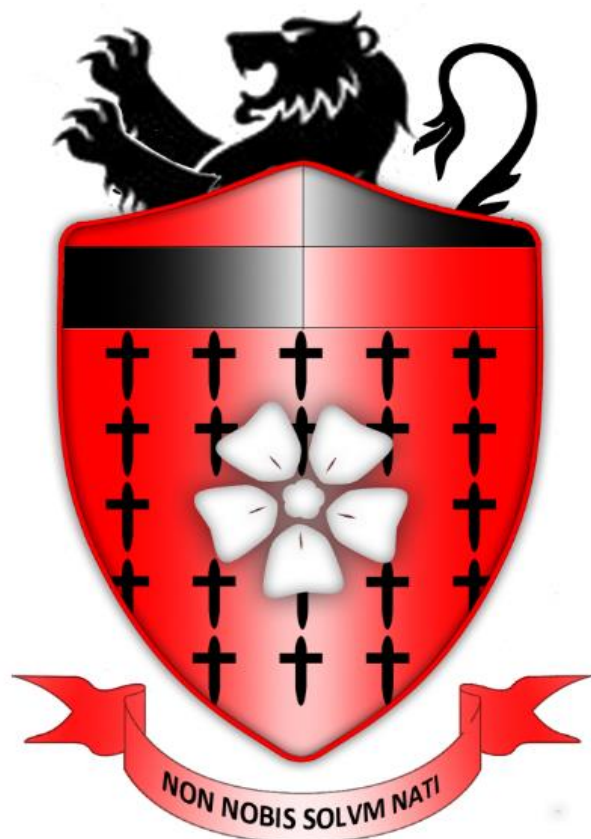


Hornsea School & Language College



SEN Information Report

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| Date Created: | August 2014 | |
| Last Reviewed: | November 2017 | Vicky Parnaby |
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SEN Information Report

Aims

The SEN Information Report aims to set out how our school will support and make provision for pupils with special educational needs and disabilities (SEND).

Legislation and guidance

This SEN Information Report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for Education, Health and Care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN Information Report

Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

Roles and responsibilities

The SENCO will:

- Work with the Headteacher and SEN Governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of the SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the Headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

The SEN Governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the Headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

The Headteacher will:

- Work with the SENCO and SEN Governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision

1. The kinds of special educational needs for which provision is made at the school

Hornsea School & Language College (HSLC) is a mainstream secondary school. 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 opportunity.

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties.
- Cognition and learning, for example, specific learning difficulties including dyslexia and dyspraxia.
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD).
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties.

2. Information, in relation to mainstream schools and maintained nursery schools, about the school's policies for the identification and assessment of pupils with special educational needs.

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.

3. Information about the school's policies for making provision for pupils with special educational needs whether or not pupils have EHC Plans, including—

(a) How the school evaluates the effectiveness of its provision for such pupils;

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.

(b) The school's arrangements for assessing and reviewing the progress of pupils with special educational needs;

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.

(c) The school's approach to teaching pupils with special educational needs;

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.

(d) How the school adapts the curriculum and learning environment for pupils with special educational needs;

The aim of HSLC's Accessibility Plan is to increase the accessibility to education for pupils with SEND.

The Accessibility Plan is available on the HSLC website www.hslc.co.uk. Click on Policies.

On 1 October 2010, the Equality Act 2010 replaced all existing equality legislation including the Disability Discrimination Act 1995. HSLC recognises the following duties that the Equality Act 2010 places upon them:

- Not to treat disabled pupils less favourably for a reason related to their disability
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage

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

Developing Access to the Physical Environment of the School

- All buildings have external ramp access or internal access to ground floor classrooms
- Where appropriate hand rails have been added to assist with stairs
- Marking of all external steps
- Increased number of disabled toilets
- Installation of electronic white boards in teaching rooms – it is recognised that children with learning difficulties or who are partially sighted find it easier to learn when an electronic white board is used
- Staff training so that children with medical needs can gain access to the education e.g epilepsy, diabetes, foetal alcohol syndrome
- Five designated parking bays for people with a disability
- Labelling of designated taxi bays.
- Lift access in the Technology block
- Physiotherapy room on site

Improving the delivery of information to pupils

- Hearing loop fitted in 3 classrooms and the main hall
- Relevant training and advice has been sought from external agencies, when required and shared with appropriate staff members.
- Improved signage around the school site.

(e) Additional support for learning that is available to pupils with special educational needs;

An assessment of the individual needs of the child/young person will inform the additional support which may be required to support their learning. Depending upon the need, the assessment may be completed in school by school staff or it may be necessary to seek the support of a specialist/professional. Additional support may be in the form of an intervention programme (for example, literacy, numeracy, social skills etc.) or through the support/targeted work of a specialist/professional (for example, speech and language therapist, school nurse etc.).

The assessment will also inform the requirements for access arrangements that can be made available for public examinations (for example, extra time, reader, scribe etc). Any exam access arrangements can only be offered if the specified criteria (as specified in the JCQ guidelines) can be met.

Parents/Carers will be informed of an identified special educational need, the support in place and any exam/assessment access arrangements available to their child.

(f) Activities that are available for pupils with special educational needs in addition to those available in accordance with the curriculum;

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.

The needs of all children and young people will be considered when considering the participation in extra-curricular activities and the planning of school trips. Where possible, and in accordance with the Equality Act 2010, reasonable adjustment will be made to enable a child/young person with SEND access to extra-curricular activities and school trips. In considering what is reasonable the school will take account of;

- School budget situation
- The practicalities of making an adjustment
- Health and Safety factors
- The interest of other students
- The need to maintain academic standards

(g) Support that is available for improving the emotional and social development of pupils with special educational needs.

HSLC's aim is to protect and promote the welfare, safety and healthy development of all pupils by fostering an honest, open, caring and supportive community. As a school we strongly advocate inclusion for all and we are committed to working in partnership with Parents / Carers and our partner agencies that are able to offer support. Pupil well-being and safety is of paramount importance in our aspirations to ensure all pupils achieve their potential and receive equality of opportunity.

At HSLC, staff strive to ensure that pupils and parents will feel free to talk about any worries or concerns and will see school as a 'safe place' and source of support in the event of difficulties. We have an established Pastoral and Student Support Team structure in place with dedicated non-teaching staff available to provide assistance and advice to pupils and families. Pupils' worries and fears will be taken seriously and they are encouraged to seek help from, or confide in, members of staff.

The school employs a number of staff in pastoral roles. Further support is available from the Student Support Team.

The school adheres to the statutory guidance – "Supporting pupils with medical conditions".

To support the emotional and social development of all children and young people, the school has the following policies:

- Behaviour Policy
- Attendance Policy
- Accessibility Policy
- Admissions Policy
- Anti-Bullying Policy
- Careers Education
- Child Protection Policy and Safeguarding Policy
- Differentiation Policy
- Educational Inclusion Policy (including Special Educational Needs and Disabilities and Additional Educational Needs)
- Equality Duty Statement
- Looked After Children Policy
- ICT and E-Safety Policy
- Young People's Sexual Health Policy
- Sex Education and Relationships Policy
- Student Code of Conduct
- Supporting Medical Needs
- Young Carer's Education Policy

All children with a statement of SEN/Education, Health and Care Plan have an opportunity to contribute their views to the Annual Review of SEN Statement.

4. The name and contact details of the SEN co-ordinator.

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

Email address: office@hslc.co.uk
Telephone number: 01964 532727

5. Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.

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. Liaison with the feeder primary schools ensures that HSLC are alerted to needs of children and young people with SEND and, if required, appropriate training/support can be sourced and secured in advance of the transfer.

Specialist qualifications held include:

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

All staff – Safeguarding - East Riding SCB Training – Awareness of Child Abuse and Neglect (Core)

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

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

6. Information about how equipment and facilities to support children and young people with special educational needs will be secured.

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 is available on the HSLC website www.hslc.co.uk. Click on Policies.

On 1 October 2010, the Equality Act 2010 replaced all existing equality legislation including the Disability Discrimination Act 1995. HSLC recognises the following duties that the Equality Act 2010 places upon them;

- Not to treat disabled pupils less favourably for a reason related to their disability
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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.

Developing Access to the Physical Environment of the School

- All buildings have external ramp access or internal access to ground floor classrooms
- Where appropriate hand rails have been added to assist with stairs
- Marking of all external steps
- Increased number of disabled toilets
- Installation of electronic white boards in teaching rooms – it is recognised that children with learning difficulties or who are partially sighted find it easier to learn when an electronic white board is used
- Staff training so that children with medical needs can gain access to the education e.g epilepsy, diabetes, foetal alcohol syndrome
- Five designated parking bays for people with a disability
- Labelling of designated taxi bays.
- Lift access in the Technology block
- Physiotherapy room on site

Improving the delivery of information to pupils

- Hearing loop fitted in 3 classrooms and the main hall
- Relevant training and advice has been sought from external agencies, when required and shared with appropriate staff members.
- Improved signage around the school site.

7. The arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child.

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.

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.

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.

8. The arrangements for consulting young people with special educational needs about, and involving them in, their education.

For children and young people receiving SEN Support or with a statement of SEN or Education, Health and Care Plan, the Learning Support Department aims to discuss termly any intervention programme(s) in place and the outcomes of any intervention.

All children and young people with statements of SEN or an Education, Health and Care Plan are invited to contribute their views to the Annual Review of SEN Statement.

9. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.

Most complaints can be quickly resolved by talking to the teacher or member of staff concerned. To do this parents/carers can contact the school to arrange a time to meet with the person concerned and discuss the problem. If the matter cannot be resolved directly with the person concerned, it should be taken up with the Headteacher. An appointment can be arranged by contacting the school. In a very small number of cases, the matter may not be resolved even with the involvement of the Headteacher. When this happens, the complaint should be directed to the Governing Body. In most cases, this means putting the complaint in writing to the Chair of Governors and sending it to him/her through the School. The Chair of Governors will then make contact. The Link Governor for SEND is Mr I Smith.

The School's Complaints Policy and Procedure issues guidance for parents/carers and is available on the school's website at: www.hslc.co.uk. Click on Policies.

10. How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils.

The Governing Body delegates responsibility for SEN students to staff at the school. They monitor progress of SEN students and an SEN Link Governor (Ian Smith) meets with the Learning Support Manager, the Lead Teacher – Learning Support and the Student Support Team Manager regularly.

11. The contact details of support services for the parents of pupils with special educational needs.

Parents/carers considering whether a child or young person should join the school need to be made with HSLC's Learning Support Manager or HSLC's Lead Teacher Learning Support. Contact relating to queries and/or concerns regarding details of support services available for the parents/carers of pupils with special educational needs should be made with HSLC's Learning Support Manager or HSLC's Lead Teacher, Learning Support. This will enable signposting to the most appropriate service to meet the need/requirement.

Contact details:

Email: office@hslc.co.uk

Tel: 01964 532727

The HSLC SEN Information Report has been produced in conjunction with school's Local Offer which is available on the school's website.

The East Riding Local Offer

What is the Local Offer?

In accordance with the Special Educational Needs and Disability Code of Practice: 0 to 25 years (January 2015) all local authorities are required by the Government to set out and publish a local offer.

The purpose of the local offer is to provide clear accessible information about what services are available in the area for parents; children and young people aged 0 – 25 years with Special Educational Needs and Disability (SEND). It aims to make clear the options that are available at a community level right through to specialist and targeted services for children and young people with more complex needs. This is a major part of the SEND reforms which aims to transform the way children, young people and their families can access services and achieve their aspirations.

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

12. The school's arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living.

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.

All children and young people will be encouraged to participate in a period of work experience – usually during Y10. For some children and young people, a regular period of work experience will form part of a personalised curriculum, if appropriate.

13. Information on where the local authority's local offer is published.

HSLC's Local Offer is available on the school's website: www.hslc.co.uk

The East Riding Local Offer can be accessed via the link: <http://www.eastridinglocaloffer.org.uk/about-the-local-offer/>

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