

Hurworth School Special Educational Needs Information Report

Last reviewed: November 2018

Hurworth School Special Educational Needs and Disabilities (SEND) offer

We recognise that at some point in any student's career at Hurworth the individual may require additional support to reach their potential. Regardless of the need and the length of time for which support is required, the school will meet that need wherever possible. If this support cannot be provided by our experienced and highly-qualified staff then we will seek external specialist support.

The name of the Special Educational Needs Co-ordinator is **Mrs Catherine Lawrence**. She is the SENCo as defined in the revised SEND Code of Practice and has overall responsibility for provision for those students on the SEN Register. She is assisted by **Mrs Melanie Pitchford**, the Assistant SENCo, and 8 teaching assistants [TA's] working in the Learning Support Department.

Objectives of the School's SEND provision

- To ensure access to a broad, balanced and relevant curriculum for all students.
- To identify students with additional needs and disabilities.
- To identify the nature of the additional need or disability and to implement appropriate learning, behavioural and social skills programmes to meet that need as far as resources will allow.
- To raise the self-esteem of students with additional needs and disabilities.
- To encourage a parent partnership and with it involvement in students' learning.
- To promote effective liaison between the Leadership Team, Department Heads, Raising Achievement Co-ordinators, staff, parents and outside agencies.
- To promote the idea that the delivery of the National Curriculum to all students is the responsibility of all staff.
- To support staff in curriculum areas in adapting schemes of work and provision for all students.
- To ensure continuity across all Key Stages.
- To ensure that SEND is represented on all relevant school bodies.

We are recognised as an inclusive school and we are proud of our reputation.

In developing this offer, children with SEND are understood to be students who have difficulties in participating in curriculum experiences which they could have expected to share, had the particular difficulty not existed. Children's SEND are generally thought of in the following four broad areas of need and support:

- communication and interaction
- cognition and learning
- social, emotional and mental health
- sensory and/or physical needs

The school works in line with the SEND Code of Practice principles [June 2014] in that it has regard to:

- the views, wishes and feelings of the child or young person, and the child's parents
- the importance of the child or young person, and the child's parents / carers, participating as fully as possible in decisions, and being provided with the information and support necessary to enable participation in those decisions
- the need to support the child or young person, and the child's parents / carers, in order to facilitate the development of the child or young person and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood

Supporting SEND children in Hurworth School

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

Children with SEND are generally identified from either information gathered during their transition into school or from parent and staff concerns after having been in the school for a period of time. All information on pupils with SEND is requested by the SENCo from parents, settings and other professionals already involved with the pupil.

All pupils are screened on entry for reading by the SENCo, **Mrs Lawrence**. If this data indicates that further investigation is required then additional individual screening is completed using a variety of assessment tools. This data then feeds into the classroom provision and access arrangements for all internal and external examinations. Mrs Lawrence also coordinates the computerised screening assessment of cognitive ability [CATS – Cognitive Ability Tests] for all Year 7 pupils on entry, and these further contribute to the identification of need.

The SENCo or assistant SENCo will arrange a meeting to identify and discuss these concerns with parents in school. The SENCo meets weekly with pastoral and SEND staff to disseminate any concerns to appropriate staff across the school.

Consideration of whether special educational provision is required starts with desired outcomes, and the partnerships between pupil, parent and professionals determines the types of additional support that is needed to achieve these outcomes. If a pupil is identified as having SEND they will be added to the register of pupils with SEND to which all staff have access.

If a student's needs are very high and can only be catered for with a greater level of support, an EHCP assessment may be requested. Using the Darlington Borough Council's 'Ranges', the needs of a student in the four areas will be identified along with analysis of the impact of provisions already in place as part of the graduated approach. Ranges 1-3 describe needs that should be met largely in the mainstream classroom with Quality First teaching, up to date staff awareness of need, classroom support and the provision of effective resources, including assistive technology.

The assistant SENCo creates a pen portrait of the pupil on Edukey to provide staff with accurate information on their identified needs, and the strategies to be implemented across the school, including any agreed arrangements for examinations. This information is accessible to staff via Classcharts. All staff must include any pupils with Special Educational Needs in their lesson planning, showing what resources, strategies or differentiated approaches are to be used.

Progress is monitored weekly to help the pupils reach the expected outcomes and to remove barriers to learning. This forms part of a graduated approach to effective SEND support through a four-part cycle of **Assess, Plan, Do and Review**. More information on the approaches used within this four part cycle are outlined in the school's SEND policy document. This can be located on the school's website address: www.hurworthschool.org.uk

2. How will the school staff support my child?

The subject teacher remains responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants.

Mainstream classes are grouped to ensure that pupils are placed in a class with those of similar academic ability. To support the students in the mainstream classes teaching assistants work with the teachers to plan appropriate work and strategies to meet each student's individual needs. Strategies include the use of differentiation, whole class support, and withdrawal work if appropriate.

Pupils with SEND may be withdrawn to work in a base room in order to further develop skills which are specifically related to their needs. Examples of timetabled intervention work of this nature include lessons to address social communication and interaction skills, speech and language skills, numeracy skills, reading and life skills. The SENCo is responsible for writing the individual programmes of planned withdrawal support to cover areas such as social communication, speech, language and life skills. These programmes are reviewed termly in liaison with parents, teaching assistants and SENCo. The SENCo sends parents a copy of the 1:1 programme to inform them of the targets to be covered by the TA. Any adjustments to a 1:1 programme are based on the staff's awareness of pupils' current needs as well as parent feedback.

Pupils with specific reading difficulties are taught in small groups by the SENCo. This can be delivered as a short or long-term intervention, depending on the needs of the child.

3. How will the curriculum be matched to my child's needs?

The majority of pupils are taught within mainstream teaching groups. Teachers differentiate their teaching approaches and resources to match the learning needs of pupils. At Key Stage 3, pupils in Set 5 (the set of students with the lowest academic ability) are taught the humanities curriculum [History, Geography and Religious Studies] by the literacy intervention teacher. This enables the pupils' skills to be developed through literacy-focussed teaching. The school's Curriculum Policy and Setting Policy can be viewed at www.hurworthschool.org.uk .

Pupils with very low reading age will be withdrawn from most of these classes to work on a structured phonics programme to increase their reading age to a level at which they access the curriculum. This will continue as long as necessary in Key Stage 3.

In Key Stage 4, some students may not take the full suite of subjects. If it is deemed beneficial to their performance, they may opt for an additional 'Study' slot which gives five supported lessons per fortnight to catch up, revise and clarify. Further slots can be used for working on the AQA Unit Award Scheme; these are developed around the strengths and interests of the students. Currently, students taking part in Unit Awards in cookery, gardening, DT, life skills, numeracy skills and art.

Functional Literacy Skills, Entry Levels 1, 2 and 3 have recently been introduced and are currently being worked on by Year 9, Set 5. This will be rolled out to more year groups in the coming years.

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

The school's normal reporting arrangements are outlined in the Assessment, Recording and Reporting Policy, located on the school's website address www.hurworthschool.org.uk. In addition to these arrangements the school actively seeks the involvement of parents in the process of reviewing the support and progress of pupils with special educational needs.

Approaches used to develop strong partnerships with parents include:

- Y6 pupil and parents evening
- Transition planning meetings
- Annual EHCP review meetings which include parents, pupil, and other agencies [if involved]
- Regular home-to-school liaison through email, pupil's home/school liaison book, telephone contact, letters, meetings in school
- SEN Support Plans [see below] record the parent /carer views and agreed SEN interventions; they are reviewed three times per year, or more frequently if necessary, and can be accessed online at any time using a code given at the review meeting.

All pupils with SEND will have an SEND Support Plan in place. The SEND Support Plan includes information under the following headings:

- Teacher feedback on progress towards academic targets in all subjects
- Global interventions in place
- Parent / carer views
- Pupil views
- Desired outcomes
- Provisions in place to achieve outcomes
- Date for the next review
- Details of need
- Access arrangement

- Social care needs
- Health care needs

Each child's SEND Support Plan is always reviewed with the involvement of teachers, parents / carers, as well as with the pupil. The SENCo or Assistant SENCO endeavour to conduct reviews through meetings in school with parent and child. Edukey software is used to review provisions; the outcome of this provision review informs which provisions will be maintained or increased and which are no longer needed. A new version of the Support Plan is created when provisions have been reviewed, parent/carer/student views updated and information added. A link to the updated Support Plan is given to the parent after at the review.

5. What support will there be for my child's overall wellbeing?

The school's pastoral team is led by Mr Sutherland. Each year group is allocated a Raising Achievement Coordinator to oversee the pastoral, social and academic progress of pupils in a year group. The SENCo attends weekly review meetings with pastoral staff to ensure there is a coordinated and effective approach to providing the appropriate pastoral, social and academic support to pupils with SEND. Mrs Pitchford, the assistant SENCo, is also Raising Achievement Coordinator for Year 7, and manages the transition of all pupils from Year 6 into Year 7. We also offer support for issues related to personal well-being and positive mental health, as well as liaising with all relevant and available agencies through Children's Social Care, the Emergency Services and CAHMS.

There is a full programme of Personal Social Healthcare and Citizenship Education with specific focus on Spiritual, Moral, Social and Cultural well-being. This is coordinated by Head of Personal Development, Mrs Natalie Douglass.

Medical conditions are normally specified in an individual healthcare plan. Where pupils have SEND as well as a medical condition their provision is planned and delivered in a coordinated way between the staff responsible for the management of healthcare plans and the SENCo or Assistant SENCo. Personal care is coordinated by a member of staff trained to undertake specific tasks of this nature. The school's 'Medication in School' policy document is located at www.hurworthschool.org.uk.

6. What specialist services and expertise are available at or accessed by the school?

Hurworth School has the following additional provisions on site to provide pupils their access to staff with specialist skills:

- Full-time behaviour support specialist
- Resourced Provision for pupils on the autism spectrum [14 places]
- School Counsellor
- Careers support advisor
- Social Communication Outreach Service

In addition, the school has strong links with outside agencies. These agencies can be invited to attend review meetings with parents and staff, as well as to provide direct advice and support on individual needs as they arise, often working directly with pupils where it is deemed appropriate to do so. Parents are kept informed

throughout the process and reports from agencies are used to inform future planning.

Agencies currently accessed by the school include:

- Education Psychologist
- Social Care
- Health Services, such as CAMHS [Child and Adolescent Mental Health Service]
- Speech and Language Therapy
- Occupational Therapy
- Hearing impairment support
- Visual Impairment Support
- Children's Occupational Therapy

7. What training and expertise do the staff supporting children and young people with SEND have?

Over recent years staff within the SEND department have undertaken training. The following is a list of specialist SEND areas covered in recent years:

- Autism in children – post graduate certificate
- EPI-Pen training
- PHSCE curriculum, including sex and puberty support for children with ASD
- Sexuality, Friendship and Relationships in Autism
- Challenging behaviour
- Counselling and mentoring
- Language & Communication impairment in children - post graduate certificate.
- Team Teach training
- Promoting Mental Health in School
- Level 3 Award in supervising food safety in catering
- Accelerated Reading training
- Reciprocal Reading training
- Autism Education Trust - Leading Good Autism Practice
- Attachment awareness
- Understanding ADHD
- Autism and Sport – theory and practical
- The challenges to emotional regulation in pupils with Autism
- Clicker 7 training
- Jed and Kudos careers guidance IT tools
- AQA Unit Award Scheme coordinator and centre based training
- Negative Behaviours in school - A Sensory Perspective on ADHD
- Hearing Voices – SEMH
- Supporting looked after young people
- Teaching reading using synthetic phonics
- Identifying dyscalculia and supporting weak maths ability
- AMBDA and APC

- PG Certificate in ‘Difficulties developing literacy’

8. How will my child be included in activities outside the classroom including school trips?

All pupils have the opportunity to participate in extra-curricular activities which provide enriched experiences during their time at Hurworth School. The SEND department plans appropriate support to ensure SEND pupils can participate alongside pupils who do not have SEND. SEND staff can be made available to support at lunchtime and after-school activities and clubs where needed, and teaching assistants accompany pupils on school trips as required.

There are after-school clubs organised and run by the teaching assistants in the department. These are aimed specifically at developing the social interaction, communication and practical skills of pupils with SEND, but can also include non-SEND pupils if they show an interest in participating. The clubs are Cookery Club and Stop Motion Animation Club and each is run on a weekly basis. Participation in these is always high, and pupils are given the opportunity to re-enrol from one term to the next. TAs also run a twice-weekly ILT support group after school for anyone to access as they need to.

9. How accessible is the school environment?

Hurworth School is an inclusive school and we are privileged to have an additional Resourced Provision to support students with Social and Communication needs. The school’s Single Equality Scheme [located at www.hurworthschool.org.uk / policy documents] is supported by an Accessibility Action Plan to ensure Hurworth School continues to work towards increasing the accessibility of provision for all pupils, staff and visitors to the school.

The school has made a number of improvements to the physical environment including:

- installation of ramps for wheelchair access
- installation of wheelchair lifts to improve access to dining hall and stage areas
- increased number of disabled toilets across the school

The school’s SEND Policy document provides more detailed information on the approaches used to support inclusion through adaptations to the curriculum and environment.

10. How will the school prepare and support my child to join the school or to transfer to a new school or the next stage of education and life?

The assistant SENCo / Head of Year 7 [Mrs Pitchford] oversees transition into Year 7. She visits the primary schools and gathers the information available on all Year 6 students due to transfer into Hurworth School. All information on SEND pupils is passed to the SENCo. An enhanced package of transition support is offered to support those students who are identified as needing additional support, and this is organised in liaison with the pupil, parents, other agencies and relevant

primary school staff. This type of support can include additional 1:1 visits and visual resources [ie. transition booklet, photographs and video tour of the school] to familiarise the child with their new setting.

There is additional support for those pupils preparing for adulthood and the move into the next phase of their education, employment or training. Preparing for adulthood is included in every EHCP and Support Plan and focusses upon independence, community involvement, healthy living as well as transition to FE and work. Support for FE transition is coordinated in liaison with the school's careers advisor. It includes support and guidance with choosing career paths, visiting colleges with support staff, preparing CVs and application forms, preparing for interviews, access to a Life Skills scheme of work and enhanced packages of support to prepare for work experience placements in Year 10; if work experience is not appropriate, an alternative, more supported package is created around individual strengths and interests: Experience of Work. Staff within the SEND department work closely with pupils with SEND and parents to build their confidence throughout the process of this preparation. The school's policy for careers education and guidance can be found at www.hurworthschool.org.uk