



# **SEND Information Report 2021**

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## 1. Aims

Hornchurch High School is an 11-16 inclusive secondary school situated in the Hornchurch area of Havering. The School Our SEND policy and information report 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.

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 SEND 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 SEND good practice and methodology in order to offer support and training in these areas to all staff in the school.

## 2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for students with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCOs) and the SEND information report

## 3. Definitions

A student has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

## 4. Roles and responsibilities

### 4.1 The SENDCO

The SENDCO is Ms Zoe Clarke.

They will:

- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual students with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that students with SEND receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet students' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure students and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all students with SEND up to date

### 4.2 The SEND governor

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- Work with the headteacher and SENDCO to determine the strategic development of the SEND policy and provision in the school

### 4.3 The headteacher

The headteacher will:

- Work with the SENDCO and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability

### 4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every student in their class
- Working closely with any keyworker or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCO to review each student's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

## 5. SEND information report

### 5.1 The kinds of SEND that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction - for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning - for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties - for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs - for example, visual impairments, hearing impairments, epilepsy
- Moderate learning difficulties

### 5.2 Identifying students with SEND and assessing their needs

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
- Liaison with external agencies, e.g. physical health diagnosis from paediatrician
- Concerns raised by teacher

Class teachers will make regular assessments of progress for all students and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a student is recorded as having SEND.

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 SEND register. If they fall behind again at any point, then they may be added to the register again.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the student and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

### **5.3 Consulting and involving students and parents**

We will have an early discussion with the student and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the student's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the student's record.

We will formally notify parents when it is decided that a student will receive SEND support.

### **5.4 Assessing and reviewing students' progress towards outcomes**

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

The class or subject teacher will work with the SENDCO to carry out a clear analysis of the student's needs.

This will draw on:

- The teacher's assessment and experience of the student (these include - Reading tests, Base line assessments for year 7s (CATS), Termly assessments, End of year exams, Teacher Assessments, Key assessment work)
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The student's own views
- Advice from external support services, if relevant

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 SENDCO.

The assessments will be reviewed regularly.

All teachers and support staff who work with the student 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 student's progress.

## **5.5 Supporting students moving between phases and preparing for adulthood**

We will share information with the school, college, or other setting the student is moving to. We will agree with parents and students which information will be shared as part of this.

### **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 SENDCO 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 SENDCO) 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.

### **Key Stage 4-5 (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 an EHCP who are moving on to further education are supported by additional careers advice.

### **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.

## **5.6 Our approach to teaching students with SEND**

Teachers are responsible and accountable for the progress and development of all the students in their class.

High quality teaching is our first step in responding to students who have SEND. This will be differentiated for individual students.

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
- 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

We will also provide the following interventions:

- Small group or 1-1 learning with a Keyworker
- Weekly academic mentoring sessions with a Keyworker
- Before school club - Students will be supported and guided in preparing for their day ahead including ensuring knowledge organisers, equipment and uniform are correct and any concerns are discussed.
- Ezone Games Club - This will run both Break 1 and 2, this will focus on social interactions in a calm setting where students are encouraged to work together and interact positively
- Homework Club - A SEND keyworker will be in attendance every evening to ensure that students have directed support with their homework, or even simply to support in their daily reading

## **5.7 Adaptations to the curriculum and learning environment**

We make the following adaptations to ensure all students' needs are met:

- Differentiating our curriculum to ensure all students are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

## 5.8 Additional support for learning

Sometimes, some students require additional support to make progress across the curriculum, because they are significantly below the expectations for their age. Then, the SENDCO 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 specific students in identified classes.
- **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.
- **Dedicated SEND homework club** - A SEND keyworker will be in attendance every evening to ensure that students have directed support with their homework, or even simply to support in their daily reading.
- **Before school club** - Students will be supported and guided in preparing for their day ahead including ensuring knowledge organisers, equipment and uniform are correct and any concerns are discussed.
- **Ezone break & lunch games club** - This will focus on social interactions in a calm setting where students are encouraged to work together and interact positively
- **Reading groups** - These will be run each week by the Keyworker during Form Time 8:30 – 9:00am
- **Additional literacy support** - Students will receive in-class support focusing on improving their literacy skills. The SENDCO will work closely with the school literacy coordinator to ensure we work on ensuring the students outcomes are met
- **Small group work** – this will be undertaken in The Hub by Keyworkers as required

## 5.9 Expertise and training of staff

- Our SENDCO has 15 years of Pastoral & SEND experience across a variety of Secondary Schools.
- We have a highly experienced Student Welfare Manager- including Safeguarding & Child Protection.
- We have a small team of Keyworkers who are trained to deliver SEND provision - including 1 ELSA trained member of staff.
- We have a fully trained School Counsellor & Bereavement 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 SENDCO 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.
- In the last academic year, staff have been trained in ELSA & Mental Health support strategies.

## 5.10 Securing equipment and facilities

We ensure that all students with SEND have their needs met to the best of the school's ability.

The students who have the most complex needs are given the most support.

## 5.11 Evaluating the effectiveness of SEND provision

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 SENDCO 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.

We evaluate the effectiveness of provision for students with SEND by:

- Reviewing students' individual progress towards their goals each term
- Reviewing the impact of interventions after 6 weeks
- Using student questionnaires termly
- Using parent questionnaires termly
- Monitoring by the SENDCO
- Holding Annual Reviews for students with EHC plans
- SEN Passport termly reviews with the parent/carer

### **5.12 Enabling students with SEND to engage in activities available to those in the school who do not have SEND**

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.

We will try to exhaust every avenue to overcome potential barriers but the parameters of the risk assessment will be the deciding factor.

### **5.13 Support for improving emotional and social development**

We provide support for students to improve their emotional and social development in the following ways:

- We have an open door policy & encourage open & transparent communication with both parent/carer & students
- Access to the Hub & Welfare support throughout the day as required
- Students with SEND are encouraged to attend clubs at break to promote teamwork & building friendships
- ELSA support is available as identified
- Academic weekly mentoring meetings with the named Keyworker
- We have a zero tolerance approach to bullying

### **5.14 Working with other agencies**

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

- Borough support
- Young carers

### 5.15 Complaints about SEND provision

Complaints about SEND provision in our school should be made to the SENDCO in the first instance. They will then be referred to the school's complaints policy.

The parents of students with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

### 5.16 Contact details of support services for parents of students with SEND

A parent/carer's first point of contact should be the child's tutor, followed by Head of Year.

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

Mrs Z Clarke	SENDCO	zclarke@hornchurchhigh.com
Mrs S Ballard	Student Welfare Manager	sballard@hornchurchhigh.com
Mrs N Fallows	Head of Year 7	nfallows@hornchurchhigh.com
Mr D Evans	Head of Year 8	devans@hornchurchhigh.com
Mrs K Clements	Head of Year 9	kcléments@hornchurchhigh.com
Miss R Begum	Head of Year 10	rbegum@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)

### 5.17 Contact details for raising 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	SENDCO	zclarke@hornchurchhigh.com
Mrs S Ballard	Student Welfare Manager	sballard@hornchurchhigh.com
Mrs N Fallows	Head of Year 7	nfallows@hornchurchhigh.com
Mr D Evans	Head of Year 8	devans@hornchurchhigh.com
Mrs K Clements	Head of Year 9	kcléments@hornchurchhigh.com
Miss R Begum	Head of Year 10	rbegum@hornchurchhigh.com

Mr P Bailey	Head of Year 11	pbailey@hornchurchhigh.com
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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

### **5.18 The local authority local offer**

Our local authority's local offer is published here:

<https://familyserviceshub.havering.gov.uk/kb5/havering/directory/localoffer.page?localofferchannel=0>

## **6. Monitoring arrangements**

This policy and information report will be reviewed by Ms Zoe Clarke **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

## **7. Links with other policies and documents**

This policy links to our policies below:

- SEND Policy
- Supporting Pupils with Medical Conditions Policy
- Mental Health & Wellbeing Policy
- Gender, Equality & Diversity Policy
- Accessibility plan