



# Haslingden High School and Sixth Form

## SEND INFORMATION REPORT 2021 - 2022

### 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, Mr Brennand at [senco@haslingdenhigh.com](mailto:senco@haslingdenhigh.com)

Schools must publish an information report on their website about the implementation of the school's policy for pupils with SEND and should be updated annually. The full governing body must approve.

It must be updated with any changes occurring during a year as soon as possible. The report must comply with section 69 of the Children and Families Act 2014, meaning that it must contain:

- The 'SEN Information' specified in schedule 1 to the **Special Educational Needs and Disability Regulations 2014**. (Statutory guidance on this is contained in section 6.79 to 6.82 of the Special Educational Needs and Disability Code of Practice: 0 to 25 years)
- Information as to:
  - The arrangements for the admission of disabled pupils.
  - The steps you have taken to prevent disabled pupils from being treated less favourably than other pupils.
  - The facilities you provide to help disabled pupils to access school.
  - The plan prepared under paragraph 3 of schedule 10 to the Equality Act 2010 (accessibility plan) for:
    - Increasing the extent to which disabled pupils can participate in the school's curriculum.
    - Improving the physical environment of the school for the purposes of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school.
    - Improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled

### 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.



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#### **What kinds of Special Educational Needs does Haslingden High School make provision for?**

Haslingden High School is an inclusive mainstream school where our school aim of 'Achievement for All' is central to all we do. We have a diverse student population, including students with Specific Learning Difficulties, Social, Emotional & Behaviour difficulties, Autism, Speech & Language difficulties and multi-sensory difficulties. It is essential that we attempt to remove any barriers which may reduce the chances of our pupils developing educationally, socially and personally through a broad and balanced curriculum.

#### **How would Haslingden High School identify and assess my child's Special Educational Needs?**

At different times in their school career, a student may have a special educational need. The Special Educational Needs Code of Practice 2014 states that a child or young person has a special educational need if they:

- 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.'

When your child starts at Haslingden High School, whether this be primary transition or an in-year admission we gather information from a number of sources which is con-ordinated by the SENCo and Learning Support Faculty.

New Year 7 Intake:

- a) Information from Primary schools, including SATs scores, teacher assessment and external agency information, e.g. behaviour support.
- b) NGRT reading assessments administered by the English Department at the beginning of the Autumn Term.
- c) The use of various diagnostic tests. E.g. WIAT-3. If we are aware your child has an EHCP the SENCo will endeavour to attend their Y6 Annual Review.

If there are concerns about an unidentified and/or unmet special education need as your child moves through school, the Learning Support Faculty takes referrals and information from: Parents/Carers, students, teachers, support staff, external agencies, diagnosis and termly assessment results. After a referral has been made the SENCo will contact parents/carers to arrange a meeting to discuss further. If your child is placed on/removed from the Special Educational Needs Register we will inform you. Provision that is 'additional to or different from' the normal differentiated curriculum will be dependent on the students identified additional need.

### **How does the school evaluate the effectiveness of provision for students with Special Educational Needs?**

In addition to the school's target setting, tracking and monitoring procedures, the Learning Support Faculty tracks progress of all students included on the SEN Register and liaise with the necessary curriculum departments.

Haslingden High School follow the graduated response 'Assess, Plan, Do, Review' cycle as outlined in the Code of Practice and the School's SEND policy.

There is a Governor with responsibility for SEND; reports are submitted annually to the Governing Body for monitoring and evaluation purposes.

At the start of interventions baseline assessments are carried out, the SENCO collates impact data of interventions, to ensure that students with additional needs can bridge the gaps in their learning. The effectiveness of interventions are monitored and internally assessed.

If your child has an Education, Health and Care Plan (EHCP) there will be an Annual Review Meeting in addition to other methods of reporting.

### **How will I know how well my child is doing at school?**

At Haslingden High School we encourage all parents to take an interest in their child's learning and support them to achieve their potential.

There are termly monitoring sessions throughout the academic year where all departments monitor and track students progress. The Learning Support Faculty track the progress of all students on the SEN Register, liaising with curriculum leaders if targets are not being achieved or concerns become apparent.

Parents can review 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 child. The SENCO is also available on each of these evenings.

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.

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.

### **How will the staff support my child at Haslingden High School?**

#### **How will the curriculum be matched to my child's needs?**

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 coordinate additional support based on individual need, where appropriate.

#### **How do you adapt the curriculum?**

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.

#### **How is the decision made about the level of support my child receives?**

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.

#### **How will my child be included in activities outside the school curriculum?**

At Haslingden High School, we recognise the benefits of extra-curricular activities that are conceptualised and implemented in ways that allow all students to actively participate. The benefits of our extra-curricular activities include:

- Learning time management and prioritising
- Getting involved in diverse interests
- Learning about long-term commitments
- Making a contribution
- Raising self esteem
- Building strong relationship skills

We encourage students to become involved with a wide range of these activities, allowing students to find a group that is meaningful to them. These include before and after school activities and residential trips.

The Learning Support Faculty offers a homework club which allows students to work in a supportive environment out of school hours. Familiarity with the teaching assistants is a positive benefit and students are in an environment where they feel safe and relaxed. The teaching assistants have knowledge and experience to guide the students with their homework and it is also a way of helping students to settle in easing the transition process.

#### **What support is there for my child's overall well-being?**

Haslingden High School has a robust safeguarding policy in place. A student's health and well-being is paramount. When personal care is conducted it is done discreetly and with dignity and fostering independence where possible. The school works closely with medical practitioners who provide medical health care plans which advise school on the medical needs of the individual student. The school also works closely with social care organisations, if your child requires that level of support.

#### **What training is provided for staff supporting SEND students?**

Our School Improvement Plan is about developing 'achievement for all' and staff are continuing to develop their ongoing knowledge and understanding through planned professional development opportunities. Training opportunities are also available for teaching assistants to enhance their expertise.

#### **How accessible is Haslingden High School?**

Our school is fully accessible with dedicated disabled parking bays, accessible lifts and toileting/changing facilities.

#### **What help and support is available for the family?**

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.

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.

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.

#### **What do I do if I have a concern about the school provision?**

Haslingden High School shapes and develops provision for all of our learners ensuring Achievement 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.

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.

#### **What specialist services and expertise are available at /or accessed by the school?**

Within the Learning Support Faculty we have 14 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.

The Learning Support Faculty works closely with a range of external agencies to support a child's additional needs where the school feels it is appropriate.

### **How do you prepare my child for joining your school or transferring to another school?**

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 the 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.

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.

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.

We recognise the importance of all key transition points, including KS3 to KS4. The LSF students in Year 9 will also be given support on GCSE choices at the GCSE and an opportunity to discuss this with the SENCO at Options Evening.

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.

### **Where can I get further information about services for my child?**

For more information about services available visit <https://www.lancashire.gov.uk/SEND/>  
(Lancashire Local Offer)