

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 students 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).

1.0 Overview and Context of SEND at Haggerston School

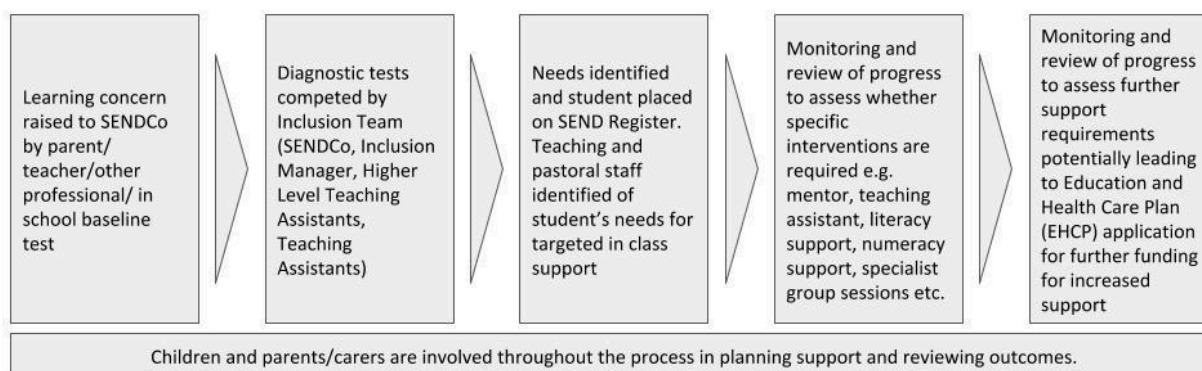
Haggerston School is an inclusive all-ability secondary school offering places for students aged 11-18 years in Hackney. The school has approximately the national average of students with Education, Health and Care Plans, however, in some year groups we have an above average number of students with SEND. Haggerston School is a mainstream school, and it is expected that all students attend mainstream lessons for the majority of their school day, only being withdrawn for specific interventions or programmes. The school supports students 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 students 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 Learning Difficulties
- 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



2.0 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. Special educational provision means that they receive a type of intervention that the majority of students do not need. This support needs to be in place so they can achieve the same outcomes as their peers. This could be a One Page Passport with strategies for staff to use in the classroom, specialist intervention or targeted support from a Teaching Assistant in the lesson.

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 student'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 the NGRT reading tests, Lucid Exact or Communication screeners. Results of these assessments are shared with parents if the results indicate there might be some difficulties that 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 based on professional observations of the child's progress and in-class behaviour
- Tracking of students' 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 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 receive provision at the level of their need and based on the outcomes of their plan, which is reviewed at least annually.

SEN targets outlined in a SEN Plan are based on the emotional well-being and learning skills students need to make progress with. These include literacy, numeracy, thinking, communication, motor, organisational and social skills. Formal feedback from specialist staff, mainstream staff, on individual progress, is used to write these targets, in addition to input from the students themselves. SEN Support Plans are written by the Inclusion staff and shared with parents once students start their interventions. These will be reviewed by the Inclusion staff and parents will be sent the review. Meetings with parents also take place to inform decisions / targets for students who may not have a specialist intervention.

At Haggerston, we regularly review the progress of all students 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 may be referred and discussed at the weekly referral 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.

3.0 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 the Haggerston School's website. If

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

- Deputy Head Teacher (Inclusion & WAHMS & Safeguarding) – Rachel Ray-Choudhuri
- Lead Practitioner for Inclusion (SEND and EAL Coordinator) – Martina Honorio
- Inclusion Manager – Fiona Barclay

4.0 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 Hackney Education (HE) 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 Hackney Education and their EHCP Team.

4.1 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 students with an EHC Plan
- SEN Support Plans for students on the SEND register
- Parents' Information Evenings & Parents' Evenings
- Three Assessment phase progress reports (DPR reports)
- Coffee mornings opportunities
- 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 and their parents/carers using letters, Class charts, emails, text messages, phone calls and parent bulletin
- Meetings with other professions, such as Educational Psychologist or Speech and Language Therapist, Specialist teacher
- Effective communication between primary schools and colleges at the point of transition
- Additional SEND transition support including SEND morning for students and parents

4.2 Range of Support Available to students 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:

- An engagement /pastoral mentor
- Additional time in English and Maths / specific literacy and numeracy interventions
- Homework / Study skills clubs
- Exam Access Arrangements – testing and application of arrangements in KS4
- A range of clubs – Touch typing, Handwriting, Accelerated Reader, Lexia (computer-based phonics and spelling programme),
- Access to a laptop during lessons
- Safe space for students during break and lunchtime - smaller indoor and outdoor area (called and referred to as B013)

- Bespoke interventions for students with SEND
- Support with self-regulation and communication (e.g. sensory equipment)
- A Teaching Assistant in class, shared between several students*
- External specialists, e.g. Educational Psychologist, Young Hackney Support Worker, Occupational Therapist, A-space Counsellor, Speech and Language Therapist, Specialist Dyslexia Assessments Visual Impairment or Hearing Impairment Specialist, Assistive Technology Specialist, Child and Adolescent Mental Health Services (CAMHS)

*Please note that Teaching Assistants are not allocated and attached to one student, support is always shared between students. Students get support allocation based on their EHCP provision and additional funding from Hackney Education.

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 a 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. Please contact the relevant Head of Faculty for further information.

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. Students who are on the Speech and language caseload are assessed yearly or at a point of transition - these reports are sent home to parents and opportunities to discuss are offered.

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

5.0 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 members of staff who are First Aid trained and can be called to administer basic first aid if required.

6.0 Measuring students' 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 students' needs as needed/required. Students' 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 student and parental satisfaction with our provision and excellent progression of SEND students to appropriate and high-quality education courses.

6.1 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 or Wednesdays' CPD sessions and/or INSET days.

6.2 Accessibility

Haggerston School is a safe environment for all children. Adjustments have been made for students who are visually impaired, students 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 students 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 students. Disabled toilets with space for a hoist are at every floor across all school's buildings. Further information can be found in our 'Accessibility Plan' on the school's website.

7.0 Inclusion

All students 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.

8.0 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 students with an EHCP, including Senior Leadership Team/SENDCOs visit to the primary schools; students attend a SEND transition morning; students attend the Year 6 transition Day and parents are invited to attend a SEND transition coffee morning event.

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

9.0 Complaints

Complaints on behalf of children with SEND (about their provision or about any other matter) should follow the school's 'Complaints Policy', which can be found on the school's website.

Complaints on behalf of 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.

10.0 Our Policy

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

Our provision has been reviewed to ensure that:

- SEND/EAL children are supported to access a mainstream curriculum which challenges them academically, socially and sets high aspirations for their progress and achievement.
- 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.
- Improve provision and outcomes for SEND students by ensuring that they receive support from well qualified support staff who foster independence and challenge.

11.0 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://education.hackney.gov.uk/content/special-educational-needs-and-disabilities>

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

12.0 Policy documentation control

Responsible for review:	SENDCo
Version:	04
Reviewed:	October 2024
Next review date:	October 2025