



Hartismere School

Hartismere SEN Information Report

September 2017

<p>What should I do if I think my child may have Special Educational Needs or Disabilities (SEND)?</p>	<p>Hartismere is committed to the early identification of Special Educational Needs. We value parental support and if you have any concerns regarding your child we would like to hear from you. There are a number of people you can contact. You can speak to your child's tutor/Head of Year (HOY) or the Special Educational Needs Co-ordinator (SENCO) Tracey Surl at any time. The SENCO is available for consultation at all parents' evening meetings. Prior to joining the school you are able to note any additional needs on the school admission form.</p>
<p>How does the school know if children need additional support?</p>	<p>If your child is moving up from primary school, the Special Educational Needs Co-ordinator (SENCO) and Head of Year 7 gather data and other relevant support information from the primary school. We also discuss support requirements with individual students and talk through any concerns they might have. This information allows us to assess what type and level of support is required. Parents are requested to give details of any additional needs their child might have when filling in the school admissions form. Student progress is tracked regularly and all pupils are screened using the Cognitive Abilities Test prior to entering the school. The rigorous systems that are in place provide data which is continuously assessed. Any concerns picked up from tracking or testing are discussed and extra support given if required.</p>
<p>How will the school support my child?</p>	<p>Children with SEN will be placed on the Learning Support register. Children with additional needs who may need to be monitored are placed on our Additional Needs Register, so all staff are aware of this additional need and they can be monitored by the school team. Having identified your child's needs, we then assess the type of provision that would suit those needs best. This might be delivered through classroom teaching, shared in class support from a Learning Support Assistant (LSA), small group teaching or a specific 1:1 or group intervention. The effectiveness of these interventions is regularly monitored and evaluated by the SENCO and the Learning Support Department and adapted as necessary. These evaluations are annually shared with school governors.</p>
<p>How will the curriculum be matched to my child's needs?</p>	<p>We expect all subject teachers to differentiate their lessons to meet the needs of all our learners. Teachers are fully aware of each pupil's strengths and weaknesses and plan accordingly. LSAs provide additional support where needed. Resources and equipment will be adapted to meet the needs of learners. In certain subjects and year groups, pupils are placed in ability groups. Extra support with homework is available for those students requiring assistance. The type of exam entry is varied according to pupil need.</p>

<p>How will I know how my child is doing and how will you help me to support my child's learning?</p>	<p>Parents and carers will be informed through regular progress data reports/annual profiles, annual parents evenings, informal meetings (which can be arranged with staff), Individual Education Plans (IEPs), and/or intervention reports on their child's progress at the end of an intervention. Pupils are encouraged to take ownership of their IEP targets and discuss these with teachers, parents and LSAs. Parents can also liaise with staff via written comments in the pupil planner. Parents of children on the SEN register will be provided with the opportunity of three meetings a year with appropriate members of the Learning Support Department to discuss their child's progress. These include parents evenings, annual reviews and additional meetings as required. If your child has a statement or Education Health Care Plan (EHCP), an Annual Review is held according to the Code of Practice guidelines.</p>
<p>What support will there be for my child's overall well being?</p>	<p>Form tutors will monitor your child on a daily basis, with Head of Year and Learning Mentor support as appropriate. More vulnerable pupils can be involved in student support groups, and have individual Mentor support if required. KS3 pupils are supported by their HOY as well as the KS3 Learning Mentor (Louise Frost) and are encouraged to drop in should they require any help. KS4 Students are able to attend 1:1 drop in sessions with Debbie Corbyn or Sue Jones (Inclusion and Deputy Inclusion Managers) for a variety of social and emotional reasons. Support for parents in such situations is also offered by the school. We have close links to the school nurse who refers for additional support from outside agencies if needed. If more specialist support is required we are able to refer pupils to a number of agencies (see below).</p>
<p>What specialist services and expertise are available at or accessed by the school?</p>	<p>Internally, for identified students, we are able to provide the following interventions and support; Catch Up Reading, Numeracy Support Intervention, Sound Discovery spelling programme, Lexia reading software groups, 1:1 Dyslexia support lessons, Touch typing programmes, Student Support group, Hand Gym, Homework support club, individual mentoring, anger management sessions, counselling, LSA Speech and Language therapy support sessions, and Occupational Therapy fine motor support sessions. We have both Learning Support Assistants (LSAs) and Higher Level Teaching Assistants (HLTAs) who have a range of training, qualifications and experience in areas including physiotherapy, counselling, anger management and bereavement counselling. The majority of our LSAs are trained to at least City and Guilds level 3 standard in specialist support teaching skills. Where necessary we seek support from the following external services: County Inclusive Resource (for pupils on the Autistic Spectrum), Dyslexia Outreach, Educational Psychology Service, County Advisory Service, Speech and Language Therapy Service, Occupational Therapy, Physiotherapy, Visually Impaired Service, Hearing Impaired service, 4YP, Pupil Referral Unit Behaviour support, Child and Adolescent mental Health (CAMHs), Social Services, The Early Help Team, paediatricians, GPs, Thomas Wolsey ICT outreach, Matthew Project (drug and alcohol support)</p>

	<p>and Suffolk Young Carers. Common Assessment Framework referrals can be made if a family requires additional support outside of school and Multi Agency Referrals are made for Safeguarding issues.</p> <p>Every year several pupils are offered the opportunity to study at Otley/Easton or West Suffolk College for one day a week. We also consider Alternative Education placements to refocus problem behaviour and long term Work Experience placements in Year 10 and 11, for identified pupils.</p> <p>The county Local Offer (services currently available in Suffolk) can be found at www.activities-unlimited.co.uk</p>
<p>What qualifications do staff supporting students with SEND have? What training is given?</p>	<p>The Special Educational Needs Co-ordinator (Tracey Surl) is a qualified teacher who holds the National Award in SEN Coordination, the Hornsby SPLD Diploma and an Advanced Diploma in Special Needs in Education.</p> <p>Our LSAs and/or Higher Level Teaching Assistants (HLTAs) are trained in Catch up Literacy, Catch up Numeracy, Sound Discovery phonics, Pastoral support, Counselling and 'Child Online Exploitation Protection' support.</p> <p>All school staff have trained in safeguarding skills. Several LSAs have had training in Manual handling, 7 LSAs have currently completed a level 3 Diploma in 'Specialist Support for Teaching and Learning in Schools', 3 LSAs have also completed a similar level 4 qualification and others have undertaken Sensory Perception and Autism training, Dyslexia, Irlens awareness, Speech and Language and Stammer Awareness training.</p>
<p>How will my child be included in activities outside the classroom including school trips?</p>	<p>We make every effort to include all pupils in school trips. If an individual risk assessment is required we complete this in order to ensure safety. Parents are at liberty to look at these should they wish. Specific staff are trained in order to accompany vulnerable pupils on trips and Mentors will talk through the outline of the trip before the day if necessary.</p> <p>We also help your child prepare for any additional activities and changes to school routine, often providing LSA support where appropriate. We take time to discuss any issues with focus pupils. We actively encourage and have a good track record of encouraging students with SEND to participate in school productions both onstage and backstage. Pupils with SEND are also actively involved in school sports teams, school council and various after school clubs.</p>
<p>How accessible is the school environment?</p>	<p>We make every reasonable adjustment to make Hartismere as accessible as possible. For full details please see the school Accessibility Action plan.</p> <p>http://www.hartismere.com/AboutHartismere/Documentation/2061 (policy no 8)</p> <p>Efforts are made to not only ensure the physical environment is accessible but to also improve accessibility to the curriculum and to school information sources. This is achieved in a variety of ways using specialised equipment including the use of hearing loops, sloping desks, enlarged ICT, coloured overlays and books, spellcheckers, ICT and software support and iPads.</p> <p>Exams are made more accessible, if required, by putting additional exam access arrangements such as reader, scribe, extra time, language modification in place for specific pupils.</p>
<p>How will Hartismere prepare</p>	<p>Choosing the right secondary school for your child's needs is vital</p>

<p>and support my child to join the school?</p>	<p>and we welcome visitors to view our school.</p> <p>The year 7 Head Of Year, Mrs Sargent and the Special Educational Needs Co-ordinator, Mrs Surl liaise with all feeder primary schools and also meet all pupils in small groups and during the transition activities, where they have a chance to discuss their concerns and provision needs.</p> <p>There is a detailed programme of year 5 and 6 visit days culminating in a year 6 parents evening where parents can meet tutors, the Head Of Year and the Special Educational Needs Co-ordinator.</p> <p>The HOY and SENCO request data, including that on Special Educational Needs, from all the primary schools and visit all appropriate year 6 pupils during the summer term. Certain pupils with additional needs attend extra small group visit days to further support transition. All data and primary school information enables the Learning Support Department to assess each pupil's needs and arrange suitable provision in advance of the start of the school year. If your child has a statement or Education Health Care plan (EHC Plan) then the SENCO will attend his/her final Annual Review at primary school to further support transition.</p>
<p>How will Hartismere prepare and support my child to transfer to a new school or college?</p>	<p>Transition to further education colleges is co-ordinated between the school SENCO and the support staff at local colleges. Our Learning Resources Coordinator organises taster trips to local colleges for vulnerable students and assists with applications. College staff visit and speak to pupils. The Early Help Team are involved in ensuring the relevant information detailing levels and types of support, for students is sent to all relevant colleges. In addition the SENCO passes on details of any support provided through exam access arrangements which are in place. If your child has an EHC Plan, support documentation is completed and sent to the relevant college in advance</p>
<p>How are the school's resources allocated and matched to children's special educational needs?</p>	<p>Funding is sourced from the school budget and also from High Tariff funding (for those children with greater needs). We allocate support according to need. If your child has a statement or EHC Plan we will seek to ensure that the provision required is met. We seek to ensure a value for money service so all interventions are costed and evaluated. Our governors monitor the effectiveness of the provision based on an annual report provided by the SENCO.</p>
<p>How is the decision made about what type and how much support my child will receive?</p>	<p>Decisions are based on need, whether in terms of pastoral or academic support. A range of screening assessments including the New Group Reading Test, the Vernon's spelling test and a Dyslexia Screening are carried out once in year 7 to identify need. More individualised assessments in both literacy and numeracy are carried out if required. Information on levels, progress and support needs is gathered from the feeder primary schools. Parents are also asked to comment on additional needs via admission forms and at parents evenings. Provision provided for students with statements or EHC Plans will support the objectives listed. Pupils who join the school at a later date are assessed for reading, spelling, Dyslexia and data on progress and attainment from their previous school evaluated.</p> <p>If children are not making expected progress, staff will discuss this and where appropriate provide relevant support or targeted interventions. Parents and the pupil will be involved in this discussion. All interventions are monitored for impact and adapted as necessary.</p>

How are parents involved in the school? How can I be involved?	We are keen to involve parents in discussion about their child's learning. We welcome feedback from all interested parties. Parents can access our website for school information. Our Governing body includes parent governors and parents are invited to join the Parent Teacher Association. Parents are encouraged to attend celebration assemblies, awards evenings and parents' evenings. Many of the letters sent to parents by the Learning Support Department include parent feedback boxes and any feedback is always welcomed.
Who can I contact for further information?	In the first instance, parents/carers are encouraged to talk to their child's form tutor. Parents are also asked to contact the HOY or SENCO if they need further support. For wider support Suffolk Parent Partnership can be contacted at www.suffolk.gov.uk/parentpartnership . The Special Educational Needs Co-ordinator's tel number 01379 870315 for enquiries relating to SEN provision. To make a complaint about SEN provision; in the first instance contact the SENCO. If the issue is unresolved the Head Teacher will be involved. The governor with specific responsibility for SEN/inclusion may be involved if necessary. In the case of an unresolved complaint the issue should be taken through the general Governors complaints procedure

Frequently asked questions from the point of view of a young person

How does Hartismere School know if I need extra help?	Your primary school will alert Mrs Surl (Special Needs Co-ordinator) who will meet you in year 6 to explain what you can expect at Hartismere and to ask you what support you feel you need to succeed. In year 7, you will take a number of tests to assess your abilities in various areas such as spelling or reading. The results will help us decide if you might benefit with some extra help either within your lessons, in a small group or on a 1:1 basis. Your progress is tracked in each of your subjects and this is also used to assess whether you may require extra help. If you arrive in school after year 7, we will check your reading and spelling to decide whether you need additional support in these areas. Your previous school will also discuss with us what type and level of support you might need.
What should I do if I think I need extra help or support?	You should discuss this with your parents/carers who can either come in to meet your tutor or Mrs Surl, or phone them. Alternatively, you might wish to talk to your form tutor, a teacher you feel comfortable with, a Learning Support Assistant in school or Mrs Surl. We are always happy to listen to any concerns or thoughts you might have. If you have other non academic concerns you can contact Mrs Corbyn at school using student.voice@hartismere.com or via mobile on 07922 557438 <i>These contact points are only accessed by staff during school hours and children are directed to use Child Line outside of school hours if they require urgent support. (0800 1111)</i>
How will my work be organised so that I can cope and get it all done?	You will have a planner to help you organise your work and allow your parents/carers and form tutors to help you with this. There are lunchtime and after school homework clubs for you to attend if you would like more assistance with your work. Sometimes we may give you a mentor for a specific period of time, who will give you

	support in this area.
If I have additional needs, how can I be involved in planning my learning?	If you have a statement or EHC Plan (which is the new type of Statement) you will be involved in your Annual Review where your learning will be discussed and planned. Many students are provided with an Individual Education Plan which provides education and behaviour based targets for you to meet in class. These targets are discussed with you and you might like to add some of your own. Your form tutor should support you in achieving these. The targets from your IEP are stuck into your planner so you can try to work on them during lesson time too.
Who will tell me what I can do to help myself and be more independent?	All the staff at Hartismere can help you to become more independent, but if you feel really worried then you can talk to your preferred adult. This could be your form tutor, a specific teacher or Learning Support Assistant or Mrs Surl.

Glossary of terms

Annual review: the review of an EHC Plan which the local authority must make as a minimum every 12 months.

Child and Adolescent Mental Health Services (CAMHS): These services assess and treat children and young people with emotional, behavioural or mental health difficulties. They range from basic pastoral care, such as identifying mental health problems, to specialist 'Tier 4' CAMHS, which provide in-patient care for those who are severely mentally ill.

Education, Health and Care Plan (EHC Plan): An EHC Plan details the education, health and social care support that is to be provided to a child or young person who has SEN or a disability. It is drawn up by the local authority after an EHCP needs assessment of the child or young person has determined that an EHC Plan is necessary, and after consultation with relevant partner agencies

Further education (FE) college: A college offering continuing education to young people over the compulsory school age of 16. The FE sector in England includes general further education colleges, sixth form colleges, specialist colleges and adult education institutes.

HLTA: Higher Level Teaching Assistant

Individual Education Plan (IEP): An IEP is drawn up by the SENCO and associated LSAs to help the parent and the school identify the child's needs and to target areas of particular difficulty. It should show the steps that are to be taken to support the child's learning and set a date for reviewing progress.

Intervention: Time limited programme of focused teaching. Can be small group or on a 1:1 basis.

Learning support Assistant (LSA): A person employed by the school to provide support in the classroom or undertake specific intervention work with a child or group of children who have learning difficulties. They work under the direction of the Special Educational Needs Co-ordinator.

Local Offer: Local authorities in England are required to set out in their Local Offer information about provision they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled, including those who do not have Education, Health and Care (EHC) Plans. Local authorities must consult locally on what provision the Local Offer should contain.

Parent Partnership Services: Parent Partnership Services provide advice and information to children with SEN or disabilities, their parents, and young people with SEN or disabilities. They provide neutral

and factual support on the special educational needs system to help the children, their parents and young people to play an active and informed role in their education and care. Although funded by local authorities, Parent Partnership Services are run either at arm's length from the local authority or by a voluntary organisation to ensure children, their parents and young people have confidence in them.

Special Educational Needs (SEN): A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child or a young person has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or 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.

Special Educational Needs Co-ordinator (SENCO): A qualified teacher who has responsibility for co-ordinating SEND provision. At Hartismere, the SENCO, Mrs Surl manages the Learning Support Department.

SEND: Special Educational Needs and Disability

Special educational provision: Special educational provision is provision that is different from or additional to that normally available to pupils or students of the same age, which is designed to help children and young people with SEN or disabilities to access the National Curriculum at school or to study at college.