

# SEND Information Report 2014 – 2015

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At HLC, during the past year, we have made various adjustments and changes to our provision of Special Educational Needs to achieve the best possible outcome for our students. We have provision in place for children with:-

- Visual Impairment
- Hearing Impairment
- Physical Difficulties
- Sensory Needs
- Autistic Spectrum Condition
- Attention Deficit Hyperactivity Disorder
- Attention Deficit Disorder
- Dyslexia
- Dyspraxia
- Dyscalculia
- Social, Emotional and Mental Health Needs
- General Learning Difficulties
- Speech, Language and Communication Needs

We have worked closely with our HLC secondary school to ensure a smooth transition and accurate identification of students with SEND. Within HLC, Staff have a clear route of referral to the Director of Specialist Provision for students whom they think may need extra support. From then on in, the student's needs are assessed and then a Personalised Learning Plan is written. The Personalised Learning Plan outlines recommendations and strategies which enable Staff to create the best learning environment for students with SEND. Due to the training that Staff receive, they are now far more able to recognise the signs and symptoms of various conditions and will refer students if they feel something needs investigation.

At HLC, we assess children half termly and the teaching staff assess and review SEND students' progress towards the academic outcomes by reporting through the Personalised Learning Plan. The Director of Specialist Provision reads and amends any targets met or provides continuing opportunities for those who need them. Alongside this, the Director of Specialist Provision offers opportunities for social, emotional and behaviour support. During our support courses, a mid-term and end review is conducted to make sure that the students are making progress towards the outcomes that were identified when they were referred. Most students are involved in setting the outcomes and participates in the reviews. Parents are kept fully informed of the work that is being done and are invited to contribute at any time.

Alongside this, parents contact the Director of Specialist Provision frequently and many productive meetings with parents have happened this year. Parents are a vital part of what we do and their input is invaluable.

When a student with Special Educational Needs or Disability wishes to attend HLC, the Head teacher and Director of Specialist Provision meet to ensure that the resources will support that need and a Personalised Plan is put in place. When students transfer from other settings, they are supported by a Transition Manager, who meets with parents and supports the incoming student for a period of time according to need. The Transition Manager informs Director of Specialist Provision of the student's and how they are settling socially. Together a programme of support will be devised if necessary.

Transition into Secondary for SEND students is well supported This year, we provided an extra morning for SEND students to go along to the secondary phase during the school day. This extra morning allowed students to meet others from other primaries and to see the school in action. We also provided a SEND Saturday where activities are put on for families to come along. This allowed opportunities for the students to find their way around with their parents' support. Every transition however, for a Year 6 student is bespoke and we have made various personal arrangements for students who need more than the above.

In this year, Staff have had regular on-going training about SEND. We have completed in depth Dyslexia training and are embarking on Speech, Language and Communication Needs as our next training input. The route of referral and process for assessment of needs has been strengthened and Staff regularly ask for assessment of a student when they spot something that may need extra support. We have strong links with the Virtual School and other Specialist Provisions and regularly use their expertise to train our own Staff in specialisms. We regularly have the Learning Support Advisory Team into school to secure specialist expertise for our training. We work closely with the Community Nursing Team, Occupational Therapists, Educational Psychologists and Speech Therapists. We have been piloting an Occupational Therapy Programme for Shropshire and members of our team regularly attend courses run by the Learning & Behaviour Advisory Team. To date, we have attended Dyspraxia, Dyslexia, Medical Needs, Speech & Language Communication Needs, Personal Care, Diabetes, Asthma training to name but a few. We have a Special Support Assistant who oversees Speech, Language and Communication Needs. This is a new role and one that is developing very well. We also have a Special Support Assistant who heads up our occupational Health support and another who is our Behaviour Specialist. Developing is the role to support fine motor Skills.

Also, in this year we have introduced a programme of Literacy and Numeracy Interventions in session 6 for Key Stage 2 students. Students who have been identified as needing extra Literacy and Numeracy are invited along and the

programme of Interventions offered can be repeated as many times as is necessary for a student to fully grasp the skill they are trying to acquire.

The students' personal curriculum has also been adapted by adding sessions in the Hydro Pool and soft play area if necessary. We offer physiotherapy sessions in conjunction with the Occupational health team when required. HLC has the excellent facilities to support children and young people with physical difficulties also. There are lifts between the floors, adjustable tables and chairs of different heights wherever needed. Toilet facilities have been adapted too to personalised requirements.

Other adaptations that have been made to the learning environment this year has been the introduction of personalised Dyslexia Cards which inform Staff of each individual student's needs which explains how their Dyslexia affects them. We assess students who may not be Dyslexic but who may suffer from visual stress and supply overlays. Staff are aware to change the background colours of the whiteboards and to print if necessary, on different pastel coloured paper.

To support the students' pastoral, medical and social support needs, we ensure that the school entrance is staffed with adults who greet and welcome pupils and their families each morning. This ensures a smooth transition between home and school each day.

- There is a breakfast club in school to help students socialise, develop life skills and independence. It also helps students start the day in a positive way.
- The class teacher has overall responsibility for the pastoral, medical and social care of every student in their class, and we encourage parents to contact the teacher in the first instance. If further support is required the class teacher liaises with the Director of Specialist Provision for further advice and support.
- Students with eating difficulties are encouraged in school to try different types of food. When necessary students are supported in the dining room, they are not rushed to eat their food.

The contact details of support services for parents of children with Special Educational Needs have been given to many parents this year and the support that the parents have gained from them has been very useful.

Each Personalised Learning Plan is given to parents, with a copy of the Learning Support Advisory Team's report and a Parent Support guide, all of which is discussed with the class teacher and Director of Specialist Provision.

Within the Governing Body we have a lead Governor who is responsible for Special Educational Needs. She meets termly with Miss Reeve to monitor to the work of our SEN team and ensure we are doing everything possible, as a school, to support these students. She reports back to the full Governing Body and her reports are included in the minutes of the meeting.

If any parent has a complaint regarding the provision for their child with Special Educational Needs then they will need to follow the HLC Complaints Policy, which is available on our website, or they can contact Mrs Croft (01952 387010) the PA to the Principal and she will ensure their complaint is passed to the relevant member of staff and followed up.

The Governing Body allocates funding annually to purchase additional services to support our SEN team such as Educational Psychology and the Learning Support Advisory Team. Our staff also work closely with Health and Social Services, when there is a specific need, and we actively engage with voluntary organisations such as IASS (The Information, Advice and Support Services which supports parents of children with Special Needs) and the NSPCC.