



Introduction

Welcome to our SEND Information Report which is part of the Haslingden High School local offer for learners with special educational needs.

At Haslingden High School we are committed to working together with all members of our school community. We would welcome your feedback and future involvement in the review of our offer, to do this please contact our SENCO, Mrs S Duplain at sduplain@haslingdenhigh.com

Our Approach to Teaching Learners with SEND

At Haslingden High School we believe in participation and achievement for all. We want all of our students to participate in learning and we celebrate the success of all members of our community. We want to create an inclusive culture in our school and we aim to be responsive to the diverse student backgrounds, interests, experience, knowledge and skills.

<p>Section 1</p> <p>What kinds of Special Educational Needs does Haslingden High School make provision for?</p>	<p>At Haslingden High School 'Achievement for All' is central to all we do in school. We have a very diverse student population including students with Specific Learning Difficulties, Social, Emotional & Behaviour difficulties, Autism, Speech & Language difficulties and multi-sensory difficulties.</p>
<p>Section 2</p> <p>How would Haslingden High School identify and assess my child's Special Educational Needs?</p>	<p>At different times in their school career, a student may have a special educational need. The Code of Practice defines SEND as:-</p> <p>"A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:-</p> <ul style="list-style-type: none">a) have a significantly greater difficulty in learning than the majority of others of the same age or,b) have a disability which prevents or hinders them from making use of educational facilities of a kind, generally provided for others of the same age in mainstream schools or mainstream post-16 institutions."<p>Throughout the school year the number of students known</p>

	<p>to school with additional needs regularly change due to updating investigations and those that are referred to the Learning Support Faculty throughout the academic year.</p> <p>Students are identified as having an additional need either through an SEN referral, transitional information or outside agency information/diagnosis. Any provision that is 'additional to or different from' the normal differentiated curriculum will be dependent on the students identified additional need.</p> <p>Teachers, support staff, parents, carers and students themselves may well be the first to notice a difficulty with learning. The SENCO will also support with the identification of barriers to learning. We have a range of assessment tool kits available in school and also receive information from outside agencies for advice and recommendations. For some learners we may want to seek advice from specialist teams.</p>
<p>Section 3</p> <p>(a) How does the school evaluate the effectiveness of provision for students with Special Educational Needs?</p> <p>(b) How will I know how well my child is doing at school?</p>	<p>(a) Monitoring progress is an integral part of teaching and leadership within Haslingden High School. Any student with additional needs who receive intervention within school is assessed using the 'plan, do, review' model and a baseline will be recorded, which can be used to compare the impact of the provision. Parents of students who hold an Educational, Health and Care plan are invited to discuss intervention, progress and the next steps regarding their child's learning at their annual review and/or termly drop in sessions. Parents of students who hold a Haslingden High School Support Plan again are invited to discuss intervention, progress and the next steps to their child's learning at a meeting biannually.</p> <p>The SENCO collates the impact data of interventions, to ensure that we are allowing the students with additional needs to bridge the gaps in their learning. Progress data of SEND students is collated by the whole school and monitored by teachers and senior leaders with parents receiving a termly report for their child.</p> <p>(b) We encourage all parents to take an interest in their child's learning and support them to achieve their potential. Parents can review regularly their child's work, including homework. Parents are invited to meet their child's teachers at the allocated parents evening to hold a structured conversation and to discuss targets for your</p>

<p>(c) How will the staff support my child at Haslingden High School? How will the curriculum be matched to my child's needs?</p> <p>(d) How do you adapt the curriculum?</p> <p>(e) How is the decision made about the level of support my child receives?</p>	<p>child. The SENCO is also available on each of these evenings.</p> <p>Progress and our expectations for your child can also be discussed at Annual Reviews if your child holds an Educational, Health and Care plan. Parents of students who hold a Support Plan will be invited twice a year in addition to the parents evening to discuss their child's progress and targets.</p> <p>We value high quality teaching for all learners and actively monitor teaching and learning in the school; we aim to create a learning environment which is flexible enough to meet the needs of all members of our school community. We monitor progress of all our learners and progress reports are sent home termly.</p> <p>(c) Every teacher in Haslingden High School is required to adapt the curriculum to ensure access to learning for all students in their class, according to the Code of Practice. Our School Improvement Plan is about ensuring 'achievement for all' and staff are continuing to develop their ongoing knowledge and understanding of SEND issues through planned professional development opportunities. In addition to interventions by the classroom teacher, the SENCO will co-ordinate additional support based on individual need, where appropriate.</p> <p>(d) The curriculum is currently being reviewed in line with the new regulations. Our aim is to provide a curriculum that is relevant and broad and helps all students to become as independent as possible in an environment that promotes positive learning experiences. The curriculum is personalised where appropriate depending on the needs of the individual.</p> <p>(e) The SENCO co-ordinates all decisions about the type of intervention and the level of support a student with additional needs receives. The interventions and actions that we undertake at Haslingden High School to support students with additional needs across the year groups is available through the Learning Support Faculty Provision Map.</p>
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<p>How accessible is Haslingden High School?</p>	<p>parking bays, and toileting/changing facilities.</p>
<p>Section 7 & 8</p> <p>What help and support is available for the family?</p>	<p>Haslingden High School recognises the positive impact of involving parents in their child’s education. The staff at Haslingden High School will always try to help parents with any difficulties they may be experiencing.</p> <p>The Learning Support Faculty works closely with the Parent Partnership which is a confidential and impartial service that supports families who have children with special educational needs. Children do not need to have an EHCP or a medical diagnosis of disability to access this service. Parent Partnership services are designed to ensure that parents and carers of children with additional needs have access to information, advice and guidance on SEND matters to allow them to make informed choices about their child’s education.</p> <p>The Learning Support Faculty has access to a range of outside agencies who can provide support to families relating to specific issues, and we signpost parents as appropriate.</p>
<p>Section 9</p> <p>What do I do if I have a concern about the school provision?</p>	<p>Haslingden High School shape and develop provision for all of our learners ensuring A’chievement for All’. The local offer declares our provision to our learners with SEND; but to be effective it needs the views of parents, carers, learners, governors and staff.</p> <p>In the first instance we encourage you to contact either the SENCO, subject teacher or head of year. If you still have concerns then please contact the Headteacher.</p>
<p>Section 10 & 11</p> <p>What specialist services and expertise are available at /or accessed by the school?</p>	<p>Within the Learning Support Faculty we have 9 full time and part time teaching assistants ranging from level 2 – 3 and also a Higher Level Teaching Assistant. Considerable thought, planning and preparation goes into utilising our support staff to ensure students achieve the best outcomes and gain independence. We work on a system of shared support and our teaching assistants add significant value to classroom interactions.</p> <p>The Learning Support Faculty works closely with a range of external agencies to support a child’s additional needs where the school feels it ia appropriate.</p>

<p>Section 12</p> <p>How do you prepare my child for joining your school or transferring to another school?</p>	<p>A range of practices are employed by Haslingden High School to support students from year 6 to year 7 making sure they feel prepared on entry. Transition begins in the September prior to year of entry, when potential students attend an Open Evening with parents/carers to introduce them to the school and the staff, before the application process begins. Parents with SEND children can arrange extra visits to speak to the SENCO to help them to prepare by addressing any worries, and providing information about both the transition process and the available provision at secondary school.</p> <p>Contact is made by the SENCO to all feeder primary schools in order to meet all students with significant additional needs to find out key information from the SENCO and classroom teacher. Educational, Health and Care Plan reviews are also attended by the SENCO to discuss intervention and the next steps for learning during transition.</p> <p>Year 6 visit days allow all students to visit Haslingden High and experience a day within the school setting with their peers. Learning Support offers an added half day for SEND students who are invited from primary school. Parents of SEND students are welcome to phone the SENCO at any time to arrange extra visits to help with transition.</p> <p>We recognise the importance of all key transition points, including KS3 to KS4. The LSF students in Year 8 will also be given support on GCSE choices at the GCSE and an opportunity to discuss this with the SENCO at Options Evening.</p> <p>One of our main aims is to ensure that students in Year 11 are able to successfully progress at 16 to suitable education or training. A number of our Year 11 students with additional needs benefit from the Learning Support Faculty.</p>
<p>Section 13</p> <p>Where can I get further information about services for my child?</p>	<p>For more information about services available visit http://www.lancashire.gov.uk (Lancashire Local Offer)</p> <p>For more information on the SEN and Disability Local Offer visit http://www.haslingdenhigh.com/parents/sen/</p>