

## **SEN Information Report South Hunsley School September 2021**

### **1. The kinds of special educational needs for which provision is made at the school**

South Hunsley School is a large secondary school within the Education Alliance Multi Academy Trust. We are a school which caters for students with a wide range of special educational needs (SEN) and disabilities including physical disability, sensory impairment, dyslexia, general learning difficulties, specific learning difficulties and autism. We believe passionately in the limitless potential of all our students and we strive to ensure that every student, whatever his/her need, is successful in achieving their own personal goals.

### **2. Information, in relation to mainstream schools and maintained nursery schools, about the school's policies for the identification and assessment of pupils with special educational needs.**

The school's SEND policy is accessible on the website. The SEND policy and the arrangements for supporting students with SEND are fully compliant with the regulations of the 2014 Children and Families Act and the Special Educational Needs and Disability Code of Practice 0-25 years, January 2015.

Identification of new students transferring from primary school is through routine data collections and information from SENDCos, class teachers, external agencies (if appropriate) and parents / carers. For students already receiving extra support the transition process may begin as early as Y5 depending on need.

On entry all students are screened for their reading & spelling ability and these results are analysed together with baseline data (SAT results and Cognitive Ability Test (CAT scores) and existing information to implement any necessary additional support.

Concerns about a student having SEN can be raised by any member of staff, any parent or the student themselves. Concerns should be referred to either: the subject teacher, Head of House or Head of Department in the first instance. If it becomes necessary to involve the SENDCo, a preliminary gathering of data and information will be made which may lead to the need for further testing before a decision regarding additional support is made.

Student progress is closely monitored on a daily basis through classroom observation and marking and feedback by classroom teachers. A formal progress report is issued to parents / carers twice a year and there is also the opportunity to discuss progress with each subject teacher at the annual parents evening.

### **3. Information about the school's policies for making provision for pupils with special educational needs whether or not pupils have EHC Plans, including—**

#### **(a) how the school evaluates the effectiveness of its provision for such pupils;**

- Standardised testing takes place at the start and end of every academic intervention programme to measure progress
- Assessment data, marking and feedback, regular low-stakes testing data, homework feedback, Teacher observations and staff liaison are used to measure progress in the mainstream classroom
- Discussion with students

- Parental feedback
- Senior leadership monitoring & evaluation procedure

**(b) the school's arrangements for assessing and reviewing the progress of pupils with special educational needs;**

- The progress of all vulnerable groups is routinely analysed by the senior leadership team (SLT)
- All data for students identified as SEN is also analysed by the Learning Support department after each data collection and any students failing to make expected progress are discussed and any further intervention strategies are agreed on an individual basis
- All student progress is closely monitored by department staff and House leaders after each data collection
- Additional annual reviews take place for students with an Education, Health and Care Plan (EHCP)
- An annual parent's evening is held for each year group
- The student planner forms the basis for most home-school communications including rewards and sanctions
- A small number of students may require closer monitoring; this could be in the form of: daily contact through the student planner, additional home/school books, e-mail, telephone contact and letters as appropriate.

**(c) the school's approach to teaching pupils with special educational needs;**

- Subject teachers are responsible for ensuring all lessons meet the needs of all the students in their class by providing high quality teaching
- Recommendations and strategies to remove barriers to learning and enable access to the curriculum are made by the SENDCo
- Information on individual students with SEN is held electronically and is accessible to all classroom based staff and is regularly updated; it includes relevant information on student attainment levels, information on a student's additional needs, recommended support strategies and advice and support materials for staff to use in lessons
- All students are taught in mainstream classes; there is a minimal amount of withdrawal for specialist input e.g. to attend weekly reading/spelling/dyslexia sessions, social skills groups/Emotional Literacy Support sessions
- In lessons where a student may be making less than expected progress or the teacher has a concern they may use the 'assess, plan, do review' cycle to ensure the needs of the student are met effectively.

**(d) How the school adapts the curriculum and learning environment for pupils with special educational needs;**

- Differentiation of resources and learning materials by the subject teacher and in departments
- A team of 27 teaching assistants (TAs) work in designated departments, where possible, to provide in class support for identified students / groups
- Additional literacy & numeracy interventions, where needed
- Personalised learning programmes / timetables
- All subject areas have ground floor access for wheelchair users

- Accessible facilities in the main buildings and a personal care room in the Humber building
- Specialist interventions to support emotional literacy and social skills.

**(e) Additional support for learning that is available to pupils with special educational needs;**

Provision is allocated according to need and follows the “Assess, Plan, Do & Review” process laid down in the revised Code of Practice 2015.

Additional literacy and numeracy support is provided in a variety of ways:

- Interventions to support reading, spelling, dyslexia run during form time and typically a student would attend one or two sessions a week for a term after which progress would be reviewed and support adjusted
- Y7 testing of reading & spelling skills identifies the students who attend for time interventions
- Maths is grouped by ability and any gaps in numeracy are identified in lessons and support is provided
- Exam access arrangements (EAA) – testing at the end of Y9 determines who qualifies for a range of exam concessions at GCSE. There must be evidence of a history of need and provision for a student to be put forward for testing. Parents are informed by letter if their child has qualified for EAA
- Internal exams/ assessments - teaching staff have the flexibility to make arrangements as appropriate
- Sixth form exam concessions – a reassessment of need through discussion and verification from the subject teachers are required if concessions are to continue at A level.

**(f) Activities that are available for pupils with special educational needs in addition to those available in accordance with the curriculum;**

- A daily Meet & Greet service provided by the Learning Support Department
- Support for social times including break and lunchtimes
- Mentoring
- Key workers
- Trips / off site activities – every effort is made to include all students; parents and carers are consulted to ensure arrangements are appropriate

**(g) Support that is available for improving the emotional and social development of pupils with special educational needs.**

- Pastoral teams – Head of House, House Leaders & form tutors
- Inclusion Team Emotional Literacy Support Assistants
- Mentoring
- School’s Educational Psychologist
- Youth & Family Support Service (YFSS)
- Counselling
- SMASH programme

- Education Welfare Officer
- Social Skills groups
- ELSA (Emotional Literacy Support Assistant)
- Access to qualified social workers
- CEIAG
- Inclusion and Welfare Officer and a Pastoral Support Assistant.

The school is also working in collaboration with MIND and CAMHS to improve the wellbeing of staff, students and parents. Currently, MIND is providing a bespoke support package to include: work on resilience, exam stress and parent support groups.

#### **4. In relation to SEND matters the name and contact details of the SEND co-ordinator and SEND Manager**

- **Miss Jodie Sweeney (SENDCo)**
- **Tel. 01482 - 631208 ext. 116**
- [Jodie.sweeney@southhunsley.org.uk](mailto:Jodie.sweeney@southhunsley.org.uk)
- **Ms Katherine Jones (SEND Manager)**
- **Tel. 01482 – 631208 ext. 264**

#### **5. Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.**

- Jodie Sweeney, SENDCo; BSc (Hons), PGCE, NASENCO 01482 631208 ext. 116
- Katherine Jones, SEND Manager; BSc (Hons), PGCE 01482 631208 ext. 264

The following colleagues are also based in school:

- Education Welfare Officer - Mrs Karin Parsons school: 01482 631208 ext. 152
- School nurse – Mrs Jackie Scott (01482-335008)

Referrals can be made to these agencies:

- Educational Psychology Service (01482 - 394000)
- Inclusion Practitioners (01482 - 394000)
- Child & Adolescent Mental Health Service (CAMHS) (01482- 303810)
- Speech & Language Therapy Service (01482-692929)
- Physiotherapy (01482- 458809)
- Occupational Therapy (01405-608233)
- Sensory & Physical Support Service (SaPTS) (01482-394000)
- Social Services (01482 395500)

All staff have completed the East Riding Local Authority's Safeguarding & Child Protection training.

The Learning Support Department has an on-going programme of training, most recently in: literacy support, exam concession support, sensory integration, autism, dyslexia and speech & language

difficulties. Through continuing professional development individual TAs attend additional training depending on their subject and area of responsibility.

For new students with previously unprecedented needs we follow the advice of the professionals involved, in consultation with the student and their families.

#### **6. Information about how equipment and facilities to support children and young people with special educational needs will be secured.**

- All main buildings have ramped access and accessible toilet facilities
- There is a lift to the first floor in the Learning Resource Centre and the Kingston building. Most subject areas have some ground floor teaching rooms
- All classrooms are carpeted and fitted with blinds to reduce glare and improve acoustics
- A personal care / treatment room in the Humber building is also used for physiotherapy sessions
- Specialist equipment is accessed through the relevant agency e.g. SaPTS for students with a visual or auditory impairment or a physical disability.
- There are accessible parking bays in both school car parks including at the front of school close to the main reception area.

#### **7. The arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child.**

South Hunsley encourages the input of parents and carers in supporting their child's education whilst at South Hunsley School and liaison with home is on-going as appropriate. A workshop evening is held every year in the spring term for the parents of our new Y7 students with additional needs, in addition to this parents are routinely invited to:

- An annual parents' evening
- Y7 form tutor evening (in the first term)
- Open evenings for Y6 / 7 transition
- School surgeries to address individual concerns
- Annual review meetings for students with an EHCP

#### **8. The arrangements for consulting young people with special educational needs about, and involving them in, their education.**

- All students with an EHCP attend and participate in their annual review. They also attend a preliminary meeting prior to the main review meeting to discuss their support arrangements in a 1:1 setting.
- Students accessing interventions are routinely consulted at the start & end of an intervention
- Students work with form tutors and house leaders to review progress and set targets following each data collection
- The Inclusion Team works on a 1:1 basis with identified students to support socially, emotionally and academically as appropriate.

**9. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.**

- A first point of contact would normally be the student's Head of House. Alternatively, Parents / carers are encouraged to discuss their concerns with either the SENDCo or Assistant Head (Inclusion).
- Information about the school's complaints procedure is available on the school's website.

**10. How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils.**

- The SEND Governor & SLT review inclusion plans through the school's monitoring & evaluation process
- See Section 5 for details of the services / agencies providing support for students with SEND and their families.

**11. The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with clause 32.**

- The SEND East Riding Local Offer contains all relevant information on all services and providers that support parents of students with SEND. The local offer can be accessed here: <http://eastridinglocaloffer.org.uk/> Any queries regarding this website should be addressed to the FISH Team on 01482 396469
- First point of contact in school to discuss prospective students with SEND is the SENDCo, Miss Jodie Sweeney: 01482 631208 ext. 116 or SEND Manager, Ms Katherine Jones 01482 631208 ext. 264
- Other relevant school professionals would be: Head of House, House Leader or form tutor if the student is already attending school
- Contact numbers for routine services are listed in section 5.

**12. The school's arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living.**

- **KS2/3 Transition** – well established and routine links with all feeder primary schools ensures appropriate support arrangements. In addition to the standard induction day transition arrangements may include:
  - Transitional annual review (if the student has an EHCP)
  - Additional visits
  - South Hunsley staff visiting the primary school
  - "All About Me" book
  - Photograph album of the school
- **KS3/4Transition**
  - Transitional annual review (if the student has an EHCP)
  - staff guidance re appropriate option choices

- exam concession testing (if appropriate)
- Professionals involved attend Annual reviews for students with an EHCP
- careers guidance
- open evenings

### **Post 16 Transition**

- Transitional annual review (if the student has an EHCP)
- Guidance on subject choice
- CEIAG work in school
- Collaboration with outside agencies where appropriate
- Liaison with college / sixth form
- Taster days
- Exam concession testing (if appropriate)

### **13. Information on where the local authority's local offer is published.**

- The school's contribution to the "Local Offer" is attached to the school website
- For details of the local authority's local offer go to: <http://eastridinglocaloffer.org.uk/>