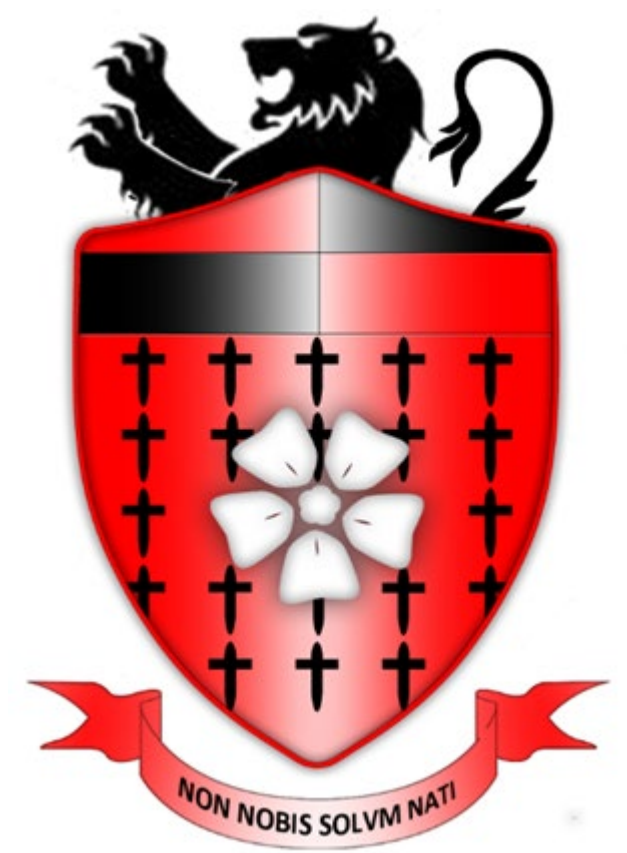


# Hornsea School & Language College



## SEN Information Report

<b>Created by:</b>	Vicky Parnaby, Assistant Head (Inclusion)/SENCO	
<b>Date Created:</b>	August 2014	
<b>Approved by:</b>	<b>Headteacher:</b> 22.11.23	<b>Governing Body:</b> 22.11.23
<b>Last Reviewed:</b>	November 2023	Vicky Parnaby, Assistant Head (Inclusion)/SENCO
<b>Date of Next Review:</b>	November 2024	

## **1. Aims**

Our SEN Information Report aims to

- Set out how our school will support and make provision for pupils with special educational needs. (SEND).
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND.

## **2. 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

## **3. 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.

## **4. Roles and responsibilities**

### **4.1 The SENCO will:**

- Work with the Headteacher, the SEN Governor and Subject Leaders 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 the governing body 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

#### **4.2 The SEN Governor will:**

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

#### **4.3 The Headteacher will:**

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

#### **4.4 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
- Ensuring they follow the Educational Inclusion policy.

### **5. SEN information report**

#### **5.1 The kinds of SEN that are provided for.**

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 strive to 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, where possible, 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, epilepsy.

#### **5.2 Identifying pupils with SEN and assessing their needs.**

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Comprehensive and detailed information is collected during the transition process (at the time of standard or non-standard entry). This information is sourced from the feeder school, professionals working with the young person (if applicable) and their 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 or changing 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.

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.

### **5.3 Consulting and involving pupils and parents.**

We will have an early discussion with the pupil and their parents when identifying whether special educational provision is needed; provision that is additional to or different from that made generally for other young people of the same age by mainstream schools. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty.
- We take into account any concerns shared by parents/carers.
- Everyone understands the agreed outcomes sought for the child.
- Everyone is clear on what the next steps are.

We will notify parents when it is decided that a pupil will receive SEN support.

### **5.4 Assessing and reviewing pupils' progress towards outcomes.**

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.

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. 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 Enhancement 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 young people is reported to parents/carers at least 3 times a year 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 Edulink. 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.

An assessment/review of pupil progress will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experiences of the parents/carers
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and intervention and their impact on the pupil's progress.

### **5.5 Supporting pupils moving between phases and preparing for adulthood.**

KS2 to KS3 - The comprehensive and detailed information which is collected from the feeder primary schools by the HSLC Assistant Head (Inclusion)/SENCO along with a member of the Student Support Team informs the bespoke transition 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 Enhancement Department team work across 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 Y9, 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 available choices, if required. This process is repeated in Y11. Information, advice and guidance (IAG) is available to all students. 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.

As young people move in to post-16 provision, we will share information with the school, college or other setting the pupil is moving to.

### **5.6 Our approach to teaching pupils with SEND**

Teachers are responsible and accountable for the progress and development of all the pupils in their class. The majority of 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, Y8 and Y9) or Personalised Pathway (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.

### **5.7 Adaptations to the curriculum and learning environment**

We make the following adaptations to ensure all pupils' needs are met:

- 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.
- Staff training on differentiation, teaching strategies and teaching styles
- Nurture Group provision (Y7, Y8 and Y9)/ Personalised Pathway provision (Y10 and Y11).
- 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.

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

<https://www.hslc.co.uk/index.php/about/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.

The Accessibility Plan highlights 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.

### **5.8 Additional support for learning**

An assessment of the individual needs of the 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.

### **5.9 Expertise and training of staff**

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. 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.

**Appendix 1** identifies examples of the specialist qualifications held by school staff and training undertaken.

### **5.10 Evaluating the effectiveness of SEND provision**

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress each term
- Reviewing the impact of interventions
- Using pupil questionnaires
- Monitoring by the SENCO, for example monitoring of classroom practice alongside of subject leaders (for example through learning walks and work scrutiny) in line with the Quality Assurance Programme.
- Holding annual reviews for pupils with EHC Plans

The progress of SEND cohorts is tracked alongside the progress of other cohorts within the school. 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.

### **5.11 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND**

Teaching Assistants staff the Learning Enhancement Centre 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 and all young people with SEND are encouraged to attend.

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 young person with SEND access to extra-curricular activities and school trips. In considering what is reasonable the school will take account of;

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

### **5.12 Support for improving the emotional and social development**

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.

### **5.13 Working with other agencies**

The school recognises the important contribution that external support services make in assisting to identify, assess, and provide for, pupils with SEN and/or a disability. The school will encourage and facilitate, where possible, collaboration between education, health and social care services to provide support, as highlighted in **Appendix 2**.

### **5.14 Complaints about SEN provision**

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 it 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 Mrs S Whitaker

The School's Complaints Policy and Procedure issues guidance for parents/carers and is available on the school's website at: <https://www.hslc.co.uk/index.php/about/policies>

### **5.15 The name and contact details of the SENCO**

Mrs V Parnaby – Assistant Head (Inclusion)/SENCO

Email address: [office@hslc.co.uk](mailto:office@hslc.co.uk)  
Telephone number: 01964 532727

### **5.16 The East Riding Local Offer**

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

**Appendix 3** gives more information about the local offer.

The East Riding Local Offer also provides information on the contact details of support services for parents/carers of pupils with SEND.

## **6 Links with other policies and documents**

This SEN Information Report links to other policies. A list can be found in **Appendix 4** or by accessing the school policies on the school website <https://www.hslc.co.uk/index.php/about/policies>

## **APPENDIX 1 - Specialist qualifications held by school staff and training undertaken.**

Specialist qualifications held by school staff include:

Post Graduate Certificate in Special Educational Needs Coordination

Foundation Degree in Learning Support

Certificate of Psychometric Testing, Assessment and Access Arrangements (CPT3A) – equivalent to Level 7

All school staff

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

Prevent - HM Government e-learning module

Additional Training undertaken:

Safer Recruitment

A Whole School Approach to Improving Access, Participation and Achievement

Solution focused support/behaviour management/conflict resolution

Understanding and Supporting Children with Attachment Difficulties

Dyslexia Action – Multi-Sensory Teaching and Learning

Auditory Processing Disorder

From Oral to Written Narrative

Barnardos Cygnet for Practitioners (Autism) 1 and 2.

Lego Therapy

Using Comic Strip Conversations

Emotional Literacy Support / Therapeutic Skills for Schools

Team Teach

Supporting children and young people with Speech, Language and Communication Difficulties

Language Modifier training (for exam access arrangements)

Supporting Learning and Progress

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

Drawing and Talking

ELSA – Emotional Literacy Support Assistant training

Understanding Children and Young People's Mental Health

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

Teaching and supporting young people with a Visual Impairment/Hearing Impairment (SaPTS)

Supporting young people with Epilepsy

Understanding Tourette Syndrome in Schools (Tourettes Action)

An Introduction to Down Syndrome

Teaching Vocabulary for children with Down Syndrome

Working with Numicon (Breaking Barriers) – delivered by Downright Special

Curriculum Access and Differentiation for children with Down Syndrome

Autism & Anxiety

Autism & Girls

Supporting children with concentration and attention difficulties

Introduction to Adverse Childhood Experiences - Early Trauma

**APPENDIX 2 - Links with other agencies, organisations and support services**

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. When it is considered necessary, colleagues from the following support services might be involved with SEN pupils:

- Education Psychology Service including Inclusion Practitioners
- Health professionals including the School Nurse and the LA's nominated Designated Medical Officer/Designated Clinical Officer.
- CAMHS (Child and Adolescent Mental Health Services)
- Speech and Language Therapy
- Physiotherapists/Occupational Therapists
- Sensory and Physical Teaching Service (SaPTS)
- Futures +
- Transport Services
- Home Tuition Service

In addition, important links are in place with the following organisations:

- The LA
- Youth and Family Support
- Education Welfare Service
- Children's Social Care
- Youth Services
- Local colleges
- Other schools
- Police
- The business community

Where the need is appropriate, other services and agencies will be approached.

### **APPENDIX 3 – The 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 East Riding Local Offer can be accessed via the link: <https://www.eastridinglocaloffer.org.uk/>  
There is a link to the East Riding Local Offer on the HSLC website.

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 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](mailto:fish@eastriding.gov.uk)

### **APPENDIX 4 – Links with other policies and documents**

This report links to the following policies. This list is not exhaustive; please refer to the HSLC website <https://www.hslc.co.uk/index.php/about/policies>

- Attendance Policy
- Accessibility Policy
- Admissions Policy
- Assessment, Recording and Reporting
- Careers Education and Guidance
- Child Protection Policy and Safeguarding Policy
- Complaints Policy and Procedure
- Differentiation Policy
- Drug and Substance Misuse
- Educational Visits
- Educational Inclusion Policy (including Special Educational Needs and Disabilities and Additional Educational Needs)
- Equality Duty Statement
- Emotional Health and Wellbeing Policy
- Home School Learning Partnership
- Information Sharing Policy
- ICT and e-learning
- Life Studies Policy
- Child Looked After (CLA) Education Policy
- Positive Discipline (Behaviour) Policy
- Peer on Peer Abuse Policy
- Physical Intervention and Restraint Policy
- Previously Looked After Children (PLAC) Education Policy
- Prevent Policy
- Pupil Premium Grant - Closing the Attainment Gap for Disadvantaged Pupils
- Sex Education and Relationships
- SEN Information Report
- Supporting Medical Needs Policy