

What is the Special Educational Needs (SEN) information report?

The SEN information report details the provision that Haggerston School offers to students with special educational needs and disabilities. We ensure that our provision meets the guidance set out in the SEND code of practice. For more information about the code of practice, please refer to the [SEND code of practice: 0 to 25 years](#) document on the Department of Education website. To find out about the Hackney Local SEND Offer, you can visit the [SEND pages](#) on the Hackney Council website.

SEND Information Report 2017

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. At Haggerston School, we are experienced and skilled in identifying and meeting the needs of SEND students so that they can make excellent progress. The vision of high expectations and aspiration extends to all our students; we offer a wide range of interventions and support to enable students with additional needs to flourish and thrive.

Our school building is accessible for students with physical disabilities with lift access and disabled toilets on all floors. Our SEND and Equality policies can be found on our website.

Key staff:

SENCo – Christine Evans

Context

Total number of students on roll	874
Number of students with EHCPs (Statements prior to Sept 2015)	15
Number of students identified as SEN Support	158
Percentage of school population with Special Educational Needs provision	20%

Provision for Students with Special Education Needs and Disabilities

A key factor in the success of all students, including those with SEND, is excellent teaching and learning in the classroom. In addition to this cycle, we follow a process of 'Assess, Plan, Do, Review' for students with SEND to enable us to gain a deeper understanding of their needs and to identify which approaches have the most impact on their achievement. We also work closely with parents and external agencies through our annual review process. This collaborative approach helps us to meet students' needs effectively.

If a student with SEND is not making expected progress across a range of indicators, we offer targeted intervention and support. Although these are tailored to the individual needs of the student, the main interventions offered are:

Academic Support and Intervention:

General

- Support from Teaching Assistants in lessons
- Bespoke interventions for students with SEND
- Additional Literacy & Numeracy curriculum
- Access to a laptop computer during lessons
- Exam Access Arrangements – testing and application of arrangements
- Homework/Study club

Literacy

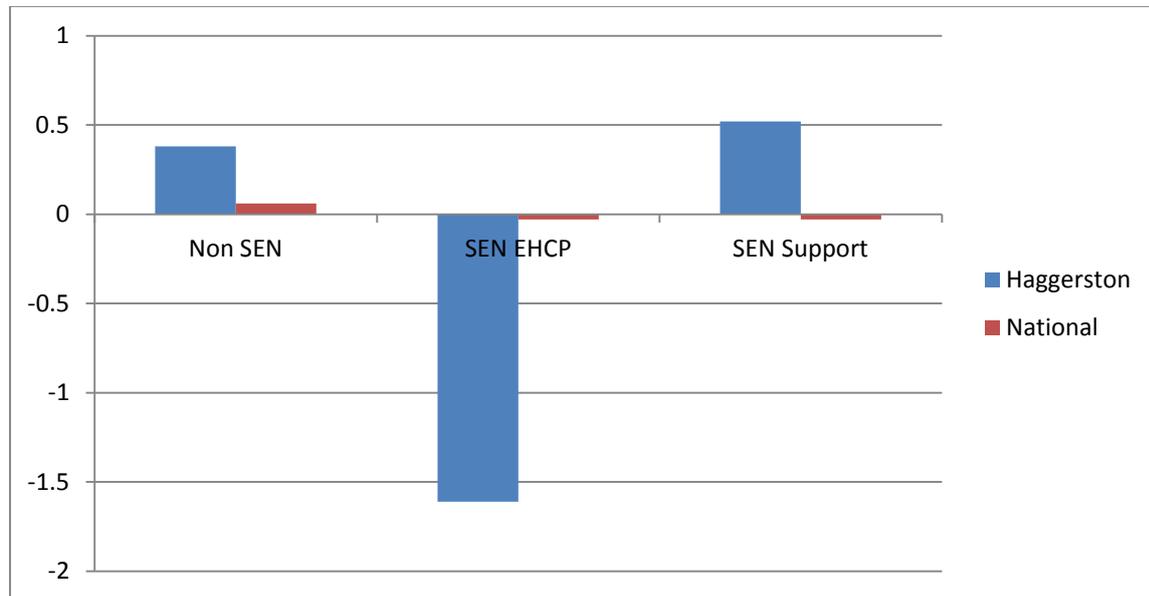
- Freshstart phonics
- Lexia (Computer based phonics & spelling programme)
- Accelerated Reader
- Speech and Language Therapy
- Specialist Dyslexia assessment & tuition
- A range of clubs, including Touch typing and Handwriting

Social, Emotional, Mental Health & Well-being Intervention:

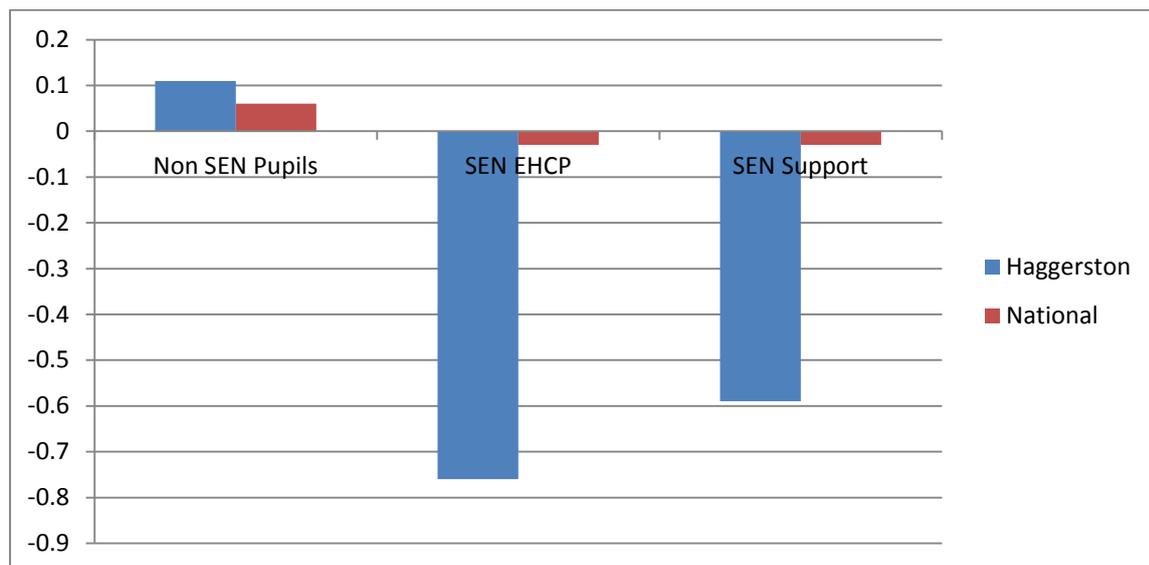
- Counselling (Aspace)
- Behaviour mentoring
- Lunchtime club
- CAMHS pilot project with Anna Freud Centre
- Support with self-regulation and communication

Evaluation – outcomes and progress

Comparative Progress Scores 2016



Comparative Progress Scores 2017



Progress of SEN students

The progress of SEN students who have EHC plans is not in line with non SEN pupils or with similar pupils nationally. However, there was a significant improvement in the progress score for EHCP pupils from -1.61 in 2016 to -0.76 in 2017. This reflects improvements made in the provision for SEND E students. SEND support students were significantly above national average in 2016 but significantly below in 2017. Fluctuations are more common with SEN pupils because of the varied needs of a specific cohort. However, the data has prompted significant change in the reorganisation of the curriculum and the bespoke intervention programme to support the individual needs of SEND pupils in a more focused way.

Impact of interventions for SEN students

We use a range of evidence to evaluate the effectiveness of our offer including internal data tracking, responses from parental and student consultation and progression rates to Post 16 courses. This evidence indicates a high level of pupil and parental satisfaction with our provision and excellent progression of SEND pupils to appropriate and high quality further education courses.

We are currently reviewing our provision to ensure that

- SEND/EAL children should be taught by well qualified staff with high levels of expertise
- SEND/EAL children in mainstream schools should be supported to access a mainstream curriculum which challenges them academically, socially and sets high aspirations for their progress and achievement
- Support for SEND/EAL students should be personalised to their individual needs. Withdrawal from lessons is a last resort when all other options have been exhausted
- Teaching staff need to be trained to know and understand how best to support children with SEND/EAL, building a repertoire of strategies in response to simple, pragmatic information provided by the Inclusion team

Next steps

In the coming year the school has the following development priorities:

1. Improve Provision and outcomes for SEND Pupils by ensuring that they receive support from well qualified support staff who foster independence and challenge.
2. Create opportunities for support staff to develop and progress professionally in order to attract and retain the best staff.
3. To implement rigorous monitoring and evaluation of interventions to assess their impact and adapt practice to enhance impact.
4. To ensure our overall Progress 8 score for SEND EHCP pupils exceeds national averages for these groups.