

Special Educational Needs and Disability (SEND) Annual Report – Parents Information



Values and principles

Mission statement

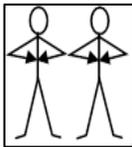
We strive to:-



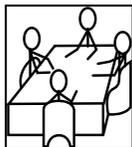
Empower our students to be responsible and confident young people who make a positive contribution to the wider community



Provide a curriculum that is inclusive, personalised, stimulating and enjoyable for all and promotes lifelong learning.



Make a difference to our students and their families/carers by continually building, supporting and raising positive active partnerships.



Nurture self-confidence and self-esteem by promoting effective communication

St Hugh's is a maintained local Authority school open to all religious faiths and those with no faith, we are an inclusive school and believe in equal opportunities, for all, whatever their age, gender, ethnicity, impairment, attainment or background.

At St Hugh's we ensure students are offered support , education and a spectrum of opportunity that they deserve in order to reach their potential. We are committed to meeting the needs of all students. There is a shared expectation that all students regardless of their specific need access a full and differentiated curriculum enabling them to make the best possible progress in school combined with lifelong learning. This ensures that our students actively participate in wider aspects of school life.

What kind of special needs does St Hugh's deliver provision for?

The Send Code of Practice 2014 defines a child as having a special educational need if they have 'a significantly greater difficulty in learning than the majority of others at the same age' or 'has a disability which prevents or hinders a child from making use of facilities of a kind generally provided for other at the same age in a mainstream school'.

We provide an education for students with significant needs in the following areas:

- Communication and interaction
- Cognition and interaction
- Sensory and or physical needs.
- Social, mental and emotional health

All students at St Hugh's have an identified difficulty (moderate, severe, profound and multiple learning difficulties)

How do we identify students SEN and assess their needs?

All students who attend St Hugh's have a Special Educational Need. Admissions process is through direct consultation with North Lincolnshire LA SEN department their contact number is currently 01724 297150 if further advice is required. A range of assessment information is used at St Hugh's:-

- Student progress (maintained termly).
- Teacher assessment.
- Internal tests.
- Medical advice.
- Parent information.
- Multi-disciplinary Team reports and assessments.
- Transfer information.

If you are concerned about your child's progress you should initially talk with your child's teacher. If you have further concerns you can contact the Deputy Head Teacher, Toni Woods via the schools office or the Head Teacher.

How am I consulted about my child's needs?

Teachers communicate regularly with Parent/Carers. This is by telephone or in the home school journal which can be used daily. All plans for example, moving and handling plans are always completed in consultation with parents and approved by all parties. Parents and Carers are welcome to visit school. There are parent evenings termly. Every student also has an annual review.

How will we consult with your child above their needs?

Teachers will talk to pupils about their targets and how they can achieve them. When outside agencies come in to work with your child they will discuss what they are going to do. Child friendly materials are used capturing individuals wishes and feelings. Information and guidance is included in the learning programmes year 8 upwards.

Why students are learn so well! We are a specialist provision.

- Subject specific and specialist interventions.
- Appropriate staffing levels for small class teaching.
- Varied specialist approaches to teaching in order to maximise students learning.
- Appropriate resources which are age appropriate to the students needs.
- Personalised/modified timetable coverage - adapted curriculum.
- Alternative use of assessments.
- Augmentative and alternative communication methods.
- A range of therapy support.
- Targeted/specialist interventions.
- A highly specialist staff team.
- Appropriate Accreditation routes at KS4.
- Fully adapted curriculum which enables all students to demonstrate good progress.

What expertise and training do staff have to support pupils with SEN?

- CPD opportunities for all staff within specialist areas.
- Access to further education qualifications.
- National dyslexic training.
- Teachers/TA's have specific specialisms e.g. autism, speech and language, complex medical needs.
- Makaton.
- Team Teach.
- Rebound Therapy.
- On body signing.
- Tac Pac.
- Manual Handling.
- Specific medical information training.

What arrangements for assessing and renewing students' progress towards outcomes are in place?

- Termly progress meetings between subject leaders and governors (rate of progress identified as in progression guidance 2010).
- Termly interventions planned to accelerate progress if required.
- Assessments by outside agencies.
- Student review meetings (annual reviews)
- Student Voice activities.
- Annual report to parents.
- Parent's evenings.

Our approach in school is to plan, do and review. Currently we use B Squared tracking system which tracks small steps of progress made by students.

Test and Examinations: Access arrangements.

For some students additional arrangements and adjustments maybe appropriate-qualified by assessment which complies with examination boards access arrangements. This might include additional time, rest breaks, readers or use of a scribe.

How is the effectiveness of the provision for students measured?

- Feedback from students, through dialogue and observed behaviour.
- Observations in many forms to review opportunities and practice.
- Feedback from parents.
- Self-evaluation methodology regarding whole school effectiveness.

What support for improving Emotional, CCD Social Development.

- Lunch clubs.
- Out of school learning/ community learning.
- Nurture sessions.
- 1:1 sessions.
- Drumming Therapy.
- Individual behaviour plans.
- Nurturing approach.
- Play Therapy.
- Life Coaching session.
- Horse Therapy.
- Work Experience.
- CALL (social communication programme)

Involvement with multi-disciplinary Teams (MOT).

- Speech and language service.
- Children therapy services (OT and Physio).
- Educational psychology service.
- Hearing and Visual Impairment service (HI/VI).
- School Nurse
- Children and Adolescent Mental Health services (CAMHS).
- Integrated Services for disabled children (ISDC).
- Kaleidoscope.
- SENDIASS (Parent Partnership).
- Specialist community nursing team.

Transition

Learners can become particularly anxious about 'moving on' whether it is to a new class or a new school. When moving between classes and phases information sharing meetings will take place with the receiving teacher. If appropriate there will be opportunities for students to meet the new class and other key staff.

Students moving at the end of year 6 follow a full transition package:-

- Regular visits April onwards with their year group.
- Individual visits if required.
- Parents coffee event .
- Individual parents meetings with new teacher.
- New students begin and current students move up in the last week of the summer term.

Additional information

The north Lincolnshire Council Local Offer

The SEND local offer in North Lincolnshire aims to provide you with information you may need, or want to know, about human resources, service, support, activities, and events for North Lincolnshire's children and young people with special educational needs/or Disabilities and their families. Information is arranged according to age from pre- school through to early adulthood. It can be found at the following link:

<http://www.northlincslocaloffer.com>

North Lincolnshire council website- www.northlincs.gov.uk

The SEND information and support service (SENDIAS formerly Parent Partnerships Service) Royal National Institute for the Blind (RNIB):

www.rnib.org.uk National Autistic Society (NAS) www.autism.org.uk British Dyslexia Association (BDA): www.bdadslexia.org.uk

Kaleidoscope.

Related Policies

Accessibility Policy, Equalities Policy , Special Educational Needs Policy, The schools prospectus.

SEN Information Report Checklist:

Compliance with SEN Information Regulations 2014 (children and families Bill 2013)		
The report must make reference to:	Yes	No
The name and contact details of the SEN co-ordinator and other key contacts.		
The kinds of SEN for which provision is made at the school in relation to the four areas need defined in the Code of Practice.		
Details of the process for identifying and assessing pupils with SEN, including monitoring the progress and attainment for individual pupils.		
Arrangements for evaluating the impact of effectiveness of its provision for pupils with SEN, including monitoring the progress and attainment for all pupils.		
The schools approach to teaching pupils with SEN.		
Adaptations to the curriculum and learning environment for pupils with SEN.		
Additional support for learning that is available to pupils with SEN class teaching and through targeted interventions.		
Inclusions of pupils with SEN in wider curricular actives such as afterschool activities, school outings and school productions.		
Culture of the school and additional support that is available to ensure that pupils with SEN feel valued members of the school community.		
On-going training programme which develops the knowledge, skills and confidence to meet the needs of pupils with a range of SEN.		
Specialise expertise with school across a range of SEN.		
Specialist equipment and facilities to support children and young people with SEN and disabilities such as a Sound Field System or achieve outcomes.		
Regular engagement with parents, carers and children and young people to share views, aspirations and responsibilities.		