

## Hungerhill School

### SCHOOL CONTRIBUTION TO DONCASTER LOCAL AUTHORITY'S LOCAL OFFER FOR CHILDREN WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

Brief description of the school
<p>Hungerhill School is an 11-16 school with approximately 1140 student on role. In October 2012 it was judged to be an outstanding school, providing an exceptional standard of education, with GCSE results significantly above the national average. Our success places us amongst the highest achieving schools in Doncaster and South Yorkshire.</p>
How we identify if your child may need additional help and/or has special educational needs (SEN)
<p>We aim to identify SEN as early as possible to secure the best long-term outcomes for the student and their families. We assess each student's current skills and levels of attainment on entry, building on information from our partner primary schools. We make reasonable adjustments for any students identified as having a disability, in line with the Equality Act 2010.</p> <p>Using information from partner primary schools, outside agencies and our own information and assessments, students will fall into the following categories:</p> <ul style="list-style-type: none"> <li>• They have an Education, Health and Care Plan (EHCP) or a formal assessment procedure is in progress;</li> <li>• They are in receipt of additional top up funding from the local authority</li> <li>• They have significant special educational needs which are monitored and reviewed as part of an SEN Support Plan, incorporating a graduated approach in Assess-Plan-Do-Review cycles;</li> <li>• They have additional needs for which careful, regular monitoring and some differentiated provision is required</li> </ul>
How we involve parents and carers in meeting the needs of their child and in whole school developments
<p>Clear systems are in place to ensure that the parents/carers of children with SEND are regularly consulted and therefore actively involved in their child's education. Review meetings are held in response to statutory requirements, which include the student, parents/carers, school staff and outside agencies where appropriate. Parents/carers are encouraged to complete a questionnaire prior to attending the meeting to outline their views. Parents/carers are encouraged to contribute towards the decision making processes at each meeting. In addition regular letters and phone calls home are made when necessary to ensure parents/carers are fully aware of what is happening in school regarding intervention strategies, support and student progress. In addition, regular parent's evenings are held across the school for students in all year groups. They can have either a pastoral focus as well as a subject specific one. Parents/carers are encouraged to attend in order to review current attainment and progress and be involved in target setting for further development</p>

with members of staff. This information is also presented and discussed at SEND review meetings.

In addition, our 'open door' policy encourages partnership working with parents / carers. We listen to what parents / carers tell us about their children and use that information to make sure everyone who works with a student with SEND understands their needs. In addition to the student planner, the SEN department provide a communication book for comments to be added by the SEN support officer, TAs and parents / carers, if appropriate.

Out of school, parents can access the Parent Portal or FROGLEARN.

### How we will involve your child in the planning and review of their support

Students with SEND have a number of opportunities to be involved in their education. They are encouraged to attend review meetings and they also complete a student friendly questionnaire prior to the meeting to gather their thoughts and opinions. Students are encouraged to have an input into their statutory review meetings through identifying their strengths, areas for development and suggesting how improvements can be implemented. This can either be from a pastoral or academic point of view. They are also encouraged to have a similar input into parents evening when discussing attainment and progress with subject staff as well as pastoral support.

Students are also supported in writing a one page profile which helps to identify how best to support them in their lessons. Our students have a named SEN support officer who is their direct link with school and the department.

### How we match the curriculum, teaching and learning approaches if your child has SEN

An inclusive approach to teaching and learning is promoted across the school, through a variety of different methods. Staff at the school, regularly take part in CPD sessions which focus on different aspects of teaching and learning such as effective scaffolding and reciprocal reading, as well as sharing good practice to ensure students receive high quality provision. The SENCO ensures that all staff have the relevant information in regards to SEND students, including practical classroom strategies. This information is presented in the form of an accurate inclusion register which includes information regarding each students SEND status. This information is stored centrally and is regularly updated when appropriate, usually after review meetings. Staff briefings are also used to keep staff updated on developments and strategies, e.g. sharing of positive handling plans.

The SEND department also deliver effective interventions for students diagnosed with dyslexia through the Lexia programme and literacy through a number of different strategies such as peer reading and reciprocal reading. Data such as students spelling and reading ages are also shared with the whole staff, to facilitate appropriate provision in lessons. This delivery is focused on developing student's skills as well as linking those skills with other subjects on the curriculum. The success of these interventions relies on a collaborative approach between the members of staff delivering the interventions, subject staff across the school and parents/carers.

All staff will have access to advice and resources to enable them to deliver high quality teaching and to contribute to developing fully inclusive practice. Each subject department will determine how the needs of the students are best catered for. Some subjects are taught in mixed ability groups whilst others are set by ability. The match between a student's ability and an appropriate curriculum is crucial. The Subject departments are encouraged, in

consultation with the SENCo, to exercise and develop their provision for students with special educational needs in order to ensure full access to the national curriculum.

#### How we provide additional support if your child has learning needs

For all areas of SEND, the SEND department will provide support and advice to colleagues. The nature of this support is negotiable with the subject teacher, and may be determined by the needs of the individual student and / or the teaching group. We work closely with outside agencies and with specialist teachers from the Visually Impaired, Hearing Impaired and ASCETS teams to ensure that all students receive the support they need. Students with an EHCP or those identified as requiring SEND Support will, where appropriate, be supported by a teaching assistant. The school uses support within the classroom to ensure students feel fully included and withdrawal is used only occasionally. If necessary, the SEND department will support staff by withdrawing a student or small group from the lesson on a temporary basis; involving the Teaching Assistant using differentiated teaching resources; provided by the teacher.

In addition access arrangements are organised for students in consultation with outside agencies for those students who require additional support for examinations.

#### How we provide additional support if your child has social and communication needs

The school aims to provide accredited training for all the teaching assistants who work with children on the autistic spectrum, and we work closely with colleagues from the ASCETS Team, who provide additional support for student/ parents / carers. Staff are fully aware of the needs of our students with social and communication needs and are provided with strategies to use, in order to best support them. Students receive additional transition in order to prepare them for the move from primary school to secondary school; this includes after school visits, break time and lunchtime, as well as the two days all Y6 students' experience.

Students are fully supported during social times in 'The Zone' and there is a quiet area, if required.

Targeted interventions such as Legotherapy and the use of 'social stories' to support students with the understanding of social language.

The SEN team work closely with the Educational Psychology Service, CAHMS, Early Help and Occupational Therapy to support students, based on their needs. At each stage parents/carers and students are consulted.

#### How we provide additional support if your child has physical, sensory and/or medical needs

Physiotherapists and Occupational Therapists provide specific advice and guidance for targeted children and can also provide training for staff. The school has a good working relationship with the Hearing Impaired and Visually Impaired teams, who support some of our students. They provide invaluable resources and advice to enable us to support our hearing impaired and visually impaired students and help develop relationships with their parents or carers.

When appropriate Health care plans and PEEPs are created.

#### How we provide help to support your child's emotional health and well being

Emotional well-being is supported by making sure that students who find 'change' difficult are well prepared for any changes or transitions. This might include additional visits to the school, prior to moving from Year 6 to Year 7 and similarly when vulnerable students leave Hungerhill, the school endeavours to make transition as smooth as possible. The school has a small area called "The Zone" which can be accessed by SEN students and anyone who doesn't feel socially confident. This area is available during break and lunchtime and is supervised by SEN staff. There is also a breakfast club which runs each day. This is overseen by a Teaching Assistant and as well as developing social interaction, it ensures a positive start to the school day. Students accessing this area are encouraged to develop socially through the joining in of games and conversation. Hungerhill School provides holistic care and guidance and social development through the pastoral system as well as through teaching and learning. Each student within the school is assigned a form tutor and SEN support officer.

All students and staff at the school are fully aware of the climate for learning and it is used to promote positive attitudes and behaviour. Also, within the school there is a peer support system in place where students are encouraged to work with different year groups to form a student council. Additionally, a number of key stage 4 students work with year 7 and 8 students to develop their literacy skills, through the paired reading initiative.

Students who have additional emotional needs will receive further support from the outside agencies we work closely with, for example school nursing service, Family Hubs and CAMHS.

#### How we promote developing independence

We ensure that we encourage independence in the review of EHCPs and support plans and consider carefully the teaching assistant timetable so that students do not become too dependent on particular support. The outcomes written into EHCPs and SEN support plans at times of transitions are carefully structured so that they reflect the student's ambitions for further education, employment, independent living and participation in society. Some students complete a travel training intervention or life skills intervention with SEND department. All students at Hungerhill complete a two week work experience, students with SEND needs are supported before, during and after their work experience placements to ensure that it is a positive learning experience.

Furthermore, across the curriculum students are encouraged to and supported in taking responsibility for their own learning during lessons. Students are encouraged to complete equipment checks, lead activities during the lesson, self-assess and select their own tasks/extension tasks in lessons.

#### How we measure and review your child's progress against their targets and longer term outcomes

Regular review meetings are held in line with statutory requirements. Both parents/carers, students and outside agencies are encouraged to contribute to the review meetings. Review meetings are informed and supported by the following pieces of information; whole school data capture, student One Page Personal Profiles and feedback from staff and Teaching Assistants in regards to attitude/behaviour/attendance. In addition, where necessary outside agencies such as the educational psychology team, ASCETS and CAMHs are involved in the process of assessment and review

Whole school, we have a system to track and monitor all children's progress using an electronic database and progress tracker. Through day to day teaching and learning, students are continually assessed and their teachers' planning is adjusted to meet individual

needs. Each half term students complete a STARs assessment where targets are generated.

For particular students, a more in-depth assessment may be required. Some of these are carried out by our SENCO, Assistant SENCO or by external agencies. (This is particularly in the case for applying for an Educational Health and Care Plan).

#### How we adapt the learning environment and ensure that our school facilities are safe and welcoming to children with SEND

The SEND department has a suite of rooms to be used by students with SEND. Within this area there is a Social Zone for playing games and socialising and the quiet Zone for independent work, home learning and catch up sessions. It is considered a safe haven from the wider school environment which can be overwhelming for students with SEND. The Zone is supervised by SEND staff before and after school and during break and lunchtimes. Staff encourage students to develop their social and communication skills through participation and conversation. Please see the school's accessibility plan for information on access to the physical environment. For example, there are ramps to improve wheelchair access to the ground floor of the buildings, toilets for the disabled and a lift for first floor access to the library.

#### How we include children with SEND in the life of our school

All students are encouraged and supported as appropriate to ensure they can access all areas of school and community life.

Extra- curricular opportunities are available to all students; activities are listed on the school website. Reasonable adjustments are made wherever possible to ensure students can participate in educational visits and residential trips. Any potential barriers as a consequence of a disability or impairment are addressed, removed and reasonable adjustments are made when needed.

Homework club is available Monday to Thursday after school to support students with learning needs that require additional support or would prefer to complete independent work at school. Students' views are very important and feed directly into all policies, procedures and daily teaching of children with SEN.

Students are given regular opportunities to:

- Self- assess in class
- Complete questionnaires to voice their view points about how good, safe or happy school is
- Discuss how they feel about their general well-being, learning and progress towards targets
- Attend review meetings, where possible

All students have an awareness of SEND which is addressed within PSHE lessons, assemblies and form times. The SEND department will ensure that the complex needs of some SEND students are explained to their peers where appropriate. 'The Zone' has been used by our Health and Social Care department as a targeted service for students' Controlled Assessments. This has encouraged an understanding and raised awareness of SEND students and the additional barriers and challenges they face. The school ensures

that reasonable adjustments are made to the behaviour policy, behaviour reports and isolation procedures in order to be compliant with the Equality Act 2010.

### How we ensure that all our staff are trained and supported to meet a wide range of children's needs

The SENCO and the Assistant SENCO have both completed the Post Graduate certificate - SEN Coordination Award (SENCO), the SENCO is also a Thrive practitioner. The Assistant SENCO is also qualified in educational testing for Examination Access Arrangements. Both SEN Support Officers have completed the City and Guilds qualification 'Specialist practitioner for Autism' and Mental health first aid course. One SENSO also has a qualification in Dyslexia and Irlens Syndrome screening.

Specific training delivered and accessed by the SEN team include:

- Cygnet training
- Attachment Disorder
- Autism, in particular PDA
- Dyslexia awareness and strategies interventions
- Team Teach
- Access arrangements and the role of a Teaching Assistant
- Future plans include further training on ASD, sleep issues and mental health issues.

Staff use their in-depth knowledge of students with SEND to plan and prepare personalised approaches to teaching. Students are discussed in weekly meetings and sometimes training is given on Positive Handling Plans. Learning walks focused on SEND, emphasise the importance of scaffolding within a lesson plan and a strategic seating plan when planning a lesson. Appropriate resources are kept in the SEND department and are available to all staff.

### External support and expertise we can call upon to help us to meet children's needs

The SEND team maintain close communication with outside agencies to support student progress. This will be particularly the case in applying for an EHCP, holding an annual review of an EHCP and liaising with expertise in developing SEN support plans and interventions. The school utilises these services to provide specific advice and guidance and to provide training for staff. These support services are listed below.

- DMBC Special Educational Needs Service
- School Nursing Service
- Educational Psychology Service
- Autism and Social Communication Education and Training Service (ASCETS)
- Children and Young people's Mental Health Service (CAMHS)
- Attendance and Student Welfare Service
- Doncaster Children's Services Trust
- Specialist Advisory teachers
- Special School outreach teams

### How we prepare children to join our school

We ensure that we work closely with our partner primary schools to share as much information as possible. A member of the SEND department will attend the annual reviews of EHCPs of Year 6 students and sometimes the SEN support plans to ensure that we have a detailed and accurate picture of need. The SEND Department meets with the staff at partner primary schools to discuss all other students who are currently on their register for SEN

support or as having additional needs. This enables us to plan as early as possible the provision that may be required for the cohort.

Other activities involve:

- An Open Evening event in the Autumn Term where families and children are invited to visit the school, meet staff and see our facilities
- Visits to the primary school, attendance at relevant multi agency meetings to outline an awareness of the needs and how best to support.
- Small group additional visits and tours of the school to support with transition prior to the transition days. Photo books to familiarise children with key staff and with the school site are also used effectively.
- Literacy and numeracy sessions led by Hungerhill staff are held in our primary feeder schools

### How we prepare children to move on from our school

As part of the PSHE scheme of work in Year 11, all students complete a personal statement, CV and practice letter of application. Outside speakers are invited in to lead sessions on interview techniques as part of these lessons. Students with SEND are supported through these lessons to ensure that they are able to participate. Students are offered interviews with the Independent Careers Adviser who is outsourced by the school. This helps students to discuss their goals and aspirations and consider their options. The Careers Advisor is invited to attend annual reviews and SEN support planning meetings for students in Year 8 (when options are chosen) and Year 11. SEND students are often targeted for early intervention by the Careers Advisor. Where students have specified a particular further education provider, a representative is invited to attend the year 11 annual review and SEN support meetings. Where necessary, students are then supported in the completion of application documents. Our students with EHCPs or SEN Support plans are supported through their transition by a member of the SEND department. This often involved accompanying students on visits and interviews at further education providers. Our staff can then pass on all our information in the student's file to the new setting, in order for a successful transition.

### How we deploy our resources to meet the needs of children with SEND

A team of Teaching Assistants are deployed to support the statutory functions of supporting students with EHCPs. They are deployed across all curriculum areas, with some supporting in subject areas of specialisms.

SEN Support officers are deployed as key workers for SEN students, supporting students' day to day, arranging SEN Support plan meetings, liaising with teachers, parents/carers and external agencies, SEN staff also deliver a range of targeted interventions.

Resources for SEN students will be allocated by departments according to their spending priorities identified in their development plan. Each department's capitation should be spent on appropriate resources for students with special educational needs. It is recognised that most resources will be for all students and therefore must be accessible to students with special educational needs. This may include, for example, textbooks which are differentiated to a suitable degree. Some resources, on the other hand, may be allocated specifically for students with special educational needs. This could be special items of equipment or textbooks. The library is also resourced accordingly.

Contacts for more information

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Report link(s): <http://www.hungerhillschool.com/Pages/Policies.aspx>