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HONLEY HIGH SCHOOL

SEN REPORT - MAINSTREAM

Approved by:	Governing Body	Date:
Updated by:	Mrs S Bardell	Date: March 2023
Next review due by:	2024	

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Introduction

At Honley High School, all teachers are teachers of children with additional needs and receive appropriate support to enable students to access the curriculum. We have a Special Educational Needs policy which is updated annually and can be obtained via the school website or office (see Policies on the school website in the Parent Section).

Our most recent OFSTED report (October 2015) stated that:

“Disabled pupils and those with special educational needs are making progress that is as good as others in school. Clear identification of the needs of these pupils is helping teachers and teaching assistants to provide good support which leads to good progress.”

Our broad and balanced curriculum is differentiated according to the needs of our young people. Appropriate classroom environments are provided which enable all students to access provision inclusively. A variety of resources is available to support a range of learning styles.

Additional support may also be provided including: teaching assistants, ICT, small group or one-to-one learning, peer learning, practical aids, specialist resources and teacher support. Specific interventions and additional support, where provided, are regularly reviewed and their impact monitored.

Where appropriate, access arrangements for tests and exams are made according to the relevant requirements for the exam board concerned. The school has an Accessibility Plan which reviews and responds to identified needs of the school community (see Policies on the school website in the Parent Section).

Useful information

Headteacher	Mr Paul Greenough
SENDCO	Mrs Sonia Bardell
Governor with responsibility for SEND	Mr Jonathan Green
Senior Leadership Team Link for SEND	Mrs Elizabeth Lord
School address	Honley High School Station Road Honley Holmfirth, HD9 6QJ
School website	www.honleyhigh.co.uk
Email (Office)	office@honley.tlt.school
Email (SENDCO)	s.bardell@honley.tlt.school
Telephone	01484 506484
Kirklees local offer webpage link	www.kirklees.gov.uk/beta/localoffer/the-local-offer.aspx
Age range	11 – 16years

Frequently Asked Questions - Parents and Carers

1. How will you know if children or young people need extra help?

The first point of contact if you have concerns regarding Special Educational Needs is the SENDCO. Together with you, the school will explore your concerns about your child and make any additional assessments that may be needed. The school's assessment cycle involves teachers regularly reviewing students' progress, alongside their ongoing evaluation of planning, dialogue with students and general class observations. This is carried out initially by the class teachers, but the SENDCO, Curriculum Leaders, Pastoral Support Team and Senior Leadership Team also have an overview of students' attainment. Any students who are not making expected progress are identified and we will contact you to discuss our concerns and to find the best ways to help your child.

The four areas of special needs identified by the government are:

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory and/or physical

We will identify children with difficulties in any of these areas. Referrals may also be made to school or to you from outside agencies e.g. your doctor, Health Visitor, School Nurse, Social Care.

2. How will you support my child or young person with SEND?

All teachers are responsible for meeting the needs of the young people they work with. Any students requiring a little extra support in a given area, or an intervention programme to fill some gaps are recorded on the school's 'Provision Map'. Students who have more significant needs that form an ongoing barrier to their learning are identified as 'School Support' and a Pupil Profile is drawn up to specifically meet those needs. The level of support or intervention may vary according to the needs of the child, for example to prevent overdependence, or if a specialist or external intervention is required. Appropriate staff are identified at the planning stage to deliver provision according to the needs of the child, strengths of the staff and deployment arrangements within school. Students with special educational needs who require support beyond that which the school can provide at SEN support may qualify for an Education, Health and Care Plan (EHC Plan). Annual reviews are held for children with EHC Plans in accordance with the SEN Code Of Practice 2015.

There is a designated member of the Senior Leadership Team and a linked SEND governor who meet regularly with the SENDCO to gain an overview of SEND across the school and to help ensure that all the statutory duties are being fulfilled. All teaching staff have designated Planning, Preparation and Assessment time (PPA) in order to deliver the learning for the whole class, including those with SEND. The SENDCO maintains an overview, monitoring the impact of interventions to ensure that they are appropriate and making a difference.

3. How will the curriculum be matched to my child or young person's needs?

We aim to provide a broad, balanced and ambitious curriculum for all of our young people. Wherever possible we include your child's interests and preferred learning styles within our planning. If a child feels ownership and understands their own targets they will be more enthusiastic and empowered to achieve them. Children and young people who feel happy, safe, confident and successful in their learning will make the best progress.

We have many ways in which we find out the views of our children. For example, we have Year Councils, a School Council, numerous Student **working groups** and we carry out interviews and surveys on key aspects of the curriculum or SEND. **Student voice is also a key component of our Quality Assurance programme, through our 'rWalks' and our Subject Reviews.**

4. How will both you and I know how my child or young person is doing and how will you help me to support their learning?

As part of the school's assessment cycle we track the progress of all children. Additionally, the progress of children involved in specific interventions is monitored in a variety of ways eg observations, tests, discussions with the child and parents/carers as appropriate.

There will be an opportunity each year to discuss your child's progress with subject teachers (and SENDCO as appropriate) at **their Progress Evening**. Students with an EHC PLAN will also have an Annual Review meeting with the SENDCO, to which parents / carers are invited. However, additional discussions can take place as and when necessary through a range of formats eg email, telephone conversations, online or face to face meetings.

If you have any concerns about your child's progress in a specific subject, your first port of call is always the subject teacher using one of the methods described above. You are also welcome to contact the SENDCO with any concerns you may have about the progress of and support for your child. We hope to build a strong and mutually supportive relationship with all families. However, if for any reason you feel your views are not being addressed, we would encourage you to make contact with the school to try to resolve your concerns. Our complaints policy is accessible via our website or by contacting the school office should you wish to refer to it.

The link between home and school is important for the development of the whole child. If you are considering sending your child to our school and have any questions or wish to discuss any concerns about your child before they begin school, please contact Sonia Bardell, our SENDCO.

5. What support will there be for my child or young person's overall wellbeing?

There is a whole range of both school staff and external agencies that we can draw upon to support your child, should the need arise. These include:

- Pastoral Support Team
- Learning Support Team
- Inclusion Team
- SENDCO
- Student Welfare Officer & qualified first aiders
- Designated Safeguarding Lead (DSL)
- Educational Psychologist
- School Attendance Officer and LA Attendance and Pupil Support Service
- Pupil Referral Service
- School Nurse Service (Locala)
- Children's Emotional Wellbeing Service (ChEWS)
- Child and Adolescent Mental Health Service (CAMHS)

The above list is by no means exhaustive.

6. What specialist services and expertise are available at or accessed by the setting, school or college?

We have a suitably experienced and qualified SENDCO, who works closely with the other SENDCOs both within the Honley group of schools, the Together Learning Trust and across Kirklees, to share expertise and collaborate. We have suitably experienced/trained teachers and support staff, with an ongoing programme of training. Effective working links are maintained with health and social care services, and services are accessed as necessary in accordance with each child's needs.

Contact details for support services can be found from the school and through the Kirklees Local Offer.

7. What staff training is in place to support children and young people with SEND?

In accordance with Section 6 of the SEN Code of Practice our SENDCO is a qualified teacher working at our school and has statutory accreditation.

All staff have access to appropriate training and Continuous Professional Development opportunities. Relevant training is given to staff by specialist support services as appropriate.

8. How will my child/young person be included in activities outside the classroom, including school trips?

Reasonable adjustments will be made to enable children to access activities as inclusively as possible. For school trips, appropriate risk assessments will be carried out. School will liaise closely with parents/carers should the need arise.

9. How accessible is your environment?

Please refer to the school's Accessibility Plan or contact the school office if you cannot find the information you require.

10. How will you prepare and support my child/young person to join the setting/school/college and how will you support them to move on to the next stage of education, or move on to adult life?

Opportunities for transition will be available prior to students both joining and moving on from our setting. We link closely with other schools and further education providers, and identify any children who may need some extra transition sessions or support. Additional visits and activities can be organised where appropriate. All relevant information will be shared with the new setting prior to any move in or out, to ensure we have the right resources and strategies in place.

11. How are your resources allocated and matched to children or young people's special educational needs?

The Headteacher & Business Manager manage the budget, and the Headteacher manages resources.

When specialist equipment or a high level of staffing support is required to support a pupil with special educational needs, our school will fund this as additional SEN support up to £6000 per annum for each individual pupil.

Thereafter if the cost is higher and the provision of these facilities is likely to be prolonged, the school will apply to the Local Authority for High Needs Block Funding as part of the EHC Plan process.

Specialist Equipment and expertise in relation to its use will be purchased/hired /commissioned by the school from the open market, subject to guarantees, service level agreements and quality assurance criteria. Our school will, wherever possible,

join with other schools in joint purchasing/hire of equipment, in accordance with the local offer.

All staffing appointments to support vulnerable learners will be carried out in accordance with equal opportunities legislation, employment law, safer recruitment and best practice. All vacancies will be competitively advertised and recruited.

12. How are decisions made about what type and how much support my child or young person will receive?

Decisions about the provision a child or young person needs will be made on the basis of the child's identified needs. Needs will usually be identified by school, sometimes with outside agencies and agreed in partnership with parents/carers. These decisions are usually made during consultations between parents/carers and staff.

Judgements about the effectiveness of provision will be made on the basis of regular progress checks. Progress may be measured against whole school assessments, targets set on Additional Needs plans, observations or input from outside agencies.

13. How are parents involved in your setting, school or college?

We have an inclusive approach to school life. All parents and carers are an important part of the school community and are welcomed to take an active part in the life of the school.

It is important that parents/carers and school staff work together to benefit the child. We have annual parents'/carers' evenings and for children with an EHC Plan there is also an Annual Review meeting.

We operate a texting communication system, so that we can keep parents/carers informed, as well as the usual letters. We keep our website updated with letters, events and curriculum information. Parents/carers are always welcome to contact school.

It is also important to us to hear your views and comments to help us shape our school life. We encourage your input into Additional Needs plans, reports and reviews and include your comments in the overall plans.

We have a parents', teachers and friends' association called 'Friends of Honley High School' - see our website or follow us on Facebook or Twitter (@HonleyHighUK) for further details and updates.

14. Who can I contact for further information?

If you are looking at schools for your child and are considering our school, the first point of contact is the school office - 01 484 506484 / office@honleyhigh.co.uk They will be able to direct you to the most appropriate member of staff. If your child already has diagnosed Special Educational Needs then you should let us know at this point. We will usually arrange a tour of the school and a discussion of your child's needs and the provision we can offer will take place before you have to make a decision.

The SENDCO is Mrs Sonia Bardell and can be contacted via the office, or email s.bardell@honleyhigh.co.uk

The Kirklees Local Offer can be found at www.kirklees.gov.uk/beta/local-offer/thelocal-offer.aspx