacher, where appropriate.
- **Use of technology or resources** to help pupils access the curriculum.

These interventions are not just for pupils with SEND – we offer support to any pupil who needs a boost in a particular subject.

The "Assess, Plan, Do, Review" approach

When a child needs more support that is "additional to" or "different from" what is usually provided in class, we follow a simple cycle:

1. **Assess** – The SENDCo/Deputy SENDCo works with teachers (and sometimes external professionals) to understand your child's strengths, needs and barriers to learning.

2. **Plan** – Together, we agree what support will be put in place and set clear targets.
3. **Do** – The planned support is delivered, either in the classroom or through small group/one-to-one sessions. This could include adapted resources, additional adult support, or input from external agencies.
4. **Review** – We regularly check how well the support is working and make changes if needed. You and your child will be kept informed at each stage.

Working in partnership

Decisions about the support we provide are made through consultation with:

- **Teachers and teaching assistants**
- **Heads of Year and Assistant Heads of Year**
- **Parents and carers**
- **Pupils themselves**
- **Senior leaders and, when needed, external agencies**

This ensures that resources are used in the most effective way to support each child.

What you can expect as a parent

As a parent, you can expect:

- Regular updates about your child's progress (via parents' evenings, review meetings and written reports).
- A **Keyworker** (for pupils on the SEND Register) who will regularly check in with you and your child and review their progress termly.
- Access to online information and resources through the school's **parent portal/website**.
- A commitment that your child will be taught in a school that values inclusion, celebrates success, and maintains high aspirations for every pupil.

How accessible is the school environment?

Fleetwood High school is spread over two floors. All parts of the building are wheelchair accessible and there is an accessibility lift. There are two designated disabled parking spaces within easy access of the main entrance.

Accessibility toilets with disabled access/facilities are situated on both floors and there are five accessibility toilets in total. While a small number of corridors are narrow, staff are fully aware of this and appropriate arrangements are made to avoid congestion during lesson change over.

All classrooms are rated as acoustically acceptable. However, the sports hall and dining room have poor acoustics. All classrooms are either carpeted or have nonslip specialist flooring.

There is a medical room with hand washing facilities, a medical bed, lockable storage area and shower facilities. There are male and female showers in the P.E disabled changing areas and an additional shower in the accessibility toilet on the ground floor.

While the school does not use height adjustable tables, height adjustable chairs and lower height tables can be made available.

Laptops, overlays, specialist writing equipment, writing slopes, ear defenders and assistive listening devices (ALDs) are routinely provided to SEND pupils.

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?

We review the needs of the learners within the school and endeavour to put in place provisions to be able to cater for these needs. Some of the funding the school receives may go towards SEND training so that in-house provision is more targeted at the specific needs of pupils in school. The SENDCo carries out rigorous quality assurance through lesson visits, staff interviews, learning walks, student voice and book looks.

Decisions are made as to whether specific interventions are proving to be effective both in terms of the impact on supporting students barriers to learning, the time spent on them and the finance used in setting up and delivering an intervention.

Where there are concerns about a pupil's progress and/or engagement which cannot be met through the deployment of quality first teaching strategies, the SENDCo / Deputy SENDCo will liaise with key school staff, the pupil, their parent(s) and /or external agencies. Following the sharing of information, decisions are then made as to the most appropriate type of support and/or provision to put in place for the learner, leading to the development of a SEND Support Plan.

A SEND Support Plan is produced in consultation with the pupil and parent so that teaching staff have a clear knowledge of pupil and parent voice. FHS values the importance of student and parent voice.

FHS communicates with parents using a variety of means. The school sends 'in-touch' email messages with letters attached to communicate with parents. Parents are regularly asked for their opinion on their child's provision. We have an active Parent Council who meet with members of the senior leadership team on a regular basis. Each pupil on the SEN Register is allocated a keyworker who will feedback to parents of children with SEN at least twice termly. In the first instance, parents/carers are encouraged to talk to their child's form tutor. As part of the Year 6 into 7 induction evening parents have the opportunity where possible to meet with the tutor.

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 Fleetwood High School, we believe that the best outcomes for children with SEND come from **working closely with parents and carers**. We want you to feel confident that you know how your child is doing and how you can support their learning at home.

Keeping you informed

You will be kept up to date about your child's progress through:

- **Parents' Evenings** – regular meetings with teachers to discuss progress.
- **Information Evenings and Open Events** – opportunities to find out more about the curriculum and how we support pupils.
- **Regular Keyworker contact** – twice termly for pupils on the SEND Register.
- **Annual EHCP reviews** – for pupils with an Education, Health and Care Plan (EHCP), looking in detail at progress towards targets and agreeing future provision.
- **Written reports** – termly progress reports and an annual full report.

We aim to meet families before children join us in Year 7 and to maintain regular communication throughout their time at FHS.

Personalised support information

Every pupil with SEND has a **SEND Support Plan** that is shared with all staff. This includes:

- Your child's strengths and interests.
- Their barriers to learning and needs.
- Key strategies that teachers should use in lessons.
- Support from both in-school and external services.
- Input from you (Parent Voice) and from your child (Pupil Voice).

This ensures that every teacher understands how best to support your child in the classroom.

Ways we communicate with parents

Depending on your child's needs, we may use different methods to keep in touch, including:

- Phone calls and emails.
- Text messages and letters home.
- Updates through the **school website and parent portal/app**.
- Meetings arranged by prior appointment

You are always welcome to contact your child's **Form Tutor, Head of Year, Assistant Head of Year, Teaching Assistant, subject teachers, or the SENDCo** if you have concerns.

How you can support at home

We will work with you to suggest ways to help your child at home, such as:

- Encouraging good routines for homework and revision.
- Reading with your child, or supporting them with subject-specific practice.

Listening to pupils

Pupil voice is an important part of our culture. Children with SEND are encouraged to share their views about the support they receive and to take an active role in decisions about their education.

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?

The Governors employ specialist teachers and teaching assistants as required to meet the special educational needs of pupils on roll at that time. The Governors also ensure they are kept fully abreast of their statutory responsibilities by attending training and receiving regular updates from the Headteacher / SENDCo.

The SENDCo and Headteacher are kept fully up to date about special educational needs issues through attendance at training and cluster meetings. In addition, the SENDCo's skills will be developed through attendance at specialist training with outside agencies and through subscriptions to professional bodies.

Senior staff responsible for curriculum development regularly discuss special needs issues with the Headteacher / SENDCo. Other teaching staff are kept up to date informally by the Headteacher/ SENDCo and formally at staff meetings and training.

Teaching Assistants need a wide range of curriculum and special educational needs knowledge. This is regularly updated by INSET and the 'Sharing of Good Practice' meetings. Many teaching assistants have their own specialism and we find this is a useful model as it helps to match the right Teaching Assistant with the right child. For example, one Teaching Assistant's specialism is 'autism', while another Teaching Assistant's specialism is 'dyslexia'.

Staff will also be given the appropriate training should a child's medical care plan require it.

Sometimes a pupil may have a special need which our school cannot address. In which case support from an outside agency may be requested. Please see below the outside agencies who are actively involved with some of our pupils.

- Educational Psychologist
- School Nurse
- LCC Inclusion Specialist Teaching Service
- LCC Hearing Impairment service
- LCC Visual impairment service
- LCC EAL service
- Speech and language therapy
- Physiotherapy and support from the Occupational Therapist
- Barnardo's
- Shine Mental Health Support Team
- Child Action North West (CANW)
- ADHD North West
- Youtherapy
- Children and Family Wellbeing Service
- Child Social Care
- Children and Adolescent Mental Health Service (CAMHS)
- Police
- Youth Offending Team (YOT)
- SEND information, Advice and Support Service (SENDIASS)
- Kooth
- Inspirational Minds
- SHINE – Education Mental Health Team (NHS)

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?

Transition from Primary to Secondary school

The school works closely with our Primary feeder schools to support the successful transition of all pupils as they begin their school journey with us in Year 7. The SENDCo and/or Assistant SENDCo visits the children in their primary school setting and the children come into school for 'acclimatisation' visits, where they tour the school and attend taster lessons in a variety of subjects in order to become familiar with their new school. Where felt beneficial some pupils are also given the opportunity to attend additional taster sessions in our Learning Support area of the school. The SENDCo will collate any SEN information and may, depending on the data, arrange a further meeting with the Y6 teacher to discuss the pupil in more detail. The SENDCo attends Y6 EHC plan annual reviews when invited by the primary school. This gives parents the opportunity to find out how the school will be able to support a child through the transition and beyond.

Transition from Secondary school to College or Training provider:

We have close links with all of the college providers in the area.

We employ a dedicated Careers Officer, who meets with all of the Key Stage 4 pupils. This person puts a plan in place, advises on which colleges provide what and ensures applications are completed. Pupils are monitored to ensure all our leavers have a pathway from secondary school into college, apprenticeship or other training providers.

Work Experience is available to all Year 10 pupils and careers advice is also provided by a team of experts. The school regularly invites college representatives into school to meet and talk to the pupils and to explain what their college provides. All of the colleges are invited to attend Year 9 Options Evening and Y11 Parent's evenings in order that parents or pupils can meet with them.

For pupils with an EHC plan, a careers advisor and a representative from a chosen post-16 provision attends all annual reviews from Y10. This is to ensure a transition planning is in place and the college or provider is able to meet the pupil's learning needs. The SENDCo / Deputy SENDCo will work with pupils who have an EHC plan pupils and their parent(s) to ensure that any specialist provision is in place at the pupil's chosen Post 16 provision once the decision has been made.

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

FHS prides itself on providing an inclusive learning environment where all children, including children with SEND are treated equally and have access to the full range of opportunities that we provide.

All clubs, trips and extracurricular activities offered to pupils at Fleetwood High School are available to pupils with special educational needs either with or without an EHC plan. Where required, FHS will use the resources available in school to provide additional adult support to enable a pupil to have safe participation in a activity. Staff who are arranging an off-site visit will discuss with parents and the SEND staff the requirements needed and the suitability of any visit which the school is putting on. The school will not prevent any pupil from participating in an activity outside of school due to their special educational need and/or disability if the trip is suitable for the child and their safety and the safety of others is not compromised (Equality Act 2012). A member of the Senior Leadership Team oversees the planning of all visits to ensure pupils are safe and included where possible. Pupils with SEND are fully included in activities throughout the school day. If necessary, we provide additional support to enable this to happen, for example 'meet and greets' in the morning, additional support at break times or lunchtimes or for extra-curricular activities, including learning outside the classroom opportunities.

What support will there be for my child/young person's overall well-being?
At Fleetwood High School we understand that an important feature of the school is to enable all pupils to develop emotional resilience and social skills, both through direct teaching, for instance as part of the PSHE programme of study or during form time, and indirectly with every conversation adults have with pupils throughout the day. All pupils belong to a year group. Each year group is led by a Head of Year and is supported by an Assistant Head of Year and team of form tutors. The Head of Year has overall charge of the year group. Form tutors meet with pupils each morning and look after both their well-being and progress. Tutor time has planned learning throughout the year. 'Pupil Voice' forms an integral part of the decision-making process within school. Elected representatives from each tutor group represent the views of the pupils at Pupil Council meetings. Feedback on this process is then provided by the Whole School Council in the presence of a member of the Senior Leadership Team and other relevant stakeholders of the school. The school fully acknowledges and supports the importance of listening to the views of its children whilst providing them with opportunities to participate in the development of their educational provision. Each pupil on the SEN register participates in the completion of a termly 'Pupil Voice'. Each pupil on the SEN register has an allocated key worker, learning support mentor and/or access to the school's counsellor, Social, Emotional and Mental Health (SEMH) Practitioner or one of two Educational Mental Health Practitioners who work for the NHS and have been allocated to work with the school. The school's 'Student Support' area, 'Inclusion Room' and 'Lighthouse Centre' are all areas in school for supporting pupils with SEMH and behaviour related issues which may be having a negative impact on their wellbeing, learning and progress in school. Where required the school will also make referrals to external agencies including the school nurse, 'Children and Family Wellbeing' CAHMs and/or other supporting agencies. (See below) The school's Attendance and Pupil Support Team monitors daily attendance and work with pupils, parents and Heads of Year on issues relating to attendance. The school also employs the 'ATTEND Framework' tool to help identify and support barriers relating to Emotional Based School Avoidance as recommended by Lancashire County Council. The school has a policy which covers the support of pupils with medical conditions. There is a trained member of support staff on duty in the main office from to

receive medicines. Pupil medication is kept in a secure facility which can be accessed, in conjunction with this trained member of the support staff, as and when required. Pupils with specific health needs and those who require rescue medication will also have a Health Care Plan.

Allocated staff in school have received Mental Health First Aid training and most staff in the school have received Trauma Informed Practice training. A 'Pupil Wellbeing' database is maintained by the school and holds a wealth of information to enable staff to quickly identify and support pupils who may be struggling with their mental health.

All pupils are invited to attend a range of extra-curricular activities during lunch and / or after school. (Please refer to the extra-curricular timetable on the school website.)

PSHCE lessons and assemblies are used to educate all pupil on issues relating to mental health and well-being, including how to maintain good mental health and well-being.

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

At Fleetwood High School, there exists a robust system of self-evaluation in which we evaluate:

- Pupil Progress and Achievement
- Leadership and Management
- Quality of Teaching and Learning
- Curriculum
- Culture, Behaviour and Safeguarding

As part of this process, we evaluate the effectiveness of all provision delivered to pupils with special educational needs. The SENDCo and SEND Governor meet regularly to discuss the provision for children with SEND. The Governors also receive a termly SEND Report which is presented at the Pupil Welfare and Well-Being Committee.

Each term, the performance data of children with SEND is analysed and areas of need are identified. In addition, interventions are regularly reviewed and monitored to ensure that the impact is effective. Teacher feedback is also sought on a termly basis.

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 times a pupil may have an identified need or barrier which cannot be met by school input alone and where support from an outside agency may be requested. The list below identifies external agencies who are currently engaged with our pupils.

- Educational Psychologist
- School Nurse
- LCC SEND Specialist Teaching Service
- LCC Hearing Impairment service
- LCC Visual impairment service
- LCC EAL service
- Speech and language therapy
- Physiotherapy
- Barnardo's
- Child Action North West (CANW)
- ADHD North West
- Kooth
- Children and Family Wellbeing Service
- Child Social Care
- Children and Adolescent Mental Health Service (CAMHS)
- Police
- Youth Offending Team (YOT)
- SEND information, Advice and Support Service (SENDIASS)
- SHINE – Educational Mental Health Team

www.lancashire.gov.uk/SEND This link also contains details about 'personal budgets'. This is money that the local authority will make direct payments to a parent or young person who has an EHCP. 'A **personal budget** is an amount of money identified by the local authority to deliver all or some of the provision set out in an EHC plan. By having a say in the way this **budget** is used, a parent or young person can control elements of their support' – Children and Families Act **2014**.

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?

At Fleetwood High School, we are committed to working in partnership with parents and carers to meet the needs of the children in our school. If you were to have a question or concern about the provision for your child with SEND, in the first instance, we would encourage you to contact your child's Head of Year, Assistant Head of Year or Form Tutor. Should you wish to discuss your concerns further, you could contact the Deputy SENDCo in the first instance. If you still have

concerns regarding the provision for your child, then please contact our SENDCo who is a member of the senior leadership would investigate your concern. Should the SENDCo Headteacher be unable to resolve the difficulty, the concern could them be put in writing to the Governor with oversight of special educational needs. The Chair of Governors would become involved if other avenues to resolve the situation have been exhausted.

Should you need assistance with this from someone outside the school please contact SEND Information, Advice and Support Service. 01772 536981, **www.lancashire.gov.uk/SEND**

While the school will actively seek to resolve a concern, if you are not satisfied with how we have responded, you may wish to make a formal complaint. The school has a formal complaints procedure which you can download from our school website or request a copy of.

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

If have a question or concern about your child, FHS would encourage you in the first instance to contact your child's Head of Year or Assistant Head of Year. Should you wish to discuss a concern related to your child's special educational needs, you could contact the school's Assistant SENDCo (Mr Martin) in the first instance or the SENDCo (Miss Hibbert). All staff can be contacted through the school's main telephone on 01253 876757.

If you require any further support or guidance about the provision for your child you can also contact the **SEND Information, Advice and Support Service** on 01772 536981 or visit **Lancashire SEND.**

Barnardo's also provide support for parents: Tel: 01772 629470 or Email… southribblefamilies.project@barnardos.org.uk

The **Family Information Network Directory (FIND)** have a newsletter which is issued four times a year and has the details of many different groups.

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

Lancashire County Councils Local Offer - **www.lancashire.gov.uk/SEND**