

HEBBURN

Comprehensive School



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SEND INFORMATION REPORT

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SEND INFORMATION REPORT

Responsibilities for Pupils with Special Educational Needs and/or Disabilities

This document sets out the responsibilities of the Governing Body, the school and the Local Authority in ensuring that the additional needs of pupils with Special Educational Needs and/or Disabilities (SEND) are met.

Hebburn Comprehensive School values the abilities and achievements of all pupils, irrespective of prior or predicted attainment. We have a commitment to providing all of our young people with the best possible opportunities in learning. Our vision and guiding principle is to ensure inclusion, through identifying and surmounting potential barriers to learning. The principles and policies contained within this aim to cater for each individual child's needs and entitlement.

The school operates a whole-school approach to SEND policy and practice. All staff are responsible for identifying pupils with SEND and, in collaboration with the SENCo, will ensure that those pupils requiring different or additional support are identified at an early stage. Effective communication with parents/carers and outside agencies is essential in ensuring a flexible and differentiated range of provision that meets the individual needs of pupils. As a school, we will ensure that parents and carers are fully involved the process, with the needs of the child being central to any decision making.

By law, the Local Authority has to publish their policy for pupils with SEND; further details are available in the 'Local Authority Local Offer' at www.southtyneside.info/sendlocaloffer.

When a child has SEND, the school and its Governing body are required to fulfil the following duties from the Children and Families Bill 2013.

Schools and Governors must ensure that:

- The necessary provision is in place for all pupils with SEND.
- Any specific funding is used to cater for the individual needs of the child.
- Teachers and support staff are aware of the importance of identifying pupils with SEND and have appropriate provision and effective strategies in place.
- Pupils with SEND join in with all school activities so far as is reasonably practical and, at the same time, receive the special provision that is required.
- There is a report available to parents and carers, outlining the school's policy and practices.
- There is appropriate additional training for staff.
- The school follows the guidance set out in the new 'Code of Practice' when carrying out its statutory duties.
- The school ensures that parents and carers are informed of any decision in relation to provision and, where appropriate, the child is involved in discussions.

Schools must:

- Be aware that pupils with SEND will need additional support as they move between different phases.
- Identify pupils who have SEND and make sure that they are provided for in line with the Code of Practice.
- Appoint a SENCO who is a qualified teacher.
- Invest in whole-school and differentiated/specific training for staff.

- Ensure that inclusive teaching and differentiated support are embedded throughout the school and that all
- teachers understand that they are "teachers of SEND".
- Provide information on school arrangements for SEND to parents and SEND governor.
- Consider what future needs may be and plan appropriately.

Governors must:

- Appoint a SEND Governor who will oversee the arrangements for SEND pupils in the school.
- Know how many pupils in the school have SEND.
- Know how much funding the school receives for SEND and make sure that budget arrangements are in place to allow the school to meet its statutory duties.
- Review and approve the SEND Policy.
- Monitor the expenditure of the SEND budget.
- Monitor the progress of pupils with SEND and ensure that the provision written in Statements and Single Plans is met.
- Make sure that SEND provision figures appropriately in the School Improvement Plan.
- Publish on the school's website the SEND Policy and a description of the arrangements and specialist provisions made in school for pupils with SEND.
- Detail their arrangements for dealing with complaints, concerning provision, from parents of children with SEND.

SUMMARY OF PROVISION MADE BY THE SCHOOL

<p>1. All children and young people</p>	<ul style="list-style-type: none"> • SENCO with QTS who is a member of the Senior Leadership Team. • SEND Policy, with provision and practice in place. • Accessibility Plan in line with Equality Act 2010. • Information on Inclusion and SEND provided to all parents/carers. • SEND Governor. • SEND Development Plan. • Inclusive ethos and curriculum. • Range of differentiated teaching strategies and learning opportunities that support pupils with SEND. • Range of ICT equipment. • Target setting and tracking process that is reviewed and monitored. Pupils with an EHCP have annual reviews in line with statutory guidance.
<p>2. Children and young people with additional needs (SEND)</p>	<p>As above, plus:</p> <ul style="list-style-type: none"> • Assessment of: learning environment; grouping of children/young people; curriculum materials; individual children's/young people's physical, sensory, and cognitive barriers; children's/young people's social and emotional needs and other relevant circumstances. • Additional and different provision such as individualised or small-group planning. • Increased use of ICT resources. • Staff collaboration with specialists within the school and with outside agencies. • More detailed planning incorporating specialist information. • Individualised programmes in more than one foundation curricular area. • Increased classroom and small-group support. • Environmental adaptations
<p>3. Statutory provision as specified in an Education Health and Care Plan (EHCP.)</p>	<p>As above, plus:</p> <ul style="list-style-type: none"> • Detailed planning and tracking. • Individualised programmes in several areas of the curriculum. • Arranging the provision specified in Part 3 of an EHC Plan.

	<ul style="list-style-type: none">• Arranging with pupil, parents and all agencies involved the annual review of an EHC Plan and submitting recommendations to the LA.
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Hebburn Comprehensive is a fully inclusive school. Our key aim is to ensure that all pupils achieve their full potential, regardless of gender, ethnicity, social background, religion, sexual identity, physical ability or educational needs. The information below outlines the support available for pupils with SEND. The list is not exhaustive, as we continually develop and modify our strategies in response to short-term data and pupils' individual circumstances. Ongoing self-evaluation enhances our provision, enabling us to meet the specific requirements of individual pupils.

A child is deemed to have special educational needs if he/she has a learning difficulty which calls for special educational provision to be made. Once a child has been identified as having SEND, we write specific need-based plans and individual pupil profiles which help support their development and speed up progress. Children with SEND at Hebburn Comprehensive School make good progress and achieve in line with other schools nationally.

Other useful documents such as our SEND policy are available in the 'Policies' section of the school's website (www.hebburn.net) If you would like further information about SEND provision at the school, please do not hesitate to contact the SENCO directly on 0191 4833199 or alternatively owersh@hebburn.net

School Entitlement Offers to Pupils with Additional Needs	
Type of SEND for which provision is made at this school	Type of Support
<p>Communication and Interaction</p> <p>Needs:</p> <p>e.g.</p> <ul style="list-style-type: none"> • Autistic Spectrum Disorders • Speech, Language and Communication Needs 	<ul style="list-style-type: none"> • Use of child-friendly pupil profiles and needs-based plans involving pupils, parents and staff in the formulation, review, and implementation of these documents. • Differentiated curriculum and resources. • Visual timetables to support pupils with ASD. • Quiet timeout areas. • Support/supervision at unstructured times of the day. • Social skills programme/support, including strategies to enhance self-esteem. • Small group targeted intervention programmes delivered to pupils to improve skills in a variety of areas. Use of ICT to reduce barriers to learning, wherever possible. • Strategies to reduce anxiety/promote emotional wellbeing. • Support and advice sought from outside agencies to ensure any barriers to success are fully identified and responded to. • Planning, assessment, and review. • Access to teaching and learning for pupils with SEN is monitored through the school's self-evaluation process. • Teaching resources are routinely evaluated to ensure they are accessible to all pupils. • All school-related activities are evaluated in terms of their positive impact upon the learning, success, and inclusion of pupils with SEN. • Support staff are placed where needed throughout the school to ensure pupil progress, independence, and value for money. • SENCO who provides advice and guidance to staff. • All staff have completed, and will continue to receive, ongoing, training in relation to meeting pupils' needs within the classroom. • Support offered to families, and they are signposted to services/organisations which may offer support/advice, where appropriate.

<p>Cognition and Learning Needs:</p> <p>e.g.</p> <ul style="list-style-type: none"> Moderate Learning Difficulties 	<ul style="list-style-type: none"> Pupil profiles and needs-based plans involving pupils, review, and implementation of these documents. Differentiated curriculum and resources. Strategies to promote/develop literacy and numeracy. Provision to support access to the curriculum and to develop independent learning. Small-group targeted intervention programmes delivered to pupils to improve skills in a variety of areas, e.g. Reading skills groups. ICT used to reduce barriers to learning, where possible. Support and advice sought from outside agencies to ensure any barriers to success are fully identified and responded to. Planning, assessment, and review. Access to teaching and learning for pupils with SEN is monitored through the school's self-evaluation process. Teaching resources are routinely evaluated to ensure they are accessible to all pupils. All school-related activities are evaluated in terms of their positive impact upon the learning, success, and inclusion of pupils with SEN. Support staff are placed where needed throughout the school to ensure pupil progress, independence, and value for money. Behaviour and anti-bullying policies evaluated on a regular basis with a focus on the impact upon pupils with SEN. Support offered to families, and they are signposted to services/organisations which may offer support/advice where appropriate, via the local Offer.
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<p>Behavioural, Emotional and Social Development:</p> <p>e.g.</p> <ul style="list-style-type: none"> • Behavioural needs • Social need • Emotional Health and Wellbeing 	<ul style="list-style-type: none"> • The school ethos values all pupils. • Behaviour management systems in school are based upon encouraging pupils to make positive decisions about behavioural choices. • The school’s behaviour policy identifies where reasonable adjustments/changes can be made to minimise exclusion. • Risk assessments are used as standard; action is taken to increase the safety and inclusion of all pupils in all activities. • The school provides effective pastoral care for all pupils. • Support staff are placed where needed throughout the school to ensure pupil progress, independence, and value for money. • Support and advice is sought from outside agencies to ensure any barriers to success are fully identified and responded to. • Small-group targeted programmes are delivered to pupils to improve social skills and emotional resilience. • An alternative Key Stage 4 curriculum may be offered to support children with social, emotional and behavioural needs. • There is a nurture group at lunch times/break times to support vulnerable pupils. • Access to information and support is available within school for behavioural, emotional and social needs. • Support is offered to families, and they are signposted to services/organisations which may offer support/advice, where appropriate.
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<p>Sensory and Physical Needs:</p> <p>e.g.</p> <ul style="list-style-type: none"> • Hearing/Visual Impairment • Multi-sensory impairment • • Physical and Medical Needs 	<p>Advice and guidance from the Local Authority’s Sensory Impaired Service are sought and acted upon to ensure barriers to success are reduced or removed.</p> <ul style="list-style-type: none"> • ICT is used to increase access to the curriculum. • Provision to support access to the curriculum and to develop independent learning. • Support staff are deployed where needed throughout the school to ensure pupil progress, independence, and value for money. • Advice and guidance sought and acted upon to respond to pupils who have significant medical needs. • Support with personal care, as and when needed. • Staff training to ensure understand of the impact of a sensory need upon teaching and learning. • Staff understand and apply the medicine administration policy. • Fully trained first aid persons will administer medication. • The SENCO completes any necessary training in order to offer advice and guidance to staff about the needs of pupils. • The school works hard to ensure that parents/carers are able to work in partnership with them to support their children. • Support is offered to families, and they are signposted to services/organisations which may offer support/advice where appropriate, via the Local Offer. • The school is accessible to wheelchair users. • The school has a lift to accommodate wheelchair users. • The school has access toilets/facilities
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HOW COULD MY CHILD GET HELP IN SCHOOL?

Children in school will receive support specific to their individual needs. This may be all provided by the class teacher or may involve:

- Other staff in the school, such as our Intervention Managers, Teaching Assistants including HLTAs, Literacy Support Teacher or Child and Family Welfare Officer
- Staff who will visit the school such as our Educational Psychologist or Specialist Teachers attached to the Educational Psychology Team.

	Types of support provided also showing the stage of the Code of Practice (the document that schools use to plan their SEN input) children will be at when receiving this input.	What would this mean for your child?	Who can get this kind of support?
What are the different types of support available for children with SEN in this school?	Class teacher input via excellent targeted classroom teaching also known as Quality First Teaching.	<ul style="list-style-type: none"> • Ensuring that the teacher has the highest possible expectations for your child and all pupils in their class. • Ensuring that all teaching is based on building on what your child already knows, and can do understand. • Putting in place different ways of teaching so that your child is fully involved in learning in class. This may involve approaches such as using more kinaesthetic learning and personalised teaching and learning approaches. • Putting in place specific strategies (which may be suggested by the SENCO or outside staff) to support your child to learn. 	All children in school receive this, as a part of outstanding classroom practice.

	<p>Specific group work within a smaller group of children</p>	<ul style="list-style-type: none"> Your child's teacher will have carefully checked on your child's progress and will have decided that your child has gaps in their understanding/learning and needs some extra support to help him/her make the best possible progress. A Learning Support Assistant may run small-group sessions using the teacher's plans, either in a small group or within the classroom setting. 	<p>Any child who has specific gaps in his/her understanding of a subject/area of learning.</p>
	<p>Small group or Individual support for your child outside of the classroom. Children will be identified as needing some extra support and placed on our SEN register.</p>	<ul style="list-style-type: none"> Your child will have been identified by the class teacher or SENCO (or you may have raised concerns) as needing more specialist input instead of, or in addition to, outstanding classroom teaching and classroom intervention. You will be contacted to discuss your child's progress and help plan possible ways forward. You may be asked to give your permission for the school to refer your child to a specialist professional e.g. an Educational Psychologist. This will help the school and yourself better understand your child's particular needs and be able to better support them in school. 	<p>Children with specific barriers to learning that cannot be overcome through Quality First Teaching and class intervention.</p>

		<ul style="list-style-type: none"> • The specialist professional will work with your child to understand his/her needs and make recommendations, which may include: <ul style="list-style-type: none"> ➤ Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better ➤ Support to set most appropriate targets which will include their specific expertise for teachers to implement. ➤ A group run by school staff under the guidance of the outside professional e.g. a social skills group. ➤ Individual work with an outside professional • The school may suggest that your child needs some agreed individual support in school. We will inform you how the support will be used and what strategies will be put in place. 	
	More Complex Individual support	The school (or you) can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process and you can find more detail about this in the South Tyneside Local Offer.	Children whose learning needs are: severe, complex and lifelong.
	This is usually provided via an Education, Health and Care Plan (EHCP). This means your child will have been identified by the class	<ul style="list-style-type: none"> • After the school has sent in the request to the Local Authority (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork 	Children whose learning needs are: severe, complex and lifelong.

	<p>teacher/SENCO as needing a particularly high level of support.</p>	<p>provided), seem complex enough to need a statutory assessment. If this is the case, they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the support provision already in place.</p> <ul style="list-style-type: none"> • After the reports have all been submitted, the Local Authority will decide if your child's needs are severe, complex and lifelong and issue an Educational Health Plan. If this is not the case, they will ask the school to continue with the support already in place. • The Educational Health Plan will outline the support and strategies that must be put in place. It will also have long and short-term goals for your child. • An additional adult may be used to support your child with whole-class learning, run individual programmes or run small-groups, including your child. 	
<p>How can I let the school know I am concerned about my child's progress in school?</p>	<ul style="list-style-type: none"> • If you have concerns about your child's progress, you should speak to your child's teacher or Head of Learning, in the first instance. • If your child is still not making satisfactory progress, the concerns may be referred to the SENCO. • If you continue to feel that your child is still not making progress, you should speak to the Head Teacher or the school SEN Governor. 		

How will the school let me know if they have any concerns about my child's learning in school?	<ul style="list-style-type: none"> • When a teacher or a parent has raised concerns about your child's progress, and targeted teaching has not met the child's needs, the teacher must raise this with the SENCO. • At Hebburn Comprehensive School, there are regular assessment cycles and Data and Tracking meetings to ensure all children are making good progress. This is another way your child may be identified as not making as much progress as possible. • You will receive regular data reports showing your child's current progress and individual subject targets. • We will contact you if there are ongoing concerns regarding lack of progress and listen to any concerns you may have. • We will plan any additional support your child may receive. • We will discuss with you any referral to outside professionals to support your child. 	
How is extra support allocated to children and how do they move between the different levels?	<ul style="list-style-type: none"> • The school budget, received from South Tyneside LA, includes money for supporting children with SEN. • The Head Teacher decides on the budget for Special Educational Needs in consultation with the school governors, on the basis of needs in the school. • The Head Teacher and the SENCO discuss all the information they have about SEN in the school, including the children getting extra support already, the children needing extra support, the children who have been identified as not making as much progress as would be expected, and decide what resources/training and support is needed. • All resources/training and support are reviewed, and changes made as needed. 	
Who are the other people providing services to children with SEND in this school?	Directly funded by the school	<ul style="list-style-type: none"> • Intervention Managers • Teaching Assistants • Higher-Level Teaching Assistants • Child and Family Welfare Officer • Educational Psychologist
	Paid for centrally by the Local Authority but delivered in school.	<ul style="list-style-type: none"> • Sensory Service for children with visual or hearing needs • EAL specialist teacher.

		<ul style="list-style-type: none"> • Connexions Services • • Services for Young People Team
	Provided and paid for by the Health Service but delivered in school	<ul style="list-style-type: none"> • School Nurse • Occupational Therapy Outreach Service • Speech and Language Outreach Service
How are the teachers in school supported to work with children who have SEND and what training do they have?	<ul style="list-style-type: none"> • The SENCO's job is to support the teachers in planning and delivery for children with SEND. The school has a training plan for all staff to improve the teaching and learning of children, including those with SEND. This includes whole school information and training on SEN issues such as ASD, dyslexia etc. • • Individual teachers and support staff attend training courses run by outside agencies relevant to the needs of specific children in their class e.g. ASD 	
How will the teaching be adapted for my child with specific learning needs (SEND)?	<ul style="list-style-type: none"> • Teachers plan lessons according to the specific needs of all groups of children in their class and will ensure that your child's needs are met. • Support staff may support with your child's learning in the classroom. • Specific resources and strategies will be used to support your child individually and/or in groups. • • Planning and teaching will be adapted on a daily basis, if needed, to meet your child's learning needs. 	
How will we measure the progress of your child in school?	<ul style="list-style-type: none"> • Your child's progress is continually monitored by teachers, form tutors and Heads of Learning. • Progress is formally reviewed in line with our assessment cycle for each subject. • The progress of children with an EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education. • The SENCO will also check that your child is making good progress within any individual work and in any group of which he/she is part. 	
What support do we have for you, as a parent of a child, with SEND?	<ul style="list-style-type: none"> • We would like you to talk to your child's teachers, form tutor and Head of Learning on a regular basis, so we know what they are doing at home and we can tell you about what we are doing in school. We hope this will make sure that we are doing similar things to support your child both at home and school and can share what is working in both places. • The SENCO and Assistant SENCO is available to meet with you to discuss your child's progress or any concerns/worries you may have. • All information from outside professionals will be discussed with you with the person involved directly or, where this is not possible in a report. The SENCO will also arrange to meet with you to discuss ant new assessments and ideas suggested by outside agencies for your child. 	

	<ul style="list-style-type: none"> • Homework will be adjusted, as needed, to your child's individual needs.
How have we made Hebburn Comprehensive School accessible to children with SEND?	<ul style="list-style-type: none"> • We ensure that equipment used is accessible to all children, regardless of their needs. • We provide support with homework clubs and access to the ICT facilities at lunchtime, before and after school. • Key words and literacy resources are used across the school, to support learning.
How will we support your child when they are leaving this school? OR moving to another Year?	<p>We recognise that 'moving on' can be difficult for a child with SEN and take steps to ensure that any transition is as smooth as possible.</p> <p>If your child is moving child to another school:</p> <ul style="list-style-type: none"> • We will contact the school SENCO and ensure he/she knows about any special arrangements or support needed for your child. • We will make sure that all records about your child are passed on as soon as possible. • When moving years in school, information about your child will be shared with new teachers. • If your child would be helped by a personalised plan for moving to another year, we will put this in place. • In Year 11 if your child has an EHC Plan, he/she will meet with a Connexions Advisor, to discuss and help create a plan for their Post-16 education or training.

If you have any concerns about your child's SEN, progress or provision we would urge you to come into school and discuss matters further with your child's class teacher or the school SENCO. Although school complaints procedures are in place, we would always hope to resolve any issues or concerns informally by working in partnership with parents.

Note:

Parents can contact South Tyneside Special Educational Needs and Disability information, Advice and Support Service (SENDIASS) for free, impartial information, advice and support in relation to their child's SEN and/or disability. Contact details:

Phone - 0191 4246345

Email – SENDIASS@southtyneside.gov.uk