

Special Educational Needs and Disabilities (SEND) Report for Haggerston School

Schools are required to publish information about their arrangements for identifying, assessing and making provision for pupils with SEND. This SEND information report details the provision that Haggerston School offers to students with special educational needs and disabilities.

Overview and context of SEND at Haggerston School

Haggerston School is an inclusive all-ability secondary schools offering places for pupils aged 11-18 years in Hackney. The school has a national average of Educational, Health and Care Plans. Haggerston School is a mainstream school, and it is expected that all pupils attend mainstream lessons for majority of their school day, only being withdrawn for specific interventions or programmes. The school supports pupils across all 'four broad areas of need', as detailed in the SEND Code of Practice (2015). 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.

At Haggerston we support pupils with all types of SEND including:

- Autism Spectrum Disorder
- Social, Emotional and Mental Health
- Hearing Impairment
- Visual Impairment
- Speech, Language and Communication Needs
- Specific, Moderate and Severe Learning Difficulties
- Multi-sensory Impairment
- Other Disability/Difficulty
- Physical Disability

Identifying pupil's additional needs

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.

The SEND department has links with feeder primary schools and makes visits to those schools to discuss the transfer of year 6 students with additional needs to Haggerston. Needs are also assessed at the start of year 7 through the use of reading tests and classroom based baseline assessments.

At Haggerston school, the following procedures are in place for identification of additional needs:

Weymouth Terrace, London, E2 8LS
Haggerstonschool@haggerston.hackney.sch.uk

T 020 7739 7324 - F 020 7 739 8603
www.haggerston.hackney.sch.uk
Headteacher Ms Ciara Emmerson
Chair of Governors Wendy Mason



Haggerston School

- On admission, the school receives a hard copy and electronic information from the pupil's previous setting regarding any additional needs and support.
- Information is given to the school by other professionals.
- Concerns raised by the parents
- Teachers expressing a concern to the SENDCo via the Inclusion Learning Concern Form process.
- Tracking of pupils' attainment and rate of progress monitored by class teachers, subject areas, pastoral teams in conjunction with the Heads of Years, and Inclusion team in regular meetings e.g. The Student Referral Group (SRG).
- There is a change in the student's behaviour or progress

The Student Referral Group aims to address the needs of all students by sharing vital information and coordinating and maximising the use of internal resources and relevant external agencies. Students are referred for one significant concern or a combination of concerns. Referral to the SRG is made after strategies such as highly-differentiated work, the use of rewards, detentions and other behaviour support strategies, and discussions with students and their parents have already been used.

Students on the SEN register are identified as either School Support or as having an Education, Health and Care Plan. Students identified as School Support are provided with a School Support Plan which outlines their need, their objectives and advice for teachers to ensure that quality first teaching through differentiated lessons, tasks and resources. Some students at School Support will also be supported through small group intervention, Teaching Assistant Support or involvement of external agencies. Students with an Education, Health and Care Plan (formerly a statement of SEN) receive provision at the level of their need and based on the outcomes of their plan.

SEN targets are based on the learning skills students need to make progress. These include literacy, numeracy, thinking, motor, organisational and social skills. Formal feedback from mainstream staff, on individual progress, is used to write these targets, in addition to input from the students themselves.

At Haggerston, we regularly meet with all pupils who are receiving SEND Support to ensure they are making good progress towards their targets. If any concerns arise, reports are sought from professionals and/or teachers in consultation with students and parents.

The school ensures that screening tests for Access Arrangements are undertaken and in place, for all those students who require this provision, for both internal and public examinations.

Key Inclusion staff at Haggerston School

Parents are advised to speak to their child's subject teachers, tutors and/or Head of Year in the first instance, if they have concerns about their child's progress. Staff contacts are available on

Weymouth Terrace, London, E2 8LS
Haggerstonschool@haggerston.hackney.sch.uk

T 020 7739 7324 - F 020 7 739 8603
www.haggerston.hackney.sch.uk
Headteacher Ms Ciara Emmerson
Chair of Governors Wendy Mason



Haggerston School's website. If you wish to discuss your child's educational needs, please contact the school office to arrange a meeting with one of our Inclusion team members:

- Senior Assistant Headteacher & Designated Safeguarding Lead (Behaviour, Inclusion and Safeguarding) – Dr Nicholas Taylor-Mullings
- Lead Practitioner for Inclusion (SEND and EAL Co-ordinator) – Martina Honorio
- Deputy SENDCo – Scott Valentine
- Inclusion Co-ordinator – Michelle Williams
- HLTA – Fiona Barclay
- HLTA – Barney Whittaker

Admissions for students with additional needs

For admissions, please refer to the Haggerston School's Admission Policy and Arrangements on the school's website. All applications to Haggerston School must be made through The Hackney Learning Trust which operates as part of the PAN London admission system. Admissions for children with Education, Health and Care Plans are undertaken via a consultation process – further information should be sought via The Hackney Learning Trust.

Involving children and parents/carers in planning support and reviewing outcomes

The active engagement of parents/carers of students with SEND is seen as crucial to the development of our students to ensure that both wishes and /or concerns of parents and students are fully considered. This can be done by:

- Annual review for pupils with an EHC Plan
- SEN Support Plans for pupils on the SEND register
- Parents' Evenings
- Three Assessment phase progress reports (DPR reports)
- Regular planning and review meetings organised to ensure that appropriate interventions and support are provided to meet individual student needs and these are communicated to parents/carers
- Promoting and maintaining effective communication between all professionals involved with a child/young person.
- Meetings with other professions, such as Educational Psychologist or Speech and Language Therapist.
- Effective communication between primary schools and colleges at the point of transition

Range of support available to pupils with SEND

A key factor in the success of all students, including those with SEND, is excellent teaching and learning in the classroom. All teachers at Haggerston are responsible for children with SEND and are accountable for their progress. In addition to this, we follow a process of 'Assess, Plan, Do,

Weymouth Terrace, London, E2 8LS
Haggerstonschool@haggerston.hackney.sch.uk

T 020 7739 7324 - F 020 7 739 8603
www.haggerston.hackney.sch.uk
Headteacher Ms Ciara Emmerson
Chair of Governors Wendy Mason



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. Relevant professionals are also encouraged to attend Multi-Agency Meetings (or Panel – MAP meetings).

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

- A behaviour/pastoral mentor
- A Teaching Assistant in class, shared between several students or 1:1
- An external specialist, e.g. Educational Psychologist, A-space Counselling, Speech and Language Therapist, CAMHS pilot project with Anna Freud Centre, Specialist Dyslexia Assessments and tuition, Visual Impairment or Hearing Impairment Specialist, Young Hackney, Occupational Therapy
- Break and lunchtime clubs
- Additional Literacy/Numeracy Curriculum
- Homework / Study skills clubs
- Exam Access Arrangements – testing and application of arrangements
- Access to a laptop / iPad during lessons
- A range of clubs – Touch typing, Handwriting, Accelerated Reader, Lexia (computer-based phonics and spelling programme), Read Write Inc Phonics,
- Bespoke interventions for students with SEND
- Support with self-regulation and communication

We are committed to meeting the needs of students with SEND and aim to ensure that all students have access to as broad, balanced and relevant curriculum as possible, including activities outside the classroom such as educational visits (please see the school's Accessibility Plan). The school's extra-curricular enrichment is open to all students and the Inclusion team is actively supporting and promoting participation in any of the offered activities.

Speech and Language Therapy provides either 1:1 Sessions or small group work. This work is typically time-bound, intensive and therapeutic rather than long-term support.

A range of literacy and numeracy interventions run across the school. Entry for interventions are determined by literacy and numeracy assessments and data collection using a variety of tools to measure their effectiveness.

A range of interventions and strategies are in place for improving students' emotional and social development. This includes extra pastoral support, such as mentoring, access to an on-site counselling service and small group interventions. Haggerston School has a 'no tolerance' on bullying. Further information is available in the school's 'Equal Opportunities and Anti-bullying Policy' on the website.

Weymouth Terrace, London, E2 8LS
Haggerstonschool@haggerston.hackney.sch.uk

T 020 7739 7324 - F 020 7 739 8603
www.haggerston.hackney.sch.uk
Headteacher Ms Ciara Emmerson
Chair of Governors Wendy Mason



To further support for student's overall well-being, the outside space is divided into distinct areas so students can choose their own activities during break and lunch.

Medical Needs

Haggerston School works closely with relevant professionals, such as the School Nurse and School Doctor. We work in partnership to meet the Medical needs of children, which may include creating, alongside parents, a Health Care Plan. 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 6 members of non-teaching staff who are First Aid trained and can be called to administer basic first aid if required.

Measuring Pupil's Progress and Outcomes

Every teacher is a teacher for SEND and is therefore responsible and accountable for the progress of every child in their class, with targeted differentiation in place according to pupils' needs as needed/required. Pupil's progress is monitored, tracked and challenged by the Heads of Faculties, Senior Leadership Team and the SENDCo.

Parents/carers and students receive feedback on progress at annual Parents Evenings, scheduled throughout the year. Parents also receive three DPR reports after each Assessment Phase throughout the year. Parents can also arrange to talk to, or meet with, subject teachers to discuss subject-specific concerns.

In addition, we use a range of evidence to evaluate the effectiveness of our offer including internal data tracking, responses from parental 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 education courses.

Support and Training for staff

The Inclusion Department provides numerous training opportunities throughout the year to enable staff to plan, implement and review support for students with Special Educational Needs and Disabilities. The training is delivered via the SENDCo or Deputy SENCO and, where necessary, through specialist external agencies.

CPD is delivered through the school's programme of Monday CPD sessions, Wednesday Micro-sessions, Twilight sessions and/or INSET days.

Accessibility

Weymouth Terrace, London, E2 8LS
Haggerstonschool@haggerston.hackney.sch.uk

T 020 7739 7324 - F 020 7 739 8603
www.haggerston.hackney.sch.uk
Headteacher Ms Ciara Emmerson
Chair of Governors Wendy Mason



Haggerston School

Haggerston School is a safe environment for all children. Adjustments have been made for pupils who are visually impaired, pupils in wheelchairs and with other physical needs. The school has lifts/mobility platforms to all student teaching areas above the ground level. The school has purchased adapted furniture, fittings and equipment which can be deployed in response to individual access assessments undertaken for disabled pupils. The school purchased physical aids to ensure disabled students are able to access the curriculum e.g. enlarged computer screens, alternative foot-operated sewing machine, food workstations for wheelchair users and other physically disabled students. Accessibility is considered in all purchase decisions of equipment. Staff have the relevant specialist training and information to meet the needs of all pupils. Disabled toilets with hoist are at every floor across all school's buildings. Further information can be found in 'Accessibility Plan Policy' on the school's website.

Inclusion

All pupils on roll at Haggerston School are fully included in all aspects of the school's life e.g. educational trips, extra-curricular activities and special events. Risk Assessments will be undertaken, where necessary, and additional support provided in partnership with parents.

Transition between phases of education and into adulthood

The SENDCO and Deputy SENCO work with SENCOs from primary schools to ensure a transition plan is in place for all pupils with an EHCP, including SLT/SENCOs visit to the primary schools. Pupils attend a SEND transition morning; a Year 6 transition Day and parents are invited to attend SEND transition coffee morning event.

The school has also links with career advisor companies that support our students in Y9 and Y11 in their post-16 choices and options. At Haggerston, we support with visits to other settings, applications and other activities young people might need to progress to post 16 options.

Complaints

Complaints regarding children with SEND, about their provision or about any other matter should be following the school's 'Complaints Policy', which can be found on the school's website.

Complaints for children with SEND will comply with The Special Educational Needs and Disability Regulations 2014 and will follow the Haggerston School Complaints Procedure in liaison, as appropriate with the SENDCO.

Our policy and next steps

Weymouth Terrace, London, E2 8LS
Haggerstonschool@haggerston.hackney.sch.uk

T 020 7739 7324 - F 020 7 739 8603
www.haggerston.hackney.sch.uk
Headteacher Ms Ciara Emmerson
Chair of Governors Wendy Mason



Haggerston School

Our policy seeks to value all pupils and incorporate their voice in our planning and reviews; encourage and welcome the involvements of parents; ensure all students are respected, trusted and cared for; maximise the academic and social potential of all pupils regardless of need.

Our provision has been reviewed to ensure that:

- SEND/EAL children are taught by well qualified staff with high levels of expertise.
- SEND/EAL children are 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 is personalized to their individual needs. Withdrawal from lessons is a last resort when all other options have been exhausted.
- Teaching staff are 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.

In this year the school has the following development priorities:

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

Further information

General Haggerston School Information can be found on our Haggerston School website.

Further information about Special Education Needs in Hackney can be found here:
<https://www.learingtrust.co.uk/SEND>

Specific information regarding the Local Offer in Hackney is located here:
<http://www.hackneylocaloffer.co.uk>

This SEND information report was last updated January 2019 and will be updated yearly.

Next review: September 2019

Person responsible for review: Martina Honorio

Weymouth Terrace, London, E2 8LS
Haggerstonschool@haggerston.hackney.sch.uk

T 020 7739 7324 - F 020 7 739 8603
www.haggerston.hackney.sch.uk
Headteacher Ms Ciara Emmerson
Chair of Governors Wendy Mason

