



**Local Offer**  
**Howden School 2023.24**



### **1. Who do I contact at the school about my child?**

#### *Contact Details*

Howden School, Derwent Road Howden East Yorkshire DN14 7AL  
Tel: 01430 430448

Assistant Head Teacher/Special Educational Needs Coordinator (SENCO): Mrs Lorraine Stephenson  
Special Educational Needs (SEND) Governor: Mrs D Bassford

If you wish to discuss your child's, SEND, please contact either the SENCO or your child's Pastoral Manager who is available throughout each day.

If you wish to speak to us about a compliment, concern or complaint, please contact the school on the number above, or via [office@howdenschool.net](mailto:office@howdenschool.net)

In the first instance, any concerns should be raised with the member of staff to allow them the opportunity to resolve this. Thereafter you may wish to contact the SENCO and then the Head teacher, Mr Nixon.

### **2. What is the ethos for SEND within the school**

Howden School values the abilities and achievements of all its students and is committed to providing the best possible learning experience for each one. We aim to support students with SEND to fulfil their potential and to promote their self-confidence, motivation and aspiration to learn. Provision for students with SEND is regarded as a whole school responsibility.

### **3. What other documents will help?**

- SEND Policy
- Anti-bullying Policy
- Health and Safety Policy
- Safeguarding Policy

### **4. What size is the school?**

- On roll - 713
- Young People with a SEND - 106
- Young People with an Educational Healthcare Plan – 31

## **5. How does the school identify, assess and evaluate SEND?**

To ensure continuity of provision for students with SEND, the SENCO leads liaison with feeder primary schools and former schools in the case of in year admissions. During the transition process, Learning Support and Pastoral staff from Howden School discuss the needs of any young people with SEND with our primary colleagues, including the primary SENCO. The SENCO also aims to attend all Year 5 and 6 Annual Reviews.

As a school we are able to identify SEND using appropriate screening and assessment tools. These include:

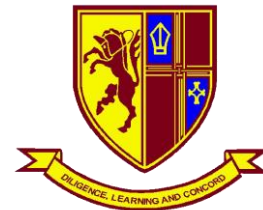
- Cognitive Abilities Tests taken during induction week in the July before September entry, or prior to midyear transfers, to identify underlying abilities in Verbal, Quantitative, Spatial and Non-verbal reasoning skills
- Literacy screening tests for reading comprehension and spelling (GRT Reading and Vernon Spelling) and NGRT assessment
- KS2 SATS and teacher assessments
- Information and IEPs from previous schools.
- External agency reports

Parents' views form an integral part of the SEND identification process. We recognise that they make a very important contribution in identifying and sharing with us their children possible needs. The Pastoral Team are available each day to discuss any young person who may be experiencing social, emotional or mental health issues.

At Howden School we ensure ongoing assessment of young people with SEND. Clear policies ensure that all students, including those with SEND are monitored and assessed regularly by their class teachers and other professionals working with them. Subject teachers regularly assess their student's performance in quantitative terms, but also through ongoing informal observation. Where concerns are identified information and guidance is sought from the Learning Support Team

Assessment includes:

- Data tracking - The SENCO monitors the progress of all students identified as having a Special Education Need in all subjects through six weekly data collection. Subject teachers and subject leaders also track students' progress and pastoral staff also maintain a clear overview.
  - Tracking of progress in bespoke programmes including Literacy Plus and Accelerated Reader. We regularly evaluate our provision for individuals and as a school using the outcomes of our assessment data. Evaluation is also informed from:
    - Parental feedback from formal meetings e.g. parents' evenings, Annual Reviews and informal phone calls and e-mails and discussion with Pastoral Managers
    - Student feedback opportunities include student voice surveys, intervention programme feedback, informal conversations
- Pastoral Manager feedback including weekly meetings and informal updates and discussions as required



## **6. Who are the best people to talk to about my child's SEND?**

The Assistant Head Teacher/SENCO Mrs Lorraine Stephenson via [office@howdenschool.net](mailto:office@howdenschool.net) or telephone 01430 430448

## **7. What support is available for my child?**

At Howden School there is a wide range of support available depending upon the age of the student and their SEND.

Provision for students with SEND is regarded as a whole school responsibility with input from class teachers, pastoral teams and curriculum teams, intervention staff as well as Learning Support staff.

### **Intervention Support**

Intervention begins in the classroom and subject teachers use a range of strategies to enable young people with SEND to access the curriculum and make progress.

Intervention programmes are also provided to meet additional needs, these may be delivered by Learning Support, or the English or maths departments at KS3. At KS4, intervention needs are reviewed across the curriculum if a student is not making expected progress.

Examples of common intervention programmes include:

#### *Literacy intervention:*

Tutor time reading or spelling

Accelerated Reader lessons in the school library

Small group literacy intervention

Speech language and communication

Social and Emotional Development Programmes – e.g. self esteem

Year 6 into 7 enhanced transition programme

Year 7 Catch up maths and English programmes

#### *Teaching Assistants*

Some students will benefit from the support of a teaching assistant in the classroom who will assist the classroom teacher in meeting the needs of a young person with SEN to help them access the curriculum and make progress. It is always the intention that students will grow towards increasing independence and so towards that aim, the TA may work with a number of students in any class.

Specifically trained TAs may also deliver specific programmes under the guidance of a teacher.

Where students may struggle to move around the school site between lessons, for example due to physical disabilities or injuries arrangements can be made for them to have more time to move and to do so when there are few people on the corridors.

## **8. How does the school ensure staff are aware of and understand my child's SEND?**

To ensure that all staff are aware of a student's SEND each child has an individual Learning Support Plan in our secure SEND folder. This is shared with all teaching and support staff working with that student. These documents contain information about a student and how best to support them. This includes their strengths and needs, levels of attainment and literacy targets if appropriate. A list of suggested strategies is also provided. Classroom teachers use this to inform their classroom practice. The information is reviewed at least annually, with teachers, TAs, students and parents contributing.

The Learning Support Plan is updated whenever there is a change in a student's SEND, or feedback regarding strategies is provided. All staff teaching the student are made aware of the changes.

## **9. How does the school inform we parents about concerns?**

Where a concern emerges, the school will ensure the right member of staff contacts the parent / carer. Where concerns are directly related to a Young Person's SEND provision, this may typically be the SENCO. Where a concern is more subject specific or is related to a pastoral issue, a class teacher or the young person's Pastoral Manager will talk to parents / carers.

## **10. How is support allocated to my child?**

As a school we meet the support identified within a young person's Education Health Care Plan. Support for SEND students without an EHCP is allocated based on level of need. The cost of support including support, additional staffing and interventions is taken into consideration when allocating bands.

## **11. How does support my child's move between the key stages?**

We work hard to ensure movement of support between key stages continues to be based on need and on a good knowledge and understanding of individual students with us.

## **12. People and organisations who work with Howden to provide services to Young People with SEND**

Educational Psychologist

SEND Team East Riding of Yorkshire

Physiotherapy and Occupational Therapy services, Sensory and Physical Support Team

CAMHS

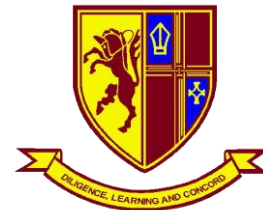
The School Nurse

The Speech and Language Therapist

Youth and Family Support

Integrated Sensory Support Service for Visual and Hearing Impairment

Other agencies work with the school as necessary to meet student's needs



### **13. What training does the school provide to help staff my child?**

All new teachers receive a training session introducing SEND at Howden School.

All staff are provided with key guidance on SEND including what to look for and suggested strategies for working with students in the classroom. This guidance is updated in discussion with external agency advice and includes:

ASC/Asperger's, Dyslexia, ADHD, Hearing impairment, visual impairment and many others.

If a student arrives with needs not covered by the current information, guidance will be provided and given to teachers and Teaching Assistants.

The SENCO and Learning support staff are always keen to discuss specific needs with classroom teachers.

### **14. How is Teaching adapted to ensure my child makes progress?**

The SEN Code of Practice highlights that class teachers are the "Quality first" teachers and as such, are responsible for meeting the special educational needs of the students in the first instance. Each student with SEND will have their own strengths and weakness, and teaching staff aim to adapt teaching and learning styles to meet individual needs.

Possible differentiated approaches may include:

- Creation of specific teaching or intervention groups
- Carefully considered seating plans e.g. create a work buddy, appropriate seating for an HI student
- Differentiated, adapted or alternative learning materials
- Use of specialist equipment e.g. iPads and laptops
- Adaptations to personalise learning e.g. reducing the method of recording for a Dyslexic student.
- Changing background colours to smart board presentation where possible.

### **15 What support does the school make available for parents?**

The SENCO and Learning Support staff are available to discuss concerns with parents / carers and will attend any meeting with an external agency held within school. In addition each year group has a non-teaching Pastoral Manager who is available to discuss individual students by phone or arranged meeting.

### **16. How does the school make the physical environment accessible?**

Howden School works to be Disability Discrimination Act compliant. To provide independence for students with physical or sensory needs the school has:

- Ramps to allow access into all parts of the building
- Dropped kerbs to facilitate wheelchair movement around the site
- Stairs are marked in contrasting strips to aid students with VI.
- Adapted furniture includes – rise and fall desks, foot stools Ergonomic chairs

- Hand rails along steps and stairs where necessary

The school also has:

- A Hygiene room which includes disabled toileting and washing facilities
- An accessible learning support base
- Disabled toilets in 3 areas of the school
- Disabled parking bays in the school car park.

#### **17. What additional facilities does the school have for my child?**

There are individual Pastoral Managers provide a high level of support for all our students. Peer Mentors are available around the school site to act as 'buddy support' for those students who require it.

The school library is also staffed by the librarian at break and lunchtimes for support.

#### **18. How does the school support my child's transition?**

During the transition period from year 6 into 7, additional visits take place during the summer term for those students felt by the primary school to be vulnerable or anxious about the transfer. In the autumn term a follow up programme is provided based around making friends and dealing with worries. This group is extended to include students identified by the year 7 Pastoral Manager in discussion with parents.

If a student with SEND joins Howden School as a mid-year transition. Initial contact is made by the Attendance Officer and thereafter with the year group's Pastoral Manager who will provide a tour of the site and welcome meetings if required. Additional contact is made by the SENCO if required.

During KS4 we liaise with post-16 providers to ensure a successful transition, a student's most recent profile is provided to illustrate the student's needs and current level of support.

If a student has an EHCP additional careers information advice and guidance, distinct from in-school provision, is provided by SEND 0-25 team. Advisors meet with the student prior their Annual Review to discuss thoughts about the future and to aid the option process. A follow-up meeting takes place during KS4. The 0-25 team provide information and advice on open days etc, and may provide additional support if required. Once a decision is made about possible post 16 destination by the student, the appropriate provider is invited to the final annual review meeting. Learning Support staff from Howden school also accompany SEND students to college interviews and additional visits to post 16 providers when required.