



SEND Information Report Updated January 2016

Who are the best people to talk to at Haygrove about my child's difficulties with Special Educational Needs or disability (SEND)?

Head teacher Mrs K Canham

SENCo/Assistant head teacher (Special Educational Needs Co-ordinator) – Mrs S Hannigan

SEN Governor-Bozena Wierzchleyska

Introduction Haygrove is an academy has an outstanding pastoral care and guidance ethos. We have a highly inclusive curriculum. The SENCo/Assistant head teacher oversees a dedicated and highly professional team of Learning Support Assistants (LSAs) who work alongside students, families and teaching staff to ensure that every student no matter what their ability or starting point has an equal opportunity to reach their full academic and social and emotional potential.

Head teacher Karen Canham responsible for:

- The day to day management of all aspects of the school, this includes the support for student with SEND.
- She delegates responsibility to the SENCO and class teachers but is still responsible for ensuring that your child's needs are met.
- She ensures that the Governing Body is kept up to date about any issues in the school relating to SEND.

SEND Governor – Bozena Wierzchleyska responsible for:

- Making sure that the necessary support is made for any child who attends the school who has SEND.
- Publish information on the school website about the implementation of the governing bodies' policy for students with SEND.
- Ensure that the Senior Leadership Team and the SENCO have established a clear picture of the resources available including resources targeted at particular groups, such as student premium.
- Monitor with the Head teacher and SENCO the most efficient use of the SEND Notional Budget.

The SENCo/Assistant head teacher is responsible for:

Supporting student's with special educational needs or physical (SEND) and developing the school's SEND Policy to make sure all student get a consistent, high quality response to meeting their needs in school.

Ensuring that you as a family are:

- involved in supporting your child's learning
- kept informed about the support your child is getting
- involved in reviewing how they are doing

The SENCo is also responsible for:

- Liaising with the outside agencies who may be involved to support your child's learning e.g. Speech and Language Therapy, Educational Psychology, Learning Support, Autism Team etc...
- Updating the school's Additional Educational Needs (AEN) register (a system for ensuring all the SEND needs of students at Haygrove are known to staff with the student's photograph and a description of their needs.) and making sure that there are excellent records of your child's progress and needs.
- Providing specialist support and training for teachers and support staff in the school so they can help student with SEND in the school achieve the best progress possible.
- A key point of contact with external agencies.
- Working with the Senior leadership Team (SLT) and governors to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Manages the role of Teaching Assistants and one to one support assistants linked to student with SEND.

Subject teacher /tutors responsible for:

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need within the class (this could be things like targeted work, additional support) and liaising with the SENCO know as necessary.
- For those students with an EHC plan and sharing and reviewing these with parents at least once each term.
- Ensuring that the school's SEN Policy is followed in all classrooms and for all the students they teach with any additional needs.

How does the school identify and assess Special Educational Needs?

- If you or your child’s tutor or subject teacher, Head of Year or Head of Department have any concerns about your child’s progress this will be discussed at termly JIG (Junior Intervention Group for year 7, 8 and 9 students) or at the SIG (Senior Intervention Group). Personalised interventions are agreed and student progress is carefully monitored.
- If, despite a more personalised approach, your child is still not making expected progress a meeting will be arranged between your child’s subject teacher and the SENCO to discuss further strategies to support your child.
- Following a short period of more specific support the SENCO may decide to use more formal screening/assessment tools to identify specific areas of need.

We use a variety of ways to find out where a child is having difficulty:

- Observations in class
- Student work scrutiny
- School based assessments where we look at the student’s progress over time
- Phonological and sight word assessments
- Numeracy assessments
- Formal educational assessments for Reading and spelling
- Following consultation with yourselves this may involve outside agencies
- Boxall Profile
- Teenage Talk About assessment
- British Picture Vocabulary Scale
- Social Use of Language Program Assessment
- Outside agency assessments
- Medical assessments

What are the different types of support available for student with Additional needs at Haygrove?

Types of need and what that could look like	Examples of support available in our school
<p><u>Cognition and Learning</u> – how your child thinks, learns and understand their world.</p>	<p>Supporting students to be independent learners with Haygrove’s Growth Mindset approach allowing every child to believe in their ability, developing their resilience and their “Can do” mentality</p> <p>All students have Reading Age assessments in 7-9 and Numeracy Age assessments in 7 and 8.</p> <p>Targeted support groups for Literacy and Numeracy groups for students in Years 7 and 8 and 9 and after school interventions for 10 and 11 including Saturday morning Maths club</p> <p>Interventions such as ILI (Individualised Literacy Intervention), Read, Write Inc Fresh Start,</p>

	<p>Corrective Reading 4 Understanding, Lexia and Nesy, Morning Literacy intervention. Corrective Maths, targeted small group Maths Intervention with Maths LSA, one to one support or group support within core subjects with subject specific LSA- Literacy, Maths and Science; adapted tasks and resources; Advice from outside agencies smaller classes for Maths and English for September 2016 Daily homework club in Learning Support</p>
<p><u>Communication and Interaction</u> – how your child talks to, listens, socialises and learns from other adults and students.</p>	<p>We have a highly skilled, Elkan trained Speech and Language LSA who delivers a range of interventions supporting students to develop their use of social language, their communication skills and social interaction understanding. “Find Your Voice!” This is a small group and 1:1 intervention for anxious and nervous students who find it difficult to express themselves either around peers or in the classroom. The Head of Drama, Mr Horne alongside the SENCo has developed this program to encourage confidence and help students to find their own voice. Speech and Language supported programs; Circle time activities;</p>
<p><u>Social, Emotional and Mental health difficulties</u> – how your child expresses themselves and shares their feelings and thoughts with others and how they are coping with their individual circumstances and the world around them</p>	<p>Haygrove has acknowledged the need to support students facing a range of social, emotional and mental health difficulties, some may be short term and others may be longer. Support is offered initially within the pastoral team lead by the Head of Year. For those students who have more complex challenges, we have a team of highly skilled and dedicated team of staff in R2L (Return to learning) who support some of our most vulnerable students. The four staff have been extensively trained in a range of areas such as bereavement, suicide, mental health first aid, self-harm and sexual health and relationships and are able to respond quickly to students in crisis, school refusers and any student finding the pressure of everyday life challenging. All of the LSA team have had extensive Attachment training from our Educational Psychologist in recognition of the difficulties some students face. We also in conjunction with parents/carers make referrals to Educational Psychology</p>

	<p>Service who are able to work alongside the family and school to offer advice and support. We have a dedicated School Counsellor and we utilise the services of a Solution Focused Therapist for students and staff facing extreme crisis We work closely with CAMHS (Child and Adolescents Mental Health Services) and in few cases we are able to make referrals to Alternative Provision and Medical Tuition.</p>
<p><u>Sensory and/or physical needs</u> – how your child responds to their environment using senses and body</p>	<p>Supporting students with sensory/physical needs via Visual timetables, Somerset Total Communication-we have 3 staff trained to level 3 Hearing and Vision Impairment Service HI and VI All teaching and learning Support staff have annual HI training to support 9 students with Sensori-Neural and Conductive hearing loss We follow advice from consultant’s reports to adapt the environment to meet the needs of HI and VI students. Occupational Therapy when required, advice from outside agencies Physical Impairment Team (PIMs)Autism team advice, access to appropriate specialist equipment e.g. radio aids, low stimulus room Specialist IT support service Somerset</p>
<p><u>Medical needs</u> – how the school, parents and student works in partnership to support medical needs</p>	<p>And creates and shares medical plans with school staff. We have a fulltime school nurse who works closely with families Supporting students with medical needs via school nurse, Medical care plans and risk assessments; Medical experts, Policies and Procedures</p>

Class teacher input via excellent targeted classroom teaching also known as Quality First Teaching.

For your child this would mean:

- That the teacher has the highest possible expectations for your child and all students in their class.
- That all teaching is based on building on what your child already knows, can do and can understand.
- Different ways of teaching are in place so that your child is fully involved in learning in class. This may involve things like using more practical learning.
- Specific strategies (which may be suggested by the SENCO or outside agencies) are in place to support your child to learn.
- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap in their understanding/learning and needs some extra support to help them make the best possible progress.

There will sometimes be specific group interventions either;

- Within the classroom or in a withdrawal group.
- Delivered by a teacher or a Learning Support Assistant who has had specialised training to teach these groups.

Quality First Teaching

This means they have been identified by the class teacher as needing some extra support in school.

For your child this would mean:

- He/ She will engage in group sessions with specific targets to help him/her to make more progress.
- A Learning Support Assistant/teacher will run these small group sessions using the teacher's plan This type of support is available for any child who has specific gaps in their understanding of a subject/area of learning.

Stage of SEND Code of Practice: SEND Support

This means they have been identified by the class teacher/SENCO as needing some extra specialist support in school from a professional outside the school. This may be from:

- Local Authority central services such as the Complex and Communications autism team or Sensory Support Service (for student with a hearing or visual need)
- Outside agencies such as the Speech and Language Therapy (SALT) service. For your child this would mean: