

SEND Information Report

The Hemel Hempstead School is a large secondary school which caters for students with a wide range of special educational needs and disabilities (SEND) including autism, dyslexia, general learning difficulties, sensory impairment (HI and VI) and physical disabilities.

The school, led by the Governing Body, has adopted a whole-school inclusive approach to students with special educational needs, recognising that the aims of education are the same for all students, whatever their abilities.

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 2015 Code of Practice. The school accepts that 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 schools or post-16 institutions.

A diagnosis of need does not necessarily mean that a child has a SEND and will require SEND provision. Students with behavioural needs, English as an Additional Language (EAL) or who progress slowly and have low attainment may not necessarily have SEND. However, additional information and appropriate assessments, observations and strategies will be implemented as required for these students.

The school's SEND Policy has been revised to fully comply with the 2014 Children's and Families Act and The Special Educational Needs and Disability Code of Practice (2015). The SEND policy is available via the school's website.

1. 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?

Communication is vital in supporting students who have additional needs. Members of staff at The Hemel Hempstead School ensure that both parents and students are fully involved in all decision-making processes relevant to their education. Part of the SEND Department's policy is of regular external liaison with parents, feeder schools and other professional services and regular internal liaison with teachers and the pastoral team.

Identification of new students with SEND transferring from primary schools is via routine data collections and liaison with the primary school SENDCo (Special Educational Needs Co-ordinator), class teachers, external agencies and parents/carers in Year 5 and Year 6 as part of the transition process.

On entry, all Year 7 students are screened via CATS (Cognitive Ability Tests) and for Maths, Reading and Spelling ability, with the results being used to inform and support intervention arrangements. Assessment and monitoring of student progress is ongoing and may involve assessment from specialist teachers or external agencies. Student progress is recorded every term. Students who fall behind age appropriate expectations are identified by teachers, SEND

and pastoral teams with appropriate interventions being put in place which are then regularly reviewed. The effectiveness of support is monitored and evaluated by the Senior Leadership Team and the School SEND Governor.

If you or your child has concerns regarding their progress, then please contact your child's Tutor, the Head of Year or the SEND Team (contact details on school website). The school can then advise on the appropriate course of action and if specialist external input is needed.

2. How will school staff support my child?

All members of the school staff work together in their various roles to support children with SEND. The SEND team work closely with form tutors and Head of Year and Key Stages for pastoral support and with the subject teachers, Heads of Faculty and Heads of Key Stage for academic support.

Subject teachers will deliver quality teaching and differentiate the curriculum to meet the needs of pupils in the first instance. Regular analysis of student progress for all students ensures that teachers implement their own interventions in class. This data is monitored by both the subject faculties and the SEND team with an Assess, Plan, Do, Review graduated approach used to make adjustments and implement personalised strategies for individual students. Recommendations and strategies to remove barriers to learning and enable access to the curriculum are made by the SENDCo, Assistant SENDCo and Lead Teaching Assistant (TA)/Autism Specialist.

Subject specific intervention programmes are available for students who consistently fall behind the average age appropriate expectations in Maths and English. Students are withdrawn from one Modern Foreign Language to enable them to follow the programmes in KS3.

Teaching Assistants and SEND teachers work closely with subject teachers to support pupils with SEND in class. Additional programmes will be provided by specialist teachers and TAs in withdrawal sessions for numeracy, literacy, anger management, social skills, handwriting, touch typing, behaviour, mentoring, counselling, ASD, EAL tuition etc., at a level and frequency appropriate to meet student needs.

The SEND team will seek additional support, advice and equipment from external agencies e.g. the Educational Psychology Service, Specialist Advisory teachers, Speech and Language Teachers, as and when required.

The school will use its best endeavours to make appropriate Special Educational Provision for all SEND students within its budget.

Students needing Access Arrangements for exams such as extra time, a laptop or a scribe will be assessed in school and the appropriate arrangements applied for.

In addition, the SEND team offers a meet and greet service, mentoring, supported Home Learning before, after school and at lunchtime with IT and printing facilities. Individual 1:2:1 sessions for English, Maths and Science can also be booked.

The SEND room, M10, is open throughout the day for students to access for both academic and social support and numerous clubs run to support reading and maths skills as well as games clubs which are extra to the school's extensive extra-curricular activities schedule.

Most TAs are trained in order that they can support students who need assistance with their

personal care. The school has a physiotherapy room with a hoist and toileting facilities.

3. How will I know how my child is doing?

Members of staff track every student's progress throughout the year against their target grades and send individual reports home at least once per term. Each year group will have evening meetings throughout the year to discuss their child's progress, both academic and pastoral, with subject teachers, form teachers, year heads, SEND team, etc. Students are regularly involved in dialogue concerning their progress, targets and provision with their subject teachers and the SEND team. Staff members may contact a parent/carer directly to attend specific meetings to discuss student progress/needs and parents are encouraged to contact the school to answer any concerns.

In addition to the normal reporting schedule, parents of children with extra support and SEND will be informed of progress via letters, e-mail and have opportunities to meet representatives of the SEND team at parent consultation evenings. Parents of students with Statements /EHC plans will have additional annual review meetings to discuss their child's progress which also involve the students concerned. A small number of students may need closer monitoring and contact with home via phone calls, emails and letters.

Parents with children on the Intervention programmes will be able to access the Lexia programme from school and monitor their child's progress. All home learning is posted on Show My Homework which is accessible to parents

Any parent who is concerned about their child can contact the school at any time to discuss their child's progress and needs.

The effectiveness of SEND support is evaluated by the Leadership Team and reported to Governors.

4. How will the learning and development provision be matched to my child's needs?

Every teacher is a teacher of SEND and teachers will differentiate their lessons to meet the needs of students in their classes. Students are regularly assessed by curriculum teachers as previously described with teachers implementing their own interventions and working with the SEND team. Teachers offer extra support after school and regularly run revision and catch up sessions for all students, especially for exam years.

The school follows the 'Assess, Plan, Do, Review' model of intervention and support laid out in Chapter 6 of the code. Identification of SEND may have happened in KS2 or may be identified on transition by initial entry assessments (CATs, Reading, Spelling and Maths assessment) or by the SEND team, subject teachers or parents if students are consistently not making expected progress. The school undertakes its own initial assessments and will refer to and involve specialist teachers and support from external agencies with parental and student agreement, as and when required.

Some students will need additional support and interventions to improve their literacy, numeracy or language skills. We will work with students and parents to agree the provision to suit their child's specific needs whether they be learning or medical. Examples of provision are cited in the answer to Q2.

Should the student's lack of progress or levels of attainment continue to be significantly below the expected range for the age group despite school interventions, the SEND team will make a request for an Education and Care Health Plan assessment to be initiated by the Local Authority with the involvement of the parent/carer and the student.

5. What support will there be for my child's overall wellbeing?

The Pastoral, Behaviour and Attendance Teams consisting of tutors and support staff led by Heads of Year, work closely with students, teachers and the SEND team to maximise attendance and ensure any additional academic or emotional needs are catered for. The SEND team in conjunction with the Behaviour team provides preventative strategies and supportive interventions for students with behavioural needs to minimise exclusions.

The SEND Room, M10, is open before and after school as well as during the school day to provide support for students. The school has an Anti-Bullying culture which reinforces that bullying is wrong and that such incidents must be reported.

The school also provides two in-house counsellors and a KS4 Learning Mentor. Students with severe emotional/mental health needs may be referred to outside agencies such as Child and Mental Health Services, via the school's Designated Senior Person.

There is a careers advisor based in school who works closely with the county Connexions Personal Adviser team.

For medical issues and administration of medicine there are two matrons and a team qualified in First Aid. The school successfully supports students with a range of medical conditions and will apply for Exceptional Needs Funding if required to enable the needs of students to be met. All teaching staff are epi-pen trained and most TAs are fully trained to provide personal care for those students who need help in that area. All staff are trained in child protection.

The school has good links with numerous external agencies such as SENDIASS, Gade Family Support, to which referrals can be made to help meet the needs of students and their families.

6. What specialist services and expertise are available at or accessed by the school?

Referrals can be made to numerous external agencies to support students with SEND. These include:

Educational Psychologist
Child and Adolescent Mental Health Service (CAMHS)
Communication Disorder Team.
Speech and Language Therapy Service (SALT)
Physiotherapy Services
Occupational Health Services (OT) Social services (SS)
SENDIASS
County Specialist Advisory teachers (HI and VI)
Connexions
Low Incidence Team (sensory & physical impairment)
Dacorum Education Support Centre,

Targeted Youth Support Team
Counsellors
Education Support Team for Medical Absence (ESTMA)
and other appropriate services as required.

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

The school has an ongoing programme of Continuing Professional Development (CPD) for all staff which includes both internal training and courses run externally. These sessions also cover SEND related issues. In addition, TAs and members of the SEND management team are well trained and continue to attend training relevant to supporting the needs of students on the SEND register.

The SEND team advises subject teachers on strategies to support students with SEND and provides personal care and therapy for those students who need it. Within the SEND management team we have a specialist teacher qualified to carry out the diagnostic assessment for learners with SpLD and to assess and report for examination access arrangements; an autism specialist with a B Phil. in autism, who has a diploma in dyslexia and a teacher with an MA in Education for SEND and Behaviour. The team have experience of students with a wide range of needs including learning difficulties, SpLD such as dyslexia, Dyscalculia, MLD, physical disabilities, HI, VI, ASD, Behavioural need and SALT. For new students with other needs we follow the advice of the professionals involved, in consultation with the family.

8. How will you help me to support my child's learning?

We will communicate regularly with parents/carers to help them support their child's learning. This may be through Parents' Evenings, normal reporting procedures, contact with form tutors, subject teachers, pastoral leaders, and/or the SEND team. Students may be placed on additional programmes to support their Literacy and Numeracy skills which they can access online from home. Some students may have access to equipment such as laptops which they use both in school and at home.

9. How will I be involved in discussions about and planning for my child's education?

Parents/ carers and students will be involved with and have opportunities to discuss plans for their child's education throughout their time at the school. The school will follow the graduated response as recommended by the SEN Code of Practice, 2015 and will include you in all stages of the 'Assess, Plan, Do, Review' model. The school will involve parents in SEND policy and practice and is represented by a member of the Senior Leadership Team and a SEND school Governor.

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

The school will make reasonable adjustments in order that students with SEND are given the opportunity to participate in activities outside the classroom including educational visits that are a requirement for the curriculum.

11. How accessible is the school environment?

- The school works with specialist teachers to ensure that the provision for disabled students is appropriate. The site manager runs regular Health and Safety checks.
- Main buildings have ramped access and disabled toilet facilities. Classes with students who have mobility issues are timetabled in rooms on the ground floor.
- There is a lift to the first floor in Main Block with an Evac- chair and also a ramp lift between the main hall and the dining room.
- Specialist equipment is accessed through the relevant agencies for students with visual or auditory impairment. Also, Occupational Therapy and Physiotherapy services will provide equipment for students with physical impairments to enable them to access the curriculum and the site.
- A personal care/ treatment room, equipped with a hoist, Closi-mat and Plinth is used for physiotherapy and for housing equipment such as standing frames.
- TAs are trained in Lifting and Handling, Hoisting and individual physiotherapy programmes in order that they can support students who need assistance with aspects of their personal care.
- Interpreters can be arranged for parents/carers who require support for meetings with school staff.

12. Who can I contact for further information?

- Details of the Local Authority's 'Local Offer' can be found on The Herts Grid.
- First point of contact in school to discuss prospective students or students with SEND is either the SENDCo, Dr Pullar, Assistant SENDCo, Mrs Collingwood or Lead TA/ Autism specialist, Mrs Woods.
- Other relevant school professionals would be Form Tutor, Head of Year or Head of Key Stage.
- Contact is through parent mail parentmail@hemelhempsteadschool.co.uk or by ringing the school 01442 390100 where parents will be transferred to the relevant person.
- Should any parent feel that their child's needs are not being met adequately then please feel free to contact the SENDCo in the first instance, followed by Leadership Team SEND link, Mr Jordan, then the Headteacher or the SEND Link School Governor and follow the school's complaints policy.
- The SEND Policy, School Offer and the Combined Equality Scheme are available on the school website www.hhs.herts.sch.uk/hemel Hempstead school.

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

KS2/3 transition

We have well established links with all feeder primary schools which ensures appropriate support arrangements on transition. In addition to the standard induction day, transition arrangements may include:

- Transition Annual Review /EHCP.
- Additional visits.
- Head of Year 7 and SEND representatives visiting primary schools.
- Summer school
- Pupil passport
- Open evenings/days

KS3/4 and KS4/5 transition

- Transitional Annual Review/ EHCP
- Staff guidance re appropriate option choices
- Access Arrangement testing if appropriate
- Connexions careers advice
- Open evenings
- Transition plans
- Career advice from Connexions
- Liaison with College/sixth forms
- Taster days

The Hemel Hempstead School will agree with parents the information to be shared to support transition to other institutions. Support is given to students transferring between key stages to ensure a high quality study programme.

Further information is provided in line with statutory requirements from the SEND Code of Practice, 2014.

14. How are the school's resources allocated and matched to children's special educational needs?

Part of the school budget is allocated to cover general costs such as staffing, relevant training and resources for all SEND students and making reasonable adjustments to meet the needs of SEND students who have additional requirements. The SEND management team will allocate additional resources on an individual basis in order to meet student's special educational needs. The school liaises with other professional services to provide specialist equipment to enable them to access the curriculum. For equipment and resources which are in excess of threshold level of funding, the school will make an application for exceptional needs funding. Both students and parents are involved in the process.

15. How is the decision made about how much support my child will receive?

Provision is made in every lesson with 'Quality First Teaching' to meet the diverse needs of all students by subject teachers. Additional support will be provided to meet the needs of each individual student by members of the SEND team as identified by the school and parents. This will vary depending on the type and degree of need and may take the form of in class support or

individualised learning programmes with specialist teachers and teaching assistants. Both students and parents will be involved in all stages of the decision making process.

16. How can I find information about the local authority's Local Offer of services and provision for children and young people with special educational needs and disability?

The Local authority's SEN Local Offer can be found on the website www.hertsdirect.org/localoffer . Other information pertinent to parents can be found at www.thegrid.co.uk Parents and carers may also access information regarding SEND by contacting Parent Partnership at www.hertsdirect.org.