



Haslingden High School and Sixth Form

SEND Policy and Information Report

Haslingden High School and Sixth Form Mission Statement

At Haslingden High School and Sixth Form our overarching aim is 'Achievement for All' and we pride ourselves on our reputation for academic success. We are successful because we have high expectations of all of our students, and because we create a learning environment underpinned by a culture of respect where individuals are nurtured and supported.

Achievement for All: for all our students to be safe, happy and successful, developing as individuals into caring, responsible citizens equipped for life in the 21st century.

We strive to:

- **Create successful learners**, who achieve the best possible qualifications, alongside equipping them with the skills and motivation to overcome future challenges.
- **Ensure all students experience an exciting, ambitious and inclusive curriculum** that is well planned, broad diverse and expertly delivered. Our curriculum will inspire and motivate students to want to know and remember more, allowing them to become lifelong learners.
- **Provide access to a wide range of opportunities and experiences** beyond the taught curriculum, enabling our students to leave our school with high aspirations.
- **Work in partnership to offer a personalised approach to care, guidance and support** that will ensure students feel and know how to keep themselves safe and happy. Students' physical, mental and emotional wellbeing is at the forefront of everything we do, empowering them to make informed choices.
- **Guide students, helping them to become kind, resilient and ethical individuals** who will make a positive contribution to their local community and beyond. They will embrace change and leave as well-rounded individuals with a strong set of values and beliefs.

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1. AIMS

Our SEND policy and information report will:

- Set out how Haslingden High School and Sixth Form will support and provide inclusive provision for students with special educational needs and disabilities (SEND).
- Set out how Haslingden High School and Sixth Form will use its best endeavours to ensure that provision is made for students who have a significantly greater difficulty in learning than the majority of others of the same age: or have a disability which prevents or hinders the student from making use of facilities of a kind generally provided for others of the same age in a mainstream school or post-16 instruction.
- Clarify the roles and responsibilities of everyone involved in providing for students with SEND.

At Haslingden High School we believe in participation and achievement for all. We want all 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.

Haslingden High School & Sixth Form aims to:

- Follow a whole school approach ensuring the educational needs of all our students are met.
- Maintain a system which identifies, provides for, and monitors the progress of students with special educational needs and disabilities.
- Distribute relevant information ensuring the needs of students are met.
- Provide support, advice, training and resources for all staff to provide a curriculum that meets the needs, abilities and aspirations of students with SEND.
- Reinforce that all teachers are teachers of students with SEND.
- Endeavour to ensure our students with SEND get the support they need.
- Ensure all students with SEND have the same opportunities to engage in the extracurricular activities of our school as students who do not have SEND.
- Designate a teacher to be responsible for coordinating the SEND provision (**SENDCo: Mr Richard Brennand**)
- Promote the involvement of parents as partners in the education of their children.
- Inform parents when we make special educational provision for their child.
- Involve students in decisions about the provision to meet their educational needs.
- Prepare a report on our implementation of the SEND policy, the admission arrangements of disabled children and how we prevent disabled students from being treated less favourably than others.
- Ensure facilities enable disabled students to gain access to the school and improve this accessibility over time.
- Work within the guidance provided by the SEND Code of Practice (2014).

2. LEGISLATION AND GUIDANCE

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for students with SEN and disabilities.
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND Co-ordinators (SENDCos) and the SEND information report.

3. DEFINITIONS

A student has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools. Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. ROLES AND RESPONSIBILITIES

The SENDCo

The SENDCo is **Mr. Richard Brennand** PGCert (Dyslexia), PGCert (SENDCo), PGCE, BA (Hons). He will:

- Work with the headteacher and SEND Governor to determine the strategic development of the SEND policy and provision in the school.
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual students with SEND, including those who have EHC plans.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that students with SEND receive appropriate support and high-quality teaching.
- Advise on the graduated approach to providing SEN support.
- Advise on the deployment of the school's SEN delegated budget and other resources to meet students' needs effectively.
- Be the point of contact for external agencies, especially the local authority and its support services.
- Ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustment and access arrangements.
- Ensure the school keeps the records of all students with SEND up to date.

The SEND Governor

The SEND Governor is **Mr. David Bennett**. He will:

- Help to raise awareness of SEND issues at governing board meetings.
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this.
- Work with the headteacher and SENDCo to determine the strategic development of the SEND policy and provision in the school.

The Headteacher

Mr. Russell Clarke, the headteacher, will:

- Work with the SENDCo and SEND Governor to determine the strategic development of the SEND policy and provision within the school.
- Work with Curriculum Leaders to ensure a coherently sequenced curriculum is delivered to meet the needs of all students, with or without SEND.
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability.
- delegate some of these roles and responsibilities to the deputy headteacher (curriculum and quality)

Curriculum Leader

Curriculum Leaders will:

- Design and develop coherently sequenced curriculum plans that meet the needs of all students, with or without SEND.
- Ensure teachers are using appropriate techniques and approaches within classrooms to meet the needs of all students in their classes, as set out by the guidance shared by the SENDCo.
- Ensure students with SEND are closely monitored within their subject areas and progress concerns swiftly acted upon.
- Ensure any students with SEND are included in subject specific interventions where students are not meeting attainment targets.

Class teachers

Each **class teacher** is responsible for:

- The progress and development of every student in their classes.
- Reading information available on their students (available on the SEND register and Edulink) and making reasonable adjustments where appropriate and necessary.
- Creating an inclusive and welcoming environment for all students.
- Working closely with any learning support assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

- Working with the SENDCo to review each student's progress and development and decide on any changes to provision.
- Ensuring they follow this SEND policy.

5. SEND INFORMATION REPORT

5.1 Special Educational Needs Provision

Haslingden High School currently provides additional and/or different provision for a range of needs, including those recognised as the four broad areas of need by the Department for Education.

- Communication and Interaction. Such as students with language and communication needs (SLCN) including Autism, also known as Autism Spectrum Disorder (ASD).
- Cognition and Learning. Such as students who require support in all or parts of the curriculum including moderate learning difficulties (MLD), dyslexia, dyscalculia and developmental coordination disorder (dyspraxia).
- Social, Emotional & Mental Health. Such as students who experience social and emotional difficulties including attention deficit hyperactivity disorder (ADHD) and oppositional defiance disorder (ODD).
- Sensory and/or Physical needs. Such as students who experience a vision impairment, hearing impairment, sensory processing difficulties and epilepsy.

5.2 Identifying students with SEND and assessing their needs

On entry into Year 7, current skills and levels of attainment are identified and assessed in a variety of ways for all students, which can help to highlight those that may require additional interventions and/or support. Transition information is also received from primaries during transition visits by Haslingden High School staff, which includes whether the student has previously been on the SEN register or received additional support in the past.

Early identification of students with SEND is a crucial factor in overcoming barriers to learning. The SENDCo works closely with primary schools to gather information around any identified need. The SENDCo will also meet with appropriate staff and/or external agencies to discuss any concerns.

Class teachers will make regular assessments of progress for all students and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline.
- Fails to match or better the child's previous rate of progress.
- Fails to close the attainment gap between the child and their peers.
- Widens the attainment gap.

Where an additional need or barrier is suspected colleagues will forward to LSF for further investigation.

When deciding whether special educational provision is required, the SENDCo, in collaboration with Curriculum Leaders and teachers, will review and evaluate desired outcomes, expected progress,

attainment, and the views and the wishes of the student and their parents. This information will be used to determine the support that is needed and whether it can be provided by adapting our universal offer (High Quality Teaching) or whether something different or additional is needed.

Other factors that may affect progress and attainment are also considered, such as whether the child has had issues with attendance, is looked after or previously looked after, or is on the student premium register, so appropriate actions are taken to ensure the student's needs are best met.

5.3 Consulting and involving students and parents.

The SENDCo will have an early discussion with the student and their parents/ carers when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the student's areas of strength and difficulties.
- We take into account the parents/carers' concerns.
- Everyone understands the agreed outcomes sought for the child.
- Everyone is clear on what the next steps are.

Notes of these early discussions will be added to the student's record, so class teachers, Curriculum and Subject Leaders and Heads of Year are aware.

The SENDCo will notify parents when it is decided that a student will be added to the SEN register and receive additional SEN support.

Where external agencies request paperwork from the Haslingden High School to support referrals. The SENDCo will require fifteen working days to complete paperwork to the relevant services and/or to return to families.

5.4 Assessing and reviewing students' progress towards outcomes

Haslingden High School will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

If the student is not making expected progress, the subject teacher will work with the SENDCo to carry out a clear analysis of the student's needs. A LSF referral form will be completed, detailing concerns and difficulties the student is experiencing in the classroom. This includes information regarding:

- The teacher's assessment and experience of the student
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant (to decide whether the difficulties are subject specific, or cross curricula)
- The student's current grades compared with target grades,

- Which scaffolding approaches have already been implemented and reflections on why they were not successful
- The views of the student and parents
- Potential access arrangements that may benefit the student.
- Advice from external support services, where relevant

All teachers and support staff who work with the student will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required, using Edulink. Psychometric testing may be carried out if appropriate, to determine necessary access arrangements for students to use both within classes and for formal assessments and examinations.

If, after three cycle reviews of enhanced or specialist support being implemented there continues to be no evidence of progress academically or socially, a decision will be made between the student, SENCO and parent about whether appropriate next steps should include a request for statutory assessment for an EHC (Education, Health and Care) plan.

5.5 Supporting students moving between phases and preparing for adulthood

A member of Haslingden High School staff will visit every Year 6 child at their primary school. Where SEND needs are identified, or if the student already has an EHC plan in place, a member of the Learning Support Faculty will visit the school to observe the student and liaise with the primary school SENDCo to discuss specific student needs.

The SENDCo will attend Year 6 annual reviews, where possible, so provision requirements can be detailed and agreed. Additional taster days can be arranged. If the student is on the SEN register at primary school, this will automatically be recognised by the census and transferred on transition to secondary school.

Taster days are offered to all Year 6 students in the summer term before their transition and students with SEND are provided with an additional day to become more familiar with the learning support faculty team and new environment.

All students that have an EHC plan in school will have an annual review, which, from Year 9 will have a focus on the Preparation for Adulthood agenda. This involves discussing potential next steps or career paths and ensures both student and parent voice is embedded within the transition process.

Students in Year 11 with an EHC plan are provided with support to ensure a smooth transition to the next phase of their education or training. All Year 11 receive careers advice and guidance from the school careers officer, where next steps and future career paths are discussed.

5.6 Our approach to teaching students with SEND

Teachers are responsible and accountable for the progress and development of all the students in their class. In line with the SEND Code of Practice, high quality teaching approaches are Haslingden

High School's first step in responding to students who have SEND: This is set out by Everyone Focused on Learning Document and additional high quality teaching guidance shared by School SENDCo.

To ensure inclusive environments are created, a range of interventions to support students' individual needs are put in place where appropriate. Where additional support and / or interventions are found to be required, these are provided based on individual student need.

The graduated approach ('Assess, Plan, Do, Review') is used to measure whether interventions are effective and whether progress is being made. Where needs are not being met at each review stage, a more enhanced provision of support is agreed with students and their parents, ultimately resulting in a request for statutory assessment if required.

5.7 Adaptations to the curriculum and learning environment.

Where necessary, Haslingden High School makes the following adaptations to ensure all students' needs are met:

- Adapting the curriculum to ensure all students can access it, for example, by grouping, LSF support (where appropriate), 1:1 work, teaching style, content of the lesson, etc.
- Ensuring High Quality Teaching strategies are communicated and accessible to staff.
- Using recommended learning aids, such as iPads, laptops, reading pens, coloured overlays and glasses, visual timetables, dyslexia font, use of larger fonts, alternative forms of recording etc.
- Ensuring reasonable adjustments are in place where appropriate. For example, additional processing times, opportunities for peer- to-peer work, pre-teaching of key vocabulary, giving instructions in different formats, etc.
- Teaching staff work closely with SEND and pastoral teams to ensure students can access the learning environment.
- Sensory integration areas in LSF are accessible as a retreat or for sensory input and regulation.

5.8 Additional support for learning: internal and external agency information

Haslingden High School has fourteen teaching assistants, who are trained to provide support to students based on their individual needs. During timetabled lessons, the majority are allocated 1:1 or 1:2 to students with education, health and care plans.

Teaching Assistants support intervention which includes: EAL, dyslexia intervention, LEXIA, literacy, numeracy, handwriting and touch typing.

Two Higher Level Teaching Assistants provide targeted support for students with Autism (e.g. social communication, friendships, ELSA – emotional literacy and school -based anxieties) and interventions for those who may be experiencing social, emotional or mental health difficulties.

Haslingden High School works with the following agencies to provide support for students with SEND:

- Lancashire Inclusion Service (SENDIASS / Inclusion Team East)

- Acorn Psychology (Educational Psychologist, specialist teachers and counsellors)
- Specialist Teacher Services (VI and HI)
- Mental Health in Schools Team
- ELCAS
- Lancashire Inclusion & Engagement Team
- Lancashire Early Intervention Service
- Speech and Language Therapy
- Occupational Therapy
- Children’s Social Care
- Multi-agency Safeguarding Hub
- ADHD Northwest

*This is not an exhaustive list.

5.9 Expertise and training of staff

Haslingden High School has a range of expertise in the SEND team. This includes a SENDCo, two HLTAs, a specialist EAL teacher, qualified IRLLEN assessor and a dedicated team of teaching assistants.

5.10 Securing equipment and facilities

Most of the equipment and resources required by students with SEND are provided through SEN delegated and top-up funding. If specialist equipment is required for students with more complex needs or disabilities with an EHC plan, funding can be requested via the annual review process using the SEQ1 form from LCC.

5.11 Evaluating the effectiveness of the SEND provision

Haslingden High School evaluates the effectiveness of provision for students by:

- Reviewing student’s individual progress towards their goals
- Reviewing assessment and progress data – including external examinations
- Reviewing the impact of interventions
- Feedback by parents/ carers/ students/ external providers
- Monitoring by the SENCO
- Annual Review for students who have an EHCP.

5.12 Enabling students with SEND to engage in activities available to those in the school who do not have SEND

All extra-curricular activities, residentials and school visits are available to all students, including after school clubs. Additional teaching assistant support is provided for those students that may need it to guarantee there are no barriers to participation. No student is ever excluded from taking part in these activities because of their SEN or disability.

The school's accessibility policy outlines the adaptations made for disabled students within school. The physical environment enables disabled students to take advantage of the full range of education, intervention, and extra-curricular activities on offer.

5.13 Support for improving emotional and social development

Haslingden High School provides support for students to improve their emotional and social development in the following ways:

- Students with SEND are encouraged to take part in all extra-curricular activities, both within and outside school hours.
- Students experiencing social or emotional difficulties can be invited to engage in intervention support programmes, delivered by a qualified teaching assistant.
- The Pastoral team at Haslingden High School offers support, advice and guidance to those students experiencing difficulties with friendships, transition and mental health concerns.
- Haslingden High School have a zero-tolerance approach to bullying and robust safeguarding procedures.

5.14 Complaints about SEND provision

Complaints about SEND provision at Haslingden High School should be made to the SENDCo in the first instance, then if necessary, with the Headteacher, and finally if unresolved with the Governing Body. They will then be referred to the school's complaints policy.

The parents/ carers of students with disabilities have the right to make disability discrimination claims to the First-Tier SEND tribunal if they believe that our school or Lancashire County Council has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.15 Contact details for raising concerns

Any SEND concerns about a student at Haslingden High School can be raised with:

- Mr. Richard Brennand via the SEND contact form on the school's website or email: senco@haslingdenhigh.com.
- Heads of Year via the contact form on the school's website.
- Form tutor.

6. Monitoring arrangements

This policy and information report will be reviewed by the SENCo and SLT **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

APPENDICES

1. SEND Support / Graduated Response

