

## **SEN School Information Report- September 2017**

Welcome to Lady Hawkins SEN Information Report. All schools have a duty to publish information on their websites about the implementation of the policy for children with Special Educational Needs (SEN).

Within this report, you will find information about the provision that we are proud to offer at Lady Hawkins School to support children with Special Educational Needs or Disabilities.

All mainstream schools and maintained nursery schools are required by law to produce an annual SEN Information Report: [Special Educational Needs \(Information\) Regulations Clause 65](#).

All mainstream schools and maintained nursery schools are required by law to make their annual SEN Information Report available on their website.

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| <b>Aims of Lady Hawkins Schools provision in regards to pupils with special educational needs and/or disability</b> | <p>The aims of our policy and practice in relation to special educational need and disability in this school are:</p> <ul style="list-style-type: none"><li>• To make reasonable adjustments for those with a disability by taking action to increase access to the curriculum, the environment and to printed information for all.</li><li>• To ensure that children and young people with SEN engage in the activities of the school alongside pupils who do not have SEN.</li><li>• To reduce barriers to progress by embedding the principles in the National Curriculum Inclusion statement<br/><a href="https://www.gov.uk/government/collections/national-curriculum">https://www.gov.uk/government/collections/national-curriculum</a></li><li>• To use our best endeavours to secure special educational provision for pupils for whom this is required, that is “additional to and different from” that provided within the differentiated curriculum, to better respond to the four broad areas of need:<ol style="list-style-type: none"><li>1. Communication and interaction,</li><li>2. Cognition and learning,</li><li>3. Social, mental and emotional health,</li><li>4. Sensory/physical.</li></ol></li><li>• To request, monitor and respond to parent/carers’ and pupils’ views in order to evidence high levels of confidence and partnership.</li><li>• To ensure a high level of staff expertise to meet pupil need, through well-targeted continuing professional development.</li><li>• To support pupils with medical conditions to achieve full inclusion in all school activities by ensuring consultation with health and social care professionals in order to meet the medical needs of pupils.</li><li>• To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.</li></ul> |
| <b>What kinds of Special Educational Needs does Lady Hawkins School make provision for?</b>                         | <p>Children and young people with SEN have different needs, but the general presumption is that all children with SEN but without an Education, Health and Care Plan (EHCP) are welcome to apply for a place at our school, in line with the school admissions policy. If a place is available, we will undertake to use our best endeavours, in partnership with parents, to make the provision required to meet the SEN of pupils at this school.</p> <ul style="list-style-type: none"><li>• For children with an EHCP, parents have the right to request a particular school and the local authority must comply with that preference and name the school or college in the EHC plan unless:<ul style="list-style-type: none"><li>o it would be unsuitable for the age, ability, aptitude or SEN of the child or young person, or</li></ul></li></ul>  |

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|  | <p>o the attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources.</p> <ul style="list-style-type: none"> <li>• Before making the decision to name our school in a child’s EHCP, the local authority will send the governing body a copy of the EHCP and then consider their comments very carefully before a final decision on placement is made. In addition, the local authority must also seek the agreement of school where the draft EHCP sets out any provision to be delivered on their premises that have been secured through a direct payment (personal budget).</li> <li>• Parents of a child with an EHCP also have the right to seek a place at a special school if it they consider that their child’s needs can be better met in specialist provision.</li> </ul>  |
| <p><b>What should a parent do if it thinks their child may have special educational needs?</b></p>   | <p>If parents have concerns relating to their child’s learning or inclusion then please initially discuss these with your child’s teacher/subject teacher/ form tutor. This then may result in a referral to the school SENCo whose name is Miss K Hallam and whose contact details are <a href="mailto:khallam@lhs.hereford.sch.uk">khallam@lhs.hereford.sch.uk</a> or telephone 01544 230441</p>  |
| <p><b>How will Lady Hawkins School identify and assess my child’s Special Educational Needs?</b></p> | <p>At Lady Hawkins School, the attainment and progress of all children is carefully tracked and monitored throughout the school year. On a daily basis, teachers evaluate their lessons and consider whether individual children are making the expected progress within their lessons. If teachers have any concerns regarding a child in their class, they will discuss these concerns with you and also with the Head of Year.</p> <p>In addition, Heads of Year meet on a weekly basis with the SENCo to discuss the progress and provision for of all children and children on the SEN Register. Where concerns have been raised, meetings with parents/guardians can be arranged. If necessary, the child may be added to the SEN Register at the ‘SEN support’ level so that their progress can be closely monitored and additional support can be put in place as necessary. Parents are always informed at this stage.</p> <p>The Class Teacher and/or the SENCo may carry out some further formal assessments to identify key areas to target and to support the process of evaluating the effectiveness of any interventions that are put into place. Such assessments could include:</p> <ul style="list-style-type: none"> <li>Accelerated Reader reading assessment</li> <li>Cognitive Abilities test</li> <li>Detailed Assessment of Speed of Handwriting</li> <li>Wide range Achievement Test</li> <li>Wide Range Intelligence Test</li> <li>Comprehensive Test of Phonological Processing</li> <li>Dyscalculia Assessment</li> </ul> <p>These assessments could be repeated following an intervention programme to evaluate whether progress has been made. Should the teacher or SENCo have ongoing concerns, with parental consent, they may refer the child to an outside agency who can support with the identification and assessment of individual needs. Such agencies could include Speech and Language Therapists, Educational Psychologists, Occupational Therapists or the School Nurse</p> <p>Whilst most children with SEN will have their needs met at the ‘SEN Support’ level, a small number may require an Education, Health and Care (EHC) assessment to determine whether the Local Authority</p> |

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|  | <p>needs to provide a higher level of support and funding in order to meet the identified learning outcomes.</p> <p>Children who have Education, Health and Care Plans (EHCPs) will also have a formal Annual Review meeting to review their progress and current needs. For children with more complex SEN needs, progress is measured against the own individual starting points and targets on their individual EHCPs.</p>   |
| <p><b>What is Lady Hawkins School approach to teaching children with SEN? How will Lady Hawkins School enable my child to be included in activities with other children including those without SEN?</b></p> | <p>All pupils will be provided with high quality teaching that is differentiated to meet the needs of all learners. The quality of classroom teaching provided to pupils with SEND is monitored through a number of processes that include:</p> <ol style="list-style-type: none"> <li>1. classroom observation by the senior leadership team, external verifiers,</li> <li>2. ongoing assessment of progress made by pupils with SEND,</li> <li>3. work sampling and scrutiny of planning to ensure effective matching of work to pupil need,</li> <li>4. teacher meetings with the SENCo to provide advice and guidance on meeting the needs of pupils with SEND,</li> <li>5. attendance and behaviour records.</li> </ol> <ul style="list-style-type: none"> <li><input type="checkbox"/> Pupils with a disability will be provided with reasonable adjustments (such as auxiliary aids and services) to overcome any disadvantage experienced in schools and increase their access to the taught curriculum.</li> <li><input type="checkbox"/> All pupils have individual national curriculum targets set in line with national outcomes to ensure ambition. Parents are informed of these via the reporting system and also at events such as Parents' Evenings.</li> <li><input type="checkbox"/> Pupils' attainments are tracked using the whole school tracking system and those failing to make expected levels of progress are identified very quickly. These pupils are then discussed in weekly/termly progress meetings that are undertaken between the class/subject teacher and a member of the Senior Leadership team and if appropriate, the pupil themselves.</li> <li><input type="checkbox"/> Additional action to increase the rate of progress will be then identified and recorded that will include a review of the impact of the differentiated teaching being provided to the child, and if required, provision to the teacher of additional strategies to further support the success of the pupil.</li> <li><input type="checkbox"/> Where it is decided during this early discussion that special educational provision is required to support increased rates, parents will be informed that the school considers their child may require SEN support and their partnership sought in order to improve attainments.</li> <li><input type="checkbox"/> Action relating to SEN support will follow an assess, plan, do and review model: <ol style="list-style-type: none"> <li>1. <b>Assess:</b> Data on the pupil held by the school will be collated by the class/subject teacher/SENCo in order to make an accurate assessment of the pupil's needs. Parents will always be invited to this early discussion to support the identification of action to improve outcomes.</li> <li>2. <b>Plan:</b> If review of the action taken indicates that "additional to and different from" support will be required, then the views of all involved including the parents and the pupil will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the class/subject teacher with advice from the SENCo.</li> <li>3. <b>Do:</b> SEN support will be recorded on a plan that will identify a</li> </ol> </li> </ul> |

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|   | <p>clear set of expected outcomes, which will include stretching and relevant academic and developmental targets (this may including for young people, targets around preparing for adulthood) that take into account parents' aspirations for their child. Parents and the pupil will also be consulted on the action they can take to support attainment of the desired outcomes. This will be recorded and a date made for reviewing attainment.</p> <p>4. <b>Review:</b> Progress towards these outcomes will be tracked and reviewed with the parents and the pupil.</p>   |
| <p><b>How will the curriculum and learning environment be matched to my child's needs?</b></p>  | <p>Teachers plan using pupils' achievement levels, differentiating tasks to ensure progress for every pupil in the classroom.</p> <ul style="list-style-type: none"> <li>• When a pupil has been identified as having special educational needs, the curriculum and the learning environment will be further adapted by the class teacher to reduce barriers to learning and enable them to access the curriculum more easily.</li> <li>• These adaptations may include strategies suggested by the Special Educational Needs Coordinator (SENCo) and/or external specialists.</li> <li>• In addition if it is considered appropriate, pupils may be provided with specialised equipment or resources such as ICT and/or additional adult help. All actions taken by the class teacher will be recorded and shared with parents.</li> </ul> |
| <p><b>How will parents know how their child is doing</b></p>  | <p>Attainments towards the identified outcomes will be shared with parents termly through feedback regarding SEN support reviews but also through the school reporting system and Parents' Evenings.</p> <ul style="list-style-type: none"> <li>• Parents may also find the home-school diary a useful tool to use to communicate with school staff on a more regular basis.</li> </ul> <p>Parents are encouraged to arrange an appointment to discuss their child's progress with the class/subject teacher, the SENCo, a member of the senior leadership team at any time when they feel concerned or have information they feel they would like to share that could impact on their child's success. Please contact the school office who will arrange this appointment for you. The contact number is 01544 230441</p>                  |
| <p><b>How will Lady Hawkins School support my child's emotional and social development and wellbeing?</b></p>   | <p>The school offers a wide variety of pastoral support for pupils. This includes:</p> <ul style="list-style-type: none"> <li>• An evaluated Personal, Social, Health and Economic (PHSE) curriculum that aims to provide pupils with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being.</li> <li>• Pupils who find outside class times difficult are provided with alternative small group opportunities within the school and action is taken to develop their social interaction skills.</li> <li>• The school has gained Healthy School status which evidences the work undertaken within the school to supports pupils' well-being and mental health.</li> </ul>  |
| <p><b>How will Lady Hawkins School involve me in supporting my child with SEN?<br/>How will parents be helped to support their child's learning</b></p> | <ul style="list-style-type: none"> <li>• The class/subject teacher or SENCo may also suggest additional ways of supporting your child's learning.</li> <li>• If you have ideas on support that you would like to have access to in order to further support your child's learning, please contact the SENCo who will locate information and guidance for you in this area.</li> </ul> <p>Parent can access Eportal and Show My Homework which provides</p>  |

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|  | <p>information on your child's progress throughout the day and shows any homework that has been set. Show My Homework also provides information regarding departmental trips and relevant course information.</p>   |
| <p><b>How will Lady Hawkins School involve my child in decision making?</b></p>  | <p>This school uses pupil centred profiles. These are completed by the pupils themselves during year 6 transition days and identify their abilities and strengths, their personal aims and the action they require to be taken by the school to reduce barriers to learning and social success.</p>   |
| <p><b>How does Lady Hawkins School evaluate the effectiveness of provision for pupils with Special Educational Needs?</b></p>  | <p>The effectiveness of SEN provision will be measured using both qualitative and quantitative data. Qualitative data will gather the views of parents and pupils on how successful the provision has been in enabling them to attain their outcomes. Quantitative data will examine both progress and attainment levels compared to those achieved nationally for pupils with the same level prior learning level. This data will be shared termly with staff and governors and be judged by external moderators such as Ofsted.</p>   |
| <p><b>Pupils with medical needs (Statutory duty under the Children and Families Act)</b></p>                                   | <ul style="list-style-type: none"> <li>• Pupils with medical needs will be provided with a detailed Individual Health and Care Plan, compiled in partnership with the school nurse and parents and if appropriate, the pupil themselves.</li> <li>• Staff who volunteer to administer and supervise medications, will complete formal training and be verified by the school nurse as being competent.</li> <li>• All medicine administration procedures adhere to the LA policy and Department of Education (DfE) guidelines included within <i>Supporting pupils at school with medical conditions</i> (DfE) 2014 and identified in the School Medicine Administration Policy.</li> </ul>   |
| <p><b>How does Lady Hawkins School prepare children with SEN for joining the school or transferring to another school?</b></p> | <p>A number of strategies are in place to enable effective pupils' transition. These include:</p> <p><b>On entry:</b></p> <ul style="list-style-type: none"> <li>• A planned introduction programme is delivered in the to support the transfer for pupils starting school in September.</li> <li>• Parent/carers are invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle into the school routine.</li> <li>• The SENCo meets with all new parents of pupils who are known to have SEND to allow concerns to be raised and solutions to any perceived challenges to be located prior to entry.</li> <li>• If pupils are transferring from another setting, the previous school records will be requested immediately and a meeting set up with parents to identify and reduce any concerns.</li> </ul> <p><b>After school and transition beyond school:</b></p> <ul style="list-style-type: none"> <li>• All pupils have access to the school careers advisor and careers lessons, both of which will provide information on training options, including apprenticeships and other vocational pathways.</li> <li>• Parents may like to use the website of the National Careers Service that offers information and professional advice about education, training and work to people of all ages.<br/> <a href="https://nationalcareersservice.direct.gov.uk">https://nationalcareersservice.direct.gov.uk</a><br/> or examine options identified in the local offer published by the local authority which sets out details of SEN provision - including the full range of post-16 options – and support available to children and young people with SEN and disabilities to help them prepare for adulthood, including getting a job.</li> </ul> |

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|  | <ul style="list-style-type: none"> <li>• Where a student has an EHCP, all reviews of that Plan from Year 9 at the latest, and onwards, will include a focus on preparing for adulthood, including employment, independent living and participation in society.</li> </ul>  |
| <b>What training do the staff supporting children and young people with SEND undertake</b> | <p>In the last two years school staff have received a range of training at three levels; awareness, enhanced and specialist.</p> <p>Awareness training has been provided to all staff on:</p> <ul style="list-style-type: none"> <li>• How to support pupils with dyslexia and literacy difficulties.</li> <li>• How to support pupils on the autistic spectrum</li> <li>• How to support and raise achievement in boys</li> </ul> <p>Enhanced training has been provided to all staff on:</p> <ul style="list-style-type: none"> <li>• Safeguarding</li> </ul> <p>Specialist training has been provided to the SENCo on:</p> <ul style="list-style-type: none"> <li>• The NASENCo Award</li> <li>• Level 2 Safeguarding training</li> </ul> |
| <b>What do I do if I have a concern about the provision for my child with SEN?</b>         | <p>If parents have concerns relating to their child's learning or inclusion then please initially discuss these with your child's teacher/subject teacher/ form tutor. This then may result in a referral to the school SENCo whose name is Miss K Hallam and whose contact details are <a href="mailto:khallam@lhs.hereford.sch.uk">khallam@lhs.hereford.sch.uk</a> or 01544 230441</p>   |
| <b>Where can I get further information about services for my child?</b>                    | <p>You can find information regarding the local offer at <a href="https://www.herefordshire.gov.uk/sen">https://www.herefordshire.gov.uk/sen</a></p>   |