

Hartismere School



Hartismere SEND Information Report

September 2023

<p>What should I do if I think my child may have Special Educational Needs or Disabilities (SEND)?</p>	<p>An early identification of Special Educational Needs assists both children and parents and allows appropriate and relevant support to be provided. We value parental support and if you have any concerns regarding your child we would like to hear from you.</p> <p>There are a number of people you can contact. You can arrange to speak to your child's tutor, Head of Year (HOY) or the Special Educational Needs and Disabilities Coordinator (SENDCo) (Liz Ashwood) at any time. The SENDCo 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 SENDCo, her assistant 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.</p> <p>Parents are requested to give details of any additional needs their child might have when filling in the school admissions form and opportunities are provided for parents to talk to members of the Learning Support Department.</p> <p>Student progress is regularly tracked. Rigorous school systems that are in place provide data that 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 SEND will be placed on the Learning Support Register. Children with additional needs who may also need to be monitored are placed on our Additional Needs Register, so all staff are aware of this additional need and pupils 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 SENDCo and the Learning Support Department and interventions are adapted as necessary. These evaluations are shared annually with school governors.</p>
<p>How will the curriculum be matched to my child's needs?</p>	<p>We expect all subject teachers to adapt their lessons to meet the needs of all our learners and ensure they have access to high quality teaching. Programmes of study in all departments are regularly reviewed to ensure that subject specific adaptations are made to support all learners. Teachers are given information and strategies relating to specific pupils' SEND, strengths and weaknesses and plan accordingly. LSAs provide additional support to our focus pupils and in some subject areas. Resources and equipment will be adapted to meet the needs of learners. In certain subjects and year groups, pupils are placed in ability groups.</p>

	<p>Extra support with homework is available for those students requiring assistance through our Homework Clubs.</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. 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 SEND register will be provided with the opportunity for meeting formally three times each 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.</p> <p>If your child has an Education Health and 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 wellbeing?</p>	<p>Form tutors will monitor your child on a daily basis, with Head of Year and Learning Mentor support as appropriate.</p> <p>More vulnerable pupils may be involved in student support groups and may have individual Mentor support if required.</p> <p>All pupils are supported by their HOY as well as the KS3 and KS4 Learning Mentors and are encouraged to drop in should they require any help. Students are able to attend 1:1 Wellbeing drop-in sessions with Sue Jones (Wellbeing Centre Assistant) for a variety of social and emotional reasons. We have weekly input from the school nurse who can refer 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 specifically 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, Wordshark spelling, 1:1 Dyslexia Support lessons, Touch Typing programmes, Student Support groups, Hand Gym, Homework Support Club, Social Skills coaching, Vocabulary Enrichment sessions, Individual Mentoring, Anger Management sessions and counselling. Our Learning Support Assistants (LSAs) have a range of training, qualifications and experience in areas including Dyslexia, Autism, counselling, mental health support, anger management and bereavement counselling.</p> <p>Where necessary we can seek support from external services including: Specialist Education Services (SES) for pupils on the Autistic Spectrum and those with behavioural and attendance difficulties as well as working closely with learning (global and specific), hearing, physical and visual impairment professionals. We can also liaise with the Educational Psychology Service, Speech and Language Therapy Service, Occupational Therapy, Physiotherapy, 4YP, Pupil Referral Unit Behaviour support, Emotional Wellbeing Hub, Social Services, the Early Help Team, paediatricians, GPs, Turning Point (drug and alcohol support), Ormiston Families, Nelson's Journey and Suffolk Young Carers.</p> <p>Early Help Assessment (EHA) referrals can be made if a family requires additional support outside of school and Multi Agency Referrals (MARFs) are made for Safeguarding issues.</p> <p>In KS4, a small number of pupils may be offered the opportunity to study at West Suffolk College for one day a week. Other KS4 pupils are currently benefitting from extended work experience at a local Care Farm on a weekly basis.</p> <p>The county Local Offer (with details of support services and activities currently available in Suffolk) can be found at www.suffolklocaloffer.org.uk</p>

<p>What qualifications do staff supporting students with SEND have? What training is given?</p>	<p>The SENDCo (Liz Ashwood) is a teacher with previous experience working in the Hartismere maths department and has qualifications in Dyslexia Awareness and Understanding Autism. Her Assistant (Tor Calvert) also has a PGCE.</p> <p>Our LSAs have variously trained in: Catch up Literacy, ADHD, Vocabulary Building, Speech and Phonological Awareness, Pastoral support, Counselling Skills, Drawing and Talking Therapy, Understanding Children and Young People's Mental Health, Trauma-informed Practice and 'Child Online Exploitation Protection' support.</p> <p>All school staff are trained in Safeguarding and Autism Awareness.</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 discuss this with staff in order to ensure safety. 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 may also help your child prepare for any additional activities and changes to school routine, often providing LSA support where appropriate. We actively encourage students with SEND to participate in school productions both onstage and backstage. Pupils with SEND are actively involved in school sports teams, school council and various after-school clubs as part of the school's values around inclusivity.</p>
<p>How accessible is the school environment?</p>	<p>We make reasonable adjustments to make Hartismere as accessible as possible. For full details please see the school Accessibility Action plan. https://www.hartismere.com/2061/School-Policies (policy no 8).</p> <p>Efforts are made to 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, stools with back support, enlarged ICT, coloured overlays and books, ICT and software support and laptops.</p> <p>Exams are made more accessible, if required, by putting additional exam access arrangements in place for specific pupils with evidence of need and if agreed by the examinations governing body.</p>
<p>How will Hartismere prepare and support my child to join the school?</p>	<p>Choosing the right secondary school for your child's needs is vital and we welcome visitors to view our school.</p> <p>The year 7 Head of Year, Mr Peck, as well as Mrs Ashwood and Mrs Calvert from the Learning Support Department liaise with all feeder primary schools and also meet all pupils in small groups 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 meet tutors, the Head of Year, the KS3 Learning Mentor and the SENDCo.</p> <p>The HOY and SENDCo request data, including that on Special Educational Needs and Disabilities, from all the primary schools and visit all appropriate year 6 pupils during the summer term. Certain pupils with more specific additional needs attend extra small group visit days to further support transition. Data and primary school information enables the Learning Support Department to assess each pupil's needs and discuss suitable provision in advance of the start of the school year.</p> <p>If your child has an Education Health Care plan (EHC Plan), the SENDCo will attend the final Annual Review at the feeder 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 coordinated between the school SENDCo and the support staff at local colleges. Our Learning Resources Coordinator and Careers Advisor organises taster trips to local colleges for vulnerable students and assists with applications along with our Lead</p>

	<p>Mentor (Lisa Cottam). In addition, the SENDCo passes on details of any support provision for exam access arrangements that are in place. If your child has an EHC Plan, the Moving Into Adulthood paperwork is also completed and sent to the relevant college.</p>
How are the school's resources allocated and matched to children's special educational needs?	<p>Funding is sourced from the school budget and also from High Needs funding (for those children with greater needs). We allocate support according to need. Your child does not need an EHCP to access additional funding if a higher level of support is required. If your child has an EHC Plan we will seek to ensure that the provision required is met.</p> <p>We seek to ensure a value for money service so all interventions are evaluated. Our governors monitor the effectiveness of the provision based on an annual report provided by the SENDCo.</p>
How is the decision made about what type and how much support my child will receive?	<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 and the Vernon's spelling test are carried out in year 7 to identify need and then additionally as pupils progress through Key Stage 3. More individualised assessments in both literacy and numeracy are carried out if further, more specific assessment is 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 for students with EHC Plans will seek to support the objectives listed whilst balancing the curriculum needs. When pupils join the school at a later point, data on progress and attainment from previous schools is evaluated and school screening assessments are completed as soon as is practicable.</p> <p>If children are not making expected progress, staff will discuss this and, where appropriate, provide relevant support or targeted interventions. The parents and 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?	<p>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 Friends of Hartismere School group. Parents are encouraged to attend celebration assemblies, awards evenings and parents' evenings. Most of the letters sent to parents by the Learning Support Department include parent feedback boxes where any feedback is always welcomed.</p>
Who can I contact for further information?	<p>In the first instance, parents/carers are encouraged to talk to their child's form tutor. Parents are asked to contact the HOY or SENDCo if they need further support.</p> <p>For wider, objective support Suffolk Parent Partnership (SENDIASS) can be contacted on 01473 265210.</p> <p>The SENDCo's telephone number is 01379 870315 for enquiries relating to SEND provision.</p> <p>To make a complaint about SEND provision, in the first instance contact the SENDCo. If the issue is unresolved, the Headteacher will be involved. The governor with specific responsibility for SEND inclusion may be involved if necessary. In the case of an unresolved complaint, the issue should be taken through the general Governors' complaints procedure.</p>
Frequently asked questions from the point of view of a young person	
How does Hartismere School know if I need extra help?	<p>Your primary school will alert Mrs Ashwood (Special Educational Needs and Disabilities Coordinator), 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</p>

	<p>succeed.</p> <p>In year 7, you will take a number of tests to assess your abilities in various areas such as spelling and reading. The results will help us decide if you might benefit from some extra help either within your lessons, in a small group or on a 1:1 basis.</p> <p>Your progress is tracked in each of your subjects and this is also used to assess whether you may require extra help.</p> <p>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.</p>
What should I do if I think I need extra help or support?	<p>You should discuss this with your parents/carers who can either come in to meet your tutor, Head of Year or Mrs Ashwood or phone them.</p> <p>Alternatively, you might wish to talk to your form tutor, a teacher you feel comfortable with, or a Learning Support Assistant (LSA) in school. We are happy to listen to any concerns or thoughts you might have.</p> <p>If you have other non-academic concerns, you can contact Mrs Jones at school using wellbeing@hartismere.uk</p> <p><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></p>
How will my work be organised so that I can cope and get it all done?	<p>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 can give you support in this area.</p>
If I have additional needs, how can I be involved in planning my learning?	<p>If you have an EHC Plan, 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.</p>
Who will advise me on what I can do to help myself and be more independent?	<p>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 LSA or Mrs Ashwood.</p>

Glossary of terms

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

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.

Individual Education Plan (IEP): An IEP is drawn up by the Special Educational Needs and

Disabilities Coordinator 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: A time-limited programme of focused teaching which can be a 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 SENDCo.

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 SEND 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 SEND, their parents, and young people with SEND. 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 and Disabilities (SEND): A child or young person has SEND 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 and Disabilities Coordinator (SENDCo): A specialised teacher responsible for the day-to-day operation of the school's SEND policy, ensuring that pupils with learning needs and disabilities are provided with the relevant support to enable them to access high quality learning and make progress.

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 SEND to access the National Curriculum at school or to study at college.