

## SEND Information Report 2020-21

The Learning Support Department supports pupils who have special educational needs and/or disabilities. Our aim is to offer all our pupils an education in the broadest sense of the word, encouraging the development of intellectual, emotional and social growth. We believe in including pupils in all aspects of school life. We endeavour to make reasonable accommodations, whenever necessary, to make this happen.

### Frequently asked questions:

#### *What are the kinds of Special Educational Needs for which provision is made at the school?*

Within Hall Mead we have a significant number of students with a range of SEND across the four broad areas of Special Educational Needs categories: cognition and learning; communication and interaction; social, emotional, and mental health and sensory.

The school has an Additionally Resourced Provision for students on the Autistic Spectrum or with Social Communication difficulties. The ARP has 22 places. See **Appendix One** for more details.

#### *How does the Academy identify and assess pupils with special educational needs?*

Hall Mead follows the ASSESS, PLAN, DO, REVIEW, cycle. This begins in the classroom with teaching staff and pastoral staff. Teachers continue to follow the ASSESS, PLAN, DO, REVIEW cycle. Where students no longer need support that is 'in addition to' or 'different from' other students, they will no longer be identified as having a SEN.

The following is a summary of the process:

- On entry all students take part in base line testing: Cognitive Ability Tests; Spelling Test and/or Reading Test and a Maths Test on entry also. The results of these tests are analysed with the information already gathered from their previous education to clarify need and appropriate provision.
- A Team Around the Child approach is taken to identifying and supporting students with additional needs. Students are brought for discussion with senior managers, Heads of Year, SENDCo and the Wellbeing team members. Here decisions on support and assessment are made following the Assess, Plan, Do, Review process.
- Parents or students may also raise a concern which is then brought to the Team Around the Child 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 and have meetings with our local feeder schools.

- Our Primary Liaison Officer attends meeting at our local feeder schools and relays information on SEND students.
- 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. On occasion, external professionals will contact the school to make us aware of work they are doing with a child and the Team Around the Child considers recommendations and initiates the Assess, Plan, Do, Process.
- All students on the SEND list have Pupil Profiles describing their needs and strategies to address those needs; these are available to all teachers as linked documents on SIMS.

***What arrangements are in place for consulting parents of children with special needs about, and involving parents in the education of their child?***

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

Parents of students with high levels of need have regular contact with link workers and are invited to discuss provision at least termly; more frequent contact is made fortnightly by students' link workers. Students who are part of provision that is in addition to or different from others (identified as having a SEN) will have provision reviewed at least termly and parents are invited to discuss next steps.

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. There are often daily interactions between the Learning Support Department and parents and Learning Support Assistants who work closely with specific pupils provide regular updates to parents.

***What arrangements are in place for consulting young people with SEND and involving them in their education?***

All students with SEND have the same opportunities as other students to take part Student Voice activities and representation of students with additional needs is monitored. Learning department specific Student Voice activities also take place.

Parents' Evenings for the students who are taught mainly in the PLC take place in line with mainstream parents' evenings and include the students themselves within the process.

The Learning Support Department has an 'open door' policy and students can drop in when they want to say something or ask for something. Form tutors and Learning Support Assistants will often support children attending meetings or represent the children they work with at meetings.

***What arrangements for assessing and reviewing students' progress towards outcomes are in place?***

Outcomes are set at annual reviews or interim reviews in conjunction with the students and their parents. These outcomes are reviewed at termly and annual reviews and are either achieved, partially achieved, not achieved or no longer relevant. SEND students are also included within the same progress report framework as the mainstream students but additional information is provided in relation to the specific areas for development identified within their profiles.

***What arrangements for supporting students are in place for students moving between phases of education and preparing for adulthood?***

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

Primary to Secondary education

The 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 LSAs 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:

- Careers interviews/options interviews.
- Support meetings throughout the options process with form tutors.
- Personalised curriculum approach that takes the students' needs/abilities into account.

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 (where Covid restrictions allow)

### ***What is the approach to teaching students with SEND and how is the curriculum adapted?***

The approach at Hall Mead is to view students as having a variety of abilities and needs, recognising that these needs can change in different contexts. We aim to deliver lessons that are accessible to students considering the 4 broad areas of need and make adaptations to teaching (resources, environment, delivery, content) where a student requires something that is 'in addition to' and/or 'different from' the other students.

For some students, their ability to access all subjects may be reduced as a result of their SEP (Special Educational Provision), for example where pre-teaching or over learning are a requirement on a student's EHCP. In these cases, we work to ensure that students are accessing the most important aspects of subjects' content so that progress is not inhibited due to limited access.

Maintaining access to a broad and balanced curriculum is always considered. Where students require specific interventions to develop a key skill or overcome a barrier to learning this is delivered as a short-term intervention which follows the Assess, Plan, Do, Review cycle.

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.
- Social 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.
- Specialist PE instructor.
- LSA with nursing experience.
- Specialist Speech and Language Therapist, two days per week.

### ***How do you adapt the Learning Environment?***

Staff view teaching through the lens of students who experience difficulties across the 4 broad areas of need and make adaptations considering students who experience these barriers whether these relate to physical barriers or because of sensory related barriers.

While the site is not fully wheelchair accessible, we will take access into account when considering where to locate lessons and make these adaptations as part of the 'reasonable adjustments' we make to ensure that the school is inclusive. The recently opened new building, A Block, has full lift access and adapted access within practical rooms.

The Learning Support Department has the following areas:

- A specialist nurture group room.
- A Personal Development Centre which is 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 also seen as safe places of refuge.

### ***What expertise and training have staff had to support students with SEN?***

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. The SENDCO delivers whole school Inset and Inset to specific groups of staff.

Learning Support Department teachers meet weekly to reflect on the week and adapt procedures. A Team Around the Child approach is taken as part of student focused discussions. Input from the school's Speech and Language Therapist and SENDCO supports development of understanding of different students; needs. Specialist training from the school's psychotherapist has also taken place when consulting on individual cases. Advice and guidance from external specialists also support the development of staff knowledge and helps guide practice.

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

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

Nominated LSAs are qualified First Aiders.

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.
- A teacher with responsibility for complex, moderate learning difficulties.
- HLTA with Precision Teaching experience.

- The Trust funds a consultant Educational Psychologist.
- We fund a Speech and Language therapist for 2 days per week.

***How is an evaluation of the effectiveness of the provision made for SEND students?***

Outcomes of students are reviewed through annual reviews and progress recorded. Whole school progress/attainment information for SEND students is evaluated from 'FFT'. Whole school Progress/attainment information for SEND report is evaluated Analyse School Performance.

Hall Mead School is over-subscribed. Nationally, it is in the first quintile for the percentage of pupils with an EHCP (8.4% of pupils have an EHC Plan c.f. 1.8% Nationally). The Academy is heavily over-subscribed year on year, attracting higher than average numbers of students with SEND due to its reputation and track record within and beyond the Local Authority. Its popularity with parents of children with SEND its recognition by the Local Authority are used as proxy indicators of satisfaction and effectiveness.

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. This data is tracked carefully.

***How are students with additional need included in school activities?***

All SEND students have access to school activities and trips. Reasonable adjustments are made to allow students to take part. Where trips or activities are not accessible, alternatives are considered. The efficient education of other students and ability of staff to cater for a student's SEN are considered to ensure that activities and trips are appropriate. Learning Support Assistants accompany students where required.

***What support for improving emotional and social development exist at Hall Mead School?***

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, tutors, teachers, and Heads of Year. SEND students participate in the Academy's fulsome SMSC programme.

The Learning Support staff deliver lessons to develop emotional awareness and empathy. Link workers support students with developing socially through weekly support meetings (reactive), helping students to process and consider approaches to social interactions (proactive and reflective) and through structured interventions (proactive - social skills groups).

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.

### ***How is SEND defined?***

At different times in their school career, a student may have a special educational need. The Code of Practice, 2015 defines SEN as:

“A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability 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”

Learners fall behind in schools for many reasons. They have been absent from school, they may have attended many different schools and not had a consistent opportunity to learn. There may be a whole range of external factors that distract them from their learning. At Hall Mead School we are committed to ensuring that all learners have access to learning opportunities, and for those who are at risk of not making progress, we will always intervene. This does not mean that all vulnerable learners have SEN. Only those with a learning difficulty that requires special educational provision will be identified as having SEN.

Hall Mead School is committed to upholding legislation set out in the Equality Act, 2010. This legislation places specific duties on schools, settings and providers including the duty not to discriminate, harass or victimise a child or adult linked to a protected characteristic defined in the Equality Act and to make ‘reasonable adjustments’. The Equality Act 2010 definition of disability is: “A person has a disability for the purposes of this Act if (s)he has a physical or mental impairment which has a substantial and long term adverse effect on his ability to carry out normal day-to-day activities” This definition of disability in the Equality Act includes children with long term health conditions such as asthma, diabetes, epilepsy and cancer.

Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and those with SEN. Therefore, where a disabled student requires special educational provision they will also be covered by the SEN definition.

### ***What are the admission arrangements for students identified as having a disability?***

At Hall Mead any student who has been identified as having a disability will have their access needs considered by the admissions team initially and then the Learning Support department in

conjunction with the Head of Year. The SENDCo has overall responsibility for ensuring access and inclusion of students identified with disabilities. Please refer to the admissions policy for further details which is available on the Academy's website.

### ***What support is there for disabled students?***

Where necessary a pupil profile is created to instruct staff about the adjustments they are required to make for the student. For all students with Pupil Profiles the academic progress and wider inclusion of the student is considered at least termly through the school's reporting systems and pastoral structures. For all students, our goal is to develop independence and prepare children for adulthood; part of this process is enabling them to overcome or manage barriers as independently as possible. We aim to enable students to access rather than to do it for them. Our job is to provide education and training that prepares our pupils for adulthood. The SENDCo is a member of the Senior Leadership Team and all members of the Senior Leadership Team recognise they have a responsibility for ensuring access and Inclusion for disabled students.

The facilities and/or adjustments provided for students depend on the barriers they may experience. Current examples of adjustments made to enable students to access and ensure they are not treated less favourably than peers include:

- Allocating teaching rooms on the ground floor so difficult movement is limited.
- Ensuring access to the lift.
- Provide devices to overcome visual impairments.
- Provide a low sensory space that support de-escalation/managing of sensory overload.
- Adapted access to classrooms (additional steps).
- Adapted facilities such as height adjustable ovens, supportive stools in science and technology areas.

This list is not exhaustive.

Where a high level of support is required, Learning Support Assistants support students with accessing and participating in lessons.

**Physical environment:** While not all buildings in the school are fully accessible, the vast majority of curriculum areas are accessible and accessibility of groups for students is considered when timetabling is undertaken. Independent access has been greatly improved by the recent opening of a new building (Block A) this year. Building work is taking into consideration the ability of students with disabilities to move comfortably and safely around the site independently and appropriate access is ensured in line with new building accessibility requirements.

**Access to information:** The delivery of information in the classroom is managed well throughout the school with the Learning Support department and Heads of Year monitoring students' access. Students with hearing impairment and visual impairments are accessing with a high level of independence as adjustments are made by teachers and where necessary additional adults support access.

The Academy's website links to its accessibility plan (in accordance with paragraph 3 of Schedule 10 to the Equality Act 2010) and SEND policy.

***What are the arrangements for the handling of complaints from parents with children from SEN?***

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

***Who can I contact if I have a concern?***

Mr Cormac O'Neill – Assistant Headteacher – 01708 225684 ext. 2035

[coneill@elatschools.co.uk](mailto:coneill@elatschools.co.uk)

***How can I find out about the Havering local offer?***

Click on the below link to access the Havering local offer.

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

## **APPENDIX 1**

### **Hall Mead ARP (within the Havering Local Offer)**

The Additionally Resourced Provision (ARP) at Hall Mead School has been established to provide education for and support the inclusion of students who have social communication needs and those with a diagnosis of Autistic Spectrum Conditions.

As an ARP we are focused on development of skills alongside subject specific education. Removing barriers to accessing mainstream education and the goal of increasing independence remains an important focus throughout a student's time at Hall Mead.

Staff working in the ARP have relevant contextual training and experience of working with students who have social communication needs specifically and SEN more generally. These staff also have subject specialisms and teach students who access entry level, level 1 and GCSE level courses.

The curriculum offer for students who are part of the ARP is broad and mirrors that of the main school. In year 9 students have access to a range of options that includes accessing mainstream classes.

Admission requests are made by Local Education Authorities to the Headteacher. The ARP Strategic Board, consisting of 2 suitably qualified external advisors, the SENDCO and an L.A. representative meets at least biennially and oversees the admissions process, as well as providing advice, guidance, support and challenge.