



Hall Mead School

SEN Information report 2019 – 2020

SEN Information Report 2019-20

Regulation

The kinds of Special Educational Needs for which provision is made at the school.

Response

'A student is identified as having SEN when he/she has a significantly greater difficulty in learning than the majority of others of the same age or has a disability which prevents or hinders him or her making use of facilities of a kind generally provided for others of the same age.' (SEND Code of Practice 2014)

Within Hall Mead we have a significant number of students with a range of SEND issues falling into the four official categories; cognition and learning, communication and interaction, social, emotional and mental health and sensory and physical plus School Support which varies across the year as students are identified or make progress.

The school has an Additional Resourced Provision for students on the Autistic Spectrum or with Social Communication difficulties. This has 10 places at the moment and discussions are taking place to increase capacity to 20 students.

Regulation

Information, in relation to mainstream schools, about the school's policy for identification and assessment of pupils with special educational needs.

Response

Detailed information is provided in Hall Meads' written policy for the Identification and Assessment of Students with SEND, which follows the ACCESS, PLAN, DO, REVIEW, model.

The following is a brief summary of the process:

- High level need students, those with EHC plans, are identified through the formal consultation process with Havering Assessment and Placement Section.
- Pre entry students are identified as having SEND through primary liaison and meeting with parents who identify their children as having SEND. Members of the department attend Havering's Primary to Secondary Transfer meeting, Junior School SENDCOs provide one page transfer sheets. We also attend Pupil Centred Review meetings at Junior Schools if invited have meetings with our local feeder schools.
- Our Primary Liaison Officer attends meeting at our local feeder schools and relays information on SEND students.
- On entry all students take part in base line testing; Cognitive Ability Tests, Spelling Test, Reading Test and a Maths Department Test. The results of these tests are analysed with the information already gathered to clarify need and appropriate provision.
- Later identification of a SEND issue with a student would be triggered by parental approach, cause for concern raised by a teacher, analysis of the data collected as per Hall Mead's Assessment Policy.

- If it is felt a student needs a higher level of intervention than the school can provide there are a range of external professionals to refer to e.g. Educational Psychology, CAMHS, Speech and Language Service etc.
- All students on the SEND List have Pupil Profiles describing their needs and strategies to address those needs; these are available to all teachers on the 'staff only' drive.

Regulation

Arrangements in place for consulting parents of children with special needs about, and involving parents in the education of their child.

Response

All parents of students with SEND have access to the normal school interaction such as Parents' Evenings, Information Meetings and Curriculum Year Books.

Parents of students with high needs will be invited to regular termly reviews where their views will be sought.

The Learning Support Department operates an open door policy and parents of students with SEND are encouraged to email, phone or make an appointment if they wish to discuss issues. They are told no issue is too small and we would rather find a solution before a bigger problem builds up.

Regulation

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

Response

All students with SEND have the same opportunities as other students to take part in any school activities such as Student Voice, Opportunities Passport etc. They are included in the regular opportunities to evaluate their work, set targets and attend Parents' Evenings.

We have now started to implement Parents' Evenings in the quieter environment of the PLC for students who are taught mainly in the PLC.

In addition SEND students are invited to review meetings and their views are sought before and during the meeting.

The SEND Department has an 'open door' policy and students just drop in when they want to say something or ask for something.

Regulation

Arrangements for assessing and reviewing students' progress towards outcomes.

Response

Outcomes are now set at annual reviews in conjunction with the students and their parents.

These outcomes are reviewed at termly and annual reviews and are either achieved or ongoing depending on the time scale. New outcomes are agreed.

Regulation

Arrangements for supporting students moving between phases of education and preparing for adulthood.

Response

Students with SEND are supported with transitions in the following ways:

Primary to Secondary education:

The extensive programme of primary liaison which includes:

- Attendance at pupil centred reviews.
- Extra visits to Hall Mead at different times of the day to see the Learning Support Department and the School in action.
- Two extra days of induction with a special programme before the main induction day (their LSA's are invited to attend).
- Hall Mead LSA visits Junior Schools.
- Individual meetings with parents to gain their insight and advice.
- Information disseminated to teachers.
- Heavily supported first two weeks in the first term.

In the transition from Key Stage 3 to 4 and GCSE Option Choices:

- Specialist careers interviews.
- Review meetings over a period of time to consider support arrangements and option choices.
- Longer decision making period re option choices.
- Personalised bespoke curriculum.

Preparation for Adulthood:

- Personal Health and Social Education (PHSE).
- Enterprise days.
- Life skills.

On the transition to Post 16 education:

- Moving Forward Reviews with college personnel attending.
- Possibility of link course with college in Year 11.
- Specialist careers interviews.
- Specific annual review meeting to set appropriate outcome and provision.
- Liaison between SENDCO and the equivalent member of staff at Post 16 provider.
- Taster days and Induction days at College.

Regulation

The approach to teaching students with SEND and approaches to adapting the curriculum.

Response

Hall Mead has a responsive approach to teaching students with SEND which attempts to tailor interventions to individual needs.

Wherever possible, SEND students are integrated into mainstream classes with appropriate support from Learning Support Assistants and quality first teaching.

In addition we have the expertise to offer:

- A 'nurture group' curriculum led by a teacher with primary and Special School experience.
- Phonic interventions (Precision Teaching).
- Small group withdrawal literacy intervention.
- Small English Progress classes with an English teacher and additional support.
- Small group withdrawal Numeracy classes with a specialist SEN/Maths teacher.
- Small Maths sets.
- Life skills as appropriate to cohort.
- Personalised curriculum to include courses below GCSE level and life skills.
- Small GCSE English, Maths and Science classes led by subject specialist SEN teachers.
- Intervention programmes for Art and DT led by specialist qualified teachers.
- Specialist PE instructor.
- Nurture Groups in Key Stage 3 with Specialist Subject Teachers.
- LSA with nursing experience.
- Specialist Educational Psychologist, one day per week.
- Specialist Speech and Language Therapist, one day per week.

Regulation

Adaptations to the Learning Environment

Response

The Learning Support Department has the following areas:

- A specialist literacy room.
- A specialist numeracy room.
- A specialist nurture group room.
- A Personal Development Centre which is actually a flat with fully equipped kitchen where the students can cook and complete daily living skills.
- A Personal Learning Centre where Nurture Groups and small group interventions take place.
- A quiet sensory room.

The Flat and the Personal Learning Centre are places of refuge. There is an unofficial breakfast club before school and there are break and lunchtime social/interest activities.

Regulation

The expertise and training of staff to support students with SEN

Response

The Learning Support Department has a large body of knowledge, skill and expertise within it and this is used both formally (training and case conferences) and informally to train staff. SENDCO delivers whole school Inset at times and at the beginning of the academic year to new teachers. There is a departmental briefing every morning to pass on important student information.

Learning Support Department teachers meet weekly to reflect on the week and adapt procedures.

Teachers and LSAs attend courses run by specialist providers, exam boards and courses arranged through Havering's SEN team.

The Learning Support Assistant responsible for medical issues liaises with the School Nurse, Occupational Therapist and other health professionals as required.

Nominated LSAs attend First Aid courses.

External agencies (e.g. Occupational Therapy, Educational Psychology) come in to train staff or give advice as required.

The Department has:

- 1 English specialist teachers.
- 2 specialist HLTA.
- 2 Maths specialist teachers.
- Science specialist teacher.
- Art specialist teacher.
- A teacher with responsibility for complex, moderate learning difficulties.
- LSA with Precision Teaching experience.
- We are buying in a consultant Educational Psychologist, who is a specialist in Autistic Spectrum for 1 day per week.
- We are buying in a Speech and Language therapist for 1 day per week.

Regulation

Evaluation of the effectiveness of the provision made for SEND students.

Response

Progress/attainment information for page 5 of SEND report from FFT:

Progress/attainment information for SEND report from Analyse School Performance

Wider Outcomes

Hall Mead School is over-subscribed. Nationally, it is in the first quintile for the percentage of pupils with an EHCP (7.3% of pupils have an EHC Plan c.f. 1.7% Nationally). This reflects the fact that the Academy is heavily over-subscribed year on year, attracting higher than average numbers of SEND students due to its reputation and track record within and beyond the Local Authority.

Whilst they do happen from time to time, the relatively small number of complaints when compared with the high proportion of students with complex needs is indicative of the satisfaction with the provision provided. Many parents have expressed their deep gratitude for the provision's support in developing their son/daughter academically, socially and emotionally. A number of parents have made donations of time and/or money in support of the provision.

SEND students feature prominently in the Academy's annual Awards Evening in recognition of their progress and wider development.

Hallmedia is full of students enjoying activities run by the Department.

Over the last three years, 100% of Year 11 leavers in SEND have gone on to post-16 destinations suitable for their needs and interests.

Regulation

Inclusion of SEND students in school activities.

Response

All SEND students have access to school activities. Where necessary any reasonable adjustment is made to allow students to take part.

Learning Support Assistants accompany students on day and residential trips.

Regulation

Support for improving emotional and social development.

Response

Hall Mead School has an extremely strong pastoral system which includes SEND students. SEND students have consistent support which allows them to build up relationships of trust with Learning Support Assistants.

The Learning Support office staff are identified to students as people who can sort out issues like lack of ingredients, lack of P.E. kit or loss of possessions.

The Learning Support Department is seen as a refuge and students have cards to allow them to leave lessons to come there.

The social activities run by the SEN Department also allow for social and emotional development through structured supported group activities.

Hall Mead School has:

- a designated L.A.C. teacher.
- 2 Child Protection Officers.
- 2 staff involved in Pupil Premium work.
- A part-time school counsellor.
- Staff trained in First Aid.
- A Therapy/Reading dog.

Specialist provision in or out of school can be commissioned for individual students.

Dr Sue Sheppard, Specialist Educational Psychologist, is available for one day every week to support students on the autistic spectrum.

Regulation

Arrangements for the handling of complaints from parents with children from SEN.

Response

The complaints procedure can be found on the policy section of the Academy website. Copies can also be requested from the Academy office.

Regulation

Named contacts when young people or parents have concerns.

Response

Mrs Elizabeth Bint – Director of Access and Autism – 01708 225684 ext 235

ebint@hallmeadschool.com

Regulation

Contribution to the local offer.

Response

Hall Mead has a special provision called The Resource for up to 10 students on the Autistic Spectrum. Consultation for 20 places is active at present. Information on this is available on Havering London Borough's website

<https://familyserviceshub.havering.gov.uk/kb5/havering/directory/home.page>