

Lady Hawkins' School

Our school provision for those students with Special educational needs

How do we support children with Special Educational Needs?

At Lady Hawkins' School we want the best for all of the children in our care and we use a graduated approach to meeting an individual's needs. For the majority of students, high quality classroom teaching will fulfil their learning needs. Some students will need the curriculum and learning approach to be slightly adapted or differentiated. These students will not be on the SEND [Special Educational needs and Disadvantaged children] Register.

Other students may require small group intervention from a member of the support team to bridge a learning gap or to develop strategies to overcome a particular need. They may also access some support from a Teaching Assistant in lessons. Teachers will differentiate the curriculum on a regular basis to allow every student to access the curriculum and develop independent learning. These students will be identified on the SEN register as 'School Support'.

A few students with more complex needs will require more intensive and long term support. These students will have an Educational, Health and Care Plan [EHCP] which will set out clearly what provision the student needs to achieve well at school.

Whatever their level of need, we aim to help all students to thrive at Lady Hawkins' School by working closely with parents and by giving them the right support. Every student with a Special Need will have a Student Passport which gives teachers information about the needs of the student and strategies to be used in the classroom.

How does LHS know if children have Special Educational Needs [SEN]?

Children are identified as having Special Educational Needs through a variety of ways including:-

Liaising with staff at primary schools or previous school

Concerns are raised by Parent/Carer

Concerns are raised by a member of staff

Liaising with external agencies

What is the Special Educational Needs Register?

A child with Special Educational Needs is placed on the SEN Register. The aim of the SEN Register is to highlight those children who need extra help or additional support and ensure their progress is carefully monitored. Children can be placed on the Register at any point, but can also be removed should this be necessary. The children who are on the SEN Register will be carefully monitored by the Special Needs coordinator [SENCO] who will meet with the class teachers regularly to discuss all children on the Register. The SENCO will also meet with the Parents/Carers to discuss their child's progress and review targets.

How can parents /carers raise concerns about their child?

If you are concerned about your child in any way, please talk to us. We want to work closely with parents and support families as well as the children in our care. The first point of contact is your child's Head of Year, form teacher or Ms. Hallam, the SENCO. Appointments can be made through the school office.

How will the school support children with Special Educational Needs?

The class teacher has responsibility for the teaching and learning all of the children in her/his class. He/she will plan, oversee and work with each child with Special Educational needs, to ensure that they are making good progress at their own level. The SENCO oversees the support and progress of all children requiring additional support across the school. There may be a Teaching Assistant [TA] working with your child either individually or as part of a group, providing specific targeted support to enhance your child's progress and development. The regularity and purpose of these sessions will be explained to the parents before the support commences. For some children with more complex needs, it may be appropriate for them to receive higher levels of 1:1 support and we will apply to the correct body for extra funding.

Who will communicate to me the support that my child needs?

This is the responsibility of the SENCO, Ms Hallam, but you might also like to discuss with the Head of Year and subject teachers. Appointments can be made through the school office.

How are the Governors involved with children with SEN?

The SENCO reports to the Governors every term to inform them about the progress of children with Special Educational Needs. An SEN governor has specific responsibility for monitoring the progress of SEN children.

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

All class teachers are fully qualified and all TAs are trained to an appropriate level. The SENCO is fully qualified to assess needs and take advice from specialist providers to make sure individuals' needs are being met. These agencies include Behaviour Intervention Team, Child and Adult Mental Health Services, educational Psychologists and Social Workers.

How will the curriculum be matched to my child's needs?

All work within the classroom is pitched at an appropriate level, enabling all children to access activities according to their specific needs. There may be times when it is necessary for individuals or small groups to work outside the classroom with the TA or teacher. We might offer the students a place at an external provider such as Live and Learn.

How will I know how my child is doing and how will you help me to support my child's learning at home?

You are welcome at any time to make an appointment to meet with the head teacher, SENCO or form teacher to discuss your child's progress in school. You will receive a Yearly Report and an invitation to Parent's Evening and four Data Week reports each year. If your child has an Education, Health, Care Plan, a formal review will be held annually to review progress and set new targets.

What is an Education Health Care Plan?

The new Education Health Care Plan replaced Statements of Special Need from September 2014 and combines all previous plans into one plan that professionals from all three agencies agree to follow.

How does the school know how well my child is doing in school?

In School, we measure children's progress against National and age related expectations. The class teacher records progress being achieved four times each year and compares these to targets so that we know if the student is on track to achieve their best.

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

All children are included in all aspects of school life, including day trips and residential trips. We always provide the necessary support to ensure that the trips and activities are successful. Risk assessments are carried routinely to ensure Health and Safety of students is not compromised.

How accessible is the school environment?

Entrances to each building are suitable for wheelchair access and when classrooms are not accessible due to stairs but no lift, have other well thought out arrangements. There is good lighting and safety arrangements for all visually impaired pupils.

How will the school prepare and support my child when joining the school or transferring to a new school?

We encourage all new children and their parents /Carers to visit us prior to starting when they will be shown around the school and will meet teachers and other staff including the SENCO. We will liaise with the current or previous school and find out which tutor groups and which teaching groups are most appropriate.

Students joining us in Year 7 from our feeder Primary schools will have a two day induction programme and will benefit throughout Year 6 from Taster Days and several events held at LHS.

Who can I contact for further information?

Please contact the Office on 01544 230441 to arrange to speak to our SENCO, Ms Hallam.