



Heworth Grange
School
Enriching Lives, Inspiring Ambitions

SEND Information Report

2021 - 2022



Consilium
Academies

Heworth Grange School is a maintained mainstream school for students from the ages of eleven to sixteen.

The school caters for a wide range of students, including those with Special Educational needs and Disabilities. The school has high aspirations for all and believes in the values of 'Dream, Believe, Achieve'.

The Special Educational Needs and Disabilities Co-ordinator (SENCO) is Mrs J Mitchell who can be contacted by telephoning the school on 0191 421 2244.

Gateshead Council has developed a Local Offer which provides information about education, health and social care support for children and young people with SEND in Gateshead. The Local Offer can be found at: -

www.gateshead.gov.uk/localoffer.

Identifying Students Needs

All students follow a broad balanced curriculum that is appropriate to their age and stage of development which is personalised to take into account their needs and abilities. In order to identify a student's special educational needs, we use information about the student's progress and compare it with the progress of other students in the school and against national performance information.

If a student is not making the progress that would be expected, their parent/carer will be informed at the earliest convenience and involved in the next stage of education. We will discuss our concerns with the parent/carer and the student, getting their views on the following:

- the student's strengths and areas of difficulty.
- concerns that the parent/carer or student has.
- an agreed set of outcomes
- an agreement of the next steps.

Following discussions with parents/carers and the student, we will then agree outcomes that the student will be working towards and the support, intervention or teaching method required to meet these outcomes. From the students' progress data and discussions with parents/carers, the school will then decide the best support programme needed to meet these outcomes. From here a SEND personal centred plan will be produced.

Concerns are not always based on academic progress but could also be linked to the social and emotional development of the student. Any concerns that school staff or parents raise in this area may lead to a further investigation by the SENCO.

Most children and young people will have their special educational needs met in schools through

excellent classroom practice. This is called **Quality First Teaching**.

Quality First Teaching (QFT):

Ensures that the teacher has the highest possible expectations for each child in their class.

Ensures all teaching is based on what your child already knows, can do and understands in order to help them progress.

Involves various ways of teaching so that your child is fully involved in learning in class.

Requires constant assessment and planning from the assessment so progress is made and the needs of each child are met.

You can find details of how we adapt the curriculum and make it more accessible for pupils with SEND below:

Quality First Teaching – most needs will be met in the classroom with the subject teacher. We expect teachers to plan and use direct differentiated activities to ensure all pupils can access a challenging curriculum which is tailored to their needs and progress.

Staff members are trained and use competently, a range of teaching and learning styles to ensure all pupils can access both home and class work.

Specific group work is integral to directed differentiation and targeted intervention groups. Pupils may be grouped on ability or skill strength. They are academically and socially challenged.

Extra support to assist learning outside the classroom is offered in a broad range of extra-curricular activities such as active lunch sports clubs, safe social spaces, homework club and the use of IT equipment in student support, during lunchtimes and after school.

At Heworth Grange we adopt the Assess, Plan, Do, Review model

Assess a child's special educational needs

Plan the provision to meet your child's aspirations and agreed outcomes

Do put the provision in place to meet those outcomes

Review the support and progress

Assessment, monitoring and reviewing

Each student's progress is continually monitored by their subject teacher and the SENCO in a number of ways. The SENCO oversees any additional support the student may need and at the beginning of the new academic year, data is analysed and tracked to get a clear indication of which students need support with their academic work or their social, emotional and mental health.

Progress is discussed in regularly staff meetings, tracked closely by departments and staff and is reviewed formally every term. The level of support given to each student and depends on their additional needs and any other factors that may improve or hinder their progress.

Within SEND there are four broad areas of SEND, these are:

Communication and Interaction

This area of need includes children with Autism Spectrum Condition and those with Speech, Language and Communication Needs

Cognition and Learning

This includes children with Specific Learning Difficulties, Moderate Learning Difficulties, Severe Learning Difficulties and Profound and Multiple Learning Difficulties

Social, Emotional and Mental Health Difficulties

This includes any pupils who have an emotional, social or mental health need that is impacting on their ability to learn

Sensory and/or Physical Difficulties

This area includes children with hearing impairment, visual impairment, multi-sensory impairment and physical difficulties.

When a student has been assessed and is not making progress against their outcomes with the help that they have been given, we can refer students to a number of different services for more specialist assessment and advice.

External Agencies and Partnerships

The school enjoys good working relationships with a wide range of people who provide services to children with SEND and their families, particularly when a child is demonstrating further cause for concern or their learning need is more complex and persistent. The external specialists may:

- Act in an advisory capacity
- Extend expertise of school staff
- Provide additional assessment
- Support a child directly
- Provide individual, small group and whole class direct intervention and support
- Suggest statutory assessment is advisable
- Consult with all parties involved with the child

Depending on the student's needs, referrals can be made to the Special Educational Needs Improvement Team (SENIT), the Educational Psychology Service or Behaviour Support Service within Gateshead Council. Health services such as speech and language therapy, the school nursing service, occupational therapy, Emotional Wellbeing Team, Children and Young People's Service and the Family Intervention Team.

We might suggest completing an Early Help form in order to get a team of professionals (Team around the Family (TAF) together to work with the student and their family but this will only be done with the parent/carer's agreement.

If the student does not make progress with support that has been suggested by specialist staff, we can make a referral to the Local Authority, for an assessment for an Education, Health and Care Plan This is a legal process, which is carried out by the Local Authority which sets out the amount of support that will be provided for the student.

Involving parents/carers and the student

Parent/carers can contact school with any concerns about their child by telephoning and requesting an appointment to meet with the SENCO.

Parent/carers will be kept informed through home/school books/diaries, school reports and phone calls. Staff will contact parents/carers to discuss issues, concerns or progress of individual students as soon as additional need is identified.

We hold regular parent evenings for all parents/carers. If your child has special educational needs,

parents/carers and the student are involved with regular termly review meetings to discuss progress towards current outcomes and setting outcomes for the future.

Annual Reviews are held for students with Education Health Care Plans. The review focuses on achievements, the progress made towards the outcomes, support and future plans and is held with parents/carers, the student and any other agencies involved.

Progress reports can be provided to parents/carers in alternative formats if required.

Students are encouraged to share their aspirations and views in review meetings especially letting school know how they prefer to be supported.

Staff to Support students with SEND

There are a number of people in school who are responsible for special educational needs and disabilities in school:

The Head Teacher is responsible for:

The day to day management of all aspects of the school, including support for students with SEND.

Making sure that your child's needs are met but they will give this responsibility to the SENCO and class teachers.

Making sure that the Governing Body is kept up to date about any issues in the school relating to SEND.

The Special Educational Needs Co-ordinator (SENCO) is responsible for:

Coordinating all the support for students with special educational needs and disabilities (SEND) and developing the school's SEND Policy to make sure all students get a consistent, high quality response to meeting their needs in school.

Ensuring that parents/carers are:

involved in supporting their child's learning

kept informed about the support their child is getting

involved in reviewing how they are doing

involved in planning for their future.

Contacting other people who may be coming into school to help support your child's learning for example, an Educational Psychologist. Making sure that there are excellent records of your child's progress and needs.

Provide specialist support for teachers and support staff in the school, so they can help students with SEND in the school make the best possible progress.

Writing Pen Portraits that specify the student's targets to be used by staff, students and parents

Ensuring that all staff working with the student in school are helped to deliver the planned work/programme so the student can make the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.

The Subject Teacher is responsible for:

Making sure that all students have access to excellent classroom teaching (this is known as Quality First Teaching) and that the curriculum is adjusted to meet your child's individual needs (this is called differentiation).

Checking on the progress of your child and identifying, planning and providing any additional help your child may need and letting SENCO know if necessary. This could be things like targeted work and additional support.

Following the PCP's produced by the SENCO. These will be shared and reviewed with parents at least once each term.

Planning for the student's next term based on their progress.

Ensuring that the school's SEND Policy is followed in their classroom and for all the students they teach with any SEND.

The Teaching Assistants work with the class teacher to identify areas of support for students with SEND. They:

Support students to access the curriculum

Help with the implementation of differentiation and specialist support strategies in the classroom

Keep students focused on learning activities during lesson

Attend all training opportunities related to SEND and differentiation.

Are mainly classroom based, however Higher-Level Teaching Assistants are able to deliver specific SEND programmes outside of the classroom. They may also provide support during social time and unstructured parts of the day

Help students to develop effective ways of becoming independent learners

Pass on any concerns regarding progress/emotional and social development to the SENDCO

The SEND Governor is responsible for:

Making sure that the school has an up to date SEND Policy

Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all students in the school.

Making sure that the necessary support is made for any student who attends the school, who has SEND.

Types of SEND at Heworth Grange

At Heworth Grange we have experience of supporting children and young people with a wide range of needs including:

Specific learning difficulties – Dyslexia, Dyspraxia, Dyscalculia

Autism Spectrum Disorder

ADHD

Speech, Language and Communication needs

Hearing Impairment

Moderate Learning Difficulties

Visual Impairment

Physical Difficulties

Social, Emotional and Mental Health needs

Students who have been identified as needing support and/or intervention may receive one or more of the following which will be discussed with parents and students prior to the start.

The SEND department is made up of the following staff: -

Mrs J Mitchell SENCO

Miss A Kelly Deputy SENCO

Miss A Mills

Mrs N Pinkney

Mrs D Abrahamson

Mrs D Hall

Mrs A Turnbull

Mr J Breakingbury

Mrs Z Armine

Mrs L Ambler

Mrs G Henderson

Mr A Gray

Small group work

Small group support is available for a student who has specific gaps in their understanding of a subject/area of learning and will be put in place if the SENCO or Head of Department thinks that they need additional support.

The groups, called “Intervention groups”, are based around areas such as literacy, numeracy, social skills, transition, dyslexia, dyscalculia etc. The groups follow similar patterns: -

They usually take place in the SEND department

They are planned and overseen by a teacher of SEND or by a Teaching Assistant who has been trained to run the groups,

The groups are organised with specific targets to help your child make more progress. The targets will be identified in advance and need to be achieved within a specific time period, normally a term.

The progress made with the intervention group is tracked and monitored closely to decide whether any additional support is needed for your child.

Sometimes intervention needs to be delivered by specialist agencies. This type of support is available for students who are not making progress through Quality First Teaching, school intervention groups and means they have been assessed as needing some extra specialist support in school. This may be from:

Local Authority services such as the SENIT, an Educational Psychologist or Behaviour Support Service.

Outside agencies such as the Speech and Language therapy (SALT) Service, Occupational Therapy, Emotional Wellbeing Team.

For your child this would mean:

Your child will have been identified by the SENCO as needing more specialist input instead of or in addition to Quality First Teaching and intervention groups.

You will be asked to come to a meeting to discuss your child’s progress and help plan possible ways forward.

You may be asked for permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself understand your child’s 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, which may include:

Making changes to the way your child is supported in class e.g. some individual support or changing

some aspects of teaching to support them better

Support to set targets which will include their specific expertise

A group run by school staff under the guidance of the outside professional

A group or individual work with an outside agency or professional

The school may give your child needs some individual support in school. They will tell you how the support will be used and what strategies will be put in place.

Individual support

This is usually provided through an Education, Health and Care Plan. This means your child will have been identified by a specialist professional as needing a higher level of support than the school can provide from their SEND budget. This is a legal process, which is carried out by the Local Authority, which sets out the amount of support that will be provided for your child. School will discuss with you if they think that this is required.

Emotional and Social Support

As well as providing academic support, school can also provide emotional and social support for students. This can include:

Peer mentoring systems involving older, normally Sixth Form students

Social skills/nurture group interventions which can be provided by both internal staff and external agencies

School counsellor or external counselling service

Support from a Learning Mentor or a Behaviour Mentor

Supporting individuals or small group intervention work with the Inclusion Assistant

Self-esteem interventions ranging from small group interventions to speech and language interventions

A Pastoral system which allocates support from Head of Year and Assistant Head of Year, as well as from the Inclusion Manager

Anti-bullying policies that are taught within the PSHE curriculum in Learning for Life

Provision provided before and after school for vulnerable students

The School

The school is fully accessible to students with physical difficulties.

The following facilities are available for students and their parents/carers with physical difficulties:

Disabled parking bays

Ramped access to buildings

Lifts to all floors

Accessible toilets

Induction loop for hearing aid users

Contrast edging and dual height rails on stairs and steps

Accessible break areas and dining facilities

A private room for administration of medication

A risk assessment will be carried out and personal evacuation plan will be drawn up for all pupils with physical difficulties. All staff working with the student will be made aware of the plan. We have an Accessibility Policy which is available to view in more detail on the school website.

Outside School

The school has a number of after school clubs, including, homework club, Maths club, History club and many more. All the clubs are accessible to students with special educational needs and disabilities.

Students take part in school visits throughout the year. A risk assessment is completed for all school visits. The Senior Leadership Team, overseen by the Headteacher, makes decisions based on whether it is safe for a student to leave the premises, taking into account the emotional needs of the students.

Transition

Transitions can be difficult for a student with SEND and we take steps to ensure that any transition is as smooth as possible.

Students with, Educational, Health and Care Plans will have a review in the Autumn term before they move to secondary school to discuss the transition. You will be told by 15 February of the year that they transfer, which secondary school they will be attending in September.

Before your child moves to Heworth Grange School, the SENCO will visit them at their primary school. Whenever possible, we will arrange for your child to visit us to meet their new teachers and classmates. We will invite all parents to an open evening once their secondary placement has been allocated. We will also speak to the primary school SENCO and the parent/carers of children with an Educational, Health and Care Plan before their child begins at Heworth Grange, as they know their child better than we ever can. We will develop a personal transition plan for your child with their primary school and review staff training to ensure that staff teaching your child have a knowledge of their needs. Wherever possible, at the start of July, there is a transition week for all Year 6 pupils at Heworth Grange.

If your child is moving mid-year to another educational provision, we will contact the SENCO at the new provision and ensure they know about any special arrangements or support that need to be made for your child. We will also make sure that all records about your child are passed on as soon as possible. Where possible your child will visit their new school before they start and in some cases staff from the new school will visit your child in this school.

Information is available for all staff from the school's computerised records so staff will be aware of your child's needs if they move class. Students with a greater level of need are identified to all staff as appropriate.

Students also move to college or apprenticeships at the end of Year 11 or the end of Year 13. Students will have support from a Connexions Personal Adviser from Year 9, who will provide independent support and advice about Post 16 options. In some cases, it may be suitable to use the support of Disabled Social Work Team to support the transition into adult services for the student.

Please note – if your child has an Educational Health Care Plan, they must have an annual review before they move to a new provision.

Alternative education opportunities for learning outside of the school setting if this is deemed appropriate.

Complaints

Parents/carers can contact the Special Educational Needs and Disability Information and Advice Service which is run by the Gateshead Parent Partnership Service (formerly known as Barnardo's) on 0191 478 4667, email DAISS@barnardos.org.uk.

This is a free, confidential service for young people who have SEND and their parent/carers. The service is available whether or not the young person has an Educational Health Care Plan.