

# **Salendine Nook High School (Academy)**

## **Special Educational Needs and Disabilities (SEND) Information Report Policy (Statutory)**

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<b>Produced by:</b>	<b>Mrs S Hampshaw/Mrs J Hornsby</b>
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## **Aim**

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our school.

If you want to know more about our arrangements for SEND, read our SEND policy.

You can find it on our website [here](#).

Or, you can email our office staff ([office@snhs.uk](mailto:office@snhs.uk)) to send you the policy.

**Note:** If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

## **1. What types of SEND does the school provide for?**

Our school provides for students with the following needs:

<b>AREA OF NEED</b>	<b>CONDITION</b>
<b>Communication and interaction</b>	Autism spectrum disorder
	Speech and language difficulties
<b>Cognition and learning</b>	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
<b>Social, emotional and mental health</b>	Attention deficit hyperactive disorder (ADHD)
	Attention deficit disorder (ADD)
	Anxiety/mental health support
<b>Sensory and/or physical</b>	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

## **2. Which staff will support my child, and what training have they had?**

<b>Staff Name</b>	<b>Role</b>	<b>Experience</b>
Mrs S Hampshaw	SENCo	15 years in post holds QTS and relevant SEN training
Mrs A Quinlan	Staff Manager and Operational Support	23 years in post and relevant assessor training 2019, CPT3A (level 7), member of British Psychological Society 2019
Mrs D Isma	Higher Level Teaching Assistant - Testing and Assessment	5 years in post
Mr R Plunkett	Higher Level Teaching Assistant - Compass Provision Manager and Interventions	7 years, as Maths ETA moving to SEN a year later
Miss D Ali	Educational Support Assistant	2 <sup>nd</sup> year in post
Mrs R Anwar	Educational Support Assistant	3 <sup>rd</sup> year in post: Razwana is an experienced ETA who has worked in both the primary and secondary sector. She has specific training in supporting learner with ASC, communication difficulties, impacts of adverse childhood experiences on educational outcomes. Since starting at SNHS she has gained a wealth of experience both in Key Stage 3 and Key Stage 4 and sets high standards for her learners. She works closely with pastoral staff to achieve the best for our learners.
Miss A Anwar	Educational Support Assistant	2 <sup>nd</sup> year in post: Anisah is a very focused the team member and works with our foundation tier learners in Year 8. Her calm and gentle approach supports these vulnerable learners to engage with their learning and make progress.
Mr J Bryce	Educational Support Assistant	New to the post this year, but has extensive experience supporting students in PRUs.
Miss Z Jackson	Educational Support Assistant	1 year in post: Zoe is a qualified nursery nurse having been previously employed as a SENCO with a knowledge of child development as well as SEN legislation. She has a flair for working with learners with social and emotional difficulties including those learners on the autistic spectrum.

Miss C English	Educational Support Assistant	Chloe started with us in September '23 after deciding she wanted a career change from the hospitality sector into education. She is relishing the challenge of supporting our foundation tier learners in Year 7 and they are responding very positively to her.
Miss R Manderson	Educational Support Assistant	Ruby started in September '23 as she wanted to gain experience in education before embarking on a Psychology degree at university. As an ex-student we are delighted to have Ruby on the team and she is supporting students utilising her knowledge of the curriculum to great effect.
Mrs A McMahon	Educational Support Assistant	Alana joined us last year after a long career working in social care. She currently supports learners with significant and complex learning profiles and they benefit from her calm and gentle approach.
Mr H Osbourne	Educational Support Assistant	Haydn started in September as he wanted to gain some work experience in education during his gap year. Haydn is actively involved in community activities and enjoys musical activities outside school. His youthful approach is popular with students and he shows a flair for behaviour management.
Mrs A Saira	Educational Support Assistant	A very experienced member of the team, Amna has over ten years' experience working as an ETA with us.
Mrs D Leung	Educational Support Assistant	New to the post this year, but has previous TA experience in a primary setting.
Mrs J Boyce	Educational Support Assistant	New to the post this year.

## 2.1 Our special educational needs co-ordinator, or SENCO

Our SENCO is Mrs S Hampshaw ([sdh@snhs.uk](mailto:sdh@snhs.uk))

Mrs Hampshaw has 15 years' experience in this role and worked as a teacher of English and in a pastoral role, as Assistant Head of Year prior to appointment as SENCO. She achieved the National Award in Special Educational Needs Co-ordination in 2010. In addition to this Mrs Hampshaw also has received the following training:

- PGCE in English and Special Educational Needs
- PGC in Continued Professional Development
- Leading from the Middle Programme
- Master of Arts in Education with Special Education Needs

The SENCo is allocated 4 days a week to manage SEN provision, alongside a core team of 3 additional HLTAs.

## **2.2 Higher Level Teaching Assistants**

Our core team in the SEND department has three qualified HLTAs with different responsibilities to support with the operational running of the department and offer specialist support to students, as required.

You can contact our core team via email:

Mrs A Quinlan: [aq@snhs.uk](mailto:aq@snhs.uk)

Mr R Plunkett: [rp@snhs.uk](mailto:rp@snhs.uk)

Miss D Isma: [dji@snhs.uk](mailto:dji@snhs.uk)

## **2.3 Class teachers**

All of our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of students who have SEN. Further to this the SEND team maintain a summary of need document which is shared with all teaching staff to support meeting students' needs.

## **2.4 External agencies and experts**

Sometimes we need extra help to offer our students the support that they need. Whenever necessary we will work with external support services to meet the needs of our students with SEND and to support their families. These include:

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services and other LA-provided support services
- Voluntary sector organisations

## **3. What should I do if I think my child has SEN?**

We have simplified how parents/carers can let us know if they feel their child has an additional need. Parents/carers should fill out the short 'Parental Referral' form, which is located on our SEND [webpage](#) and can also be found [here](#).

A member of our core SEND team will then contact you within 48 hours to request further information, or to inform you of the next steps we will take to explore the issue that has been raised.

Parents/Carers are also advised to read our parent friendly SEND booklet on the website to understand how our systems and processes work.

#### **4. How will the school know if my child needs SEN support?**

All our class teachers are aware of SEN and are on the lookout for any students who aren't making the expected level of progress in their schoolwork or socially. This might include assessment data, classwork or participation in lessons.

If the teacher notices that a student is falling behind, they try to find out if the student has any gaps in their learning. If they can find a gap, they will adapt their lesson to try to fill this gap. Students who don't have SEN usually make progress quickly once the gap in their learning has been filled.

If the student is still struggling to make the expected progress, the teacher will make a referral to the SEND team, using an electronic form.

The SEND team will then decide on the next steps to take to ascertain if there is an additional need. This diagnostic phase may include the following:

- SENCO will observe the student in the classroom or during social times to see what their strengths and difficulties are.
- They will gather feedback from your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour.
- They will also compare your child's progress and development with their peers and available national data.
- They may complete additional testing, such as Boxall, Hodder, LASS and CATS
- The SENCO will ask for your opinion and speak to your child to get their input as well.
- They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

Based on all of this information, the SENCO will decide whether your child needs SEN support. You will be told the outcome of the decision in writing. Please be mindful that this diagnostic work can take at least 6 weeks to a term.

If your child does need SEN support, their name will be added to the school's SEN register, and the SENCO will work with you to create a SEN support plan for them.

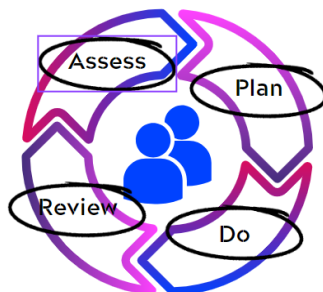
#### **5. How will the school measure my child's progress?**

We will follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.

##### **Assess**

If your child is not making the expected level of progress, we will make an assessment to find out what strengths and difficulties your child has. We will ask for you and your child's input, as well as getting help from external professionals where necessary.



##### **Plan**

In discussion with you and your child, we will decide what outcomes we are hoping to achieve. We will formulate a plan of the support we will offer your child to help them meet those outcomes. We will make a record of this and share it with you and all relevant school staff.

## **Review**

We will assess how well the support we put in place helped the student to meet the outcomes we set. We will use our improved understanding of your child's needs to improve the support we offer.

## **Do**

We will put our plan into practice. The class teacher, with the support of the SENCO, will be responsible for working with your child on a daily basis, and making sure the support we put in place is having the impact we intended.

As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a student has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

## **6. How will I be involved in decisions made about my child's education?**

We will provide three data reports on your child's progress per academic year.

Your child's teachers will meet you at Parents' Evening once per academic year (twice in year 7 and Year 11)

If your child is on a support plan, the core SEND team will meet you at least once per year to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENCO may also attend these meetings to provide extra support.

We know that you're the expert when it comes to your child's needs and aspirations. So, we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school. To support good communications, if your child is on a school support plan you will receive two phone calls per half term to keep you well informed and to allow you the opportunity to raise any concerns.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy



## **7. How will my child be involved in decisions made about their education?**

The level of involvement will depend on your child's age, and level of competence. We recognise that no two children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey

## **8. How will the school adapt its teaching for my child?**

Your child's teachers are responsible and accountable for the progress and development of all the students in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school. We use the 'Five-a day' approach recommended by the EEF to support quality first teaching and allow teachers to adapt their lessons to meet the needs of all students.

We carefully consider curriculum pathways for all students. The underpinning principle to our approach is sensible challenge and to ensure that every child accesses a broad curriculum, which will allow them to succeed whatever their level of need

These adaptations include:

- Differentiating our curriculum to make sure all students are able to access it, for example by creating smaller sets to accommodate weaker learners.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Educational Teaching Assistants will support students on a 1-to-1 basis when they are in receipt of an EHCP
- We also offer curriculum adaptations in Year 7 & 8 (the Core Band) and Learning Support for additional Literacy and Numeracy in Years 9,10 & 11.
- There are one-to-one meetings during the options process for students making decisions about which subjects to study at KS4

We may also provide the following interventions (list is not exhaustive):

<b>AREA OF NEED</b>	<b>CONDITION</b>	<b>HOW WE SUPPORT THESE STUDENTS</b>
<b>Communication and interaction</b>	Autism spectrum disorder	Visual timetables Social stories
	Speech and language difficulties	Speech and language therapy from external services
<b>Cognition and learning</b>	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Pen grips Writing slopes Laptop Handwriting support
	Moderate learning difficulties	
	Severe learning difficulties	In-class support from and Educational Teaching Assistant Access to Compass or Phoenix provision.
<b>Social, emotional and mental health</b>	ADHD, ADD	Quiet workstation Access to sensory room to dysregulate. Library pass In-school counselling
	Adverse childhood experiences and/or mental health issues	Nurture groups Wellbeing support plan
<b>Sensory and/or physical</b>	Hearing impairment	We will consult specialist external services for intervention support.
	Visual impairment	We will consult specialist external services for intervention support.
	Multi-sensory impairment	We will consult specialist external services for intervention support.
	Physical impairment	We will consult specialist external services for intervention support.

These interventions are part of our contribution to Kirklees' local offer.

## **9. How will the school evaluate whether the support in place is helping my child?**

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions after 6 weeks (or a half term)
- Using student questionnaires
- Monitoring by the SENCO
- Holding an annual review (if they have an education, health and care (EHC) plan)

## **10. How will the school resources be secured for my child?**

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning. These will mainly be procured through an EHCP.

## **11. How will the school make sure my child is included in activities alongside students who don't have SEND?**

All of our extra-curricular activities and school visits are available to all our students, including our before and after-school clubs.

All students are encouraged to go on our school trips, including our residential trips (such as New York and Iceland). All students are encouraged to take part in sports day/school plays/ workshops etc.

No student is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.

## **12. How does the school make sure the admissions process is fair for students with SEN or a disability?**

All pupils whose education, health and care (EHC) plans name the school will be admitted following consultation as a priority group before any other places are allocated;

Our Admissions Policy states that we will accept students with EHCPs if we are the named school. This is managed through a consultation process with the LA.

There is active support of all SEND pupils and policies in place to prevent disabled pupils from being treated less favorably than other pupils (see Accessibility Plan). Please also refer to our admissions policy for more information.

### **13. How does the school support students with disabilities?**

We provide the following facilities to help disabled pupils access your school:

- Disabled parking outside reception;
- Wheelchair lift from reception to the main hall for events;
- A sound field or hearing loop system in the main hall;
- Accessible toilet in main vestibule;
- Yellow marking on stairs and step edges;
- Handrails on steps;
- Some ramps to allow wheelchair access to buildings;
- Special classroom signage if required

More information on our support is available in the school's accessibility plan, which is available on the website

### **14. How will the school support my child's mental health and emotional and social development?**

We have a 'zero tolerance' approach to bullying. We prevent bullying in the school by having assemblies which outline the negative impacts bullying has on individuals. We select students to complete the Diana Award and ask that each student completes a 'Bullying Slip' once per half term, on which they are asked to outline confidentially any instances of bullying they think they have encountered; this is then followed up and resolved by their Head of Year.

Instances of bullying are dealt with through the behaviour and consequences system (please refer to the school's behaviour policy) to ensure that bullying is stopped quickly.

We also offer bespoke 'Wellbeing Support Plans', which sit at the school support level. These plans are created by specialist staff, who are part of our pastoral team and have been trained by MHST.

### **15. What support will be available for my child as they transition between settings or in preparing for adulthood?**

#### **Between years**

To help students with SEND be prepared for a new school year we:

- Provide students with their new timetable in July, before the start of the new academic year in September. This allows students to become familiar with their new teachers and ask any questions they need to, which ensures a smooth start.
- Allow parents time to discuss new classes during reviews of provision,

### **15.1 Between schools**

When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting.

### **15.2 Between Phases (transition from Primary school)**

The SENCO of the primary school meets with our SENCO to discuss the needs of the incoming students near the end of the summer term.

We arrange meetings with the parents of incoming students to discuss how we can best welcome their child into our community.

We send a form out to all parents to ensure they have shared all information they feel is pertinent to their child.

We arrange a separate transition day for students with additional needs.

Please also see our transition booklet, for more information on how we manage this transition process.

### **15.3 Onto adulthood**

We provide all our students with appropriate advice on paths into work or further education; Our careers advisor will invite all students accessing additional support for a one-to-one meeting

We work with the student to help them achieve their ambitions, which can include goals in higher education, employment, independent living and participation in society.

## **16. What support is in place for looked-after and previously looked-after children with SEN?**

Miss C Gill (designated staff member for CLA/PLAC) will work with Mrs S Hampshaw, our SENCO, to make sure that all teachers understand how a looked-after or previously looked-after student's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after students will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

## **17. What should I do if I have a complaint about my child's SEN support?**

Concerns about SEND provision in our school should be made to the Senior Vice Principal, Mrs J Hornsby in the first instance.

Any complaints can be raised using the webform, which can be found [here](#). For more information on the school's complaints procedure, please refer to our complaints policy, which can be found on the [website](#).

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal. Please see Kirklees Local Offer for more information on this.

## **18. What support is available for me and my family?**

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at Kirklees local offer. Kirklees publishes information about the local offer on their website:

<https://www.kirkleeslocaloffer.org.uk/senco-professional-information-and-resources-page/>

Support services available to parents include Kirklees Information Advisory Service [KIAS] and Parents of Children with additional Needs [PCAN]. Kirklees SEN Commissioning Team [SENACT] also offer support for parents of students with EHCPs.

Please see the signposting document on our website, which outlines all support services available.

KIAS [www.kias.org.uk](http://www.kias.org.uk)

PCAN [www.carerscount.org.uk](http://www.carerscount.org.uk)

SENACT [senact@kirklees.co.uk](mailto:senact@kirklees.co.uk)

National charities that offer information and support to families of children with SEND are:

- [IPSEA](#)
- [SEND family support](#)
- [NSPCC](#)
- [Family Action](#)
- [Special Needs Jungle](#)

## **19. Links with other policies and documents**

This policy links to the following documents, which are all available on our website:

- Accessibility plan
- Behaviour policy

- Equality information and objectives
- Supporting pupils with medical conditions policy
- Exam Access Arrangement procedures, including Word Processing Policy.
- Children with health needs who cannot attend school

## 20. Glossary

- **Access arrangements** – special arrangements to allow students with SEND to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a student’s EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a student with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- **CAMHS** – child and adolescent mental health services
- **Differentiation** – when teachers adapt how they teach in response to a student’s needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child’s needs and the provision that will be put in place to meet their needs.
- **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority’s decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND
- **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the student’s needs, planning the provision, implementing the plan, and reviewing the impact of the action on the student
- **Intervention** – a short-term, targeted approach to teaching a student with a specific outcome in mind
- **Local offer** – information provided by the local authority which explains what services and support are on offer for students with SEN in the local area
- **Outcome** – target for improvement for students with SEND. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child’s disability
- **SENCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND

- **SEN information report** – a report that schools must publish on their website, that explains how the school supports students with SEN
- **SEN support** – special educational provision which meets the needs of students with SEN
- **Transition** – when a student moves between years, phases, schools or institutions or life stages