



St Hugh's School



Special Educational Needs and Disabilities
(SEND)

Annual Report - Parent Information



At St Hugh's we ensure students are offered support, education and the spectrum of opportunity that they deserve in order to reach their full potential.



We are committed to meeting the needs of all students and share an expectation that all learners, regardless of their specific need, access a full and differentiated curriculum enabling them to make the best possible progress. The values and principles in our mission statement create an ethos in school that ensures all students feel valued members of the school community.



We endeavour to ensure that our learners leave school as responsible and confident young people with a love of learning and a breadth of skills to enable them to make a positive contribution to life in their local communities.





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What kind of Special Educational Needs and Disabilities 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 others 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 or profound and multiple learning difficulties).



How do we identify and assess students' Special Educational Needs and Disabilities?

All students who attend St Hugh's have a Special Educational Need or Disability. The admissions process is through direct consultation with North Lincolnshire LA SEN department and their contact number is 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

As St Hugh's is a specialist school, all teaching staff have SENDCO responsibilities. 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 or Head Teacher - Tracy Millard via the schools office (01724 842960).



How do we consult with you about your child's needs?



Teachers communicate regularly with Parent/Carers either 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 the school and we hold termly parents events to further encourage this. Every student also has an annual review of their Education Health Care Plan.

How will we consult with your child about their needs?



Teachers are adept at using a range of strategies to talk to students 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 and provide child friendly materials to ensure individuals' wishes and feelings are captured. Information and Guidance is included in the learning programmes from Year 7 upwards.



What makes us a specialist provision?

At St Hugh's we utilise a range of resources and specialist support to create an inclusive learning environment that enables learners to achieve their full potential. Examples include:

- ⇒ Sensory Hydrotherapy pool
- ⇒ Sensory Multi-media studio
- ⇒ Electronic doors and access to promote independence
- ⇒ Play areas equipped with all-weather musical instruments and play equipment
- ⇒ Sensory integration equipment
- ⇒ Sensory garden
- ⇒ Hygiene suite and adapted bathrooms and changing facilities
- ⇒ Hoisting and ceiling tracking
- ⇒ Subject specific and specialist interventions
- ⇒ Appropriate staffing levels for small class teaching
- ⇒ Varied specialist approaches to teaching in order to maximise students' learning
- ⇒ Resources which are appropriate to the needs, abilities and age of students
- ⇒ Personalised and/or modified timetable coverage
- ⇒ Alternative use of assessments
- ⇒ Augmentative and alternative communication methods
- ⇒ A range of therapy support



What expertise and training do staff have to support pupils with Special Educational Needs and Disabilities?



Our team of staff at St Hugh's have a wealth of expertise and throughout their time in school they continue their professional development (CPD). Some examples of specialist skills and CPD include:

- ⇒ Access to further education qualifications
- ⇒ Training from the National Dyslexia Association
- ⇒ Teachers/TA's with specific specialisms e.g. autism, speech and language, complex medical needs
- ⇒ Makaton language programme using signs and symbols to support communication
- ⇒ Team Teach positive behaviour management
- ⇒ Rebound therapy
- ⇒ On body signing
- ⇒ Tac Pac
- ⇒ Manual Handling
- ⇒ Specific medical information training
- ⇒ Training to support young people with Sensory Processing Difficulties.



What arrangements are in place for assessing and reviewing students' progress?

Our approach in school is to plan, do and review. We use the B-Squared tracking system which allows us to measure the small steps of progress made by students and supports the development of personalised learning and interventions to enable learners to achieve good progress. We also monitor learning through the use of:

- ⇒ Termly progress meetings between subject leaders and governors
- ⇒ Termly interventions planned to accelerate progress if required
- ⇒ Assessments by outside agencies
- ⇒ Student review meetings (annual reviews of EHC Plans)
- ⇒ Student voice activities
- ⇒ Annual reports to parents
- ⇒ Parent's evenings.



What access arrangements are there for tests and examinations?



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

How do we measure the effectiveness of our provision?



In order to measure the effectiveness of our provision, we encourage feedback from students; either through dialogue or observed behaviour. Observations in many forms are used to review opportunities and practice and feedback from parents is essential. We follow thorough self-evaluation methodology regarding whole school effectiveness and strive to continually improve our practice.

What support do we offer to improve students' emotional and social development?



In addition to academic progress, we fully recognise the importance of supporting our students to develop their emotional and social skills. A variety of activities provide opportunities for students to develop holistically and include:

- ⇒ Lunchtime clubs
- ⇒ Out of school learning/ community learning opportunities
- ⇒ Nurture sessions
- ⇒ 1:1 sessions
- ⇒ Drumming therapy
- ⇒ Individual behaviour plans
- ⇒ Nurturing approach
- ⇒ Play therapy
- ⇒ Life Coaching sessions
- ⇒ Horse therapy
- ⇒ Work experience
- ⇒ CALL (social communication programme).



Which professional partners do we work with?

We work collaboratively with a number of professional partners to deliver our specialist provision and receive daily support from some of these partners based on site. These include Speech and Language therapists, Occupational therapy assistants, Physiotherapists and Nursing staff. In addition to this support we utilise expertise from:

- ⇒ Educational Psychology service
- ⇒ Hearing and Visual Impairment service (HI/VI).
- ⇒ Children and Adolescent Mental Health services (CAMHS)
- ⇒ Integrated Services for Disabled Children (ISDC)
- ⇒ Kaleidoscope
- ⇒ SENDIASS (Parent Partnership)
- ⇒ Specialist community nursing team.



How do we prepare our students for the future?

Our students can sometimes become anxious around times of transition, whether this is to a new class or a new school. When moving between classes and phases information sharing meetings take place with the receiving teacher. If appropriate there will be opportunities for students to meet the new class and other key staff.

Support for students moving at the end of Year 6:

- ⇒ Regular visits from 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.

Support for students transitioning at the end of Year 11:

- ⇒ Regular visits to local colleges to allow students to make informed choices about their next steps
- ⇒ College taster days
- ⇒ Support and guidance from careers advisors
- ⇒ Regular opportunities to discuss transition.

Support for students transitioning at the end of P16:

- ⇒ Access to Local Community Wellbeing Hubs to aid students transition to adulthood.
- ⇒ Programmes to ensure students develop skills they require for their chosen options into adulthood.

Additional Information

Below you will find a list of websites and organisations that can offer support and guidance.

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 can be accessed at 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.