

**SEND INFORMATION REPORT 2018**

**AN OVERVIEW OF THE SCHOOL**

**“A school that provides a safe, nurturing environment;**

**allowing pupils to fulfil** **their potential through an** **engaging**

**and personalised curriculum that** **creates lifelong learners.”**

Hornchurch High School is an 11-16 inclusive secondary school situated in the Hornchurch area of Havering. The School strives hard to ensure that all young people:

* Have a wide and balanced curriculum which is differentiated to meet individual needs
* Can learn and make progress according to their individual developmental trends
* Are assessed using appropriate assessment tools and guidelines
* Have equal access to resources, provision and interventions as needed.

Hornchurch High School also believes that excellent extra-curricular activities also contribute to students’ enjoyment, self-confidence and contribution to the wider school community.

**How does the school know if students need extra help with learning?**

At Hornchurch High School we aim to ensure that:

* Students with learning difficulties are able to access their entitlement to a broad, balanced and relevant curriculum as part of the whole school community.
* Students with SEND are educated, wherever possible, in an inclusive environment alongside their peers to enable each student to reach his or her full potential.
* We match levels of additional support for learning to the wide variety of individual learning difficulties, while enhancing self-esteem.
* We identify and assess students with SEND as early and as thoroughly as possible using the revised Code of Practice (2015).
* Parents/carers and students are fully involved in the identification and assessment of SEND, and that we strive for close co-operation between all agencies concerned, using a multi-disciplinary approach.
* We meet the needs of all students with SEN by offering appropriate and flexible forms of educational provision, by the most efficient use of all available resources.
* We maintain up to date knowledge of current SEN good practice and methodology in order to offer support and training in these areas to all staff in the school.

There are four types of Special Educational Needs and Disabilities (SEND), decided by the department for education:

1. Communication and interaction

2. Cognition and learning

3. Social, mental and emotional health

4. Sensory or physical

If a student has SEND, then their needs will fit into one or more of these categories. A school’s provision for SEND is defined as support which is additional to or different from that which is available to all students. At Hornchurch High School we recognise that students make progress at different rates and not always in a steady linear pattern. Therefore, students are identified as having SEND in a variety of ways, including the following:

* Liaison with primary school/previous school
* The student performing significantly below expected levels
* Concerns raised by parent/carer
* Concerns raised by teacher
* Liaison with external agencies, e.g. physical health diagnosis from paediatrician

If a student is identified as having SEND then their name will be added to the SEN register, but we recognise that students’ needs may change over time and provision must reflect this. The aim of any additional provision is for the student to achieve age expectations, so once they reach this threshold they may be removed from the school SEN register. If they fall behind again at any point, then they may be added to the register again.

**What should I do if I think my child has special educational needs?**

Tutors at Hornchurch High School are the main point of contact so arrange to speak with them and they can pass the information on to the Learning support department. If you need to speak with other staff members, such as Head of Year or the Learning Co-ordinator (SENCO), then the tutor will be able to help you arrange this.

**How will school support my child?**

Subject teachers are responsible for the progress of all students in their lessons. They are trained to teach children with all types of additional learning requirements and are responsible for making the curriculum accessible to all students.

The Learning Co-ordinator (SENCO) is responsible for ensuring that:

* Teachers understand a student’s needs
* Teachers are trained in meeting those needs
* Teachers have support in planning to meet a student’s needs
* The quality of teaching for students with SEND, and
* Provision across the school is efficiently managed.

Sometimes, some students require additional support to make progress across the curriculum, because they are significantly below the expectations for their age. Then, the Learning Co-ordinator is responsible for organising intervention for an individual or small group of students, which might include one of these provisions, for example:

* ***Additional adult support in the classroom*** – Keyworkers support the teacher in helping the learning of whole classes; the Learning Co-ordinator also is able to direct a limited amount of ‘hours’ of additional adult support in the classroom, in cases where there is evidence that students are significantly below the expectations for their age.
* ***One 2 One academic mentoring*** – students have weekly mentoring with a designated Keyworker, where the following are worked upon as required : handwriting, reading, numeracy, literacy, study skills, organisation skills, social skills, speech & language, knowledge organisers, etc.
* ***Disapplication*** – if long-term intervention is needed, a student can sometimes be disapplied from a subject on the national curriculum, in order to allow time for intensive support with learning

**Homework**

The homework set by teachers is an integral part of students’ learning and can contribute directly to how well a student makes progress. There are compulsory weekly homework in all subjects set through Knowledge Organisers. There are a number of voluntary extra-curricular activities that student can do which includes joining an after school club in PE, Music or Drama. There is support available before school, break 1 & 2 and after school each day to help all students with any tasks that have been set.

**Who will explain provision to me?**

* Information about the provision in individual subjects can be discussed with subject teachers or academic leaders. There is an annual opportunity for this at parents’ evening, but teachers can meet with parents/carers at any point in the school year to discuss students’ progress.
* In the case of individual or small group interventions, the SENCO or a member of their team will write to parents/carers explaining the aims of the intervention. Letters, phone-calls or emails will be used to keep parents/carers updated on their child’s progress and discuss support in more detail, if required.

**How are the school governors involved and what are their responsibilities?**

* The SENCO and Head Teacher report to the governors termly to inform them about the progress of students with SEND; this report does not refer to individual students and confidentiality is maintained at all times.
* One of the governors is responsible for SEN and meets with the department.
* Training is in place to keep Governors up to date with the latest SEND changes.

**How will the curriculum be matched to my child’s needs? What are the school’s approaches to differentiation and how will that help my child?**

Subject teachers are responsible for planning lessons that are accessible to and differentiated for every student. In curriculum areas students are grouped by levels of attainment. Students are entitled to participate in all areas of the curriculum and it is the subject teacher’s role to differentiate resources and activities to ensure the student can access the learning. This can mean teachers plan:

* Visual, auditory or kinaesthetic activities
* Small group or 1-1 learning with a Keyworker
* To set alternative activities for Homework tasks
* To provide specially targeted texts and resources appropriate for students’ reading ages
* To provide additional apparatus or materials
* To adapt and adjust resources and materials to make them accessible for students with specific learning difficulties

At Key Stage 4 (year 10 onwards) students choose from a range of GCSE in varying pathways, which help to prepare them for the next steps in their education, be that college, apprenticeships or work. Students and parents/carers are offered advice and careers guidance at the appropriate time to help make these important decisions.

**How will I know how my child is doing and how will you help me to support my child’s learning? What opportunities will there be for me to discuss my child’s progress?**

At Hornchurch High School we have a policy where parents/carers are welcome any time to make an appointment to meet with either a subject teacher or tutor or any other teacher, and discuss how their child is progressing. Parents/carers can contact staff members directly by email or by writing a note, or through the school office: admin@hornchurchhighschool.com or 01708 691441

Planned arrangements for communicating between school and home include:

* Email access to child’s Form Tutor, Key Worker or SENCO
* Parent Evenings - in years 7 & 8 there is one tutor evening and one teacher evening each year. In years 9, 10 & 11 there is one teacher evening.
* Every year group has three colour coded progress reports a year highlighting how a student is doing compared to their target with additional comments on how to improve.
* If your child has an Education, Health and Care Plan (EHCP) or Statement of SEN, then there are legal requirements for three meetings each year, one of which is the Annual Review, attended by parents/carers, teachers and outside agencies involved in the student’s education.

**How does the school know how well my child is doing?**

At Hornchurch High School we track the progress of all students through a variety of tests and teacher assessments.

These include:

* Reading tests
* Base line assessments for year 7s (CATS)
* Termly assessments
* End of year exams
* Teacher Assessments
* Key assessment work

The data taken from these is looked at and analysed with students highlighted if they are falling behind expected levels of progress.

This is communicated to parents either by department or by the SENCO.

Hornchurch High School also runs behaviour watch which informs the school how a student is doing in both behaviour and attendance. Both positive and negative behaviours are recorded to demonstrate a student’s attitude to learning (ATL)

**What support will there be for my child’s overall well-being? What is the pastoral, medical and social support available in the school?**

Hornchurch High School believes that students should look after:

1. Themselves

2. Each Other

3. Their environment

This is encouraged through lessons, assemblies and tutor time to ensure safe and secure learning environment.

Hornchurch High School operates a year group tutoring system, which means that students are placed with students from their year group for their tutor group. This encourages year cohesion, communication, competition, support and opportunities for mentoring and leadership. This system also means that students are able to have support through an age appropriate assembly and Head of Year. Tutors are the main point of contact for parents/carers about their child’s pastoral and social well-being.

We have a small Welfare Team who are available to work with students and their families. Heads of Year can request this support for their students, when they consider it to be suitable.

If a student is unwell during the school day, then they will be sent to the Medical Room, which is run by our fully qualified school nurse. If the student is too ill to stay at school, their parent/carer will be contacted and asked to make arrangements for collecting them as soon as possible. The school nurse will decide if the student is well enough to stay at school or not.

In a medical emergency, the school nurse will attend urgently, or may call for an ambulance, if the student requires hospitalisation. Staff are trained annually on administering Epi-Pens for anaphylactic shock, and students who have severe allergies or other significant health/medical needs are flagged-up to all staff throughout the school year.

**How does the school manage the administration of medicines?**

Medicines for students are managed by the School Nurse. If a student requires medicine during the school day, the following procedures must be followed:

* Parents must sign a ‘permission to administer’ form
* All medicines must be given in person to the School Nurse by a parent/carer
* The student’s name and date of birth are recorded alongside the date, time, name of medicine, and dosage
* Depending on how the medicine needs to be stored, it will be kept in either a locked cupboard or a fridge in the Medical Room
* To take their medicine, the student must go to the Medical Room, where the dose will be administered or supervised by the nurse.
* Diabetic students are also supported by the Admin Manager.

**What support is there for behaviour, avoiding exclusion and increasing attendance?**

At Hornchurch High School we promote and reward positive behaviour and have regular reward assemblies. There are also clear consequences for poor behaviour, which are outlined in the school behaviour policy. As well as losing rewards, students can receive sanctions such as detention, isolation or fixed term exclusions.

However, if a student is falling significantly behind their peers, and their behaviour is affecting their learning or the learning of others, then additional support may be provided.

* The Attendance Mentor helps parents/carers manage their child’s attendance at school and can support with outside agencies coming into school.
* Heads of Year and tutors also work with students whose behaviour is affecting the learning of other students, to help them develop skills for understanding and managing their emotional, social and mental health for supporting learning at school; by providing education plans and arranging workshops/lessons.
* Reflective work on consequences is done for any internal or external exclusion with a Head of Year to reduce the likelihood of repeat offences.

**How will my child be able to contribute their views?**

Student Voice has improved significantly at Hornchurch High School with students leading a variety of areas including Sport, anti-bullying, curriculum and school improvement. Recent projects include new toilet facilities and a summer uniform. We have student governors and all students have access to the student leaders who bring concerns and ideas to the Head Teacher every month.

* Student panels regularly form a part of the school’s interview process for new members of staff.
* There are regular pupil questionnaires where we actively seek the viewpoints of students on a range of topics. The results of this questionnaire are used by the Senior Leadership Team to develop the whole school improvement plan.
* If your child has an EHCP or Statement of SEND, their views will be sought before any review meetings.
* Parental questionnaires in consultation with parents

**What specialist services and expertise are available at or accessed by the school?**

The school works closely with any external agencies that are relevant to individual students’ needs, including:

* Educational Psychologist
* CAMHS
* LS Borough Advisors
* Children and YP Services
* SSO (Safer schools officer)
* Prospects
* Family intervention project
* Young addiction support
* Sexual Health support

**What SEND training have the staff had or are currently having?**

SEND training is an on-going rolling programme of professional development for our staff, throughout the school year.

* We have a Student Welfare Manager
* We have a small team of Keyworkers who have ongoing training to support and lead interventions.
* We have a fully trained School Counsellor
* All staff are trained each year on the needs of new students joining the school – this can include training from specialist agencies or consultants, as well as from the SENCO or other staff with relevant expertise.
* SEND training forms part of the continuing professional development of all teachers and Keyworkers and is organised in accordance with the needs of the students.
* The school works closely with other local schools, especially our feeder primary school, sharing training opportunities including INSET days and outside experts. Opportunities to develop this aspect of local expertise are actively sought throughout the school year.

**How will my child be included in activities outside the classroom including school trips?**

All students are entitled to be included in all parts of the school curriculum and we aim for all students to be included on school trips. We will provide the necessary support to ensure that this is successful.

A risk assessment is carried out prior to any off-site activity to ensure everyone’s health and safety will not be compromised. In the unlikely event that it is considered unsafe for a student to take part in an activity, then alternative activities which will cover the same curriculum areas will be provided in school.

**How accessible is the school environment?**

There may be schools in the Borough which provide more specialist and tailored environments for students with particular difficulties in relation to medical and mobility needs, but at Hornchurch High School, we pride ourselves in attempting to offer a range of additional provision and will seek to accommodate any pupil where a parent has expressed a preference for the school.

The school is accessible from the community and has good access for wheel chair uses and those with mobility needs. The school was built in the 1960s/70s so not all areas are fully accessible for all.

* North wing has no lift or mechanism to support wheel chair access.
* The main block has lift to all floors and good access points
* Disabled toilets and changing are available.
* The site has been adapted so that all areas can be reached via permanent ramps, meaning that the ground floors of all buildings are accessible for wheelchair users or those with impaired mobility.

**How will the school prepare and support my child when joining the school and transferring to a new school?**

**Key Stage 2-3 (year 6 to year 7)**

* Through the school’s Primary links, careful transition is planned and arranged. From year 5 students visit Hornchurch High School for sporting and academic challenges. Year 6 Students are very used to Hornchurch High School by the time they arrive.
* All students in year 6 who have accepted a place at Hornchurch High School for year 7 are invited to two intake days in June. These days provide a taste of secondary school life, involve experience of lessons, information about how the school runs and provide an opportunity for students to meet their new classmates. Some testing is done during these two days in Numeracy and Literacy.
* Parents/carers are invited to an ‘Intake Evening’ at the end of the two intake days, to learn about the activities their children have undertaken, to meet key members of the pastoral team and to receive information about the organisation of the school.
* The SENCO or a member of the senior team visit feeder primary schools to meet students, gather information from year 6 teachers and support staff and to offer informal ‘question and answer’ sessions for parents/carers
* All relevant teachers are provided with information about all new students’ needs, strengths and background before the end of year 6.
* At Hornchurch High School we have a year tutoring system, student leaders from year 10 & 11 support new year 7 forms. This encourages community cohesion, communication across age groups and opportunities for mentoring and leadership. Year 7 students will be in their own unique tutor groups. This will help ensure transition is smooth for all students and that support and tutor time is tailored to year 7 needs.
* The first day of the new school year in September is for year 11 and year 7 students only. On this day, students learn together about how to be effective learners and reflect on their own skills.
* Every student’s school file is passed on to the Pastoral Team (or, in the case of students with SEND, the SENCO) at the start of year 7.
* Within the first half term of the new school year, parents/carers of new year 7 students are invited to meet with the child’s tutor, to introduce themselves, share information and establish contact with the school.
* The school arranges regular transition groups and visits for vulnerable year 6 students to get to know the school site, meet staff with whom they will work and learn about how the school is organised.

**Key Stage 3-4 (year 9 to year 10)**

* For KS4, students choose from a range of GCSE in varying pathways, which help to prepare them for the next steps in their education, be that college, apprenticeships or work. Students and parents/carers are offered advice and careers guidance at the appropriate time to help make these important decisions.
* There are opportunities for some students to attend local colleges on a part time basis during Years 10 and 11, to follow a vocational course as part of their timetable.
* There is a parents information evening and a options fayre for students to help and guide them with their choices.

**KS4-5 (year 11 to year 12)**

* The school arranges visits to open days and further education fayres for all students. Support with finding and applying for apprenticeships is also available.
* Hornchurch High School holds its own careers fayre for years 9 to 11.
* Students are encouraged to consider attending university in the future and the school works with higher education establishments to provide experiences for students to inspire the ambition to pursue this route.
* All students in year 11 are provided with 1-1 careers advice to help them plan possible routes for training or education.
* Students with a Statement of SEN or an EHCP who are moving on to further education are supported by Prospects Career Services.

**Joining mid-year**

* All students admitted to the school after the start of the academic year are screened on entry, to identify any areas of need and to provide information to staff about the student’s learning
* A student ‘buddy’ is chosen to support the new student for the first few days of being at Hornchurch High School. The buddy takes the new student to lessons, introduces them to other students, answers questions and informs pastoral staff how well the new student is settling in to school
* Contact is always made with the previous school to ensure the transfer of information and the child’s school file.

**Moving to another school**

* Contact is always made with the new school to ensure the transfer of information and the child’s school file.

**How are the school’s resources allocated and matched to children’s needs?**

We ensure that all students with SEND have their needs met to the best of the school’s ability, within the funds available.

The budget is allocated on a needs basis. The students who have the most complex needs are given the most support.

**How is the decision made about what type and how much support my child will receive?**

Our provision is arranged to meet our students’ needs, within the resources available. This approach reflects the fact that different students require different levels of support in order to achieve age expected attainment.

The SENCO and their team consult with subject teachers, academic leaders and pastoral leaders, as well as with support staff, to discuss the student’s needs and what support would be appropriate.

There are always on-going discussions with parents/carers for any student who requires additional support for their learning.

**How do we know if it has had an impact?**

The aim of our SEND support, where appropriate, is to help the student reach a time where they no longer need the help or support as they have caught up.

* We see evidence that the student is making progress academically against national/age expected levels and that the gap is narrowing – they are catching up to their peers or expected age levels
* The student is achieving or exceeding their expected levels of progress
* Verbal feedback from the teacher, parent and student
* Formal or informal observations of the student at school
* Students may move off of the SEND register when they have ‘caught up’ or made sufficient progress.

**Who can I contact for further information?**

A parent/carer’s first point of contact should be the child’s tutor to share concerns.

There are a number of ways in which parents/carers may raise questions or concerns regarding any difficulties they feel their child may be experiencing. Usually those concerns are raised with the child’s Form Tutor, subject Teacher or Head of Year in the first instance.

Specific concerns regarding SEND students can be directed to the following staff:

|  |  |  |
| --- | --- | --- |
| Mrs Z Clarke | SENCO | zclarke@hornchurchhigh.com |
| Mrs S Ballard | Student Welfare Manager | sballard@hornchurchhigh.com |
| Mrs L Potter | Head of Year 7 | lpotter@hornchurchhigh.com |
| Miss K Douglas | Head of Year 8 | kdouglas@hornchurchhigh.com |
| Mr D Evans | Head of Year 9 | devans@hornchurchhigh.com |
| Miss D Moore | Head of Year 10 | dmoore@hornchurchhigh.com |
| Mr P Bailey | Head of Year 11 | pbailey@hornchurchhigh.com |

General enquiries can go to the school office: [admin@hornchurchhigh.com](mailto:admin@hornchurchhigh.com)

Additionally, the school liaises with and may refer to any of the agencies below:

The Local authority [www.havering.gov.uk](http://www.havering.gov.uk)

• Educational Psychologist

• CAMHS

• LS Borough Advisors

• Children and YP Services

**Who should I contact if I am considering whether my child should join the school?**

Contact the school admin office to arrange to meet a member of the Senior Leadership Team or the SENCO on [admin@hornchurchhigh.com](mailto:admin@hornchurchhigh.com) or 01708 691441

**Who should I contact to make a complaint?**

Should a parent/carer have a complaint regarding SEN provision, they should approach the SENCo in the first instance. If the complaint is not resolved after contact with the SENCo, then follow the school complaints procedure which can be found on the schools website: [www.hornchurchhighschool.com](http://www.hornchurchhighschool.com)

I hope this has answered any questions you may have about Hornchurch High School and how we support students with SEND. We are an inclusive community based school that takes pride in the support we offer all our students. If you have any further questions or wish to visit the school to be shown around please do not hesitate to contact us.

Mrs Z Clarke

SENCO