



SEND Information Report – Huntcliff School

How does the school/college identify children with special educational needs?

- At transition point from primary to secondary school.
- Information gathered during the primary liaison meetings.
- Information directly from the parents during the open evenings and parents evenings. Further meetings between parents and school SENDCO or other appropriate members of staff when necessary.
- Transfer of data from primary school as the student moves.
- Review meetings for learners with EHC plans (statements), attendance at Year 6 reviews.
- Meetings between primary SENDCOs and secondary SENDCO.

As learners of SLC

- Throughout key stages, baseline assessments in core subjects in KS3.
- Data used to identify SEND or to inform provision already in place.
- Data collated at strategic points through the year looked at by the key staff and the SEND staff to identify if there are any concerns from the data that need further investigation.
- Daily monitoring of need through subject teachers.
- Teachers inform SEND team of any concerns; SENDCO investigates further and may carry out more in-depth assessments of needs either in response to data or staff concerns.

If required, the school will bring in external professionals to further assess and give recommendations for appropriate provision

How do we involve parents in planning for those needs?

- An initial meeting during the Open Evening in September for Year 6 learners and parents.
- Attending review meetings through Year 6 for learners with EHC or identified needs when invited by the primary school.
- A parent meeting on transition day.
- For learners with an EHC - meetings with parents at parents evenings, annual reviews and throughout the year.
- For learners with additional needs contact through parents consultation day and evenings.
- For learners with EHC a trained Learning Support Assistant (LSA).
- Through the school's use of the principles of 'Achievement for All' with parents when planning their involvement.
- Further information in the parental involvement section found within Question 5.

If the school/college is specialist, which types of special educational need do you cater for?



Who in the school/college will support my child and how will this be monitored and evaluated?

Class teacher

Responsible for:

- Planning and delivering high-quality differentiated lessons to meet the needs of all learners in the class.
- Assessing the progress of your child and informing the SENDCO if your child is falling behind or experiencing difficulties which cannot be overcome without additional support or intervention.
- Liaising with the SENDCO to write Individual Provision Maps, as appropriate, and sharing and reviewing these with parents once each term and planning for the next term.
- Liaising with all staff working with your child in campus to deliver the planned work/programme for your child, so they can achieve the best possible progress.
- Ensuring that the campus' Inclusion Policy is followed in their classroom and for all the learners they teach with SEND.

SENDCO

Responsible for:

- Coordinating all the support for children with special educational needs or disabilities (SEND) and developing the campus Inclusion Policy to make sure all children receive a consistently high quality response to meeting their needs in campus.
- Ensuring that parents and carers are:
 - Involved in supporting their child's learning.
 - Kept informed about the support their child is getting.
 - Involved in reviewing how their child is progressing.
- Liaising with all the other professionals who may come into campus to help support your child's learning.
- Maintaining the campus' inclusion register (a system for ensuring all the SEND needs of learners in this campus are known) and making sure that there are up to date records of your child's progress and needs.
- Providing specialist support and advice for teachers and support staff in the campus so they can help children with SEND in the campus achieve the best progress possible.
- Support within school

Executive Head teacher:

Responsible for:

- The day to day management of all aspects of the campus, this includes the support for children with SEND.
- Ensuring that the training needs of SENDCO and other staff are met.
- Reporting to the Governing Body on provision and progress for learners with SEND.

**SEN Governor:**

Responsible for:

- Monitoring the provision and progress for learners with SEND.
- Making sure that the necessary support is made for any SEND child who attends the campus.

How are the decisions made about the type and amount of provision a young person will need?

- Your child's progress is continually monitored by his/her class teacher and will be shared with you formally at Parent / Teacher and in an annual written report.
- All students are regularly assessed, including written assessments (these are externally assessed at Y11 using GCSE's. If you are concerned that your child may not be able to access the tests, your child's class teacher or SENDCo will be able to discuss this further with you.
- Students on the school's SEND register will have a support plan meeting during which a support plan will be drawn up and used to track interventions. This will be reviewed with you each term, when the plan for the next term will be agreed.
- The progress of students with an EHC plan is formally reviewed at an Annual Review with all adults involved with the students' education. The SENDCo will monitor that your child is making good progress.

How will the curriculum be matched to the needs of the young person?

- If your child is then identified as not making progress, the campus will set up a meeting to discuss this with you in more detail and to:
- Listen to any concerns you may have too.
- Plan any additional support your child may receive.
- Discuss with you any referrals to outside professionals to support your child's learning.
- With your permission, add your child to the campus's SEND register, if appropriate.

How accessible is the school/college environment?

- The building is accessible to children with physical disability being modern and purpose built to address accessibility to all.
- A disabled toilet and hygiene room is available.
- A range of additional equipment is available to improve the learning environment for specific SEND specialist writing equipment, sensory resources/coloured overlays.

How will both the school/college and the parent know how the young person is doing and how will the school support the young person's learning?

- If you have concerns about your child's progress you should speak to your child's subject teacher or Year Team Leader.
- If you are not happy that the concerns are being managed and that your child is still not making progress, you should speak to the SENDCO or Head of School.
- If you are still not happy, you can speak to the campus SEND Governor.
- The class teacher is available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used.



- The SENDCo is available to discuss your child's progress or any concerns/worries you may have.
- Information from outside professionals will be shared with you at a meeting, by phone, or in a written report.
- Support plan meetings will be held at intervals during the year.
- Homework will be adjusted to your child's individual needs, if appropriate.
- A home/campus contact book may be used to support communication with you when this has been agreed to be useful for you and your child.
- Email contact can be established as an additional layer of home/campus communication if appropriate.
- Other staff support

What support will there be for the young person's well-being?

- We pride ourselves on our pastoral care of our learners. We work with Time4You counselling services, who provide an onsite service. We also work closely with external agencies such as CAMHS and the Link.
- In school we have two Family Liaison support staff who work with families and students.
- For students with health problems, a care plan is written and regularly reviewed with parents.
- Key staff are available at break and lunch times - a safe haven for those that struggle to cope at these times.

What specialist services and expertise are available at or are accessed by the school/college?

- **Within School Specialism**
- **In school counselling service**
- **Staff with experience of working with students with autism**
- **Teachers and LSA's with experience of working with students with a range of social, emotional and specific learning difficulties**

Specialist support from outside agencies

- Educational Psychology Service
- Sensory Service for children with visual or hearing needs
- Speech and Language Therapy (SALT).
- Specialist Teachers available for Specific Learning Difficulties; Communication & Interaction
- MAIN Project & other services
- CAMHS
- Children's Services & Outreach
- Learning Support Services
- Counselling
- Fairbridge working with disaffected young people
- Forget me not bereavement support
- TYS: targeted youth support
- Daisy Chain –ASC support
- Fire Brigade- fire started intervention
- The Junction
- School Nurse
- Occupational Therapy



- Physiotherapy Service
- Crest
- EVA
- Anti-Bullying Consultant
- Children's Services – Front Door

What training are the staff supporting children and young people with SEND had or are having?

- The SENDCO's job is to support the class teacher in planning for children with SEND.
- The school has a training plan for all staff to improve the teaching and learning of students including those with SEND. This includes whole campus training on supporting specific aspects of SEND such as ASD or Speech and Language difficulties.
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class.

How will the young person be included in activities outside of the classroom including school/college trips?

All students are encouraged to attend the wide range of trips/visits/activities outside of school. Careful planning and consideration of the specific needs of our students is given to ensure that they have access to the same activities as their peers. Parents are consulted to check the suitability and any special arrangements that need to be put in place.

A member of the Senior Leadership Team oversees all trips to ensure students are safe and included where possible.

How will the school/college prepare and support the young person to join that particular school/college and how will it support the transition to the next stage of education and life?

- The campus budget, received from R&C LA, includes money for supporting students with SEND.
- Each school receives targeted income for SEND. This is allocated by the Executive Head teacher in consultation with the campus governors, on the basis of needs in the campus.
- The relevant key staff, including the SENDCO discuss all the information they have about SEND in the campus, including:
 - The students getting extra support already.
 - The students needing extra support.
 - The students who have been identified as not making as much progress as would be expected.

The Executive Head teacher in liaison with the Finance & Staffing committee decides what resources/training and support are needed.

- All resources/training and support are reviewed regularly and changes made as needed.

We recognise that transitions can be difficult for a student with SEND and take steps to ensure that any transition is as smooth as possible.

If your child is moving to another school:



- We will contact the receiving school's SENDCo and ensure he/she knows about any special arrangements or support that need to be made for your child.
- We will make sure that all records about your child are passed on as soon as possible.

In Year 6:

- SENDCo will meet with the SENDCo of the secondary campus to discuss the specific needs of your child and a transition package will be put together for them individually.
- Your child will access focused learning about aspects of transition to support their understanding of the changes ahead.
- Where possible your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school.
- A three week transition programme is arranged (from summer 2017)
- The Learning Mentor / LSA might be put in place as a familiar adult to help with transition.

In Year 11:

The Transition Mentor

- Attends all SEND review meetings
- Coordinates students' interviews with 'Routes to Employment'.
- Liaises with parents re post 16 Open days, Taster Days.
- Liaises with colleges and training providers re transition and ensures that they are aware of student's needs, meets with key SEND college staff
- Is available to support students with impartial careers information advice and guidance in school.

How are the school/college's resources allocated and matched to the young person's special educational needs?

- Class Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that your child's needs are met (differentiation)
- Specially trained support staff can adapt the teachers planning to support the needs of your child where necessary.
- Specific resources and strategies will be used to support your child individually and in groups.
- Recommendations in reports from external professionals will be used where appropriate to inform planning an effective curriculum for learners.
- If you have concerns about your child's progress and ability to complete homework tasks, your child's class teacher can personalise the learning further where appropriate.

How does the school/college know if I need extra help?

- This is usually through transition meetings with your primary school. They will inform us if they think that you would need extra help in lessons.
- Through meetings with your parents/carers.

What should I do if I think I need extra help?



- There are lots of people in school that you can talk to about your work or anything else that is bothering you.
- If you think that you are having problems in a particular subject then you should talk to the teacher or the support staff. If you feel that you can't do this then you could speak to your form tutor, head of year, Family Liaison support officer or ask your parents to talk to the school.

How will my school/college work be organised to meet my individual needs?

- In many subjects you will be taught in a group which matches your levels and needs.
- Work will be differentiated to match your way of learning and the levels which you are to achieve.
- Targets will be set to challenge your learning, these will be aspirational (something to work towards) but not out of your reach.
- Subject teachers and support staff will be around to help you reach your targets and support your individual needs.

How will I be involved in planning for my needs?

- Meeting with you and your parents/carers before you join Huntcliff.
- If you have an Education, Health and care plan then an annual review will take place. Interim reviews can be arranged when and if necessary.
- Parent/carers evenings.
- By talking with your form tutor, head of year or any other member of staff who supports you.

Who will tell me what I can do to help myself and be more independent?

- Teachers and support staff will support you with your learning and explain how to make progress with your work and work more independently.

How will I know if I am doing as well as I should be?

- You can always ask your teacher who would let you know how you are doing.
- You would also find this out by your progress checks which are sent out to your parents.
- Your teachers would talk to you and your parents at parent's consultation evenings.

What should I do if I am worried about my school/college work?

- There are lots of people in school that you can talk to about your work.
- You could talk to your form tutor, head of year or the class teacher. If you feel unable to do this you could speak to the liaison support officer who is attached to your year group or to one of the learning support assistants.
- If you are still worried about doing this you could write what is troubling you.

How can I get help if I am worried about things other than my school/college work?

- We pride ourselves in looking after our students. We work with Time4You counselling services, who provide an onsite service and are available for you to talk to.
- We have a weekly drop in service with the school nurse.
- In school we have two Family Liaison support staff who work with students on any problems they may have.
- Key staff are available at break and lunch times - a safe haven for those that struggle to cope at these times

If I have a disability or additional need how can I join in school/college activities?

We encourage all our students to attend the wide range of trips/visits/activities outside of school. We carefully plan and consider all of the specific needs of our students to ensure that they have access to the same activities as their friends. We want all our students to be able to try all activities that are available to them.



What help is there to get ready to start college/school?

- Parents of year 6 students are invited to visit the school either at the opening night or at a date/time suitable for them.
- A key person in school would visit your primary school and talk to you about Huntcliff.
- The SENDCo would attend a review of those students with an Education, Health and Care Plan.
- Once confirmation of a place at Huntcliff the SENDCo would liaise with both parents and the Primary School. This could include lots of visits. A key worker might be put in place as a familiar adult to help with transition.

How will I be prepared to move onto the next stage of my school life including employment and life skills?

- We have close links with all of the college's providers in the area.
- We have a dedicated careers officer (Routes to Employment), who meets with all of the year 11 students, puts a plan in place, advises which colleges provide what and ensures all applications are completed.
- We have a transition mentor who works with our year 11 students to ensure that all our leavers have a pathway from secondary school into college, apprenticeship or other training provider.
- The SENDCo will work with parents, students and the colleges to ensure any specialist provision is in place once a decision is made as to where the student is going.
- Throughout the year there are many opportunities and initiatives delivered to the students to explain what colleges provide.