



Special Educational Needs Information Report Hedingham School

Local Authorities are required to set out and publish a 'local offer'.

This explains how they will work with parents and carers, local schools and colleges, as well as other services such as Health and Wellbeing Boards. This will encourage a more joined-up process when delivering services for children with Special Educational Needs. It will also make the system less stressful for families by giving parents more information about the services and expertise available locally, and increasing their voice.

Hedingham School and Sixth Form, is an 11-18 open access secondary school, serving the community in rural north Essex. The school's admission policy is available on the website <http://www.hedingham.essex.sch.uk/Pages/Prospectus%20and%20Admissions/ProspectusAndAdmissions.htm>. The school converted to an Academy as an independent convertor on 1st January 2013, retaining its name and character.

Hedingham School's Vision:

Our school believes that all students should be able to make the best possible progress at school and we are committed to ensuring that the necessary provision is made for any pupil who has SEND. We support pupils with SEND to be included in all aspects of school life.

At Hedingham we are all learners working together to make a better future:

- We aim to provide a high quality, comprehensive educational experience for all our students which ensures that each fulfils their highest academic potential
- We value and address their individual needs and the contribution they make to the community
- We provide a supportive, caring and safe learning community within a 21st Century environment which promotes lifelong learning
- We celebrate achievements at every opportunity because we believe that every student is an asset and at the heart of everything we do.

What kind of Special Educational Needs (SEN) are provided for?

Hedingham School's culture is built around bespoke learning with an inclusive approach to students with Special Educational Needs and Disabilities (SEND) ensuring the vision is the same for all students, whatever their ability or need.

The school recognises that a young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them and, as defined in the Code of Practice 2014. 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 school.

The school makes provision in accordance with the Code of Practice 2014, the SEN and Disability Act amended 2001, Index for Inclusion 2001, the Discrimination and Disability Act 2006, and the Children and Families Act 2014. Our SEN policy and our practice aim to reflect these principles.

Special educational needs and provision can be considered as falling under four broad areas:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health difficulties
- Sensory and/or Physical needs

How will students with Special Educational Needs be identified and what sorts of assessments could be used?

The school will work closely with the young person and their parents to identify need and what support is required, constantly evaluating to identify the specific barriers to learning and understand why a student may not be making progress at an acceptable rate in line with expectations.

- Baseline tests including Cognitive Ability Tests (CATS), Standard Assessment Tests (SATS), Access to Reading Tests (ART)
- Yearly spelling and reading assessments
- Fischer Family Trust data (FFT)
- Teacher/TA/SENCO identification through observation/marking/intuition
- Parent concerns
- Tracking progress
- Specialist Assessment
- Termly reports
- Provision guidance descriptors
- Therapists
- Educational psychologists
- Reference to Essex Provision Guidance Toolkit
- Statement/Education Health and Care Plan (EHCP)
- Information gathered during transition from primary schools
- Attendance
- Behaviour log
- Whole school annual assessment in spelling and reading. Any student with an unexpected result will be further investigated

The school has a wide range of specific tools to test of intelligence, achievement, text reading, phonic skills, working memory and processing speeds.

Who is responsible for the Special Educational Needs provision in school?

Assistant Headteacher Student Care and Welfare:	Mr Dave Margery
SEND School Governor	Mrs Jan Barnes
Special Educational Needs Co-Ordinator:	Mrs Susan Goodwin
High Level Teaching Assistants:	
Lead Teaching Assistant	Mrs Sue Amies
Literacy Specialist	Mrs Jeanette Wells
Administrative Support:	Mrs Lisa Black
Teaching Assistants:	21 Full and Part time staff members including 2 HLTAs

The Department's Teaching Assistants have specialist subject knowledge in SEND including: Physical / Neurological and Medical Impairment (PNI); Autism Spectrum Disorder (ASD); Dyslexia, dyspraxia and dyscalculia (SPLD); Speech, Language and Communication Needs (SLCN); Social Emotional and Mental Health Difficulties (SEMH), and, English as an Additional Language (EAL)

What arrangements are there for consulting parents of students with SEN and how will they be involved in their child's education?

School Staff work hard to ensure there is effective communication with young people and their families, and to listen and respond positively to any concerns brought to their attention. All staff are committed to listening to their voice and taking concerns seriously and by being open and accessible, matters can be raised and dealt with quickly and easily. Much of the school's success is due to a high level of parental confidence and trust.

The school believes that parents have a right to be involved in making decisions and exercising choices whenever possible. They have a right to receive and impart information, to express an opinion, and to have that opinion taken into account in any matters affecting them. Consequently, the school is dedicated to working in partnership with the child, parents, carers and outside agencies to identify needs, provide support for them and monitor the progress of all students.

- Termly reviews of Student Passport
- Annual parents' evenings
- Information evenings
- Meetings with SENCO / House Team
- Annual Reviews
- Parental questionnaires
- Email or telephone contact to the SENCO: hed.goodwins@hedingham.essex.sch.uk 01787 460470 ex 273

What arrangements are there for encouraging SEND students to be fully involved in their education?

The young person will be given the opportunity to be central to the planning for, and the review and evaluation of, the support they have been given and its impact on their progress recorded through their Student Passport. The school seeks to ensure that the young person is empowered to bring to the attention of staff their needs and the best ways in which they can be supported. This could be through:

- Use of Student Passports. These are implemented from September 2014 and replace the old IEP. This document is to voice the students need and what support they require. It included parents' views and base data of student entry levels to Hedingham School.
- Active encouragement for SEND student representation on the School Council to involve discussions about changes to the physical, learning and social environment of the school which would support all SEND students.
- Age appropriate conversations about targets and progress.
- Participation in statutory meetings or annual reviews.
- Access to the Student Support Centre and the House Leaders and Assistants for advice and reassurance.
- Monitoring students who are also in other vulnerable groups such as Pupil Premium and FSM
- My views document
- Conversation with teacher/Teaching Assistant/House Team/SENCO
- Learning reviews
- Academic mentoring
- School Council
- Tutor time

What arrangements are there for assessing and reviewing students' progress and what opportunities are there for parents to be part of this assessment process?

- Progress reports
- Range of assessments in school and by outside agencies
- Parent views
- Academic mentoring
- House Team
- Careers advice
- Profiling such as Connor/Boxall
- Exam Access Arrangements assessment

What arrangements are there for supporting students in moving between phases of education?

Early identification of SEND is essential. Students making a direct transition from our feeder schools will be well known to us through communication. Students joining from outside our catchment or joining later will undergo some assessment to identify their need.

Parents are encouraged to visit a range of secondary schools to ascertain the appropriate secondary provision for their child.

Hedingham School has an Open Evening in early November. Parents can request an individual/group tour of the school.

- Close liaison with Primary Feeders to ensure successful transition into secondary school. This will include the SENCO, or her representative, attending Year 5 and 6 Annual Review meetings when invited. Extended transition work. Parents and students with EHCPs are invited to a Tea Party to strengthen relationships and extend their networks. Two taster days in July prior to transition for all year 6 students. Curriculum days at Hedingham for feeder primary students. Students with EHCP are invited for a final transition afternoon the day before school starts in September to finalise arrangements and familiarise themselves again with the environment and support staff.
- Working with the Transition Pathways Service. Paul Cornwell will attend all year 9, 11, 12 and 13 Annual Reviews and write a Difficulties Assessment for students going onto college or university as appropriate to facilitate transfer onto appropriate Post 16 college courses
- School's Personal, Social and Health Education (PHSE) and Careers Guidance/Education programmes.

What is the approach at Hedingham School to teaching children and young people with Special Educational Needs?

'Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants of specialist staff' Code of Practice: 2014:6.36).

There will be a graduated approach linked to assess, plan, do review.
High Quality teaching/SEN Support/Education, Health and Care Plan
Provision which is 'additional to and different from'.
Response to specialist outside agencies

Appropriate group and 1:1 interventions/support will be put in place such as:

- Reading programmes: Catch up, Paired Reading (with 6th form students).
- Specialist dyslexic support such as Toe by Toe and Units of Sound.
- Social interaction at break and lunch in Glee Club.
- Alternative curriculum such as Literacy not Language or Skills Development (Level 1 learning for a chosen cohort KS3). Alternative Programme (Years 10 + 11)
- Curriculum adaptations such as part time homework timetable and cool off card
- Input from a specialist teacher or outside agency
- PNI support through specific equipment requirements
- Memory Trail to support short and working memory difficulties
- Specialist 1:1 for ASD, BESD and Dyslexic students
- Small group additional Maths KS3
- Literacy Extra KS3

How are adaptations made to the curriculum and the learning environment for students with SEND?

Hedingham School's site and facilities are fully accessible to all students including those with mobility difficulties or are wheelchair users. The school works hard to ensure that no student is disadvantaged in terms of facilities and equipment dependent upon need. The school works with outside professionals such as specialist teachers, physiotherapists, occupational therapy and specialist nursing team when planning for specific needs. Our equality and disability policies are available on request. The kinds of support offered include:

- Disabled and accessible toilets
- Hygiene/wet room
- Ramps, hoists and lifts
- Modified furniture
- Access to the medical room
- Access to specialist teacher input i.e. S/PN, HI, VI
- Access to laptop and tablet technology
- Specialist Physical Education Equipment
- Personalised Fire Evacuation Plan
- Disabled parking
- Provision of adapted buses for school trips and events

Please also see the following documents:

Disability Policy
Accessibility plan
Equality policy

What expertise and training do support staff have supporting students with SEND and how is this secured?

In order to fulfil its commitment to fully support every young person's success, the school already has in place a range of specialist interventions and support. This school is open to seeking new ways of providing this assistance. Examples of our current provision are:

- All staff have received some training related to SEN with continued Professional Development (CPD).
- Specialist assessment of learning difficulties.
- Educational psychologist advice
- Specialist teacher advice
- Occupational health and physiotherapist advice
- Advice from Emotional Wellbeing and Mental Health Service (EWMHS) and North East London Foundation Trust (NELFT).
- School Nurse
- School counselling
- Specialist TA support in Emotion Literacy, Dyslexia and ASD
- HLTAs in Literacy, English and Maths.
- SENCO update meeting and specific training

All staff will receive specialist training and advice when required and available.

How is the effectiveness of the provision given to students with SEN evaluated?

- Raise Online
- Fischer Family Trust data
- Target Tracker
- P scales for PSE
- National Curriculum levels measured against ELOP

- Intervention reviews
- Annual Reviews
- Parents' views
- Students' views
- Teachers' reports
- Ofsted
- Attendance data
- Exclusions
- Soft data

If appropriate progress has been made, children may be removed from the SEND register and parents will be informed.

How do students with SEN engage in activities with students in the school who do not have SEN?

- Students are allocated to a House and there is vertical tutoring every morning
- Set and mixed ability teaching
- Homework Club
- Clubs at lunch and afterschool
- School trips and enrichment
- Bespoke curriculum
- PSHE days
- School Council
- School productions
- Sporting activities

What support is there for improving emotional and social development at Hedingham School?

- Supportive mentoring from a personal tutor, House Leader or pastoral support which supports their learning and social skills.
- A wide range of school clubs and societies.
- The opportunity to work with the local, wider and international community. To celebrate achievement through the Jack Petchy Awards.
- The opportunity to express students' opinions through student voice formally and informally.

Also through:

- Counsellor and Counselling Services
- Cool off cards
- Glee Club at break and lunch
- Pupil survey
- Christian Youth Organisation
- Personal, Social, Health Education
- E-Safety
- Community Police
- Targeted Youth Services
- Social Skills
- Bullying Policy
- Tutor programme
- Assemblies

How does the school involve other agencies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting the needs of students with SEN and their families?

- Open door policy
- Referrals as appropriate to:
 - Emotional Wellbeing and Mental Health Service (EWMHS)
 - Specialist Teacher Team
 - Social Care
 - Educational Psychologist (EP)
 - General Practitioner /Paediatrician

Family Support to include signposting to:

- Family in Focus
- Essex Family Solutions
- FAST Team
- ARK
- Carousel centre
- Parent Partnership
- Essex Dyslexia Support
- And various other local support groups

Please see the Local Authority Offer for full details

What arrangements are in place for handling complaints from parents of children with SEN about the provision made at the school?

In most cases matters raised are addressed through discussion with staff in the department. However if parents/carers wish to raise an issue more formally they can follow the steps in the school's Complaints Procedure available on the school's website:

<http://www.hedingham.essex.sch.uk/Pages/School%20Information/Policies.htm>

Summary

- All of the information here applies to children with Special Educational Needs, including those who are looked after by the local authority.

This information should be read alongside the information provided by the local authority. All interventions are monitored and evaluated for the effectiveness of their impact. A parent summary of this document is available from the school.