

# ACHIEVING EXCELLENCE



**Lead Governor:**  
**HTC SEN Subject Leader:**  
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**Last Review:**

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## SEN INFORMATION REPORT

### Introduction

Horndean Technology College (HTC) is a mainstream comprehensive school. At HTC we are committed to 'Achieving Excellence' for all our students. We are proud to be a College where all students have the opportunity to achieve their full potential, enabling them to be highly educated, responsible and confident young people ready to face the challenges of the future. We endeavour to ensure that your child's education is the best that it can be; vibrant and unique in its nature, allowing all students to achieve more than they first thought possible. We are proud to be an inclusive school which aims to ensure that all children fulfil their potential. HTC also has a resourced provision for students on the ASD spectrum called The Bedford Centre. Admission to The Bedford Centre is solely through Hampshire County Council.

### **Q. How does your education setting know if children/young people need extra help and what do I do if I think my child has special educational needs?**

A student may be identified as having a Special Educational Need or Disability (SEND) at any stage during his/her education. This may be a long term difficulty requiring continuing support or a short term difficulty requiring a specific intervention.

At HTC young people are identified as having SEND through a variety of ways including the following:-

- Liaison with Junior/Primary/previous school.
- Tests for reading comprehension and reading accuracy, spelling and numeracy. We also use a wide variety of other tests with certain students to test phonic knowledge, working memory and auditory memory, vocabulary and mathematical skills. It will be explained to you if it is likely that your child will need further testing.
- Performing below age expected levels.
- Concerns raised by parent.
- Concerns raised by Teachers and/or Year Leaders which could be about learning, behaviour or self-esteem.
- Liaison and advice from external agencies.

### **Q. How will both you and I know how my child/young person is doing and how will you help me to support my child/young person's learning?**

All children at HTC have their progress regularly monitored by class Teachers through Progress Reviews which will also be available to you. These include information on your child's target grades, current grades and predicted grades for each subject. There are also parents' evenings for you to meet Teachers and discuss your child's progress. You will also be able to talk to your child's Year Leader if you wish, who will have an overview of both

learning achievements and overall progress including behaviour, and to make appointments to discuss issues with individual staff.

Children who have been identified as having either an EHC or additional SEND will have an Individual Educational Plan (IEP) which is shared with your child's Teachers. Teachers also contribute to the IEP through comments from individual subject Teachers regarding how well IEP targets are being achieved. If your child has complex SEND we may also write an Inclusion Partnership Agreement (IPA) which further identifies support.

The SENCo organises and monitors all support and progress of any child requiring additional support across the College. Progress in reading, spelling and maths is tracked using a Provision Map which is updated half-termly. This allows the SENCo and all staff to see how much progress is being made.

The class Teacher will oversee, plan and work with each child with SEND in their class to ensure that progress is made.

There may be a Learning Support Assistant (LSA) working with your child either individually or as part of a group, or within a class. The frequency of these sessions will be explained to parents when the support starts. LSAs have various roles and responsibilities. If your child has an Education Health Care plan (EHC) they will have a Lead LSA and will receive a set amount of support decided by the Local Authority. Other children with additional needs will receive sufficient support from various sources to ensure that they make progress.

HTC uses a variety of outside agencies to help us best meet the needs of your child. These may include the Educational Psychology service, the Speech and Language service, Child and Adolescent Mental Health Service (CAMHS), Occupational Therapy, medical professionals and the Teacher Advisory service from Hampshire Local Authority. You will be consulted if it is thought that the involvement of other professionals will be helpful to your child.

You will be invited to meet the SENCo or Assistant SENCo to discuss your child's needs and progress twice a year. (Children with an EHC plan will additionally have an Annual Review to which outside agencies may be invited.) The student's own perception of their difficulties and needs will be sought, their views taken into account and they will be involved in the decision making process. At these times we will set targets for your child and review previous ones.

If your child has an IPA or EHC plan it is likely that you will meet the SENCo or Assistant SENCo on a more regular basis, both formally and informally to discuss progress.

HTC has a governor with responsibility for SEND who meets with the SENCo to discuss the Department.

HTC believes that progress is being made when the gap between child's attainment and that of their peers is narrowing or when students are achieving or surpassing their target grades set at FFTD+10%. However we also recognise that it is important that your child is happy and enjoying their College life therefore should you have any concerns about your child, please contact us as soon as possible either by email, by telephone or in person.

## **Q. How will the education setting staff support my child/young person?**

HTC believes that all Teachers are Teachers of children with SEND and that we are an inclusive College. All Teachers plan to include everyone in their lessons and work is provided at the appropriate levels, differentiated if necessary, for children to access their learning and make good progress.

HTC prioritises differentiation, academically and socially and this is monitored regularly throughout the College. All staff have had training about differentiation and this is regularly supplemented by additional input from the Senior Leadership Team, SENCo and outside agencies in order to best meet the needs of your child.

All students are supported by their Year Leader and Tutor (with whom they will have a daily point of contact) and students with SEND may be included in social skills programmes and also offered break and lunchtime support. Other support available includes:

- Learning Mentors.
- Peer Mentors.
- Raising Achievement Programme (RAP) Mentors.
- Tutor support.
- URA\* (you are a star).
- Year Leader individual support.
- Intensive 1-1 or group programmes.
- Emotional Literacy Support Assistant (ELSA) work.
- Clubs.
- Rewards.
- Pastoral Support or Behaviour Plans.
- Rewards Mornings.
- Referral to outside agencies.

**Q. How will the curriculum at your education setting be matched to my child/young person's needs?**

HTC aims to ensure the fullest possible access to the curriculum for students with SEND. This is reviewed regularly to ensure that it continues to match the needs of current students. It is also recognised by Ofsted that "the curriculum meets students' needs very well" and "offers a wide choice of academic subjects and an excellent, and increasing, range of curriculum pathways based on individual need."

Your child will be placed in a set for core subjects, initially according to information from their Key Stage 2 results, information from testing in Year 7 and ongoing progress. This setting is reviewed regularly by all Departments.

When it is time to choose options in Year 8 and Year 9 you will be able to talk to your child's Teachers in order to make a joint decision about what is best for your child.

All Teachers and Departments will make reference to advice contained in your child's IEP and from outside agencies in order to tailor the curriculum to your child's needs.

If it is felt that your child needs additional provision to make progress, this will be discussed with you. This may involve extra help for your child within lessons, or additional support where your child is taken out from some lessons to receive extra help from a LSA or

Teacher. This could be for reading, spelling, maths, social skills, or behaviour. The results of this additional help will be shared with your child's Teachers afterwards, who will work closely with the SEND Department to ensure that progress is continuing to be made.

**Q. How is the decision made about what type and how much support my child/young person will receive?**

Children with EHC plans will receive the allocated amount of support in their plan as decided by the Local Authority.

Other students will receive a varying amount of support, which is considered to be sufficient for them to make progress and dependent upon their level of need. This is likely to change over time and to vary from student to student. This could include support from the Year Leader, Tutor, SENCo, LSAs, class Teacher or other adults in the College.

HTC offer a wide variety of different SEND interventions including AcceleRead AcceleWrite, Phonographix, Read Write Inc, Paired Reading, Springboard Maths, Narrative Programme, Drawing and Talking, Anger Management and Behaviour Support and Social use of Language Programme.

If your child meets the requirements for additional support for public examinations in the latter part of their College life, it is likely that the SENCo discuss the possibility of doing additional testing to ensure that this takes place. If your child has additional requirements for examinations they may do their examinations within the SEND Department and receive support during this time for reading, completing their examinations using a word processor or with other assistance, with extra time or with other recognised access arrangements agreed by the examination boards.

**Q. How will my child/young person be included in activities including trips run by your setting?**

HTC aims to include all children, with or without SEND, in as many activities as possible. If your child is unable to participate in a trip without support, we will discuss with you how we can help your child to participate fully in the activity. This might include the provision of extra LSA support for the trip. We make every effort to include all students in College trips. If an individual risk assessment is required we will write this in order to ensure that everyone is fully included. We will also help prepare your child for any changes in their school day, such as College trips. If your child has medical/physical needs, any issues around trips and activities will have been discussed and addressed with parents in a Care Plan.

HTC recognises that some children need additional support at break or lunch time or at other times of the College day and we provide a variety of different sorts of support to meet these needs, both form within the SEND Department and within the College as a whole.

**Q. What support will there be for my child's overall wellbeing?**

All students are supported by their Tutor and their Year Leader who is responsible for the overall well-being of your child's Year Group. There are a variety of reward systems within the College and different levels of sanctions. The Year Leaders provide individual support

and guidance for students who may be showing behaviour of concern in order to address the issues that may be causing the behaviour. We also have specialised support who will work with your child if they need support in this area. HTC also has a Family Support Worker who will be able to help you if your child is having difficulties with attendance or other family-related issues.

HTC will safeguard the safety and well-being of your child and management of first aid will ensure there is training of staff, provision of first aid equipment and recording of first aid treatment. The College keeps a record of each occasion a student is given medication. Details of date, time and dose are recorded. If your child has a significant health condition there will be a Health Care Plan which will record their individual medical needs which will be shared with all their Teachers.

HTC has an extensive Personal, Social, Health and Economic education (PSHE) programme and are committed to Spiritual, Moral, Social and Cultural Education (SMSC). This is also supported by Tutor programmes for each Year and by Year Group assemblies.

HTC values the views of all its students via student voice and Tutor Groups. We are a Rights Respecting College and encourage all students to be full participants as student representatives, college council and prefects. Students with SEND are currently represented in all these areas.

### **Q. What training is provided for staff supporting children and young people with SEND?**

There is an ongoing whole-College training programme for teaching and support staff in SEND.

This includes:

- Autism including Asperger's Syndrome.
- Speech and Language training, including ELKLAN.
- Narrative Programme and Comic Strip conversations.
- Specific Learning Difficulties.
- Sensory Impairment including both Hearing and Visual.
- Physiotherapy training.

In addition there is regular training in:

- Emotional Literacy.
- Child Protection.
- First Aid.
- Outstanding Teaching.
- Children in Care.

Individual members of staff will also have had more specialist training in a variety of areas including Bereavement Counselling, Anger Management, Behaviour Management, Team-Teach. The College has fully trained Child Protection Liaison Officers (CPLOs) and a qualified counsellor and Emotional Literacy Support Assistant (ELSA).

### **Q. How accessible is your education setting? (indoors and outdoors)**

Although HTC has classrooms on a number of different levels we will make every reasonable adjustment possible to meet your child's needs. This could include timetable changes and adaptations and changes in the location of lessons.

Lunch facilities for both upper and lower Year Groups are available on the ground floor and there are also a number of accessible toilets.

**Q. How are parents/young people currently involved in your education setting? How can I get involved and who can I contact for further information?**

The SENCo and manager of the Resourced Provision is Mrs Fiona Wynn (fiona.wynn@horndeantc.hants.sch.uk tel. 023 9259 4325 Extension 230). She has been in post for 14 years and is a fully qualified Teacher with a Masters level degree and an additional post-graduate diploma in Specific Learning Difficulty. HTC is also recognised by the Local Authority as having particular expertise regarding autism and Asperger's Syndrome.

Your child will have regular Progress Reviews and at least one Parents' Evening for each Year Group. Individual Year Groups may have additional meetings, for example 'Meet the Tutor', Options Evenings, Parent Support Evening and a wide variety of Curriculum Evenings to provide information about events for relevant Year Groups.

Parents may also contact any of their child's Teachers directly either by telephone or e-mail via the College website.

If your child has SEND he/she will be placed on the SEND Register and you and your child will be invited into College to discuss provision to address their special educational needs. Your child may have Lead LSA or you may deal directly with the SENCo or Assistant SENCo. The Individual Education Plan is written with you to support your child in College. It contains information about your child's special educational needs, provision and interventions, advice for teaching staff and personal targets.

In addition students with a EHC Plan will have an Annual Review in which we will discuss progress towards the learning objectives.

Advice, resources and links for supporting your child with independent study are on the College website. This is also available from teaching staff, Year Leaders and Tutors.

**Q. What steps should I take if I have a concern about the school's SEND provision?**

If you have concerns about SEND provision you should initially discuss this with the SENCo. You may also talk to your child's class Teacher, Tutor or Year Leader if your concern related to a particular area. HTC aims to work with all parents and carers to best meet the needs of all children.

HTC has a formal complaints policy and information regarding this can be found on the College website.

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

Within College:

Within the SEND Department there is specialism in specific learning difficulty, speech and language and autism. There is also considerable experience in working with children with

dyspraxia, dyscalculia, sensory impairments, physical disabilities and general learning difficulties. HTC also has a specialist team to work with children with behavioural difficulties and to support their parents.

Outside Agencies include:

- Educational Psychology Service.
- Teacher Advisory Service.
- Speech and Language Therapy.
- Occupational Therapy.
- Virtual School.
- Ethnic Minorities and Traveller Achievement Service (EMTAS).
- Child & Adolescent Mental Health Service (CAMHS).

If you would like your child to join HTC you can apply through the normal route which will be discussed by your child's junior or primary school in Year 6. You may also make an appointment to speak to the Year 7 Leader. You can also access a tour of the College prior to Open Evening, after Open Evening or by making an appointment.

If your child has SEND you may want to speak to the SENCo to discuss your child's needs. If your child has an EHC plan the placement will also be agreed by the Local Authority.

**Q. How will the school prepare and support my child/young person to join the school, transfer to a new school, or transition to the next stage of life?**

Before your child joins HTC we will gather a lot of information in order to make the best possible preparation.

We will:

- Liaise with your child's previous school, including sharing records and information.
- Offer additional visits if necessary, which might include work in small groups to prepare your child for secondary school.
- Gather information from agencies that are already supporting your child.
- Contact you as parents/carers.

When your child is preparing to leave HTC we will:

- Offer careers guidance and advice, including specialist support if your child has an EHC plan.
- Prepare additional Moving on Plans (MOPs or S139a forms) if your child has an EHC plan, which will have been discussed in Annual Reviews.
- Offer additional college visits, possibly supported, if it is felt necessary.

**Q. Where can I get further information about services for my child/young person?**

The SEN Information report (which has been written with advice from existing SEND parents) should be read in conjunction with College policies, available on the website and in particular with the SEN policy.

You may also wish to look at the Hampshire Local Offer at [http://www.hantslocaloffer.info/en/Main\\_Page](http://www.hantslocaloffer.info/en/Main_Page)

## **Glossary of common SEN terms**

ASD	Autistic Spectrum Disorder, including Asperger's Syndrome
CAL	Communication and Language (team)
CAMHS	Child and Adolescent Mental Health Service
EHC	Education Health Care plan
ELSA	Emotional Literacy Support Assistant
EMTAS	Ethnic Minority and Traveller Achievement Service
EP	Educational Psychologist
HI	Hearing Impairment
IEP	Individual Education Plan
IDP	Inclusion Development Programme
IPA	Inclusion Partnership Agreement
LA	Local Authority
LSA	Learning Support Assistant
Ofsted	Office for Standards in Education, Children's Services and Skills
OT	Occupational Therapist
SENCo	Special Educational Needs Co-ordinator
PD	Physical Disability
SEND	Special Educational Needs and Disabilities
TA	Teacher Adviser (can also refer to Teaching Assistant)
VI	Visual Impairment
SLCN	Speech, Language and Communication Needs
SpLD	Specific Learning Difficulty