**Hope High Schools SEN Information Report 2017**

**Introduction**

Welcome to our SEN Information Report which forms part of the local offer for Students with Special Education Needs and Disabilities (SEND). At Hope High School, we are committed to working together with all members of our school community and the report has, therefore, been developed with students, parents, carers, school governors and members of staff at Hope High.

The named individuals responsible for SEND at Hope High School are:

* Mrs Ann Clark – SEND Governor
* Mrs Helen Dunbavin – Headteacher
* Mr Lee Baines – SENCO

This SEN report has been amended to reflect changes in legislation Children and Families Act 2014, Section 69 is up to date with all changes known to be in force on or before 07 December 2017

“SEN information” is—

* (a)such information as may be prescribed about the implementation of the governing body's or proprietor's policy for pupils at the school with special educational needs;
* (b)information as to—

(I) the arrangements for the admission of disabled persons as pupils at the school;

(ii) the steps taken to prevent disabled pupils from being treated less favourably than other pupils;

(iii) the facilities provided to assist access to the school by disabled pupils;

(iv) the plan prepared by the governing body or proprietor under paragraph 3 of Schedule 10 to the Equality Act 2010 (accessibility plan).”

This report adheres to Section 6 of the ‘SEN and disability code of practice: 0 to 25 years and Regulation 51 and Schedule 1 of the Special Educational Needs and Disability Regulations 2014.

All teachers are responsible for Special Educational Needs co-ordination. Teaching staff undergo annual training and development to keep up to date with their knowledge, understanding and skills for delivering a highly differentiated and resourceful curriculum to our pupils with SEN.

We have twelve teaching assistants who will mainly be working in subject specific departments across the school, although some work with designated students on a one to one basis.

Teaching Assistants regularly attend training courses for particular aspects of SEN, for example working with students with particular difficulties.

If you have any questions about our SEND provision at the school then please contact Helen Dunbavin Mr Lee Baines (our Senco**)** on 01695 721066.

Admission procedures for all students, as well as those with SEND can be found on the school website, and are subject to Lancashire County Council admission protocols.

**Our approach to teaching learners with SEN**

At Hope High School, we have created a nurturing, inclusive culture; aimed at providing successful and challenging learning, within a broad and balanced curriculum framework. In addition, we provide high quality teaching to all learners taking into account and planning for individual’s specific needs.

We aim to ensure a flexible learning environment which meets the needs of all members of our school community. Any adaptations to the curriculum are based on individual needs. Support should be appropriate to the young person’s age and needs and aims to overcome barriers to learning. At Hope High School, staff continually monitors students’ progress ensuring that learning is taking place for all. Regular meetings between Heads of Subject, Heads of Key Stages, relevant staff and the Headteacher are held to discuss students’ progress.

The school makes use of a range of interventions to ensure students receive the best possible education, care and support available. For instance, the school makes use of Pastoral Support (Behavioural Intervention), Learning Resource Centre (Accelerated Reader Intervention), and Nurture Room (Nurture environment for pupils who require more intensive Social/Emotional Intervention). These resources help students to achieve their full potential.

The school utilises a personalised curriculum, allowing students to flourish. The school day is separated into two sections: Core Curriculum and Enhanced Curriculum.

**Core Curriculum** focuses on the core subjects of English, Mathematics and Science. These subjects are studied before the lunch break. **Enhanced Curriculum** focuses on more practical subjects like Art & Design, Food Technology, Physical Education, and Computing. These sessions are studied after lunch.

In addition to Core and Enhanced Curriculum, the school also offers Enrichment activities every Friday. The Enriched Curriculum covers a host of activities such as: Fitness suite, Lego, Snooker and Film Club, to reward trips and OAA (Outdoor Adventure Activities).

**How we identify students with SEND**

At different times in his/her school career, a child or young person may have a special educational need. The 2014 SEN Code of Practice defines SEN as:

*A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.  A child of compulsory school age or a young person has a learning difficulty or disability if they:*

* have a significantly greater difficulty in learning than the majority of others of the same age: or
* *Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.*

Learners may fall behind in school for many reasons. They may have been absent from school, they may have experienced inconsistency in their education provision. They may not speak English as a first language or they may suffer from self-esteem issues which prevents progress being made.

All students at Hope High School arrive with a Statement of Special Educational Need or an Education, Health and Care Plan. We seek to provide provision that is tailor-made for each student, offering personalised learning within the curriculum, with the intention of overcoming the students’ barriers to learning.

**Assessing, supporting and monitoring students with SEN at Hope High School**

Special Education Needs are categorised in the 2014 SEN Code of Practice as:

•Cognition and Learning

•Communication and Interaction

•Physical and Sensory

•Social, Mental and Emotional Health

Furthermore the SEN Code of Practice2014 describes meeting the needs of students with SEN as a ‘graduated approach’, whereby four processes take place:

•Assess

• Plan

• Do

•Review

**Assess**

Every student undertakes a baseline assessment on entry to the school. We have a wide range of SEN assessment tools available with which to identify the student’s need or needs, taking into account previous experiences of the student, prior progress and attainment, and behaviours for learning. For some students we may want to seek additional help and we have at our disposal a wide range of specialist support agencies to facilitate this, many of which are provided by Lancashire County Council described on the Local Offer, on the Lancashire County Council website which can be found at www.lancashire.gov.uk/send

CAMHS (Children and Adolescents Mental Health Services)

Provision from Occupational Therapists and Speech and Language Service, School Health Service

Specialist Support Teachers/Educational Psychologist.

Children’s Social Care (CSC)

**Plan**

Before any additional provision is selected to help a child, the SENCO, teacher, parent/carer and student, agree what they expect to be different following this intervention. A baseline will also be recorded, which can be used to compare the impact of the provision and then the necessary adjustments, interventions and support will be selected and integrated in a plan with the aim of meeting the learning outcomes where a student requires SEN support.

Strategies may include:

* Assertive Mentoring
* Learning Resource - Accelerated Reader (1:1 as well as small group interventions)
* Subject specific interventions, planned by Heads of departments.
* 1:1 assistance for students with SEN needs in the areas of Social Emotional Mental Health (SEMH), (One to one and small group intervention delivered by specialist staff)
* Specialist Arrangements for exam access (scribe, reader, added time)
* Dyslexia Screening and intervention programmes
* A nurture classroom environment to support pupils of varying needs. It provides and nurturing learning environment and encourages mindfulness and developing emotional literacy.

All interventions are led by qualified teaching staff, qualified teaching assistants or qualified counsellors.

In addition, we have access to a number of intervention programmes that are delivered on and off the school premises such as:

* Educational psychology and specialist support team for assessment and advice about specific barriers to learning. Available through **SEND** Lancashire.
* Forest School and Duke of Edinburgh, which aids social and emotional development through team-building and peer learning activities.

**Do**

Every teacher is required to adapt the curriculum to ensure access to learning for all children in his/her class.  The Teacher Standards 2012 detail the expectations for all teachers, and we at Hope High School are proud of our teachers and their development. The Teachers’ Standards are available at https://www.gov.uk/government/publications/teachers-standards.

The classroom teacher will monitor the student closely and will work with teaching assistants to ensure that barriers to learning are overcome and that the student makes progress with his/her learning. Tracking data is collected on all students at least fortnightly, and all teaching staff use this data to inform their planning and differentiation of lessons.

Teaching Assistants are active in delivering in class intervention programmes to individual students or small groups in accordance with skills-specific training which they have undertaken.

**Review**

Reviews will evaluate the effectiveness of the support given and the impact on the student’s progress; changes may be made following the review. Reviews can be formal meetings, where we discuss next progress and next steps. Where a student has a statement or Educational Health and Care Plan (EHCP), an annual meeting will take place. The views of the student and parent / carer are recorded at these meetings.

Progress data of all learners is collated by the whole school and monitored by teachers, Senior Management and Governors. This data is formally shared with Parents and Carers each half-term. In addition to this, Hope High School also runs frequent Parents’ Evenings and Open Days, keeping parents updated as to the progress of their child in all areas.

**All the above processes are made in consultation with parents/carers.**

**Provision Map**

Each year a provision map is produced which illustrates the individual learning needs and then the support and interventions required to enable access to learning for students with SEN across the key stages and year groups. The provision map is updated throughout the year as our learners and their needs change. The provision map is also shared with the SEN Governor to quality assure the impact of interventions on learning across the school.

Pupils SEN Statement or Education Heath and Care Plan will indicate the learners primary category of need, however many learners have a multiple needs which must be catered for in their provision map so the correct interventions and arrangements can be made to support learning and social and emotional development.

Categories of need may include:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| BESD | Behaviour , Emotional and Social Difficulties | | | |
| SEMH | Social Emotional and Mental Health | | |  |
| ADHD | Attention Deficit and Hyperactivity Disorder | | | |
| ASD | Autistic Spectrum Disorder | |  |  |
| ODD | Oppositional Defiant Disorder | | |  |
| DSP | Diplegic Cerebral Palsy | |  |  |
| SPO | Spina Bifida Occulta |  |  |  |
| PDD | Pervasive Developmental Disorder | | |  |
| SpLD | Specific Learning Difficulties | | |  |
| MLD | Moderate Learning Difficulties | | |  |
| CD | Conduct Disorder |  |  |  |

Pupils currently on role at Hope High School

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Y7** | **Y8** | **Y9** | **Y10** | **Y11** | **Total** |
| Autumn 2017 | 17 | 10 | 11 | 6 | 11 | **55** |

|  |  |  |
| --- | --- | --- |
|  | EHCP | SEN Statement |
| Autumn 2017 | 45 pupils | 10 pupils |

Primary Category of Need

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | SEMH | ADHD | ASD | MLD | SPLD |
| Autumn 2017 | 39 | 3 | 10 | 5 | 3 |

Pupils Range of Needs

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **BESD / SEMH** | **ADHD** | **ASD** | **Dyslexia** | **CD** | **ODD** | **DCP** | **SPO** | **PDD** | **SpLD** | **MLD** |
| Autumn 2017 | 39 | 20 | 10 | 1 | 3 | 6 | 1 | 1 | 1 | 3 | 6 |

**Other Opportunities for learning**

All learners should have the same opportunity to access extra-curricular activities. Hope High School offers a range activities aimed at developing students’ needs outside of the classroom. These are communicated to students at the beginning of each half term or as activities arise.

All students are encouraged to participate in educational visits and residential activities. The school will endeavour to make ‘reasonable adjustments’ for SEND students, but all trips are subject to risk assessment.

The school actively promotes the work of the **Wellbeing Prevention Early Help Service**, uniformed service and cadet organisations.

All staff at Hope High School have received training on the Equality Act 2010. This legislation places specific duties on schools, settings and providers including the duty not to discriminate, harass or victimise a child or adult linked to a protected characteristic defined in the Equality Act and to make ‘reasonable adjustments.’

*The Equality Act 210 definition of disability is:*

*'A person has a disability for the purposes of this Act if (s)he has a physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day-to day activities.”*

*Section 1(1) Disability Discrimination Act 1995.*

*This definition of disability in the Equality Act includes children with long term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Children and young people may therefore be covered by both SEN and disability legislation.*

The Accessibility Plan has been written to comply with The Equality Act 2010 and is available on the school website.

**Bullying**

At Hope High we strive to ensure that all students learn in a supportive, caring and safe environment without fear of being bullied. All concerns or reports from students, staff or parents are fully investigated and appropriate action is taken to support all students regardless of their special educational needs and/or disability, religion, ethnicity, sexual orientation or academic ability. Please view the schools bullying policy on our website for further information.

**Transition between the Key Stages**

For students in Year 6, transition days are a yearly event at Hope High School, introducing students to a variety of teaching staff, lessons and additional activities that they may expect in Year 7.  In addition, the SENCO, plus other key staff and students visit the feeder primary schools to meet and work with the students.

For older students moving into year 9, Hope High staff will guide students as to the most appropriate choice of curriculum/work placement opportunity, again in full consultation with parents and carers. The Senco may be contacted to discuss choices for students with SEN.

In Year 11, all students are offered CEIAG advice from a named teacher, visits to local post 16 colleges, as well as a Post 16 guidance event.

**A Wellbeing Prevention Early Help Service Advisor** will give additional advice to students with statements or EHCP’s.

**Communication with Parents/Carers**

Hope High school fosters strong links with parents and carers which is initiated in a well-planned and personalised transition policy. To minimise potential difficulties transition begins in the Spring term with Non-prejudicial visits followed up by home visits as soon as school placements have been allocated and pupils ECHP or Educational Statement of Needs has been received from the LEA.

All pupils are allocated a Key Worker who is the first point of contact for pupils, parents and carers alike. The keyworker regularly updates parents/carers on progress or any issues (weekly/daily) depending on need.

Formal liaison between year-group class teachers is organised periodicals throughout the school year, when reports have been written and individual Records of Achievement and Records of Assessment are up to date. The following documents are analysed, updated and discussed with parents to ensure appropriate provision for SEN pupils and to monitor and track assessments

* copy of each child’s ECHP of Statement
* copy of each child’s last Annual Report
* some samples of work if applicable
* Individual Pupil Tracking sheet.
* Individual pupil data sheets

Parents are invited to parents evening once per term, for their pupils’ annual review and periodically throughout the school year for coffee mornings and celebration events. Fostering strong home school links is key to supporting pupils with SEN.

**Your opinion is key**

If you wish to discuss any SEND concerns at any time please make an appointment to see **Helen Dunbavin (Headteacher)**. If you have any complaints then please see the school complaints policy on our website.