



SEND Information Report

2019- 2020

Last updated: 8th September 2019

SEN INFORMATION REPORT

Children and Families Bill 2014

The Children and Families Bill underpins wider reforms to ensure that all children and young people can succeed, no matter what their background. The Bill will reform a number of systems, including those for adoption, looked after children, family justice and special educational needs.

The Government is transforming the system for children and young people with special educational needs (including those who are disabled) so that services consistently support the best outcomes for all children.

A child or young person has a learning difficulty if he or she ;

- has significantly greater difficulty in learning than the majority of others the same age,
OR
- has a disability which prevents or hinders him/her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

As part of the SEN reforms, Local Authorities must publish their Local Offer providing comprehensive, transparent and accessible information about the range of services available within the local authority.

Information about the services provided within Bury can be found by visiting;

<http://www.bury.gov.uk/index.aspx?articleid=3127>

This document outlines the SEN information required by the SEN Code of Practice (2014, updated 2015).

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Introduction

Hazel Wood High School is a fully inclusive Secondary school. Our vision and values are:
Vision- 'Fostering a sense of pride and community and giving an opportunity for all to excel.'
Values- Respect, Responsibility, Aspiration.

We;

- value high quality teaching for all students and actively monitor teaching and learning within the school.
- aim to create a learning environment which is flexible in order to meet the needs of all members of our school community.
- monitor the progress of all students and staff continually assess to ensure that learning is taking place. Our whole school system for monitoring progress includes regular

formal assessments, sharing of information with parents via reports and parents evenings, coaching programmes and pastoral support.

1. Our approach to teaching students with SEN

- Students with learning difficulties are able to access their entitlement to a broad, balanced and relevant curriculum as part of the whole school community.
- Students with SEN are educated, wherever possible, in an inclusive environment alongside their peers, to enable each student to reach his or her full potential.
- We match levels of additional support for learning to the wide variety of individual learning difficulties, whilst working to enhance self esteem and personal independence.
- We identify and assess students with SEN using the revised Code Of Practice (2014).
- Parents/Carers are fully engaged in the identification and assessment of SEN.
- We work closely with external agencies to provide a multi-disciplinary approach to support.
- We meet the needs of students with SEN by offering appropriate and flexible forms of educational provision, making efficient use of all available resources.
- We maintain up to date knowledge of current SEN good practice in order to support the development and training of all staff within the school.

There are four specific areas of Special Educational Needs and Disabilities defined by the Department for Education:

1. Communication and interaction
2. Cognition and learning
3. Social, Mental and Emotional Health
4. Sensory or physical

2. The SEN Support Team

At Hazel Wood High School, we recognize the importance of close partnership with parents. We listen to parents/carers and work together with them to ensure that students get their best out of their time with us.

All parents are welcome to contact key staff at Hazel Wood High School by telephone, email to the main school address and in person, either by appointment or through attendance at Parents Evenings during the academic year.

There are a number of key personnel involved in the learning and support of students with SEN.

Staff Member	Role
Mr Lee Murphy/Mrs Kelly Pilkington	Assistant Headteacher Inclusion / SENCO
Ms Martins/Ms Owens/Ms Kennett/Miss Benson/Miss Martin/Mrs Whittaker	Teaching Assistants
Ms Saima	EAL coordinator
Mrs E Cairns, Mr P Doran. Mrs H Rourke	Pastoral Managers
Mrs J Holden	Deputy Headteacher
Mrs L Jones	Family and Community Engagement Co-ordinator

In addition to the staff named above, each student is assigned to a form group and their form tutor is an important first point of contact if there are specific concerns about the progress of an individual student.

3. How we identify SEN

At Hazel Wood High School we recognize that students make progress at different rates and not always in a steady pattern.

In order to identify whether progress is being affected by a specific special educational need we;

- Liaise with Primary Schools / Previous school to ensure that all relevant information is shared appropriately.
- Regularly gather information from subject teachers and form tutors to monitor individual student progress.
- Consider concerns from parents/carers immediately as they are raised.
- Consider concerns from individual students immediately as they are shared.
- Consider concerns raised by individual class teachers or teaching assistants based upon the observation of students in the learning environment.
- Work closely with external agencies to seek advice and assessment
 - Local Authority SEN Team
 - Local Authority Additional Needs
 - Speech Language and Communication

- Communication Difficulties
- Cognition and Learning
- Physical Difficulties and Medical Conditions
- NHS services including School Nurse service.
- Educational Psychology Service.
- Pupil Learning Centre.

4. If you have concerns that your child may have SEN

If you have concerns about progress in a specific subject, **in the first instance** you should contact either;

The Class Teacher or
The Director of Faculty

If you have concerns about progress in general, **in the first instance** you should contact either;

The form tutor or
The Head of Year or
The Pastoral Manager

These key members of staff will speak directly with the SENCO to explore concerns and points raised.

In all cases, contact can be made either by telephone to the main school contact number, where your information will be passed on to the relevant member of staff.

Alternatively, you can visit the school and make an appointment to speak with the member of staff concerned.

If, as a result of your concerns, a further assessment of need is required, the SENCO will work in partnership with you to explain the processes involved. The SENCO will make contact to discuss further, either via telephone or a meeting in school.

5. How we support students with SEN

If your child has an existing EHC plan, there will be a transition programme to ensure that their needs are met upon arrival in Year 7.

Transition support is described in greater detail in Section 8.

Students in year 7 are taught in mixed ability groups. We use the outcomes from Key Stage 2 assessments, along with other information gathered from primary school (or previous school) to inform our planning and differentiate work accordingly.

A range of strategies are deployed within Hazel Wood High School, to provide additional support in relation to;

- a) Learning and progress
- b) Personal, Social and emotional development
- c) Welfare and Safety

a. Learning and Progress

- High quality classroom teaching
- In class learning support from Teaching Assistant
- Intervention programmes to support literacy and numeracy development
- 1 to 1 and small group withdrawal
- Coaching and monitoring processes including daily report cards
- Access to extra curricular activities, trips and visits

b. Personal, Social and Emotional development

- Structured, taught programme of Personal, Social, Health and Citizenship Education
- Weekly themed assemblies with Head of Year / Senior Staff
- Daily contact through form period in the morning and afternoon with Form Tutor
- 1 to 1 / Small group work with Pastoral Manager / Welfare Officer / Teaching Assistants / Form tutor / Head of Year
- 1 to 1 / Small group work with external agencies such as
- Pupil Learning Centre (PLC)
- Relateen
- Additional Needs Team
- Educational Psychologist
- Coaching and monitoring processes including daily report cards
- Careers Education, Information, advice and guidance (CEIAG Gold Award)

c. Welfare and Safety

- Additional curriculum events e.g. Be Safe Be Cool, Diversity Day
- Health inputs from external agencies including
 - Alcohol and drugs awareness via PSHE/Assemblies
 - School nurse activity
 - Structured programme to support vaccination of all school age students according to current medical guidance/advice
- Lunchtime and breaktime supervision is in place throughout the school environment
- Staff training to ensure that all adults in the school community are fully aware of
 - Medical Needs
 - Safeguarding (in line with national guidance)
 - First aid protocols
 - Evacuation / Emergency procedures
- Trained first aiders

6. How we support parents of students with SEN

You will receive specific information about how to support your child through;

- A termly meeting with the SENCO to give academic and pastoral feedback
- Discussion with class teachers at Parents Evenings
- Subject specific targets on your child's annual report

Additionally, support and information may be provided by any external agencies that are involved with your child.

The SENCO and other key personnel identified in section 2 will work closely with you to discuss any concerns or additional help/support that you need to help you to support your child.

7. How we measure progress

All students are formally assessed in each subject 3 times per year. There is an end of year examination for all subjects. These examinations take place in the exam hall or in classrooms, under the same conditions as a GCSE examination.

Pupils are assessed on an ongoing basis in all subjects to monitor their progress from lesson to lesson. Teachers regularly mark the work in student books and will provide specific targeted feedback to help your child progress further. Any concerns about progress that arise will be shared with you by the class teacher.

Progress reports will be sent home to parents regularly during the year.

Additionally, students are assessed as follows;

- A cognitive ability test in the first half term of Year 7 (CAT test)
- Reading and Spelling assessment for all students in Year 7-9 in the first half term of each academic year.
- Baseline tests at the beginning of intervention programmes such as
 - Better Reading
 - Better Maths
 - Literacy and Numeracy Intervention
- Outcome assessments at the end of any intervention programme.
- Progress Tests – Beginning of Year 7, end of Yr7, Yr8 and Yr9 – these tests are computer based and nationally standardized and provide us with information about specific gaps in learning and progress relative to students nationally.

Student progress is also monitored in relation to how effectively they are participating in school life. Students are awarded achievement points for a range of appropriate school behaviours, such as progress, excellent classwork, excellent homework and positive attendance.

Additionally, students are rewarded with the opportunity to participate in extra-curricular trips coordinated by Heads of Year. Equally, sanctions for inappropriate behaviours, such as poor work rate, can be issued to students. Form tutors and Heads of Year monitor the rewards/sanctions issued to individual students and will raise concerns with parents should the need arise.

Students with specific EHC plans have an annual review of their progress. Parents/Carers are invited and encouraged to attend these person -centered review meetings as they are an excellent opportunity to share the progress and success that has been made and to plan for the year ahead. As part of the review process, all staff (teaching and support) provide an assessment of the progress towards the specific targets outlined in the Statement / EHC plan. Any external agencies that are involved are also invited to attend these meetings.

8. How we monitor the impact of support

Monitoring the impact of teaching and support is an integral part of our work. Pupils, staff, parents/carers and the Governors of the school are involved in review the impact of interventions for students with SEN.

In line with the SEN Code of Practice (2014), we follow a process of “assess, plan, do, review”. When additional interventions are put in place for a student, baseline assessments are made and an expectation of progress is identified. Progress is measured against the baseline to assess whether specific progress has been made.

In some circumstances, the measure of progress might be against personal or social targets that help to support integration and personal development.

All aspects of assess, plan, do, review plans are logged on ‘provision map’ and impact is recorded here.

Progress data for all students is collated and monitored by;

- class teachers
- Heads of Subject/Faculty
- Senior leaders, including the SENCO

The progress of students with SEN is scrutinized at each point of assessment during the year and the progress of SEN students is discussed with the SENCO and Headteacher on a termly basis by the Governing Body, as part of the Curriculum Committee and Full Governing Body meetings.

9. Supporting transition

Transition from Primary School

Head of year 7/transition (Mrs Hunter) and Pastoral Manager (Mrs Rourke), along with SENCO and SEN support staff, in specific instances visit all primary schools during the Summer term prior to transition to high school.

The SENCO will attend annual review meetings for all students with EHC plans. SENCO, Head of Year, Deputy Head teacher (Safeguarding, behaviour and pastoral care) and Form tutor available at New Intake Evening and New Intake Day in the summer term.

Additional visits to the school can be arranged through SENCO and/or Head of Lower or Upper School / Pastoral Manager at any time in order to provide support, reassurance and information to individual students and their parents. **If you wish to arrange an additional visit, please contact the school office and ask to speak with the SENCO.**

Transition from Key Stage 3 to Key Stage 4

During the Spring term of Year 8, parents of all students are invited to attend Options Parents Evening to discuss forward routes into GCSE study. The Assistant Headteacher (Curriculum) can provide additional support in relation to the options process.

Supporting information is provided in the Options Booklet which is sent home to parents in the Spring term.

Students with Statement / EHC plans will be provided with additional support and guidance from the SENCO in conjunction with Assistant Headteacher (Curriculum).

Parents are encouraged to contact Form tutor / Head of Year / SENCO with any concerns or queries that they may have during the 'Options' process.

Transition from Key Stage 4 to Post 16 education/ training

All students must continue into some form of education or training when they leave school aged 16.

In order to support this, all students have access to support from the Connexions service. This support includes a personal guidance meeting.

Students with Statement / EHC receive additional support over and above the personal guidance meeting, which will include the development of an LDA document by the Connexions service. This document assesses/identifies specific areas of need and is shared with colleges/training providers to help maintain continuity of support for students as they move on.

Transition to a new school / from a previous school

If your child moves from Hazel Wood High School to a new school, we liaise closely with the new school to pass on all relevant information and records.

If your child is joining Hazel Wood High School at any point other than the beginning of Year 7, we will;

- Collect basic information from parents/carers at the initial interview stage
- Liaise with the previous school to collect assessment / progress information along with the student file

All data that is collected, stored and shared is done so within the regulations specified in the Data Protection Act.

If you have specific concerns about needs that are emerging or have previously been identified, it is important that you share these as early as possible so that appropriate arrangements, including information sharing with class teachers, can take place to support a smooth transition.

10. Supporting students with disabilities

We are aware that not every student with disabilities has special educational needs and that not all students with SEN are disabled.

We consider all members of our school community, including staff, governors, parents, students and other visitors.

Our school building is on two levels.

Access to the upper floor of the school is via a one way system, using two staircases.

There is access to a lift (key access) for individuals with specific mobility needs.

Staff have been trained to support students with specific needs in the case of emergency evacuation of the building.

We will always do our utmost to make reasonable adjustments to the building, curriculum (including extra curricular provision) and resources for students with disabilities.

11. Supporting students with medical needs

Students with specific medical needs are properly supported to ensure that they have full access to the school curriculum and additional opportunities provided at Hazel Wood High School.

In order to support the school in supporting individual students, it is expected that any specific medical concerns/information that may impact upon the day to day work in school will be shared by parents via;

- Student information form completed by parents at transition
- Student data sheet (updated annually)

- Direct contact with key staff members as medical issues arise / change

The school has adopted a specific policy in relation to the administration of medicines. This is available upon request.

There is a central register of medical needs maintained in school by Mr Murphy.

Where a student has specific medical needs, we will work with parents/carers and the student to ensure that we accommodate the needs. This might include;

- A risk assessment of need
- a specific health care plan drawn up in partnership with parents/carers
- a specific programme of reintegration following a longer period of absence
- a personalized timetable

12. Staff training and expertise

All teaching and support staff have a responsibility to provide SEN students with the support that they need within the classroom environment, and beyond, to ensure that they make good progress.

In addition to Qualified Teacher Status, all of our teaching staff are involved in regular professional development to ensure that they are up to date in relation to;

- teaching and learning strategies
- SEN specific strategies and advice
- Specific medical issues e.g. EpiPen training, information on diabetes
- Safeguarding

Support staff are also engaged in regular professional development activities which include;

- strategies to support specific needs of individual children
- general SEN strategies e.g. supporting dyslexic students, developing literacy, working with speech and language needs
- Strategy meetings to share good practice and information about student progress
- Specific training courses

The SENCO has responsibility for providing training and information to ensure that teachers and other staff in provide appropriate teaching and support strategies in classrooms.

13. Additional Services

In addition to in house expertise, the school has access to a wide range of external agencies who provide support and specialist advice. These include;

- The Local Authority SEN team
- The Local Authority Additional Needs Team
- Pupil Learning Centre
- School Nurse
- Other NHS services e.g. Speech, Language and Communication, Physiotherapy
- CAMHS
- Educational Psychologist
- Social Care team
- Education Welfare service

14. Transport

Hazel Wood High School does not currently provide any transport for students travelling to or from school. Public transport information can be found via the Local Authority website at www.bury.gov.uk

15. Contacts

Hazel Wood High School

Hazel Avenue

Bury

BL9 7QT

0161 797 6543

Email:

l.murphy@hazelwoodhigh.co.uk

Local Authority Children's Services – Admissions team,

3 Knowsley Place

Duke Street

Bury

BL9 0EJ

Tel: 0161 253 6474.

Email: admissions@bury.gov.uk

Local Authority Additional Needs Team

0161 253 6430

0161 253 6416

additionalneedsteam@bury.gov.uk

3 Knowsley Place

Duke Street

Bury

BL9 0EJ

Local Authority SEN Team

senteam@bury.gov.uk

0161 253 59693 Knowsley Place

Duke Street

Bury

BL9 0EJ

The Bury Directory has details of the LA's 'Local Offer' Search for SEN Local Offer on the website.

(www.theburydirectory.co.uk)

Appendices

1. School Closures

In the event of a potential long-term school closure, continued support will be provided for all pupils with identified additional needs. Regular contact will be made from a key staff member in an appropriate format i.e. telephone call, email, home visit (if deemed necessary and safe to undertake). Additional personalised resources and educational support will be offered as well as signposting to relevant agency and family support organisations.

2. Emergency Contacts

In the event of a school closure, all parents may use the following emergency contact numbers during school hours:

07872 183707

07872 183600

The school email address enquiries@hazelwoodhigh.co.uk is also monitored.

