

Parent Information

Special Educational Needs and Disabilities Information Report

2018

Introduction

All Sunderland Local Authority (LA) maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and /or disabilities and are supported by the LA to ensure that all pupils, regardless of their specific needs, make the best possible progress in school.

All schools are supported to be as inclusive as possible, with the needs of pupils with Special Educational Needs and Disabilities (SEND) being met in a mainstream setting wherever possible.

The broad areas of SEND need are:

- Communication and Interaction.
- Cognition and Learning.
- Social, Emotional and Mental Health Difficulties.
- Sensory and/or Physical.

What is the Local Offer?

The LA Local Offer

The Children and Families Bill was enacted in September 2014. From this date Local Authorities (LA) and schools are required to publish and keep under review information about services they expect to be available for children and young people with special educational needs (SEN) aged 0-25. The LA refer to this as the 'Local Offer'. Please use this hyperlink to research what Sunderland's Local Offer involves

<https://www.sunderland servicedirectory.co.uk/kb5/sunderland/directory/localoffer.page>

The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area.

What is the Special Education Needs Information Report?

The Special Education Needs Information Report

Schools utilise the LA Local Offer to meet the needs of SEND pupils as determined by school policy and the provision that the school is able to provide. Schools refer to this as 'The Special Education Needs Information Report'.

Navigating the Hetton School SEN Information Report

Please use the 14 questions below to discover more information about the Special Education Needs Information Report for Hetton School.

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Question 1

Who are the best people to talk to at Hetton School about my child's Special Educational Needs (SEND)?

- a) The Head of Year

Responsible for:

- Checking on the progress of your child and letting the Special Education Needs/Disabilities Coordinator (SENDCo) know of any difficulties.

b) The SENDCo – Mr P Willson (email: patrick.wilson@schools.sunderland.gov.uk)

Responsible for:

- Developing and reviewing the Hetton School's SEND policy
- Coordinating all the support for children with special educational needs or disabilities (SEND)
- Ensuring that you are
 - i) involved in supporting your child's learning
 - ii) kept informed about the support your child is getting
 - iii) involved in reviewing how they are doing.
- Liaising with all the other people who may be coming into Hetton School to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc.
- Updating the school's SEND register (a system for ensuring that all the SEND needs of pupils in Hetton School are known) and making sure that records of your child's progress and needs are kept.
- Providing specialist support for teachers and support staff in the school so that they can help students with SEND in the school to achieve the best progress possible.

c) Teacher in Charge of the Enhanced Language Provision (ELP) – Mrs J Hutchinson

Within Hetton School, specialist provision for students with specific language impairments exists. **This, however, is a city-wide resource and there is a strict entry criteria. Admission to the ELP is determined by the local authority in collaboration with relevant professionals.**

The ELP aims to meet the speech and/or language needs of the student through continuous assessment, monitoring and input; to provide a broad and balanced curriculum that is delivered by specialist staff in a highly differentiated and individualised way to meet the learning needs of the student; to provide a needs driven approach to integration developing and promoting areas of strength within the curriculum; to promote independence for lifelong learning

d) The Headteacher – Mr C Knowles

Responsible for:

- The day to day management of all aspects of the school, this includes the support for students with SEND.
- The Headteacher will give responsibility to the SENDCo/Head of Years and subject teachers, but is still responsible for ensuring that your child's needs are met.
- The Headteacher must make sure that the Governing Body is kept up to date about issues relating to SEND.

e) The SEND / Mental Health Link Governor – Mrs P.Morgan

Responsible for:

- Making sure that the necessary support is given for any student who attends the school and has a SEND.

School contact telephone number – 0191 562 3322

SENDCo email – patrick.willson@schools.sunderland.gov.uk

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Question 2

What are the different types of support available for students with SEND at Hetton School?

a) Subject teacher input via Quality First Teaching.

For your child this would mean:

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching is built on what your child already knows, can do and can understand.
- Different ways of teaching are in place so that your child is fully involved in learning in class. This may involve things like using more practical learning.
- Specific strategies (which may be suggested by the SENDCo and recorded on Student Passports) are in place to support your child to learn.
- Your child's subject teachers will have carefully checked on your child's progress and will have decided that your child has a gap or gaps in their understanding/learning and needs some extra support to help them make the best possible progress.

Specific group work

Intervention which may be:

- Run in the classroom or outside.
- Run by a teacher or Higher Level Teaching Assistant (HLTA) or Learning Support Assistant (LSA).

b) Specialist groups run by outside agencies e.g .Speech and Language therapy

SEN Code of Practice 2014: School Support (K)

This means that the student has been identified by the SENDCo, or an outside agency, as needing either some extra support provided by school or more specialist support from a professional outside Hetton School. This may be from Local Authority central services such as the ASD Outreach Team, Behaviour Support Service or Sensory Service (for students with a hearing or visual need). Hetton School employs an Educational Psychologist to assess students as required.

What could happen:

You may be asked to give your permission for Hetton School to refer your child to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist. This will help Hetton School and yourself understand your child's particular needs better and be able to support them better in school.

The specialist professional will work with your child to understand their needs and make recommendations as to the ways your child is given support.

c) Specified Individual support

This type of support is available for 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 professionals as needing a particularly high level of individual or small group teaching.

This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups ("Including All Children" documentation from LA).

Your child will also need specialist support in school from a professional outside the school. This may be from:

Local Authority central services such as the ASD Outreach Team or Sensory Service (for students with a hearing or visual need)

Outside agencies such as the Speech and Language therapy (SALT) Service

For your child this would mean:

- The school (or you) can request that Local Authority Services carry out an EHCP assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child.
- After the request has been made to the 'Panel of Professionals' (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 provided), seem complex enough to need an EHCP 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 current support .
- After the reports have all been sent in, the 'Panel of Professionals' will decide if your child's needs are severe, complex and lifelong. If this is the case they will write an Education Health Care Plan (EHCP). If this is not the case, they will ask the school to continue with the current level of support and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible. This progress should take 20 weeks.
- The Education and Health Care Plan will outline the outcomes expected for your child by the LA and how any support or strategies should be used / put in place. It will 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.

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Question 3

How can I let Hetton School know I am concerned about my child's progress?

If you have concerns about your child's progress you should speak to your child's Head of Year initially. If you continue to be concerned that your child is not making progress, you may speak to the Special Education Needs/ Disabilities Coordinator (SENDCo). The school SEND Governor can also be contacted for support.

School contact telephone number – 0191 562 3322

SENDCo email – patrick.willson@schools.sunderland.gov.uk

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Question 4

How will Hetton School let me know if they have any concerns about my child's learning?

If your child is identified as not making progress, the school will set up a meeting to discuss this with you in more detail and to:

- listen to any concerns you may have
- plan any additional support your child may need
- discuss with you any referrals to outside professionals to support your child's learning

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Question 5

How is extra support allocated to students and how do they progress in their learning?

The school budget, received from Sunderland LA, includes money for supporting children with SEND.

- The Head Teacher decides on the deployment of resources for Special Educational Needs and Disabilities in consultation with the school governors, on the basis of needs in the school.
- The Head Teacher and the SENDCo discuss all the information they have about SEND in the school, including:
 - which students are getting extra support already

- which students are needing extra support
- which students have been identified as not making as much progress as would be expected and decide what resources/training and support is needed.
- seeking student's views informally during the year but also formally recording student's views for review meetings.
- Hetton School identifies the needs of students on Sims.
 - Hetton School also has a school provision map which identifies how much intervention students receive.
 - The SENDCo provides training and support as needed for school staff.

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Question 6

Who are the other people providing services to students with SEND at Hetton School?

School provision

- Learning Support Assistants / Higher Level Teaching Assistants
- Breakfast club / After school club
- School clubs
- Attendance Officer
 - Learning Mentors

Local Authority Provision delivered in school

- Autism Outreach Team – by request only
- Sensory Service for children with visual or hearing needs
- Parent Partnership Service
- KS3 Behaviour Support Service
- Language and Learning Team

Health Provision delivered in school

- Speech and Language Therapy input to provide a higher level of service to the school.
- School Nurse
- Occupational Therapy
- Physiotherapy

- CAMHS

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Question 7

How are the teachers at Hetton School supported to work with SEND students?

The SENDCo's job is to support subject teachers in planning for children with SEND.

- The school provides training and support to enable all staff to improve the teaching and learning of students, including those with SEND. This includes whole school training on providing Quality First Teaching for students with SEND issues such as Dyslexia, Autism Spectrum Disorder (ASD) and Speech and language difficulties.
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their classes, eg the Autism Outreach Team provides guidance on supporting students with Autism in the classroom including where to seat students, looking for issues within the classroom environment.

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Question 8

How will the teaching be adapted for my child with SEND?

Subject 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, under the direction of the class teacher, can adapt planning to support the needs of your child where necessary.
- Specific resources and strategies will be used to support your child individually and in groups.
- Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs.

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Question 9

How will Hetton School involve my child to help review their progress in school?

- Your child's progress is continually monitored by his/her subject teacher who will let them know on a regular basis how they are progressing. The issuing of achievement or behaviour points will reinforce this.
- His/her progress is reviewed formally three times a year. This information is sent home for parents to discuss with their children.

- A student may have a student passport. This informs school staff about the student's difficulties and what strategies best support them. Your child will have the opportunity to review this document and recommend changes to ensure that their needs are met.
- The progress of children with an Educational Health Care Plan is formally reviewed at an Annual Review, with all adults involved with the child's education. Your child will be invited to attend this meeting as will you be.
- The SENDCo will also check that your child is making good progress within any individual intervention work and in any group that they take part in eg the Lexia programme. Students will receive certificates to show the progress they are making.

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Question 10

How will Hetton School consult and involve me as a parent of a child with SEND?

- The SENDCo is available to meet with you to discuss your child's progress or any concerns/worries you may have at a mutually convenient time. Parents can also email the SENDCo or talk over the telephone.
 - Parents of a student receiving SEN Support (K) will be invited to meet with Learning Support staff at least once each academic year.
- All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report.
- Personal progress targets may be reviewed with your involvement.
- Extended Learning Opportunities will be adjusted as needed to your child's individual needs.
- A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child.

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Question 11

How is Hetton School accessible to children with SEND?

Hetton School has a new school build which opened in September 2016. There is a lift which can be used to access the first floor. Toilets with disabled facilities are also available throughout the school.

- We ensure, wherever possible, that equipment used is accessible to all children regardless of their needs.
- After school provision is accessible to all children including those with SEND. This includes working in the Learning Resources Centre before and after school.

- Extra-curricular activities are accessible for children with SEND. All students are entitled and encouraged to participate in all activities including:- school visits to educational establishments (eg Sunderland College); the Duke of Edinburgh Awards; school shows/performances; foreign visits.

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Question 12

How will Hetton School support SEND students when they join Hetton School, move between classes or leave the school?

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

KS2/3 Transition:

- The SENDCo will discuss the specific needs of your child with the teacher of their primary school. Parents can also meet with the SENDCo to raise any concerns.
- Where possible your child will visit their new school on several occasions and in some cases Hetton staff will visit your child in their primary school.

When moving classes in school:

- Information will be passed on to the new subject teacher IN ADVANCE and in most cases, a planning meeting will take place with the subject department. Student Passports will be shared with the new teacher.

KS4/5 Transition:

- The Preparing for Adult Life Coordinator /Connexions Adviser will liaise with the SENDCo to ensure that SEND student information is passed on to colleges as required.
- SEND students will complete transition visits to colleges/training providers as required.

If your child is moving to another school:

- We will contact the school SENDCO and ensure he/she knows about any special arrangements or support that need to be made for your child.
- We will make sure that all records about your child are passed on as soon as possible.

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Question 13

What emotional and social development support does Hetton School have for a child with SEND?

At Hetton School, we recognise that students with SEND may well have a Social, Emotional and Mental Health difficulty that will require support in school.

- The emotional health and well-being of all our students is very important to us.
- Hetton School has a robust Safeguarding Policy in place. We follow National & LA Guidelines.
- Hetton School has a robust Pastoral Care Discipline Policy in place.
- The Head teacher, Deputy Head teacher and all staff continually monitor the emotional health and well-being of all our students.
- Hetton School is an anti-bullying school and has received the Gold Anti-Bullying Charter Mark (2018).
- Hetton School has a staffed lunchtime nurture group for students who require extra support.
- Hetton School has a School Counsellor (CCAMHS) who works with students on an individual basis to support their emotional health and well-being as appropriate.

Hetton School regularly runs 'Mindful' based programmes for cohorts of KS4 students to help them cope with the pressures of GCSE examinations.

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Question 14

How do I report any complaint or compliment I may have?

- Complaints or compliments can be reported using the school form provided at school reception.
- Alternatively, parents/students may speak to the Head of Year / SENDCo to report a complaint / compliment.

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