



SEND Information Report - Holmer Green Senior School

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

The kinds of SEND that are provided for:

Holmer Green Senior School provides for a spectrum of needs, including Specific Learning Difficulties (e.g. dyslexia, dyscalculia), Social Emotional and Mental Health needs (SEMH), and Autistic Spectrum Disorder (ASD). The Additionally Resourced Provision (ARP) supports up to 23 students with Speech, Language and Communication Needs (SLCN) who have an Education, Health and Care Plan (EHCP). We also provide reasonable adjustments and targeted interventions for students with physical disabilities and medical needs where capacity and expertise allow; individual risk assessments and adjustments are made on a case-by-case basis.

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 Wilson: wilsonsa@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 lesson 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 three times a year. The results of any testing undertaken are communicated to parents if there are any concerns and a meeting is offered should this be needed.

The SENDCO is available to consult with parents at meetings throughout the year and also at parental request.

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 parents.

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.

Students have an opportunity to meet with their key worker 3 times a year and discuss their targets or anything they feel they need to focus more on. Students are welcome to speak with their key worker across the school week and some students benefit from weekly arranged meetings with their keyworker.

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 SENCo uses data from teaching staff to track progress towards outcomes as well as feedback from other professionals and students' views. This information is then sent to parents electronically with a read-receipt and parents are able to respond with any changes, etc.

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 SENCo or Learning Support staff prior to joining the school to introduce the transition process. SEND students have an additional day's transition visit to the school in the summer term of Year 6 as recommended by the current primary setting.

Year 8 and 9 students will discuss the option process with their Key Workers and as part of the Annual Review process. The SENCo is available at the Options and Specialisms 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. Teachers are also supplied with key strategies via ~~Satchel~~ SIMS for our SEN pupils.

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. We are an inclusive school and believe all students can do well across all subjects and therefore do not remove students from subjects, thereby lowering expectations.

Facilities and accessibility for students with a disability:

The school is historically made up of a mixed estate of buildings which does not currently provide access to all areas for wheelchair users. Greater detail about the sites facilities and the steps that have been taken to ensure those with a disability are not treated less favourably than other students can be found in the Accessibility plan on the [school website](#).

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

The school provides annual whole-staff CPD on SEND awareness and termly subject-specific briefings on classroom strategies. LSAs receive targeted training (e.g., autism strategies, dyslexia support, dyscalculia support). We maintain a training records and identify priority needs through appraisal and the school improvement plan. Where specialist input is needed, the SENCo will commission external training or consultancy.

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

The SENCo analyses progress data termly, triangulating attendance, behaviour, attainment and intervention outcomes. We report back to governors via the named SEND link governor each term with anonymised case studies and impact data. The SEND review cycle is integrated with the school self-evaluation and improvement planning processes.

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. In addition to key workers and social communication groups, students can access school-based counselling, well-being workshops, and referral pathways to CAMHS where clinically appropriate. We use a documented referral and risk-assessment process for students presenting with significant mental health needs. Preventative strategies and whole-school approaches to mental health are delivered through PSHE, tutor time and the enrichment programme.

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). For disputes about EHCPs, parents have access to mediation and the right to appeal to the First-tier Tribunal (SEND). We signpost parents to local advocacy (e.g., SENDIAS) and the Local Offer.

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