

St. Hild's Church of England School
Academic Year 2020-2021

The SENCO is Miss C Hornsby
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Types of SEN that are provided for

St. Hild's Church of England school is a setting where every child is valued and respected. We are committed to the inclusion, progress and independence of all pupils, including those with SEND.

Pupils on the SEN register are under the four areas of the Code of Practice (CoP);

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and Physical

Pupils may be identified under more than one area of the Code of Practice

Identifying pupils with SEN and assessing their needs

On entry all pupils take the NGRT reading tests, MidYIS and CAT assessments. These result, alongside Key Stage 2 data, provides a baseline of assessment information to help with identification of pupils with SEND. In Year 7 pupils are taught in mixed ability form classes and additionally a nurture provisions for a small group of pupils who benefit from contact with a reduced number of teaching staff and a highly differentiated curriculum. This group is identified through transition meetings with primary schools.

All feeder primary schools are contacted regarding pupils already on the SEND register, and files are transferred to St. Hild's Church of England School at the end of Year 6. The school is part of the DfE Transition Project this year which is enhancing the information that is communicated between Primary schools and St. Hild's Church of England School.

Screening and Diagnostic Assessment for the Intervention of SEND.

The school liaises closely with parents, other schools and agencies to identify issues for support through communication. We also identify concerns through pupil voice and teacher comments. The data on Go 4 Schools, parental reviews and review meetings are also used.

Identification can also be via regular screening as follows:

All pupils:

- Departmental testing
- AR star reading (Year 7-9)

If screening or liaison reveals concerns then a range of diagnostic tests are utilised at the school in addition to outside agency tests via referral.

Diagnostic tests include:

- Boxhall Profile
- Strengths and Difficulties Questionnaire
- BPVS
- CTOPP
- YARK
- DASH
- WIATT
- WRITT
- TOMAL
- IDL
- Accelerated reader (STAR)
- Schonell reading and spelling test
- Basic Number Screening
- Dyscalculia Screening Test

It is essential that a full picture of the pupils is acquired so that the best support can be put into place.

Pupils on the SEND register are reviewed throughout the year, sometimes with Year Leaders, SLSA's, key members of staff working with the pupils or the SENCo. Pupils with EHCP also have an annual review.

Pupils may be added onto the register or have their SEND stage changed at any time during the year as the need arises.

The school recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a pupil's needs and the best ways of supporting them.

Education, Health and Care Plans

Where a pupil with SEN is failing to make progress, despite high quality teaching and support through their SEN support, an application to Hartlepool Local Authority for an Education, Health and Care Plan may be considered. Parents, the Local Authority and any outside agencies will be fully involved in such decisions and meetings will be organised to consider and plan such a referral. More information on the application process and criteria for Education, Health and Care Plans is available on the Local Authority Website <https://hartlepool.fsd.org.uk>

Parents/ carers and pupil's involvement in discussion, planning and supporting education.

Reporting to parents on pupil progress is completed formally 3 times yearly. There is also a yearly Parents Evening which parents/ carers can discuss the report and pupil's progress.

For pupils on the SEND register, parents and appropriate professionals are invited to review SEN access plans throughout the year. Pupil voice is also important, and where possible reviews will include the child as well. Access plans are updated in these meeting using the access-plan-do-review cycle. It is important to the school that both pupils and parent/carer voice are evidence in all decisions made about the child.

Arrangements for assessing and reviewing pupils' progress towards outcomes

The school will follow the graduated approach and the four-part cycle of assess, plan, do, review.

The class teacher, subject teachers and SLSA's will work with the SENCO to carry out a clear analysis of pupils needs. This will draw on:

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

Assessments will be regularly reviewed. 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 interventions and their impact on the pupil's progress.

In Key Stage 4, some pupils will be assessed for exam arrangements, which can include small room, extra time, prompt, reader and use of a laptop.

For all pupils, planned key assessments are completed, data is shared with parents three times a year, and through parents/carer evening.

Supporting pupils moving between phrases and preparing for adulthood

Joining St. Hild's Church of England School

The Transition Team at St Hild's Church of England School is led by the Schools Inclusion Lead Miss Hornsby and includes a specialised Transition focused Year Leader, Year 7 Academic Leader, Specialist Learning Support Assistant (SLSA), Key Stage 3 Attendance Officer and the new Year 7 Tutor Team. Transition is carefully planned from Year 6 onwards to meet the needs of all pupils. The Transition Team are currently working with the Department for Education Transition Project through Hartlepool Local Authority, to enhance the information sharing process between schools and to provide robust pastoral and academic support to all pupils. A designated Specialist Learning Support Assistant (SLSA) also works closely with our Partner Primary Schools to support vulnerable pupils.

Post 16 Provision

The school will share information with college or any other setting the pupil is moving onto. We will agree with parents and pupils which information will be shared as part of this. Transition meetings and visits are arranged where required, supported with the careers officer. All pupils with an EHCP are offered appointments with the careers officer, in Year 9-11 termly to help pupils preparing for adulthood. All children on the SEN register will be offered a career's meeting annually in Year 7-8 and at least annually in Year 9-11.

Approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class. High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

As a school we will also provide the following interventions:

- Accelerated reader
- IDL numeracy
- IDL literacy
- Read, Write, Inc Fresh Start
- ELSA
- Reader pens
- Social skills
- SLSA and Hilda support in class
- Wildcats reading scheme with Hilda
- Where required bespoke plans

Adaptations to the curriculum and learning environment and additional support

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

- Differentiating our curriculum to ensure all pupils are able to access, for example, by grouping, 1:1 work, teaching style, content of the lesson etc.
- Adapting of resources
- Nurture provision in Year 7 with primary specialist teacher
- Using recommended aids such as laptops, coloured overlays, Roger pens, larger font etc
- Differentiating teaching, for example, giving longer processing time, preaching key vocabulary, reading instructions aloud etc.

Additional support for learning that is available for pupils with SEN and working with other agencies

The following is a list of key staff and their responsibilities at the school

Key Role	Name	Role/ Responsibility	Qualifications for SEND
Inclusion Lead-SENCo	Miss C Hornsby	Whole school responsibility for the organisation and management of SEND	National SENCo award. Postgraduate Certificate in SpLD Mental Health First Aid Range of SEND courses
Year 7 nurture	Mrs N Porritt	Year 7 nurture lead Exam arrangements	Postgraduate Certificate in SpLD
Deputy Headteacher	Mr C Seymour	Whole school responsibility for attendance and behaviour	
Alternative provision lead/ Designated Safeguarding lead	Mr D Richardson	Alternative provision Safeguarding	
Space2Learn Provision Manager	Mrs D Todd	Space2learn	ELSA, Menal health first aid
SLSA	Mrs G Conroy	SLSA	ELSA, IDL Literacy, Numeracy and Numeracy Screening for Dyscalculia, Diploma in Teaching Maths as a Specialist Subject for

			SEND
SLSA	Mr M Gillies	SLSA, Year 7 nurture tutor	ELSA
SLSA	Miss W Goodier	SLSA	ELSA, Resilience for young people, ADHD awareness, Social stories, Reciprocal reading
SLSA	Mrs S Moore	SLSA	ELSA
SLSA	Mr N Shires	SLSA, S2L form tutor	ELSA
SLSA	Mrs J Wilson	SLSA, Autism	ELSA, IDL Literacy, Numeracy and Numeracy screening for Dyscalculia Read, Write Inc. Reciprocal reading ASD Sensory Processing, Social Stories, Bereavement
SLSA	Mr S Winwood	SLSA	ELSA
SLSA	Mrs S Wooldridge	SLSA, Hearing Impairment Year 6/7 transition	ELSA, Deaf Champion, Sensory Processing Difficulties, IDL Literacy, Numeracy and Numeracy Screening
Year Leader	Mrs S Sotheran	Year Leader-Year 7	
Year Leader	Mr L Morgan	Year Leader-Year 8	
Year Leader	Mr J Gibbon-Hayes	Year Leader-Year 9	
Year Leader	Mr L Stephenson	Year Leader-Year 10	
Year Leader	Mrs L Hornby	Year Leader-Year 11	
SEND Admin	Mrs N Roberts	SEND admin Health Care Plans	
Careers Coordinator	Mrs G Sangster	Careers coordination	

When thought beneficial, and within communication with parents and pupil, the school may referral to external agencies to provide further support for pupils with SEN.

The range of external support services that work in partnership with St. Hild's Church of England School

- Hartlepool Children and Adult Services Department
- Hartlepool Educational Psychology Service
- Tees, Esk and Wear Valley CAHMS- Child and Adolescent Mental Health Service

- Middlesbrough Hearing Impaired/ Visually Impaired Service
- Hartlepool Speech and Language Service
- Hartlepool School Nurse Service
- Family Support Hub- first contact for pupil and family support services
- Hartlepool Child in Care Services
- Hartlepool Occupational Therapy Service
- Hartlepool Physiotherapy Service
- Alliance
- Hart Gables
- Early Help

Evaluating the effectiveness of SEN provision

The school evaluates the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their targets
- Reviewing the impact of interventions
- Using pupil questionnaires
- Monitoring by the SENCo
- Holding annual reviews for pupils with statements of SEN or EHC plans

Enabling pupils with SEN to engage in activities available to those in the Academy who do not have SEN

St. Hild's Church of England School is fully inclusive and prides itself on every child having the opportunity to achieve his or her personal best.

All of our extra-curricular activities and visits are available to all our pupils, including before and after school activities. All pupils are encouraged to take part in Sporting Activities, School trips and Performances.

No pupils are ever excluded from taking part in these activities because of their SEN need or disability.

Support for improving emotional and social development

The school provide support for pupils to improve their emotional and social development in the following ways:

- SLSA's are all trained ELSA's
- Educational Psychology involvement
- Alliance
- Referrals to outside agencies e.g. CAHMS
- Pupil voice
- PHSE curriculum
- Well-being mentoring
- Year Leader and Academic Leader in each Year group

- Attendance officer
- Space 2 Learn provision
- Family liaison officer
- Tutor Mentoring

We have a zero tolerance approach to bullying

Arrangements for handling complains

Any complaints regarding SEN needs in the school can be made directly to Miss C Hornsby, SENCo or Mrs T Gibson. The Complaints Policy can be accessed on the Academy website

The Local Authority Offer

The local offer can be accessed which publishes information regarding provisions available in the local area for children and young people ages 0 to 25, who have special educational needs and disabilities. It can be found at <https://hartlepool.fsd.org.uk>