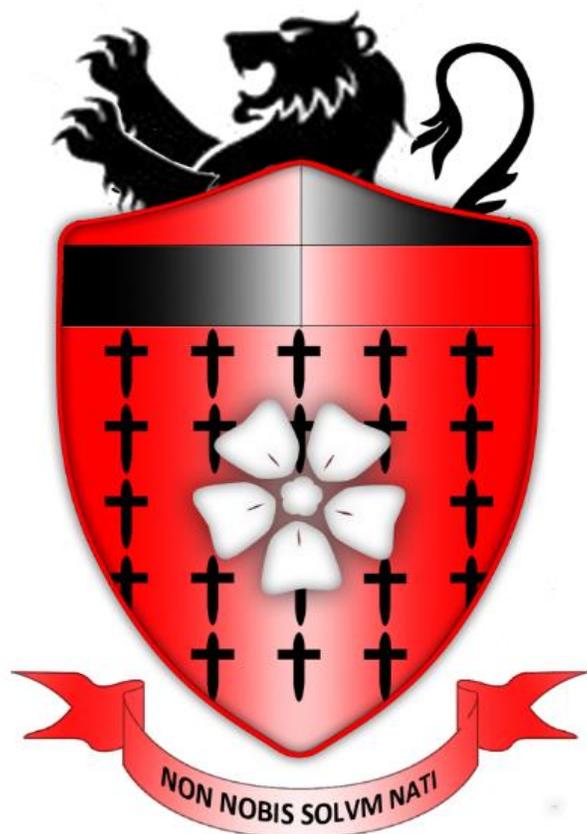


Hornsea School & Language College



HSLC Local Offer

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HSLC Local Offer

1. What are the following contact details for your school?

	Special Educational Needs Coordinator (SENCO)	Special Educational Needs (SEN) Governor	Who should parents/ carers contact if they have a compliment, concern or complaint about your setting/ school/academy/ college?
Name	Mrs V Parnaby – Learning Support Manager Miss K Harrison – Lead Teacher Learning Support	Mr I Smith Governor	Miss G Smith Assistant Head (Inclusion)
Contact number	01964 532727	c/o 01964 532727	01964 532727
Contact email	office@hslc.co.uk	office@hslc.co.uk	office@hslc.co.uk
Address	HSLC Eastgate Hornsea HU18 1DW	c/o HSLC Eastgate Hornsea HU18 1DW	HSLC Eastgate Hornsea HU18 1DW

2. What is the ETHOS of the school regarding Children and Young People with Special Educational Needs and Disabilities (SEND)?

Hornsea School and Language College (HSLC) is an educationally inclusive school where the teaching and learning, achievements, attitudes and well-being of every pupil matters. HSLC will provide an inclusive curriculum, which will meet the needs of all its pupils including those with disabilities, those with medical needs, those with special educational and/or complex needs and those from all cultural backgrounds. Any barriers to learning and participation will be challenged and removed and all pupils will be provided with equality of opportunities.

3. Provide the link to the following policies on the website of the school

The following policies can be accessed on the HSLC website: www.hslc.co.uk. Click on Policies.

- Educational Inclusion Policy (incorporating: Special Educational Needs and Disabilities and Additional Educational Needs)
- Anti-Bullying Policy
- Health and Safety Policy
- Child Protection Policy and Procedures

4. What is the standard admissions number?

How many Children and Young People do you have on roll? 1061 (Y7 – Y13)

How many Children and Young People have SEND? 49

How many Children and Young People have a Statement of SEN or Education, Health and Care Plan? 29

5. How does the school:

- **Identify and assess Children and Young People with SEND?**

Comprehensive and detailed information is collected at the time of transfer to HSLC (at the time of standard or non-standard entry), including skills and levels of attainment. This information is sourced from the feeder school, professionals working with the child (if applicable) and the parents/carers.

The progress and attainment of all pupils across the curriculum is documented and shared with parents/carers three times a year. In addition to attitude to learning information, progress and attainment data is analysed and reviewed. This enables staff to be alerted to a potential need.

Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Teaching and support staff are encouraged to and expected to share any cause for concern immediately with the Learning Support Department in order that further investigation can take place. If appropriate, the relevant professional service will be contacted in order to request further support/diagnostic testing. In addition, HSLC firmly believes in developing a strong partnership with parents/carers and that this will enable all children and young people to achieve their potential. The school recognises that parents/carers have a unique overview of the child's needs and how best to support him/her, and that this gives them a key role in the partnership.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

- **Evaluate the effectiveness of provision for Children and Young People with SEND?**

The success of the school's Educational Inclusion Policy and provision is evaluated through:

- Monitoring of classroom practice by the Learning Support Department and subject leaders (including learning walks and work scrutiny) in line with the Quality Assurance Programme.
- Analysis of pupil tracking data (individual and cohorts).
- Monitoring of procedures and practice by the Governing Body.
- School self-evaluation

The progress of SEND cohorts is tracked alongside the progress of other cohorts within the school. The data is analysed to show whether the SEND cohort is making at least the same progress, or not, as their peers. The data informs the need for intervention.

Intervention programmes (one to one and small group) are monitored to ensure effectiveness. At the time of identification of need, a starting point is recorded. The effectiveness of the intervention programme is monitored through the recording of progress against the starting point. Intervention programmes are targeted and time-limited. Quality assurance is maintained through liaison with subject leaders.

- **Assess and review progress of Children and Young People with SEND?**

Class teachers are responsible and accountable for the progress and development of all of the pupils in their class, even where pupils access support from teaching assistants or specialist staff. Professional discussions take place between class teachers and teaching assistants, where appropriate. Class teachers are encouraged and expected to highlight any causes for concern immediately to the Learning Support Department. Progress and attainment of all pupils is analysed and reviewed in line with the school's policy which requires Year Group Progress Leaders to analyse and review year group data and Subject Leaders to analyse department data. In addition to liaison and discussion with the Year Group Progress Leaders and the Subject Leaders, the Learning Support Department analyse and review the progress of children and young people with SEND. In addition to the progress data, the discussions held with the key members of staff will inform the most appropriate intervention, as necessary.

The progress and attainment across the curriculum of all children and young people is reported to parents/carers 3 times a year (attitude to learning is reported more frequently), in addition to at least one Parents Evening per academic year. At this time, information regarding expected progress (progress the child/young person should be making) is also shared. In addition, parents/carers are able to access the progress of their child/young person on a daily basis through an on-line reporting programme. Using a user ID and password, this can be accessed at any time.

The school aims to work collaboratively with parents/carers of children and young people with SEND who are actively encouraged to contact the school with any further information and/or concerns.

For children and young people with a Statement of Special Educational Needs or an Education, Health and Care Plan, parents/carers are invited to contribute to and attend an Annual Review. This reviews the progress and attainment of the previous year and plans for the future.

For children and young people receiving SEN Support, the Learning Support Department aims to make contact with parents/carers termly in order to inform of the intervention programme(s) in place and the outcomes of any intervention.

6. Who are the best people to talk to in your school about a Child or Young Persons difficulties with learning/ Special Educational Needs or disability (SEND)?

Mrs V Parnaby – Learning Support Manager
Miss K Harrison – Lead Teacher, Learning Support
Miss G Smith – Assistant Head (Inclusion)
Mr C Hamling – Student Support Manager

7. What are the different types of support available for Children and Young People with SEND in school?

The majority of children and young people will have their needs met through normal classroom arrangements and quality first teaching - full time education in classes, with support by the subject teacher through a differentiated curriculum, if necessary. Class teachers are responsible for ensuring

that lessons are well-planned, yet flexible and adaptable, and that prior knowledge/learning informs planning.

Some children and young people may require different types of support, such as in class support from a Teaching Assistant, where appropriate, or withdrawal to work in a small group or one to one away from the classroom. Others may require a different approach to teaching and learning, such as a Nurture Group (Y7 and Y8) or Personalised Pathway (Y9, Y10 and Y11) provision.

The individual needs of each child/young person will be assessed to identify the most appropriate approach to supporting their special educational needs. This assessment will be ongoing and the support adapted as progress is made, where appropriate.

Teaching and support staff are updated regularly in relation to the needs of individual pupils along with appropriate strategies and interventions to be used with the individual. This information is updated regularly. All information is readily available and accessible by both teaching and support staff.

A range of initiatives and adaptations have already been introduced at HSLC to help increase the accessibility to education for children and young people with SEND.

Improving Access to the Curriculum

- Full time education in classes, with additional help and support by the subject teacher through a differentiated curriculum and/or content of the lesson, differentiated teaching styles and /or differentiated approaches for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- In class support from a TA, where appropriate.
- Whole staff training on differentiation, teaching strategies and teaching styles
- Nurture Group provision (Y7 and Y8)/ Personalised Pathway provision (Y9, Y10 and Y11)/
- Personalised KS5 pathways (Y12 and Y13).
- Personalised timetables and curriculum offer, where relevant and appropriate
- Literacy and Numeracy intervention where appropriate, in order to improve basic literacy and numeracy skills
- Input from appropriate outside agencies/professional services.
- Learning Support department work proactively with the primary schools along with seeking advice from relevant professionals to ensure reasonable adaptations are made prior to the pupil starting school

HSLC Enhanced Education Resource

Hornsea School & Language College currently works in partnership with the East Riding of Yorkshire Council to provide an enhanced education resource for children and young people with Autistic Spectrum Condition. Working with the Local Authority the enhanced education resource aims to remove barriers to achievement and narrow the gap so that everyone can reach their potential. The enhanced education resource aims to provide a socially inclusive education system that attempts to engage those children and young people whose needs cannot be met through mainstream provision, aiming to:

- Provide a specialist enhanced resource that offers a broad and balanced curriculum for children and young people who have an EHC Plan.

- Provide a caring, stimulating and consistent environment in which pupils can learn.

Children and young people placed in the enhanced education resource benefit from personalised curriculum planning and delivery that is carefully designed to enhance pupils' social, emotional and behavioural skills; encouraging pupils to aim for high standards in their own learning and achievement. The enhanced education resource enables flexibility between mainstream and enhanced resources; pupils attend mainstream lessons/activities as appropriate.

Access and Eligibility:

The HSLC enhanced education resource works collaboratively with the ERYC SEN Team to identify whether the provision is able to meet the needs of an identified child/young person with an EHC Plan. Initial applications for placement at the enhanced education resource will be made the ERYC SEN Panel through the EHC Assessment process or the Annual Review process. ERYC will only forward details to the HSLC enhanced education resource for consideration once all up to date information is available so fully informed decision making can take place. If space is available, a discussion will take place to ensure that the enhanced education resource can meet the child's special educational needs and that the allocation of a place would also be compatible with the efficient education of the other children with whom the child is to be educated. Parents/Carers are not able to make a direct application to the HSLC enhanced education resource. Further information is available on the ERYC Local Offer website

The East Riding Local Offer can be accessed via the link: <http://www.eastridinglocaloffer.org.uk/about-the-local-offer/> There is a link to the East Riding Local Offer on the HSLC website.

The local offer is available to those who do not have access to the internet by calling the FISH SEND Information, Advice and Support Service on (01482) 396469 or by email: fish@eastriding.gov.uk

8. How will the school ensure ALL staff are aware and understand a Child or Young Person's SEND?

At HSLC we have adopted a whole-school approach to educational inclusion, both policy and practice. School based INSET (in service training) and CPD (continuous professional development) ensures that all teachers and support staff develop a range of strategies to support all pupils learning in the classroom. The needs of the pupils remain central to the development of INSET, CPD and training for Teaching Assistants. Newly qualified teachers, trainee teachers and staff new to the school are given training on the school's Educational Inclusion Policy as part of their induction. The Development Plan of the Learning Support Department informs the school's INSET needs. All staff are encouraged to attend courses that help them to acquire the skills needed to work with all pupils including those with SEND.

Teaching and support staff are updated regularly in relation to the needs of individual pupils along with appropriate strategies and interventions to be used with the individual. This information is updated regularly. All information is readily available and accessible by both teaching and support staff.

9. How will the school let a parent/ carer know if they have any concerns about their Child or Young Person's learning?

In the first instance, the most appropriate staff member (dependent upon the concern) will make contact with the parent/carer. This may be via telephone, email, letter or during a Parents Evening discussion. Additional contact may be made by the Learning Support Manager or Lead Teacher – Learning Support, if appropriate.

10. How is support allocated to Children and Young People?

The majority of children and young people will have their needs met through normal classroom arrangements and appropriate differentiation. Teaching Assistant support is allocated to children and young people with a Statement of Special Educational Need or an Education, Health and Care Plan. TA support may be allocated one to one, small group or as whole class support. For some children and young people requiring SEND support, it may be necessary to withdraw the child/young person to work in small groups or on an individual learning programme away from the classroom. Some children and young people may require a personalised timetable.

11. How does support move between the key stages?

The comprehensive and detailed information which is collected from the feeder primary schools by the HSLC Learning Support Manager and Student Support Manager informs the bespoke transfer programmes which are put in place for some children and young people with SEND, when transferring from Y6 into Y7. A transfer package is in place for all children and young people. However, for those identified with an additional need/difficulty, additional visits to HSLC can be arranged during Y6 – a bespoke transfer package, reflecting individual needs, can be created.

The Learning Support Department team work in all key stages of the school – KS3, KS4 and KS5 – to ensure consistency of support. Information regarding best practice and proven support mechanisms for effective teaching and learning are shared between the class teachers and support staff. In Y8, all young people are supported with the option choice process along with an information evening for parents/carers. Young people (and their parents/carers) with SEND are supported further with additional discussions regarding the suitability of choices. This process is repeated in Y11. Information, advice and guidance (IAG) is available to all students and is provided in school by the independent IAG advisers from Youth and Family Support (YFS). When transferring between KS4 and KS5, young people are encouraged to attend induction/taster days at alternative providers. If necessary, the school may be able to arrange support for young people with SEND to attend these days.

12. Which other people and organisations provide services to Children and Young People with SEND in your school?

On site Student Support team

Social worker
Counsellor
Student Support Classroom Teacher
Attendance Officer
Pastoral Managers
Emotional Literacy Support Assistants (ELSAs)

The school recognises the important contribution that external support services make in assisting to identify, assess and provide for children and young people with SEND.

People and organisations (external) providing services to HSLC:

Educational Inclusion Service – Educational Psychologist and Educational Inclusion Practitioner
Child and Adolescent Mental Health Services (CAMHS)
Speech, Language and Communication Service
Physiotherapy Service
Occupational Therapy Service

Sensory and Physical Teaching Service (SaPTS)
Educational Welfare Service
Home Tuition Service
Children's Social Care
School Nurse
Youth and Family Support (including Information, Advice and Guidance Officers)
Disability Support Team
Futures Plus
Transport Services

13. What training have staff received to support Children and Young People with SEND?

All staff – Safeguarding - East Riding SCB Training – Awareness of Child Abuse and Neglect (Core)
National Award for SEN Coordination
Foundation Degree in Learning Support
B.A. (Hons) Social Work - including Diploma in Social Work

HCPC registered Social Worker
Certificate in Counselling and Listening Skills
Certificate in Drug Awareness Studies and Their Applications
Counselling Diploma - Substance Abuse
Postgraduate Certificate in Adolescent Addiction Studies

Training undertaken:

A Whole School Approach to Improving Access, Participation and Achievement
Solution focused support/behaviour management
Dyslexia Action – Multi-Sensory Teaching and Learning
Auditory Processing Disorder
From Oral to Written Narrative
Youth Mental Health First Aid
Barnardos Cygnet for Practitioners (Autism) 1 and 2.
Attachment Theory – From Risk to Resilience
Emotional Literacy Support / Therapeutic Skills for Schools
Effective Psychosocial Interventions
AIM 2 Assessment Training – Sexually Harmful Behaviour
Intervention Planning with Young People who Sexually Harm
Sexual Health
Child Sex Exploitation
Awareness of Fabricated and Induced Illness
Conflict Resolution and Safety
Restorative Principles in Practice
Family Links
Team Teach
Speech, Language and Communication Difficulties
Introduction to TEACCH (National Autistic Society)
Supporting Learning and Progress

- Deployment in the classroom
- Supporting whole school approaches to literacy
- Effective questioning
- Creating independent learners

Reciprocal Reading (effective teaching of comprehension) at KS2 and KS3

14. How will teaching be adapted for a Child or Young Person with SEND?

The majority of children and young people will have their needs met through normal classroom arrangements and quality first teaching - full time education in classes, with support by the subject teacher through a differentiated curriculum, if necessary. Class teachers are responsible for ensuring that lessons are well-planned, yet flexible and adaptable, and that prior knowledge/learning informs planning.

Teaching staff ensure that they are familiar with the needs of the child/young person. Any barriers to learning and participation will be removed providing all pupils with equality of opportunity. Teaching staff will use any information to shape an individual pupil's curriculum and pastoral provision, identify a pupil's skills and note areas that require support, and ensure on-going observations/assessments are used to provide regular feedback on achievements/experiences – enabling the planning of next steps in learning.

Some children and young people may require different types of support, such as in class support from a Teaching Assistant, where appropriate, or withdrawal to work in a small group or one to one away from the classroom. Others may require a different approach to teaching and learning, such as a Nurture Group (Y7 and Y8) or Personalised Pathway (Y9, Y10 and Y11) provision.

The individual needs of each child/young person will be assessed to identify the most appropriate approach to supporting their special educational needs. This assessment will be ongoing and the support adapted as progress is made, where appropriate.

Teaching and support staff are updated regularly in relation to the needs of individual pupils along with appropriate strategies and interventions to be used with the individual. This information is updated regularly. All information is readily available and accessible by both teaching and support staff.

15. What support is available for parents/ carers of a Child or Young Person with SEND?

HSLC works collaboratively with parents/carers of all children and young people, including those with SEND. Parents/carers are actively encouraged to contact the school with any concerns in order for the holistic needs of the child or young person to be considered. Parents/Carers are kept informed of their child's needs, support and provision along with progress and attainment.

Where appropriate, HSLC will signpost parents/carers to the most appropriate service to provide the support required.

16. How is the school's physical environment accessible to Children and Young People with SEND?

HSLC publishes an Accessibility Plan which considers the accessibility of the physical environment for children and young people with SEND. The aim of HSLC's Accessibility Plan is to increase the accessibility to education for pupils with SEND.

The Accessibility Plan can be viewed at www.hslc.co.uk. Click on Policies

17. What facilities are available for Children and Young People with SEND on school site e.g. special quiet room, lunchtime club?

Teaching Assistants staff the Learning Support Department (room 1) before school, at break time and during lunch-time. This facility tends to be accessed by those who find the larger areas of the school

difficult during these unstructured times. Teaching Assistants are also on duty in the dining room during break and lunch times. Extra-curricular activities also take place during lunch-time and after-school – all children and young people are encouraged to attend.

18. How will Children and Young People be supported during transitions? (when moving to another setting/ school/ college or between classes/ groups in the setting/ school/ college)

KS2 to KS3 - The comprehensive and detailed information which is collected from the feeder primary schools by the HSLC Learning Support Manager and Student Support Manager informs the bespoke transfer programmes which are put in place for some children and young people with SEND, when transferring from Y6 into Y7. A transfer package is in place for all children and young people. However, for those identified with an additional need/difficulty, additional visits to HSLC can be arranged during Y6 – a bespoke transfer package, reflecting individual needs, can be created.

The Learning Support Department team work in all key stages of the school – KS3, KS4 and KS5 – to ensure consistency of support. Information regarding best practice and proven support mechanisms for effective teaching and learning are shared between the class teachers and support staff. In Y8, all young people are supported with the option choice process along with an information evening for parents/carers. Young people (and their parents/carers) with SEND are supported further with additional discussions regarding the suitability of choices. This process is repeated in Y11. Information, advice and guidance (IAG) is available to all students and is provided in school by the IAG advisers from Youth and Family Support (YFS). When transferring between KS4 and KS5, young people are encouraged to attend induction/taster days at alternative providers. If necessary, the school may be able to arrange support for young people with SEND to attend these days.