

## 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. SEND provision at Haggerston is overseen by the school's SENDCO (Special Educational Needs and Disabilities Coordinator).

### Overview and context of SEND at Haggerston School

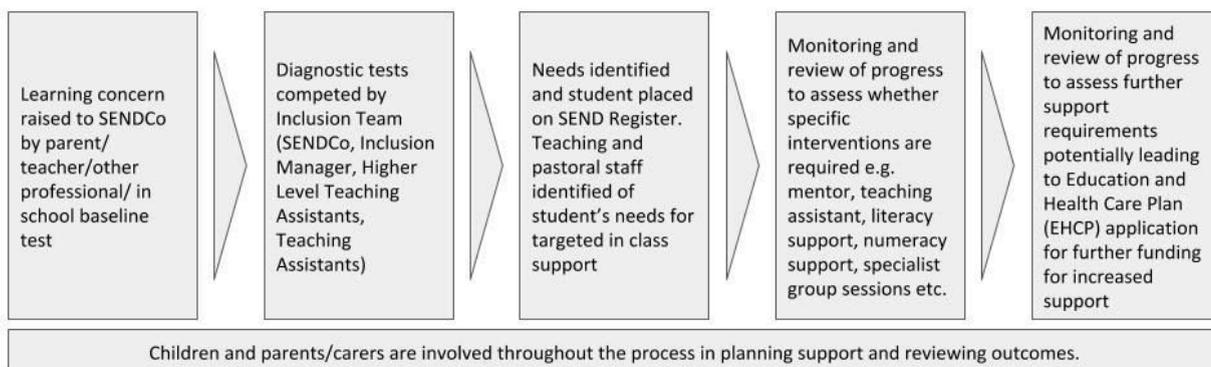
Haggerston School is an inclusive all-ability secondary school offering places for pupils aged 11-18 years in Hackney. The school has around the national average of students with Education, Health and Care Plans. Haggerston School is a mainstream school, and it is expected that all pupils attend mainstream lessons for the majority of their school day, only being withdrawn for specific interventions or programmes.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

We continue to provide support for students who are diagnosed with a SEND at primary school as well as using our internal processes to identify students with an undiagnosed learning need as detailed below. The progress of all students with SEND is regularly reviewed.

#### Overview of SEND identification and provision of support



## In detail: Identifying 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. On admission, the school receives a hard copy and electronic information from the pupil's previous setting regarding any additional needs and support. Needs are also assessed at the start of year 7 through classroom based baseline assessments, such as NGRT reading test, Lucid Exact or Communication screener. Results of these assessments are shared with parents if the results indicate there might be some difficulties and should be addressed as a concern.

In addition to this, at Haggerston school, the following procedures are in place for ongoing identification of additional needs:

- Information given to the school by other professionals
- Concerns raised by the parents
- Teachers expressing a concern to the SENDCo via the Student Concern Referral Form process based on professional observations of the child's progress and in-class behaviour
- Tracking of pupils' attainment and rate of progress monitored by class teachers, subject areas, pastoral teams in conjunction with the Heads of Years.

Once a concern has been raised then the Inclusion team (SENDCo or Inclusion Manager) may conduct further assessments and review the evidence and decide whether the student should go on the SEND Register. During this stage, parents are contacted for their views and input.

Students on the SEN register are identified as either School Support (K) or as having an Education, Health and Care Plan (E). Students identified as School Support are provided with a School Support Plan (One Page Passport) which outlines their need, their personal targets and advice for teachers to ensure 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 emotional well-being and 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 review the progress of all pupils who are receiving SEND Support to ensure they are making good progress towards their targets. If any further concerns arise, reports are sought from professionals and/or teachers in consultation with students and parents.

If there are on-going concerns or there is little to no improvement then the student would be referred and discussed at the weekly Inclusion meeting. Referral to the Inclusion meeting 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. Inclusion meetings aim to address the needs of 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.

In addition to the above, the school ensures that screening tests for Access Arrangements are undertaken and in place, for all those students who require this provision (whether or not they are on the SEND Register), 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 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:

- Deputy Head Teacher (Inclusion) – Hannah Turbet
- Deputy Head Teacher (Safeguarding, Behaviour) – Donna Moran
- Lead Practitioner for Inclusion (SEND and EAL Co-ordinator) – Martina Honorio
- Inclusion Manager – Fiona Barclay
- Inclusion Co-ordinator (Medical, Safeguarding, SEND) – Michelle Williams

## **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

- Coffee mornings for parents
- Additional SEND transition support including SEND morning for students and parents

## **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, 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 Inclusion Meetings or 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
- Additional Literacy/Numeracy Curriculum
- Homework / Study skills clubs
- Exam Access Arrangements – testing and application of arrangements
- A range of clubs – Touch typing, Handwriting, Accelerated Reader, Lexia (computer-based phonics and spelling programme), Read Write Inc Phonics,
- Access to a laptop / iPad during lessons
- Break and lunchtime clubs
- Bespoke interventions for students with SEND
- Support with self-regulation and communication
- A Teaching Assistant in class, shared between several students or 1:1
- External specialists, e.g. Educational Psychologist, Young Hackney Support Worker, Occupational Therapist, A-space Counsellor, Speech and Language Therapist, Specialist Dyslexia Assessments and Tuition, Visual Impairment or Hearing Impairment Specialist, Assistive Technology Specialist, Child and Adolescent Mental Health Services (CAMHS)

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.

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' approach

to bullying. Further information is available in the school's 'Equal Opportunities and Anti-bullying Policy' on the website. Haggerston is also part of the Hackney WAMHS (Wellbeing and Mental Health in Schools project).

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.

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. 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 have 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 Pupils' 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 Inclusion Manager 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**

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 as required. 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 space for a hoist are at every floor across all school's buildings. Further information can be found in 'Accessibility Plan' 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 Inclusion Manager work with SENDCOs from primary schools to ensure a transition plan is in place for all pupils with an EHCP, including Senior Leadership Team/SENDCOs 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**

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.

Our Special Educational Needs Policy can be found on our school's 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 June 2020 and will be updated yearly.

Next review: June 2021

Person responsible for review: Martina Honorio