

SEN INFORMATION REPORT

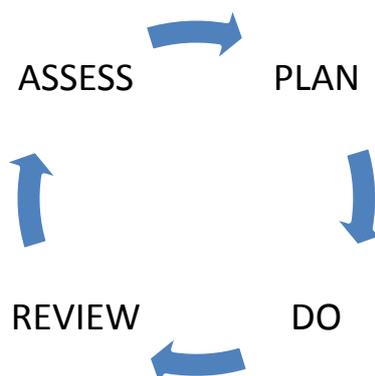
Ms J Hill (AHT Personalisation/SENCO) Mrs B Bhogal (Deputy SENCO)

Local Offer Contribution - See SEN Policy and www.sandwell.gov.uk/send

How does the school know if children/young people need extra help and what should I do if I think my child may have special educational needs?

Quality first teaching in conjunction with personalised, differentiated programmes contributes to our strategic management of provision. Learning plans are reviewed regularly so that we can evaluate what we offer EVERY child or young person in our care and what additional support can be offered. High expectations about quality first teaching are embedded amongst staff and the application of a differentiated and personalised approach to learning and teaching is at the heart of school improvement.

A graduated approach cycle is used to underpin the provision and interventions offered to students.



Assess

Following specific assessment students may be allocated an intervention such as Literacy catch up.

Plan

An Intervention is planned to address a specific need with a desired outcome outlined. This will 'close the gap' in the student's learning or understanding.

Do

The Intervention is delivered over a specific period of time, such as 6 weeks.

Review

A review of the individual student's progress is made following the intervention. Further intervention may be required.

The SENCO and Deputy SENCO are responsible for the operation of the Special Educational Needs Policy and co-ordination of specific provision made to support individual students with SEND. They liaise with staff to monitor students' progress and plan further interventions where progress is slower than expected. They also have contact with a wide range of external agencies that are able to give more specialised advice.

Our SEND team are able to offer support to class teachers to ensure your child is fully supported to access the curriculum. The team comprises of the following staff:

AHT Personalisation/SENCO: Ms J Hill

Deputy SENCO: Mrs B Bhogal

Literacy Intervention Co-ordinator: Mrs B Dail

Numeracy Intervention Co-ordinator: Mrs M Bibi

Teacher of SEN: Miss Z Evans

Learning Mentors: Mr D Tatt, Mrs F Whitehouse and Mr W Garrison

Academic Mentor: Mrs S Figg

Learning Practitioners: Mrs R Ditchfield, Mrs B Burke, Mrs L Harper, Ms A Robinson and Mrs N Pearson

Learning Support Assistants: Mrs S Malhi, Miss L Norton, Miss C Williams, Miss M Stanley, Miss V Dowe, Miss A Tariq, Mrs K Talbot and Mr B Sutcliffe.

How will both you and I know how my child is doing and how will you help me to support my child's learning?

At the end of each half term all teachers are expected to update their electronic mark books with current performance grades. This data is then analysed by Leaders of Learning and class teachers to identify areas of strength and areas that need improving so that appropriate interventions can be planned and differentiated to suit the student's individual needs. This may include additional support by a member of the SEN team. If a student has needs related to more specific areas of their education such as numeracy and/or literacy skills then the student will work closely with the Numeracy intervention co-ordinator and/or the Literacy intervention co-ordinator. The length of the intervention will vary according to need. The interventions are reviewed regularly by all involved to establish the effectiveness of the provision and to inform future planning.

Interventions are recorded on the school's provision map (this is a record of the interventions, timings, cost and impact of the intervention). If you have any queries related to the interventions please do not hesitate to contact the AHT

Personalisation. Once an intervention has been completed an interventions report is sent out to parents clearly outlining the purpose and impact of the intervention. There is a section on this report which clearly outlines your child's point of view, in particular *what went well...and even better if...*

Furthermore, the Executive and Extended leadership teams meet on a fortnightly basis to discuss the progress of each Key Stage. Progress of SEND students is now discussed at fortnightly intervention meetings and within pastoral meetings. These shared discussions may highlight potential problems in order for further support to be planned to enable students to achieve or exceed their potential.

Occasionally, a student may need more specialist support from an outside agency such as the NHS, Behaviour Support Team or an Educational Psychologist. Therefore, a referral will be made with your consent. After a series of assessments, a programme of support is usually provided to the school and parents/carers.

Your child's learning is also supported through progress evenings when you can meet with your child's form tutor to discuss their progress and at parents' evenings when you can meet with your child's subject teachers as well as the SENCO or Deputy SENCO. At parents' evenings you are also provided with your child's report in which all of your child's teachers report on their targets, progress against these and attitudes to learning.

Each child with a statement of SEN or Educational Health Care Plan has either a Learning Support Practitioner or a Learning Support Assistant allocated to them. The support worker acts as a vital link of communication between parents and school and has the opportunity to communicate with parents through the 'Student Planner.'

The Governors of Holly Lodge School are responsible for overseeing and monitoring SEND provision within the school and have appointed a link SEN Governor: Ms Ann Cysewski to work closely with the SEND department.

How will the school support my child?

Quality first teaching differentiated for individual learners is the first step in responding to students who have or may not have SEN. Differentiation is the responsibility of the classroom teacher who will request support from the SEN team where appropriate. Many students may require the curriculum to be adapted in order for them to make more progress over time; these students may not be on the SEN register.

When the decision is made to place a student on the SEN register, it will be done so in partnership with parents/carers, teachers and the SEND team to develop a shared

understanding of the student`s strengths and difficulties. Parents will be notified formally in writing of the student`s SEN status Outcomes and next steps will be agreed.

Placement on the SEN register is reviewed as appropriate. Students will always be actively involved in discussions regarding their progress and SEN status.

Holly Lodge School will assign appropriate support to students, this could comprise of any of the following, or a combination thereof:

- In-Class support
- Small group or 1 – 1 intervention outside the class
- Placement on a reading programme
- Placement on a numeracy programme

Where students are in need of further intervention, Holly Lodge School works closely with several external agencies. This may include any of the following from Inclusion Support:

- Behaviour Support team
- Sensory support team
- Specific Learning Difficulty team
- Complex Communication team
- Educational Psychologist

and/or Occupational Therapist, Common Assessment Framework team, CAMHs. In this instance, we will fully consult with parent /carer and the student.

For some students with complex needs, a more intensive and long term solution may be needed to ensure good progress. Holly Lodge, in conjunction with the parent/carers and student, may apply for an Educational, Health and Care Plan in this instance.

How will the curriculum be matched to my child's/young person's needs?

All teachers differentiate their lessons to ensure all students are able to access the work. They work closely with support staff to ensure support is customised to the needs of the students to enable them to make progress. The SEN team includes Learning Practitioners and Learning Support Assistants who work in collaboration with teachers and advise them of useful strategies to support the teacher's delivery of differentiation. Furthermore, any recommendations provided by any external agencies who have been working with your child are made available to both teachers and support staff.

Holly Lodge School adapts the curriculum for students as soon as they enter the school. We work closely with primary schools to ensure students who may require an adapted curriculum are identified in year 6. Extra transition visits are arranged to support students' needs.

Curriculum innovation is one of our strengths and there are two differentiated pathways in Year 7 to accommodate learners' needs and ensure a smooth transition. These are Rising Learners and Step Up, in which a small group of students are taught in a nurtured environment. Students learn English, Religious Education, Geography, History and Drama in the transition pathways and are carefully placed in mainstream classes for all other subjects. This enables the school to identify how the student learns best and offer intensive support and a safe and nurturing environment for its most vulnerable students

In years 10 and 11, the curriculum is adapted to support students who may not be able to access the full GCSE route. Current courses offered are: Edexcel Level 1 Work Skills, Edexcel Level 1 Exploring the Caring Sectors and NCFE Level 1 Certificate in Creative Studies: Craft. Some of our SEN students are also sent to a training provider to complete a qualification in Motor Vehicle Studies or Construction.

How is the decision made about the type and how much support my child will receive?

Once a child has been identified as having a special educational need each case is reviewed on an individual basis. Specialist advice is sought and resources are allocated based on this advice. The amount and type of support will be dependent upon their status on the SEN register as well as any physical or medical needs. Support will range from physiotherapy and occupational therapy to meet any physical needs, to in-class support, 1:1 interventions, small group work and adapted equipment to help meet any learning needs.

From the beginning of Year 10 a list of students who may need access arrangements for public exams is devised. Access arrangements may include extra time, scribes, rest breaks, readers and adjustments to examination papers for visually impaired students. This information is collated by the SENCO in liaison with the SEND team and teaching staff.

Activities that are available for students with special educational needs in addition to those available in accordance with the curriculum

How will my child be included in activities outside the school classroom including school trips?

The school offers a wide range of extra-curricular activities that all students with SEND have access to. These include: well-being club, film club and Numeracy club. Furthermore, there are additional clubs which support our students with SEND such as: Games club and Homework club which run daily and are staffed by our SEND team. In addition to this, the teacher of SEN delivers the TITAN (independent travel training) programme to help foster fundamental life skills. These skills developed at school improve their confidence, communication and social skills. They can then be transferred to the home environment where children/young people are empowered to take on some responsibilities and enjoy more independence.

There is a team of staff available to support the emotional and social development of students with SEN and those who are experiencing behavioural difficulties. This

team includes: the SENCO, SEN teacher, Learning Support Practitioners, Learning Support Assistants, Learning Mentors; the Pastoral Team including the Assistant Head Teacher Inclusion & Welfare, Directors of Key Stage 3 and 4, Key Stage Learning Leaders, Student Support Managers, Form tutors and the Attendance Manager. Those students who are identified as having a particular need in this area would be able to access extra support and interventions including restorative behaviour counselling or referrals to outside agencies e.g. CAMHS.

Subject Immersion days (SIDS days) occur throughout the school year and cover a variety of topics including drug awareness, e-safety, sexual health and careers guidance. These days often involve students being educated off-site in a variety of enrichment activities and outdoor learning environments. Parents/carers are contacted to discuss the suitability of activities or trips where applicable.

Students are encouraged to become student council representatives and/or share their views with their student council representatives who meet fortnightly. SEND students take part in student voice surveys so that we can listen to and act on their feedback to improve provision.

What support will there be for my child's overall well-being?

Students with physical and medical needs have a detailed Care Plan and risk assessment, which is compiled by a Student Support Manager in consultation with the school nurse and parents/carers. These are discussed with all staff who are involved with the student. Where necessary, and in agreement with parents/carers, medicines are administered in school but only where a signed medicine consent form is in place to ensure the safety of both the child and staff member.

Staff are trained to support the health and well-being of all students through the delivery of training from a variety of specialists in First Aid, Moving and Handling procedures for PD students, Evacuation procedures, Fire Marshall training, Prevent training, SRE, Safeguarding and Child Protection.

What specialist services and expertise are available at or accessed by the school? What training have the staff supporting SEND had or what training are they having?

Support staff attend all the internal teaching and learning sessions. Safeguarding training by Hays and the Channel programme are both accredited and completed on line. External support and training is given by a team of external specialist staff which includes Local Authority advisors in Behaviour Management, Speech and Language therapy, the Sensory team and the Educational Psychologist. The aim of the training is to inform staff of the specific needs of individual SEND students and strategies to support their learning, emotional development and physical and/or medical needs in the classroom.

How accessible is the school both indoors and outdoors?

Holly Lodge enables full access for students and staff of all abilities and disabilities.

(see accessibility access plan under Policies)

How are parents involved in the school? How can I get involved?

Parents and carers have the opportunity to discuss their child's progress on a regular basis including progress evenings and parents' evenings. Parents and carers of students with SEND can also attend Annual Reviews. However, should parents have any concerns at any time they can contact the relevant member of staff in the SEN team.

How will the school prepare and support my child to transfer to a new setting or to the next stage of education and life?

Students are supported at points of transition, Key Stage 2 to 3, Primary Transfer, Key Stage 3 to 4, during Year 9 Options and from Year 11 into FE as students make decisions regarding their Post 16 provision.

We work closely with our feeder primary school to set up a transition pathway for a number of students with SEND. The Pastoral team, AHT Personalisation and Learning Support Practitioners visit the primary schools and identify a number of students who would benefit from a personalised transition programme including 'taster' sessions at Holly Lodge.

During Year 9, data is scrutinised to identify students who would benefit from a Foundation learning pathway which may include some vocational learning with a training provider on top of the core subjects of English, Maths, Science and ICT. It is broad and balanced but more personalised to develop employability skills including learning units on interview skills and preparing for life outside school.

The Transition to Post 16 provision often presents SEND students with many challenges. We work in partnership with the Connexions service to ensure career aspirations and goals are realistic and where necessary supported for post 16 learning. Students are given guidance regarding college open days and training providers and assistance with completing the application process. We closely monitor students' destination data to ensure that all have a relevant and purposeful Post 16 pathway.

Further information can be obtained in Sandwell's Local Offer:

www.sandwell.gov.uk/send

www.gov.uk/government/publications/send-guide-for-parents-and-carers

