

SEND Information Report**The kinds of special educational needs that are provided for in school**

Students with special educational needs may relate to a particular type of need which will fall into at least one of the following four areas.

Communication and interaction

Some of our students have difficulty communicating with others due to speech, language and communication needs. Students on the Autistic Spectrum fall into this category.

Cognition and learning

Some of our students have moderate learning difficulties (MLD) in that they learn at a slower pace than their peers, even with appropriate differentiation and scaffolding. Alternatively, some of our students have specific learning difficulties (SpLD) which incorporates conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health

Some of our students demonstrate social and emotional difficulties. They can become withdrawn, unhappy and isolated. They may display challenging, disruptive or disturbing behaviour. This is often related to a diagnosis of attention deficit disorder, attention deficit hyperactive disorder or attachment disorder. In rare cases, such behaviours can arise from mental health difficulties such as anxiety and depression.

Sensory and/or physical needs

Students may have a visual or a hearing impairment.

The name and contact details of the SENCO (mainstream schools) and further contacts where parents/ carers may have concerns

Please do not hesitate to contact us if you have any further concerns or questions regarding the information in this report.

Mrs Clare Tomlinson or Mrs S Parker-Browne

SENDCo

Hungerhill School

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For more information on the Doncaster Local Authority 'Local Offer' for SEND please use the following link:

<http://www.doncaster.gov.uk/services/schools/local-offer-send>

Other contacts within the LA

For up-to-date contacts for advice and support please use the following link

<http://www.doncaster.gov.uk/services/schools/local-offer-information-advice-and-support>

Policies for identifying children and young people with SEND and assessing their needs

At Hungerhill School we are inclusive and believe all students have the right to a balanced and broad curriculum tailored to their individual needs. Hungerhill School recognises that a clear approach to identifying and responding to SEND, adhering to the requirements of the SEND Code of Practice (2014) is crucial.

We aim to identify SEND as early as possible to secure the best long-term outcomes for the student and their family. We assess each student's current skills and levels of attainment on entry, building on information from our partner primary schools. We make reasonable adjustments for any student identified as having a disability, in line with the Equality Act 2010.

This assessment recognises any student making less than expected progress given their age and individual circumstances. This is progress which:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap
- Fails to close the gap in wider development or social needs in order for the student to make a successful transition to adult life.

Where progress continues to be less than expected despite high quality teaching, the SEND Lead will assess whether the student has SEND through gathering evidence from the discussions with the student, their parents, teaching staff and the pastoral support team. A record of these early discussions is communicated to the parents and kept in the students file in school. For higher levels of need, we draw upon the expertise of outside agencies. The school works closely with CAMHS, ASCETs, health professionals and Educational Psychologists to identify the holistic needs of every student.

If a decision is made that a student does have SEND then parents will be formally informed and we will signpost them to other independent support services and provide a named SEN support officer in school.

Using information from partner primary schools, outside agencies and our own information and assessments, students will fall into the following categories:

- a) they have additional funding for SEN, an Education, Health and Care Plan (EHCP) or a formal assessment procedure is in progress;
- b) they have significant special educational needs which are monitored and reviewed as part of an SEN Support Plan, incorporating a graduated approach in Assess-Plan-Do-Review cycles;
- c) they have additional needs for which careful, regular monitoring and some differentiated provision is required and a Learning Profile created.

All SEND Support students at Hungerhill School have a Learning Profile. Some SEND Support students at Hungerhill School have a support plan which is shared with students and parents and reviewed regularly. In addition, students with an EHC plan, also have an annual review which is monitored by the Local Authority.

We appreciate that some student's difficulties only become evident as they develop. Our teachers make regular low, medium and high stakes assessments of all students' progress, supported by the Pastoral Support Team, SEND department and the Senior Leadership team. Our staff are alert to emerging difficulties and respond early. Parents know their children best and our staff listen and respond to any concerns raised, along with any concerns expressed by the student.

At Hungerhill School we have a number of policies in place which guide our provision for all students. Many of these policies have been created with students input and feedback. All of our school policies are available on our school website and we are happy to give parents a paper copy of these or any other policy on request. Here is a list of relevant policies in school to support the learning and provision for vulnerable students and students with Special Educational Needs.

Arrangements for consulting parents of children with SEN and involving them in their child's education

We endeavour to keep parents/carers informed and have developed an excellent working relationship with our parents/carers over the years. The school produces regular newsletters to inform parents/carers of recent school events. All parents/carers are invited to attend annual parent's evenings to meet with individual subject teachers. There is also an extra meeting for Year 7 parents to meet the Form Tutor at the end of the Autumn Term.

Parents/carers of students with an EHC plan are invited to attend an Annual review to review their child's progress. In advance of these meetings, parents are provided with a written report which includes attendance, punctuality and comments on progress from subject teachers and the Form Tutor. Any recent reports from external agencies are also included. Parents are requested to complete a family profile and their child contributes with their own comments based on their feelings.

SEND Support Plans are reviewed regularly and parents/carers are consulted either by phone, email or invitation to attend meetings as part of the 'Assess, Plan, Do, Review' process to obtain their views and help shape provision for students.

Learning Profiles are sent out to parents once a term for feedback and amendments to ensure quality first teaching is embedded

Arrangements for consulting young people with SEN and involving them in their education

All students who are involved and consulted in the 'Assess, Plan, Do, Review' cycle, to shape their provision. They are invited to reviews for example, annual reviews, SEND support meetings and transition reviews to ensure their views are central to any decisions made or targets set. They are encouraged to attend their parent's evenings too. Student voice is also gathered via one to one informal conversations with the SEND Lead or other staff involved and online surveys.

Students are expected to know their Learning Profiles and have had an input

Arrangements for assessing and reviewing children and young people's progress towards outcomes, including the opportunities available to work with parents and young people as part of this assessment and review

We take a student-centred approach to assessing and reviewing progress. Partnership working and detailed planning forms the basis of reviewing student progress. Parents/Carers and young people are involved in these processes as described in the "arrangements for consulting" section.

Baseline assessments are carried out during transition and on entry. Progress is regularly reviewed at student support meetings to ensure all students are making good progress. Early intervention ensures strategies can quickly be put into place where necessary. Further Assessments are made when concerns are expressed

about Special Educational Needs by parents, teachers or parents/carers and any necessary interventions are reviewed as appropriate.

Regular book scrutiny and learning walks are carried out by the SENDCos and other members of the Senior Leadership Team to ensure that the needs of all students are met and that the quality of teaching and learning is high.

Through day-to-day teaching and learning, students are continually assessed and teachers' planning is adjusted to meet individual needs. Teachers discuss students they are concerned about to the SEND department as a matter of priority. The school has a system to track and monitor all children's progress using an electronic database and progress tracker.

Regular data analysis by the SEND department highlights which students may not be making expected progress, both those currently identified as having SEND and those who may need more detailed assessments. Through detailed Learning Profiles attached to SIMS, all teachers and support staff who work with students with SEND are aware of their needs, the outcomes they are working towards and the support they are accessing.

Teaching strategies and particular approaches that work for individual students are shared on a students Learning profile.

If necessary Positive Handling plans are also shared with staff. Information from outside agencies is summarised and included so that teachers are fully informed to support their differentiation in lesson planning. Student and parental involvement is sought in developing these documents in order to reinforce progress at home.

Arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society

We ensure that we work closely with our partner primary schools to share as much information as possible. A member of the SEND department will attend the annual reviews of EHCPs of Year 6 students to ensure that we have a detailed and accurate picture of their needs. The SEND Department meets with the staff at partner primary schools to discuss all other students who are currently on their register for SEN support or as having additional needs. This enables us to plan as early as possible the provision that may be required for the cohort.

The school offers a Year 6 Open Evening. The evening is an opportunity for all students and parents to visit the school for a guided tour and to talk to staff from all subject areas. In addition to this visit all students spend time in school in the summer term before they start Year 7. This is an opportunity to see the school on a normal day and to meet their Form Tutors and some subject staff. We are aware that these are daunting experiences and so prior to these days, any student identified by their primary school as vulnerable experiences an additional transition programme of support.

Transition from Hungerhill School to another provider

At Hungerhill there is a robust system of careers guidance for all students. This service is outsourced to an experienced, impartial careers advisor who attends reviews as appropriate.

We ensure that we encourage independence in the review of EHCPs and support plans and consider carefully the Teaching Assistant timetable so that students do not become too dependent on particular support. The outcomes written into EHCPs and SEND Support Plans at times of transition are carefully structured so that they reflect the student's ambitions for further education, employment, independent living and participation in society.

Some students complete a travel training programme with the SEND department or Local Authority Independent Travel Training programme which supports them when they complete their Year 10 one-week work experience. All students with high level SEND are supported before, during and after their work experience placements to ensure that it is a positive learning experience.

As part of the PSHE scheme of work during Year 11, all students complete a personal statement, CV and practice a letter of application. Where possible outside speakers are invited in to lead sessions on interview techniques as part of these lessons. Students with SEND are supported through these lessons to ensure that they are able to participate.

Students are offered interviews with the school Careers Advisor. This can help them to discuss their goals and aspirations and consider their options. The Careers Advisor is invited to attend annual reviews and SEND Support Planning meetings for students in Year 8 and Year 11. Where students have specified a particular further education provider a representative is invited to attend the Year 11 annual review and SEND support meetings.

Where necessary, students are then supported in the completion of application documents. Our students with EHCPs or SEND Support Plans are supported through their transition by a member of the SEND department. This often involves accompanying students on visits and interviews at further education providers. Our

staff can then pass on all of our information in the student's file to the new setting, in order for a successful transition.

Approach to teaching children and young people with SEN

At Hungerhill School, it is our aim to provide all students with the opportunity to fulfil their potential. Implicit in this philosophy is the notion that all teachers are teachers of students with special educational needs. The philosophy demands that individual differences are recognised within all classes and catered for appropriately. The match between teaching styles, curriculum materials, expected learning outcomes and student ability is crucial.

There is a graduated approach to supporting students depending on their level of need and support is personalised and targeted. Adults working with a student with SEND communicate regularly to ensure a consistent approach to teaching and learning. If additional support is identified as necessary, students take part in planned, evidence-based intervention and are provided at a time to suit need. The SEND department are supported by CAMHS workers, medical professionals, health professionals, school nurses, Educational psychologists and other professionals where and when appropriate.

The SEND department will ensure that all staff know and understand the needs of identified students. Information is available for staff to access regarding the individual needs of SEND students and ideas for strategies to support are offered by the SEND department where appropriate. All staff will have access to training, advice and resources to enable them to deliver high quality teaching and to contribute to developing fully inclusive practice.

Staff briefings are used regularly to update staff on strategies and specific needs of SEND students.

How adaptations are made to the curriculum and the learning environment of children and young people with SEN; schools should include details of how the broad and balanced curriculum is adapted or made accessible for students with SEN

Class sizes ensure that each student has Quality First Teaching in the best possible environment. Teaching and resources are scaffolded within the classroom to ensure students are able to achieve objectives. Each subject department will determine how the needs of the students are best catered for. Some subjects are taught in mixed ability groups whilst others are set by ability. The match between a student's ability and an appropriate curriculum is crucial. Subject departments are

encouraged, in consultation with the SENDCos, to exercise and develop their provision for students with special educational needs in order to ensure full access to the Curriculum.

Strategies and interventions are in place to support literacy and numeracy. We have three smaller “catch up” English classes in both Year 7 and Year 8. These students have been identified as not achieving expected levels on entry. Students work on embedding basic literacy, including reading and spelling and spend time on the Accelerated Reading program to support progress in these areas. Students who need to develop their confidence in reading are offered other tailored literacy interventions with a Teaching Assistant or peer reading partners.

In mathematics in Year 7, there is a small group of students who achieve less than Age Related Expectations and who work in a smaller group on the ‘Build a Mathematician Programme’. In Year 8 and Year 9 maths intervention takes place to support those students who are below their target level.

Please see the Accessibility Plan with regard to access to the curriculum.

The expertise and training of staff to support children and young people with SEN, including how specialist expertise will be secured

Weekly staff briefings highlight vulnerable students and strategies that can be used to support them. This builds an ethos of partnership working across the school and ensures that all students have their needs met. Weekly Teaching Assistant meetings add a further opportunity to pass on information and concerns.

The SEND Department complete regular training such as positive behaviour strategies in ASD, Dyslexia, ADHD and Attachment. A robust CPD program is established to ensure Teaching Assistants have the requisite skills for the students they support.

As part of Quality First Teach, all teachers have regular training around scaffold, challenge and the effective use of Teaching Assistants. The Teaching Assistants are trained in using strategies to best support students in the classroom working in partnership with the class teacher. Staff use their in-depth knowledge of students with SEND to plan and prepare personalised approaches to teaching.

Learning walks focused on SEND, emphasise the importance of differentiation and scaffolding within a lesson plan and a strategic seating plan. Appropriate resources are kept in the SEND department and are available to all staff.

Evaluating the effectiveness of the provision made for children and young people with SEN

The progress of the SEND cohort within school is also tracked independently by the SEND Lead. The effectiveness of intervention is monitored as appropriate. The SEND team and/or other members of the SLT hold regular Learning Walks/Observations to review the effectiveness of provision.

We track the progress of all students so that the support provided is as effective as possible. High quality teaching, scaffolded for individual students, is fundamental to progress. Robust quality assurance procedures in school ensure that students have the best possible learning experiences in the classroom and that teachers have a detailed understanding of strategies to identify and support vulnerable students.

The effectiveness of individual provision for students with EHCPs or SEN Support plans will be evaluated, using the provision map, during the course of annual reviews and meetings as part of assess, plan, do, review cycles. Appropriate targets are set in order to ensure sustained progress is being made.

Parents/carers will have clear information about the impact of the support and interventions to enable them to be involved in planning next steps.

Progress is reviewed regularly with students, parents and relevant staff through, for example parent's/carers evenings and SEND Support meetings. This provides an opportunity to seek parents and students' views as well as through annual student and parent voice surveys.

How children and young people with SEN are enabled to engage in activities available with children and young people in the school who do not have SEN

Students with Special Educational Needs are fully integrated within the school. All students have an awareness of SEND which is addressed within PSHE/citizenship lessons, form times and assemblies. The SEND department will ensure that the complex needs of some SEND students are explained to their peers, where appropriate.

The school ensures that reasonable adjustments are made to the behaviour and discipline policy, behaviour reports and isolation procedures in order to be compliant with the Equality Act 2010.

Any extra-curricular activities are carefully planned to ensure that all students, regardless of SEND, have access to all opportunities.

Support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying

There is a supportive pastoral system and close collaboration with external agencies which ensures students are supported in their emotional and social development.

The school has a child protection and safeguarding team in place and all staff are fully trained in how to respond if they have any concerns or doubts about the safety and welfare of any student.

The school's pastoral system of Form Tutors, Achievement Leaders, Pastoral Support Officers and SEND support officers means that all students have someone that they can approach in difficult times. This provides an opportunity for students to share their concerns without other students being present. We are also proactive in our PSHE curriculum targeting and responding to relevant issues affecting young people.

Students with SEND have additional support from the SEND department and Teaching Assistants. The SEND department can provide students with a 'time out' pass for students who are struggling to get through the school day without a break to work through how they are feeling. In addition, we offer targeted extra-curricular activities, such as Homework club to support independent learning and suitable arrangements are made for students to access other curricular activities e.g. additional 1-1 support.

Students who have emotional needs will be referred to the school student support and Family Support worker. Where necessary, outside agencies will be accessed to provide specialist support. If your child still needs extra support, with your permission staff will access further support through the Early Help process.

How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families

At Hungerhill School we embrace additional support from external agencies in order to assist in meeting the needs of students and their families and aiding the

transition between phases of education. Examples of some of the external provision utilised are listed below.

- Autism Outreach Service
- Educational Psychology Service
- BOSS
- Sensory Service for children with visual or hearing needs
- Parent Partnership Service
- EMTAS
- Outreach Support from the Special Schools or Student Learning Centre's
- CAMHs
- Speech and Language Therapy
- School Nursing service
- Occupational Therapy
- Physiotherapy
- Children's Centres
- Safe@last
- Open Minds
- Core Assets Children's Service Independent Support
- Aiming High Team
- SENDIAS
- Family Information Service (FIS)
- Autism Family Practitioners
- Doncaster Parent's Voice

Arrangements for handling complaints from parents of children with SEN about the provision made at the school

At Hungerhill School we aim to provide an inclusive, supportive and positive learning environment. The provision made for all students, including those with SEND, is carefully planned and mapped out with a focus on enabling students to achieve their full potential, planned outcomes and transition into further education, employment or training.

If parents/carers have a complaint or concern regarding provision for their child, they should discuss this with a SENDCo. If this proves unsuccessful, the matter should be referred to the Headteacher, Mrs L Pond. If the complaint remains unresolved the Chair of Governors, Mr N Purvis, should be involved and finally the complaint should be taken to the Local Authority and/or the Secretary of State.

Details of the school's contribution to the Local Offer, including information on where the Local Authority's Local Offer is published

To view the Doncaster's 'Local Offer' please view;

<http://www.doncaster.gov.uk/services/schools/schools-contribution-to-the-local-offer>