

Haydock High School



Special Educational Needs and Disabilities (SEND) Information Report

Policy Review Guidance	
Statutory	Yes
Review Cycle	Annually
Reviewer (s)	Full Governing Body
Member of Staff Responsible	SENCO
Last reviewed	June 2020
Next Review Date	July 2021

ABBREVIATIONS

ABA	Anti-bullying Alliance
ABC	Antecedents, behaviour, consequences
ADD	Attention deficit disorder
ADHD	Attention deficit hyperactivity disorder
AfL	Assessment for learning
ASD	Autistic spectrum disorder
BESD	Behavioural, emotional and social difficulties
CAF	Contact a Family
CAMHS	Child and Adolescent Mental Health Service
CCG	Clinical commissioning group
CEOP	Child Exploitation and Online Protection Centre
CFS	Chronic fatigue syndrome
CPD	Continuing professional development
CUREE	Centre for the Use of Research & Evidence in Education
DCSF	Department for Children, Schools and Families
DfE	Department of Education
DH	Department of Health
EAL	English as an additional language
EEF	Education Endowment Foundation
EHC	Education, health and care
EHRC	Equality and Human Rights Commission
EYFS	Early Years Foundation Stage
FE	further education
FFT	Fischer Family Trust
FSM	Free school meals
HI	Hearing impairment
HRBQ	Health Related Behaviour Questionnaire
ICT	Information and communication technology
IDP	Inclusion Development Programme
IEP	Individual education plan
INSET	In-service education and training
ITT	initial teacher training
LA	Local authority
LAC	Looked after child/children
LDA	Learning Difficulty Assessment
LSCB	Local Safeguarding Children's Board
ME	Myalgic encephalitis
MLD	Moderate learning difficulties/disabilities
MSI	Multi-sensory impairment
NAHT	National Association of Head Teachers
nasen	National Association for Special Educational Needs
NC	National curriculum
NEET	Not in education, employment or training
NFER	National Foundation for Educational Research
NGA	National Governor's Association
NPQH	National Professional Qualification for Headship
NQT	Newly qualified teacher

OCD	Obsessive compulsive disorder
ODD	Oppositional defiance disorder
Ofqual	Office for Qualifications and Examinations Regulation
Ofsted	Office for Standards in Education, Children's Services and Skills
PASS	Pupil Attitude to Self and School
PD	Physical disability
PMLD	Profound and multiple learning difficulties
PSED	Personal, social and health education
PSHE	Personal, social and health education
QTS	Qualified teacher status
RAISE	Reporting and Analysis for Improvement through School
SEAL	Social, emotional aspects of learning
SEN	Special educational needs
SENCO	Special educational needs co-ordinator
SEND	Special educational needs and disabilities
SENDLIST	Special Educational Needs and Disability Tribunal
SLCN	Speech, language and communication needs
SLD	Severe learning difficulties
SLE	Specialist leader of education
SMSC	Spiritual, moral, social and cultural
SpLD	Specific learning difficulties
TA	Teaching assistant
TAC	Team around the child
TAF	Team around the family
TEAM	Together each achieves more
TIB	This is because
VAK	Visual, auditory and kinaesthetic
VI	Visual impairment
WALT	What are we learning to
WILF	What I'm looking for
YOT	Youth Offending Team

Haydock High School

Special Educational Needs and/or Disabilities (SEND) Information Report

Date: June 2020

1. What kinds of special educational needs do we provide for at Haydock High School?

Haydock High is a mainstream school, we make provision for every kind of frequently occurring special educational need without an Education, Health and Care Plan, for instance, dyslexia, dyspraxia, speech and language needs, autism, learning difficulties and social and emotional and mental health difficulties.

The school currently meets the needs of pupils with a statement of special educational need/Education, Health and Care plan with the following kinds of special educational needs for example: ASD, MLD and ADHD/ODD.

Decisions on the admission of pupils with an Education, Health and care plan are made by the local authority.

The admission arrangements for pupils without an Education, Health and Care Plan do not discriminate against or disadvantage disabled children or those with special educational needs.

2. How do we know if your child needs extra help?

Initial identification and assessment is made using information provided by each primary school at the end of key stage 2 using teacher assessment, Key Stage 2 results.

Pupils are tested in the first half term of Y7 using a range of testing including reading and spelling tests. Our SEND staff meet with each Primary school to receive verbal and written information in the Spring and Summer terms before admission and staff will attend any SEND reviews at Primary Schools upon invitation.

Data is gathered in a similar fashion for any child arriving at Haydock at a time other than the normal point of entry and testing is carried out before admission takes place.

Teacher assessments including student 'Attitude to Learning' scores are collected and scrutinised on three occasions per year for Key Stage 3 and regularly in Key Stage 4. The progress of all students is carefully monitored each time and recommendations for appropriate action are made.

Teachers are able to make a referral to the SENDCo if they feel a student may have an additional need. This normally occurs when the student is not making sufficient progress despite adjustments and support from the class teacher. For a small number of students, it may be necessary to make a referral to an external agency for further investigation. Parents of the young person are involved throughout this process.

3. Who you speak to at Haydock High School if you think your child might have special educational needs

The SENCO, Mrs K Gorsuch, oversees the educational programmes for all SEND children and provision is made according to identified need and available resources. For those children not identified with SEND and where a parent has an

initial concern an approach can be made to the child's Head of Year. The school operates an open door policy for parents with immediate concerns.

4. How we consult with young people with special educational needs and involve them in their education

When a student has been identified to have special educational needs, the student will be consulted about and involved in the arrangements made for them as part of person-centred planning. Parents are likely to play a more significant role in the childhood years with the young person taking more responsibility and acting with greater independence in later years. However, to ensure that the student is always considered, the method of collecting student voice is adapted to suit the age and abilities of the young person.

All students at Haydock High School have an equal chance of being elected for Student Council each year. There are currently students on the Student Council who have additional SEND needs.

Student voice is highly valued at Haydock High School and is embedded within the school's departmental monitoring systems. Selected students with additional needs are given the opportunity to complete a SEND bespoke student voice activity on a termly basis.

The views of all our students are considered during annual reviews. Some students choose to provide written feedback rather than attending meetings and pupils are involved in target setting.

5. How we help you to support your children's learning

Pupils will receive the support which is specific to their individual needs. This may all be provided by your pupil's class teachers or may involve learning support assistants, other teaching staff in school, inclusion staff or staff who visit the school from specialist agencies e.g. LASCs, children's disability team, Educational Psychologist.

Each teacher will deliver quality first inclusive teaching based on what your child's existing knowledge, skills and understanding. Each teacher will have the highest expectations of your child and will put into place different methods of teaching to ensure that your child can be fully involved in learning in each class. This may include adaptation of resources or providing a different learning route. In some cases specific advice from the SENCO will be utilised to enable your child to access learning.

Should your child not be making the required progress towards their individual targets despite quality first teaching, a number of interventions may be employed to accelerate this in order to bridge gaps in learning or break down barriers to learning. These may be specific to literacy, numeracy or other skills such as speech and language, social skills or supporting emotional development. These specific interventions (e.g. reading intervention) will be delivered by trained SEND staff. In specific identified cases, students may be supported in school by specialists from external agencies e.g. Speech and Language Therapists (SALT) for specific language difficulties.

6. How we know what progress your children are making and how we keep you and them informed

Assessment data is provided formally to all parents after each cycle at KS3 and regularly in KS4. This takes place at Parents' Evenings and in a written school report over the year. Timing of some of these is dependent upon which year group a child is in. Should the school have any concerns in between these times, parents will be contacted.

For students with SEND, review meetings are held annually by SEND staff. During these meetings, progress against their individual targets is reviewed. This is an important part of monitoring progress, as it enables us to measure progress of non-academic skills such as social and emotional development or independent skills.

7. How we have supported young people with SEND and adapted teaching to best support them

All pupils have access to quality first teaching with the curriculum adapted to meet the individual needs of each pupil. Regular progress checks enable us to plan and deliver any additional help your child may need e.g. targeted work, additional support or adapted resources. Key Stage 4 pupils are supported through the option process with guidance from the Connexions careers service. SEND groups are taught in smaller class sizes with learning support assistants providing support in class and withdrawal when appropriate. Personalised pen-portraits provide teaching staff with strategies to support learning.

8. How have decisions been made to adapt the curriculum or change the learning environment to best meet your children's needs?

All our pupils have access to a broad and balanced curriculum with work being differentiated to meet the individual needs of all pupils; resources are modified according to pupil's learning requirements. We also incorporate the advice provided as a result of assessments, both internal and externally, and the strategies described in Education, Health and Care Plans.

Staff are provided with pen-portraits for pupils who are on the school SEND register. Staff are informed of any changes or new information via email and weekly staff meetings. All departments are provided with a paper copy of the SEN register and pen-portraits at the beginning of the academic year. These are updated on a termly basis. The SEND register and pen-portraits are fluid documents that can change as the needs of the student change therefore, these documents are securely stored electronically in order for staff to easily access updates. Some classes benefit from additional adult support, where possible Learning Support Assistants are deployed to support students with SEND.

Where external advisors recommend the use of equipment or facilities to enhance learning which the school does not have, this will be followed up in line with school budgets and external funding where required.

9. How are staff in the school supported to work with young people with special educational needs and what training do they receive?

The school has a resourced provision for moderate learning difficulties which caters for a small number of children to a maximum of 5 in each year group as determined in conjunction with St Helens Local Authority. There is an experienced MLD teacher who manages this area. This teacher holds a post-graduate

certificate in SEND and the SENDCo holds a masters degree in Education, specifically focused on SEND. We also benefit from a trained and experienced SEND base teacher responsible for teaching small SEND classes.

Additionally, all Learning Support Assistants are trained to a minimum of level 2 with many holding level 3 and some with degree status. All Learning Support Assistants have had the training relating to ASD, Boxall Profile, ADHD and attachment theory. Many of our Learning Support Assistants have chosen to specialise their training, meaning that we have staff with a range of expertise including: delivery of social stories, emotional literacy support, literacy intervention and motor skills support.

All staff, teaching and non-teaching have regular training and are kept updated regarding SEND issues. The SENDCo is involved in the planning and delivery of training for the professional development of teaching staff to ensure that they have an up to date knowledge quality first teaching strategies and are able to apply these.

Where a training need is identified beyond this we will find a provider who is able to deliver it. Training providers we can approach are, Educational Psychologist, Speech and language therapist, occupational therapists, physio-therapist, Learning Support Service, Disability team, LASC. The cost of training is covered by the notional SEN funding.

10. When we have needed expert advice and support how have we secured that and what services have they provide

As part of our budget we receive 'notional SEN funding'. This funding is used to ensure that the quality of teaching is good in the school and that there are sufficient resources to deploy additional and different teaching for pupils requiring SEN support. The amount of support required for each pupil to make good progress will be different in each case. In very few cases a high level of resource is required.

The funding arrangements require schools to provide up to £6000 per year of resource for pupils with high needs, and above this amount an application can be made to the Local Authority for top up funding.

Multi-agency planning meetings are held on a termly basis. At these meetings discussions focus on reviewing student progress and planning next steps. When necessary, referrals to external agencies will be recommended.

We have made referrals/worked with the following external providers: LASC, Children's Disability Service, BIT, School Nurse, Speech and Language, Occupational Therapy, Social Care, CAMHS, Barnardo's, Educational Psychology Service, Parent Partnership, Neurodevelopmental Pathway, Community Paediatrician, Learning Support Service.

Children who are cared for by the Local Authority have termly Pupil Education Plan (PEP) meetings co-ordinated by the designated teacher in charge of Safeguarding. These meetings focus on the academic attainment of students and monitor progress. The impact of funding is noted in the PEP.

11. How we check how well we are doing in meeting the needs of students with SEND

Thorough and regular data analysis means that Haydock High School is able to ensure that the needs of all pupils are met by appropriate forms of educational provision by the most efficient use of available resources. This may be through a range of methods such as in-class support, specific interventions, Student Services support and academic mentoring. Parents are informed by letter, phone call or parental meeting. The effectiveness of such interventions will be reviewed on a regular basis by the SENDCo in collaboration with relevant staff members and this evaluation is shared with the senior team.

12. How we ensure that your children are included in activities outside the classroom, including physical activities and academy trips

All our pupils, regardless of their additional needs, are encouraged to take part in activities and school trips. Where it is necessary the school will use the resources available to it to provide additional adult support to enable the safe participation of the pupil in the activity. Parents, if necessary, will be involved in formulating a care plan or risk assessment for their child.

13. How we provide for your children's overall wellbeing

At Haydock High 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 during tutor time and indirectly with every conversation adults have with pupils throughout the day.

For some pupils with the most need for support in this area we also can consider the following provision: mentor time with a member of pastoral team, small group or 1 to 1 support with a trained member of the SEN team, external referrals to CAMHs and other outside agencies, time out space for pupils to use when upset or agitated etc.

Pupils in the early stages of emotional and social development because of their special educational needs will be supported to enable them to develop and mature appropriately. This will usually require additional and different resources, beyond that required by pupils who do not need this support.

Medication is kept and administered in the Student Services department. The Medical Needs register is available electronically and paper copies are available on a termly basis to departments. If a pupil requires a care plan they are drawn up in conjunction with relevant medical staff and parents. There are several first aiders in school. The school houses two defibrillators. Staff training is planned and delivered for managing students' specific medical needs when necessary.

14. How accessible is Haydock High School both indoors and outdoors for young people with special educational needs and/or disabilities (our accessibility plan/policy)?

Due to the age of some of our school buildings a few areas are not yet fully accessible by wheelchair but modifications have allowed for access to the main body of the school and others are planned. Disabled toilets and changing facilities are available. Since September 2015, a wet room has been available for students who require this facility. Equipment and facilities to support students with SEN are readily available and students from the MLD take part in the full range of curricular activities. An accessibility policy is in place and is available on the school's website under 'About Us'. http://www.haydockhigh.org.uk/about/accessibility_plan/

15. What are our admission arrangements for young people who are disabled and how do we prepare and support your children when joining Haydock High School and moving on from the school?

A great deal of time is invested in preparing each individual primary school child for secondary education. There is a strong programme of activities which familiarise feeder school students with the environment, staff and curricular areas starting from Y3 and extending and increasing to Years 5 and 6. All prospective new students attend an intake day, an intake evening with parents and are invited to attend a Summer School in the weeks leading up to their September start.

If necessary some children with SEND have additional, personalised transition plans which allow for individual need. This may involve additional transition days or resources to support students with SEND through the process of transition, allowing them to get to know the school and key staff before they begin in September. Parents and carers of students with additional needs are invited to a coffee morning in the summer term so that they can meet members of the learning support team, including the SENDCo, and have the opportunity to ask questions.

Careers activities form part of the curriculum at Haydock for all students and specialist careers advice is available at all key transition points e.g. moving to Key stage 4 and Key stage 5, with additional personalised intervention available for SEND students. Students in Key Stage 4 have an extensive programme of events and visits to provide information for choice at KS5. This is personalised and extended for SEND children.

16. Where can you find the school's SEND policy and who can you contact for further information

The SEN policy is available on the school website under 'About Us'
<http://www.haydockhigh.org.uk/about/policies/>

Additional information or personalised advice is available from the SENCO, Mrs K Gorsuch. She can be accessed through the school Office on 01744 678833 or enquiries@haydockhigh.sthelens.org.uk. For further information for parents of existing pupils please contact the child's Head of Year.

17. What are our arrangements for handling complaints from parents of children with SEND about our provision?

The normal arrangements for the treatment of complaints at Haydock High School are used for complaints about provision made for special educational needs. We encourage parents to discuss their concerns with Head of Year, subject teacher, SENCO, Deputy Headteacher, Head of School or Executive Headteacher .

If the complaint is not resolved, it can be referred to the next stage of this process according to the school's complaints policy which can be found on the school's website. If there is no resolution thereafter, then a disagreement resolution service or mediation service can be contracted. If it remains unresolved after this, the complainant can appeal to the First-tier Tribunal (Special Educational Needs and Disability), if the case refers to disability discrimination, or to the Secretary of State for all other cases.

There are some circumstances, usually for children who have an Education, Health and Care Plan, where there is a statutory right for parents to appeal against a decision of the Local Authority. Complaints which fall within this category cannot be investigated by the school.