



SEND Information Report - Holmer Green Senior School

This Information Report covers the relevant points detailed in the SEND Code of Practice 0-25 January 2015

The kinds of SEND that are provided for:

Holmer Green Senior School caters for a variety of Specific Learning Difficulties (SpLD), Social Emotional and Mental Health Difficulties (SEMD).

The school has an Additionally Resourced Provision (ARP) for students who have a Speech Language and Communication Need (SLCN) and/or Autistic Spectrum Disorder (ASD).

Policies for identifying children and young people with SEND and assessing their needs, including the name and contact details of the SENDCO:

For Year 7 students, we initially consider the information shared by primary schools regarding the student's needs. All information collated by the Pastoral Manager, Head of Year 7 and the SENDCO (Mrs Hawkins: hawkinsc@holmer.org.uk) is compiled to form a confidential SEND support document which is then shared with the teachers of the student. This information contains information on the student's specific learning needs, strategies to support them and any other relevant information that may affect their learning.

A student's progress is then monitored and supported by the SENDCO and SEND staff using relevant assessments including reading and spelling tests. Additional information may also be collated from teachers' feedback, liaison from outside agencies, parents/carers and observations.

Arrangements for consulting parents of children with SEND and involving them in their child's education:

The school is responsive to the concerns and observations of parents/carers. Parents will be contacted if a Student is identified as having SEND, a copy of the agreed targets sent home and reviews communicated to parents. The results of any testing undertaken are communicated to parents and they are invited to a meeting to discuss further.

The SENDCO is available to consult with parents at parents' evenings and parent meetings throughout the year.

Parents of students with Education Health Care Plans (EHCPs) will be invited to Annual Review meetings.

Arrangements for consulting young people with SEND and involving them in their education:

Termly targets are set in consultation with students and annual questionnaires.

Students with an EHCP complete their own views as part of the Annual Review process and are expected to participate in that meeting to discuss their progress.

Arrangements for assessing and reviewing children and young people's progress towards outcomes. This should include the opportunities available to work with parents and young people as part of this assessment and review:

Termly reviews are carried out by the LSA key workers assigned to each student identified with

SEND. This review is student-led and involves the reviewing of and setting new targets. The SENDCo uses data from teaching staff to track progress towards outcomes.

Arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society:

Year 7 students are visited by the SENDCo or Learning Support staff prior to joining the school to introduce the transition process. SEND students have an additional transition visit to the school in the summer term of Year 6.

Year 8 students will discuss the option process with their Key Workers and as part of the Annual Review process. The SENDCo is available at the Options Evening to support and advise on suitable pathways.

Year 11 students are supported with college, school 6th Form and apprenticeship applications and prepared for the interview process. All Students with an EHCP have a 1:1 meeting with a Careers Adviser to complete the 'Preparation for the Future' paperwork. All Year 11 students have a careers interview. Key Workers discuss the support required for transition into independent living and participation in the wider society.

The approach to teaching children and young people with SEND:

The school regularly reviews the quality of teaching for all students and aims to improve teachers' understanding of the strategies to identify and support vulnerable students and their knowledge of the SEND most frequently encountered. Teachers are responsible and accountable for the progress and development of the students in their class, including where students access support from Learning Support Assistants. High quality teaching, differentiated for individual students, is the first step in responding to students who have or may have SEND.

How adaptations are made to the curriculum and the learning environment of children and young people with SEND:

An additional teaching group is created in maths and English to enable smaller specialist teaching of students with SEND. Teachers are advised of the correct adaptations to make to their teaching environments to enable all students to access the curriculum.

The expertise and training of staff to support children and young people with SEND, including how specialist expertise will be secured:

Staff training on SEND takes place on a regular basis.

Learning Support Assistants (LSAs) are encouraged to specialise in a particular field of interest and develop their expertise in this area through ongoing CPD and liaison with teaching staff and/or outside agencies.

Evaluating the effectiveness of the provision made for children and young people with SEND:

Student led targets are set and reviewed termly.

Termly Reports are written of all interventions that take place with the SEND students to track the effectiveness of the provision and make changes where necessary and shared with parents.

How children and young people with SEND are enabled to engage in activities available with children and young people in the school who do not have SEND:

Students are educated in mainstream classes in line the inclusive ethos of Holmer Green Senior

School. All students are encouraged to participate in extra-curricular clubs and activities.

Support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEND and measures to prevent bullying:

All SEND students are allocated a Key Worker and provided with the opportunity to meet regularly to support pastoral needs. A Social Communication group is run for students identified as needing additional support. The pastoral team are based in the HUB and the SENDCo works closely with them to ensure a holistic approach is employed to support the emotional and social development of all of our students.

How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEND and supporting their needs:

The school is supported by outside agencies such as CAMHS, the Education Welfare Service, the Occupational Therapy Service, the Speech and Language Therapy Service, Family Support Service, the Specialist Teaching Service, School Nurses and Outreach Services.

Arrangements for handling complaints from parents of children with SEND about the provision made at the school:

If concerns or complaints are being raised, they should initially be directed to the SENDCO, the Head of Department or Head of Year if appropriate. We aim to discuss and rectify any issues or concerns initially. If concerns/complaints continue to arise then complaints can be directed via the Complaints Policy (available on the website).

The School's link to the Buckinghamshire Local Offer Information for the Local Offer for Buckinghamshire is available at www.bucksfamilyinfo.org/localoffer

The Buckinghamshire Local Offer provides information and advice and information on Special Education Needs & Disability provision, both inside and outside the Local Authority. If you wish to contact Buckinghamshire County Council about the Local Offer please call 01296 383065 or email familyinfo@buckscc.gov.uk

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