



HOWDEN SCHOOL
SEND Information Report
Updated 2021



1. The Special Educational Needs for which provision is made at the school.

Special Educational Needs fall into four categories:

- Cognition and learning
- Communication and interaction
- Physical and/or sensory needs
- Social, emotional and mental health difficulties

Howden aims to meet the needs of students with any of these Special Educational Needs.

2. Information about the school's policies for the identification and assessment of students with Special Educational Needs.

Parent views form an integral part of the SEND identification process. Learning Support staff are available to discuss parents' concerns by phone, parents' consultation evenings and arranged meetings, alongside the pastoral team.

Step 1 Admissions:

- Year 6 open evening – Learning Support staff available for discussions with parents
- SENDCo liaises with feeder primary school (former school in case of midyear transfer)
- SENDCO attends Year 5/6 annual review

Step 2 Transition:

- SENCO discusses the needs of the young person with SEND with primary school colleagues

Step 3 Initial Assessment:

- SEND is assessed and identified using appropriate screening and assessment tools, including: CAT – Cognitive Abilities Tests, screening for reading comprehension and spelling and a Dyslexia screening tool. This takes place during Y6 induction or immediately before in year admissions

Step 4 Ongoing Assessment:

- All students are monitored and assessed regularly by class teachers and other professionals working with them.
- Where concerns are identified, information and guidance is sought from the Learning Support team and the necessary action is taken.

3. The school's policies for making provision for students with special educational needs

(a) Evaluating the effectiveness of its provision for SEND students:

We regularly evaluate our provision for students using the outcomes of our assessment data.

Evaluation is also informed by:

- Parental feedback e.g. formal meetings (parents' evenings, Annual Reviews), informal phone calls and e-mails

- Student feedback e.g. student voice, questionnaires and informal conversations
- Pastoral Manager feedback through termly meetings and informal updates and discussions.

(b) Arrangements for assessing and reviewing the progress of students with SEND

- The SENDCO monitors the progress of all students identified as having SEND in all subjects at least termly using the whole school data collection. Any concerns are discussed with Subject Leaders, a student's subject teachers and Pastoral Managers.
- SEND students' progress is monitored alongside other groups in routine progress reviews by teachers and subject leaders.
- The SENDCO meets regularly with the Pastoral Managers to discuss any concerns regarding a student's academic, social or emotional progress, as appropriate, including attendance and punctuality.
- Intervention programmes for literacy and maths are assessed at least annually with additional assessments triggered by either a cause for concerns or exceptional progress.

(c) The school's approach to teaching students with special educational needs:

As part of our graduated response subject teachers are responsible for SEND students in their class and will use a range of strategies to enable students with SEND to access the curriculum and make progress. The SENDCO provides guidance in the form of a Student Profile for each student, depending upon their level of need. This contains information about the student detailing: strengths and weaknesses; levels of attainment and literacy targets if appropriate. A list of suggested strategies is provided which has been compiled through discussion with staff, students, parents, external agencies and Teaching Assistants. Subject teachers use these to inform their classroom practice. These are held electronically within the staff shared area and updated throughout the year as further information is made available.

(d) Adapting the curriculum and learning environment for students with SEND

Possible differentiated approaches may include:

- Creation of specific focus groups
- Carefully considered seating plans e.g. work buddy, appropriate seating for an HI student
- Alternative learning materials
- Use of specialist equipment e.g. laptops and iPads
- Adaptations to personalise learning e.g. reducing the writing for a Dyslexic student
- Changing background colours of smart board presentation where possible

Students are placed in tutor groups which are carefully constructed after consultation with primary schools. The Pastoral team and SENDCO discuss the students in creating these groups and specific consideration is taken in the placement of students with SEND. In year 7 and 8 most subjects are taught in mixed ability groups. Where setting occurs, students are placed in the appropriate group based on their ability.

At key stage 4 students are guided to following appropriate option courses in consultation with the SENDCO and Pastoral Managers.

(e) Additional support for learning that is available to students with special educational needs:

In addition to in-class differentiation, intervention programmes are provided to meet students' needs. Focussed groups are set up alongside the standard curriculum. These intervention

programmes are provided for specific students as identified through assessment or discussion with Pastoral Managers and parents. Interventions may focus on any of the four areas of SEND i.e.

- Cognition and learning
- Communication and interaction
- Physical and/or sensory needs
- Social, emotional and mental health difficulties

The role of the teaching assistant:

Where Teaching Assistant support is provided, the role of the TA is to assist the classroom teacher in meeting the needs of a student with SEND, helping them to access the curriculum and make progress.

The TA's role can include:

- Simplifying and explaining vocabulary, clarifying concepts.
- Providing guidance through a small step approach.
- Acting as a reader and or scribe.
- Supervising and supporting small focus groups within the classroom.
- Ensure students with Physical or sensory needs can access the curriculum.
- Support students with Social, Emotional or Mental health needs in order to develop their confidence.
- Dealing with any difficulties an ASD student may experience in understanding the complex social demands made in a mainstream secondary school.

It is the intention that students will grow towards increasing independence. Towards that aim the TA may work with a number of students in any class. Trained TAs may also deliver individual programmes under the guidance of a teacher.

(f) Activities available for students with special educational needs in addition to those available in accordance with the curriculum:

All students may join school visits and other extra-curricular activities. Every effort is made to make reasonable adjustment to enable full participation, e.g. suitable transport. Where necessary a TA will support a student to access activities on school visits. Where adjustments need to be made, either a member of Learning Support team or the teacher co-ordinating the trip will contact parents to discuss needs.

Howden has a Learning Support base. Students with SEND can use this area at break or lunch time. They are staffed by TAs and students can use this room to work, have a quiet place to read or speak with the TA about any concerns they may have.

Where students struggle to move around the site between lessons arrangements are made for them to leave lessons slightly earlier providing more time to move and to do so when the corridors are quieter. Where appropriate a 'buddy' will be identified to support them in this. Some students may need escorting to a taxi, or supervising whilst waiting for a taxi. This will be provided by a TA.

(g) Support that is available for improving the emotional and social development of students with special educational needs.

Pastoral Support plays a vital role in the life of a child and our structure is flexible to provide internal and external support for children. Pastoral teams and Learning Support liaise closely to facilitate the work of other professionals who might be called upon to support the student. There are regular meetings to enable school staff and external agencies to discuss the needs of vulnerable students. Daily conversations help to ensure Learning Support staff can support social skills issues and foster independence skills with advice and guidance.

Support is provided for positive behaviour, avoiding exclusions and increasing attendance. The SENDCO works closely with Pastoral teams to monitor behaviour and attendance. Clear school policies exist, however there is flexibility to provide bespoke support and interventions to support SEND students, as required.

Where attendance is of concern, Attendance Action Plans, identifying individual needs and support, are implemented by our Attendance and Welfare Officer.

The school supports young people including those with SEND to contribute to all parts of school life, including the school senate or roles of responsibility.

SEND students take part in all aspects of school life and support is provided to enable their involvement, e.g. filling in forms, putting themselves forward for positions of responsibility. In recent years students with SEND have acted as Peer Mentors, helped with the transition sessions for younger students, and served on panels selecting new teaching and support staff,

4. Name and contact details of the SEN co-ordinator.

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5. Information about the expertise and training of staff in relation to children and young people with Special Educational Needs and about how specialist expertise will be secured.

The Learning Support team is made up of the SENDCO along with a team of suitably qualified TAs.

An ongoing training programme is in place for Teaching Assistants. This looks at various needs as they arise. Recent training includes:

Autistic Spectrum Disorder

Hearing Impairment in the classroom

A number of TAs are trained in moving and handling. This training is kept up to date with refresher courses as required.

The Learning Support team liaises closely with external agencies and on their advice training is provided to meet the needs of students with SEND. This training may be provided for all staff directly by the agency or to members of the Learning Support department, who then cascade to relevant staff. All new teachers receive a training session on SEND.

The SENDCo and Learning Support team are always keen to discuss specific needs with classroom teachers and offer advice. A continued professional development programme is planned based upon need each year.

6. Information about how equipment and facilities to support young people with special educational needs will be secured.

Howden works hard 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.

Where specialist equipment is required discussions take place with the relevant external service. The equipment is provided either by the organisation once commission bids have been agreed or direct purchasing from within the school's budget.

7. The arrangements for consulting parents of children with SEND about, and involving such parents in, the education of their child.

Year 6 Parents Consultation Meeting

Opportunities to meet with the SENDCo begin at our open evenings which is held for Year 6 students. Staff and students are on hand to show prospective families around and answer any questions. As part of this evening, the Learning Support team is available to discuss a student's SEND and typical provision offered at Howden School. For students who join us mid-year, a Pastoral Manager or member of the Learning Support team is happy to lead a tour of the school and address individual questions.

During the first week in July in the summer term Year 6 students visit Howden for the week. During that week a New Parents' Evening is held. The SENDCo is available to discuss any concerns. In the Autumn term of Year 7 parents who would like one are provided with an additional meeting with the SENDCO alongside their meeting with their child's tutor. Each year all parents are invited to a parents' evening for their child's year group. On these evenings parents can meet with subject teachers as well as a representative from the Learning Support team.

Learning Support Contact

Alongside these planned consultation evenings Learning Support is keen to work with parents and discuss any aspect of their child's learning or wider needs. We find that quick contact with parents

whenever concerns arise, helps to provide relevant support. Parents can contact either Learning Support Teachers or the Pastoral team to discuss provision and progress by phone, e-mail or request a face to face meeting.

Annual Reviews

An Annual Review is held for students with an Education Health Care Plan.

External Agency Meetings

Where a child is being assessed by the Educational Psychologist additional planned meetings will be arranged. There is an initial consultation and follow up reviews to share findings and discuss progress. Termly meetings are arranged if required. Where external agencies arrange a meeting within term time a member of the Learning Support Department will attend if appropriate.

8. The arrangements for consulting young people with special educational needs about, and involving them in, their education.

Discussions are held students with SEND through a Learning Support student voice. This is used to ascertain if they are experiencing any particular difficulties and to seek their views on the strategies that can be used to support their learning. These are updated throughout the year when students share their ideas with TAs, SEN teachers or external agencies.

EHCP students attend and contribute to their Annual Review. Meetings with external agencies may include the students, if parents wish this to happen.

9. Any arrangements made by the governing body relating to the treatment of complaints from parents of students with special educational needs concerning the provision made at the school.

Howden School seeks to promote positive relationships between all members of the school community and the wider community including parents /carers. In the event that you wish to speak to us about a compliment, concern or complaint, please contact the school (01430 – 430448), or via 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 SENDCO and then Head Teacher Mr G Cannon.

10. How the governing body involves other bodies, in meeting the needs of students with special educational needs and in supporting the families of such students.

Where required, the school works with other professionals and organisations. Advice and guidance is provided by a range of support services including:

Educational Psychologist, Physiotherapy and Occupational Therapy, CAMHS – Child and Family Mental Health, School Nurse, Speech & Language Therapy, Sensory and Physical teaching support (SaPTS) visual, hearing Impairment

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

Specialist staff in school

The school has a team of first aiders who are trained to deal with emergencies; training is regularly updated. Additional training is provided when students join us with specific needs. Staff working with students are informed of any students with chronic conditions through the Red Medical list which identifies conditions and their signs that would indicate that action needs to be taken. Where appropriate, Health Care Plans are drawn up when a student enters the school using the advice provided given by parents, students and medical professionals. These are reviewed at least annually. Howden has a member of the Senior Management Team, who is the designated lead overseeing all aspects of Safeguarding.

Our site manager liaises with appropriate agencies to seek advice and guidance on making modifications to ensure site accessibility.

11. The contact details of support services for the parents of students with special educational needs.

Howden liaises with East Riding, Hull and Doncaster SEN teams and a contact details can be provided on request or via the councils' web sites.

12. The school's arrangements for supporting students with SEND transferring between phases of education or in preparing for adulthood and independent living.

Careers advice - Students with an EHCP receive careers information advice and guidance in year 9 and 11 in addition to in-school provision. This is provided by the 0-25 SEND team. The IAG advisor meets with the student prior their Annual Review to discuss thoughts about the future and to aid the process of Transition post 16. The schools IAG advisor will also meet SEND students in the summer term of year 10 or early year 11 for an initial meeting to discuss post 16 opportunities and the GCSE requirements for these course and career pathways. This will be followed up by a second interview later in the year to ensure that students are on track and have a clear understanding of the options available to them and the actions they need to take.

Moving to Howden

Year 6 – 7 transition

During the summer of Year 6 visits are arranged for small groups of students identified by primary schools, as vulnerable and/or anxious about the transfer. During the autumn term, a follow up programme is provided based around making friends and dealing with worries.

This is extended to include students identified by the Year 7 Pastoral Manager in discussion with parents.

Joining Howden mid academic year

If a student with SEND joins Howden as a mid-year transition. Initial contact is made with the appropriate group's Pastoral Manager who will provide a tour of the site and welcome meetings. Additional contact is made by the Learning Support team as required.

Post 16 transition

Year 11 SEN student information is passed on the appropriate post 16 setting. A meeting is held with the student and parents to discuss any concerns. Information about the student is also passed on to the provider once a placement has been agreed

Leaving Howden

Where students transfer to a post16 providers Howden will liaise with other post 16 providers who request information about a student applying to their establishment. A student's most recent Profile is provided to illustrate the student's needs and current level of support.

Students can access advice from their Tutors and Pastoral Managers, but they can also access support directly from professionals including the IAG advisors and School Nurse who operates drop in sessions each week.

13. Information on where the local authority's local offer is published.

The school's Local Offer can be found on the school's website.

The East Riding Local Offer is managed by FISH (Family Information Support Hub) – The organisation and linked support services can be accessed via the website or by phoning to discuss concerns and seek advice.

www.fish.eastriding.gov.uk or 01482 – 39646