

# **SEND Frequently Asked Questions**

## **What are Haggerston's aims for students with Special Educational Needs and Disabilities?**

- Haggerston School believes that all students, regardless of their starting point, can and should make exceptional progress and develop into capable, creative, confident and caring young citizens.

## **How does Haggerston know if a student needs extra help?**

- We know a student needs help if:
  - a concern is raised by parents/carers, teachers or the child
  - limited progress is being made across a range of subjects
  - there is a specific reason for limited progress
  - there is a change in the student's behaviour or progress

## **What happens in Haggerston to support students with Special Educational Needs and Disabilities?**

- All students on the Special Educational Needs and Disabilities register will be supported by a School Support Profile. The school support profile will be pupil-centred and offer clear objectives for students. These profiles will be reviewed on a termly basis.
- In the first instance, students with SEN will be supported by high quality teaching and differentiated learning materials.
- If a student has needs relating to specific areas of their education, such as literacy, numeracy or Specific Learning Difficulties then small group interventions may be used. These interventions will be run by Teaching Assistants, Subject Teachers or Teachers from the SEN Department. All interventions will be planned with clear objectives in mind; time constrained (usually for a half term) and reviewed by all involved in order to judge the effectiveness of the intervention.
- Occasionally a student may need more specialist support from external agencies. If this happens, a referral will be made with the parent/carer's consent and forwarded to the appropriate agency. Students with the highest levels of need will be placed in the Achievement Group. The Achievement Group is a provision for students that focuses on literacy and numeracy skills in order to support the students to make accelerated progress in these areas. As we believe in inclusion, students in the Achievement Group attend mainstream lessons for Technology, Drama, Music, Art and Physical Education. Students in the Achievement Group do not study a Modern Foreign Language in order to dedicate time to helping them improve their literacy skills. Students that make exceptional progress in the Achievement Groups will have a fully supported transition into a full mainstream timetable.

### **How will the curriculum be matched to meet a student's needs?**

- When a student has been identified with SEN their work will be differentiated by the class teacher to enable them to access the curriculum and make progress.
- Teaching Assistants may be allocated to work with the student in lessons, on a one-to-one basis or in small groups to focus on specific needs. This will happen in timetabled lessons, before school, during lunchtime, withdrawal from registration or in period 6 interventions.
- All students identified with SEN will have a School Support Profile which will be monitored termly.
- Appropriate agreed specialist equipment may be given to students e.g. pen/pencil grips, coloured reading rulers, touch-typing software and laptops for use in certain lessons.

### **How will I know how my child is doing?**

- A Parent's Evening is held in the first term. This is a chance to meet your child's form tutor and subject teachers to discuss how your child is settling in to Haggerston.
- Each year group has a parent's evening once a year to discuss student's progress.
- Progress reports are sent home at the end of each of the five assessment cycles so that parents/carers are informed of student's progress.
- The student's planner will be used to communicate with parents on a day-to-day basis.
- Subject teachers or SENCo may contact parents to discuss a student's progress.

### **What support is there for students' overall well-being?**

- The school offers a wide variety of pastoral support for pupils who have emotional, social and mental health difficulties, these include:
  - Head of School Teams are available to support students during break, lunch time and after school.
  - Lunch clubs are available to students who find long periods of unstructured times difficult.
  - The outside space is divided into distinct areas so students can choose their own activities during break and lunch.
  - A Space to Talk Counselling services are available for students with the highest levels of emotional and social difficulties. This service can work individually with students or with whole families. This service is accessed through an in-school referral.

### **What specialist services are accessed by the school?**

- Educational Psychology Services
- Speech and Language Therapy
- CAMHS (Child and Adolescent Mental Health Service)
- Occupational Therapy
- Hearing Impairment Specialist Teachers
- Visual Impairment Specialist Teachers
- School Nurse
- School Doctor
- Young Hackney- pastoral, behaviour support, engagement, attendance and emotional support
- A Space Counselling Service

### **How does Haggerston support students' medical needs?**

- All students will have a Care Plan created in consultation with the school nurse, SENCo and parents/carers. All staff are informed about students on the medical register.
- Medication is administered in School in agreement with parents/carers and a completed Medical Consent form.
- All medication administered in school is recorded on a centralised document.
  - All staff has access to Epi-pen and seizure training.
  - There are 8 members of non-teaching staff who are First Aid trained and can be called to administer basic first aid if required.

### **What training has the staff supporting student with SEND completed?**

- Staff have completed various training sessions to support students with SEND. These include:
  - How to support students with reading difficulties through the use of phonics
  - How to differentiate lesson resources to suit the needs of learners
  - How to support students with emotional, social and mental health difficulties
  - How to support students with speech and language difficulties
  - How to work effectively with other adults in the classroom

### **How accessible is Haggerston School?**

- As a school, we are happy to discuss individual access requirements. Facilities we have at present include:
  - Lift access to all teaching spaces
  - Wheelchair accessible ramps and low level access to all school buildings

## **How does Haggerston support the transition of students from primary into secondary?**

- At Haggerston we believe a seamless transition between primary and secondary school is the best foundation for success. Therefore, we put many strategies in place to ensure students coming to Haggerston are prepared for this change. Strategies include:
  - Senior Leadership Team visits to meet students in their primary school
  - Students with SEN or vulnerable students are invited to a small, separate SEN transition morning led by the Special Educational Needs (SENCo) department
  - A whole cohort transition morning for all new Year 7 students
  - The SENCo will visit students with Education, Health and Care Plans and arrange appropriate transition work with primary schools
  - The SENCo will liaise with primary schools and arrange appropriate transition work for priority students

## **How are the school's resources allocated and matched to the student's special educational needs?**

- The SEN budget is allocated each financial year. The money is used to provide additional support or resources dependent on an individual's needs.
- Additional agreed resources may include:
  - Access to specialist computed programmes
  - Teaching Assistant support in class room
  - One-to-one or group interventions
  - Specialist learning tools or materials

## **How is the decision made about how much support students will receive?**

- The decisions are made in consultation with subject teachers, Heads of School and the SENCo through the Student Referral Group
- Decisions are based on termly tracking of student's progress, concerns raised by staff or assessment by external agencies.
  - Students with Statements (or Education, Health and Care plans) have an individual package of support created and maintained by Hackney Learning Trust. The SENCo's role is to ensure this support is directed, monitored and supported in conjunction with the parent's and student's wishes.

## **What is the Student Referral Group (SRG)?**

- The student referral group is an internal school panel co-ordinated by the SEN department. The panel includes the SENCo, SEN Administrator, Head of School and Assistant Head of School. The panel meet weekly to discuss students causing concern and agree on what interventions need to be put in place.
- Students that do not respond to interventions agreed at SRG are put forward to be discussed at a termly Multi-Agency Panel meeting and advice will be sought from external agencies.

## **What should I do if I think my child has Special Educational Needs?**

- Contact the SENCo or the student's subject teacher.

## **Who can I contact for further information?**

- If you wish to discuss your child's educational needs please contact the school office to arrange a meeting with the SENCo, Form Tutor or Head of School.
- If you require further information about the wider SEN provision in Hackney, please visit the Hackney Learning Trust Website:  
<http://www.hackneylocaloffer.co.uk/kb5/hackney/localoffer/home.page>