

## Haydock High School – SEND Local Offer

Children have a **Special Educational Need** if they have a **learning difficulty** which calls for additional provision to be made for them.

Children have a learning difficulty if they:

- have a significantly greater difficulty in learning than the majority of children of the same age
- have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for the children of the same age in schools within the area of the local education authority (SEN Code of Practice, 2001)

A person has a disability for the purposes of this Act if he has physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day-to-day activities. (Disability Discrimination Act 1995, Section 1(1))

### **How we know if your child needs extra help**

Initial identification and assessment is made using information provided by each primary school at the end of key stage 2 using Teacher assessment, Key Stage 2 results (currently), Statements and the old Code of Practice Graduated approach employed at any time (Statement, School Action, School Action Plus, Enhanced Funding). All children are tested in the first half term of Y7 using the standardised NFER Cognitive Abilities Test, standardised reading and spelling tests and a mathematics test. Our SEND staff meet with each Primary school to receive verbal and written information in the Spring and Summer terms before admission and staff will attend any SEND reviews at Primary Schools on invitation.

Data is gathered in a similar fashion for any child arriving at Haydock at a time other than the normal point of entry and testing is carried out before admission takes place.

Teacher assessments including Student Attitude to Learning scores are collected and scrutinised on 3 occasions per year for Key Stage 3 and on 6 occasions per year in Key Stage 4. The progress of all students is carefully monitored each time and recommendations for appropriate action are made.

### **Who to talk to about your child's difficulties with learning/SEND**

The SENCO, Mrs J Brady oversees the educational programmes for all SEND children and provision is made according to identified need and available resources. For those children not identified with SEND and where a parent has an initial concern an approach can be made to the child's Head of Year and followed up if necessary to a senior member of staff. The School operates an open door policy for parents with immediate concerns.

### **How the school will support your child**

Children will receive the support which is specific to their individual needs. This may all be provided by your child's class teachers or may involve Learning Support Assistants, other teaching staff in school, Inclusion staff or staff who visit the school from specialist agencies e.g. LASCs.

Each teacher will deliver Quality First Teaching based on what your child already knows, can do and can understand. Each teacher will have the highest expectations of your child and will put into place different methods of teaching to ensure that your child can be fully involved in learning in each class. This may include adaptation of resources or providing a different learning route. In some cases specific advice from the SENCO will be utilised to enable your child to access learning

Should your child not be making the required progress a number of interventions may be employed to accelerate this in order to bridge gaps in learning e.g these may be specific to literacy, numeracy or in specific subjects where

intervention by subject specific teachers could be arranged. Additionally, children who are identified with a gap in skills which hinder their learning may follow specific interventions to improve this e.g. reading intervention delivered by trained SEND staff. In a few identified cases, students may be supported in school by specialists from external agencies e.g. Speech and Language Therapists (SALT) for specific language difficulties

### **How you will know how your child is doing**

Assessment data is provided formally to all parents after each cycle e.g 3 times per year at KS3 and 6 times per year at KS4. This takes place with a child's mentor at Academic Review Day, at Parents' Evenings and in a written school report over the year. Timing of some of these is dependent upon which year group a child is in. Should the school have any concerns in between these times, parents will be contacted. For children with SEND, review meetings are held annually by SEND staff.

### **How the curriculum will be matched to your child's needs**

All children have access to Quality First Teaching with the curriculum adapted to meet individual needs of each child. Regular progress checks enable us to plan and deliver any additional help your child may need e.g. targeted work, additional support or adapted resources. Key Stage 4 curriculum allows for some choice of level 3 and level 2 academic and vocational courses and students are supported through the option process with guidance from the Connexions careers service..

### **Support for students' overall well-being**

Haydock High has a reputation as a fully inclusive school and achieves this through the layers of support which are available to address every child's individual needs. The principle of continuity of care in our strong pastoral system allows students to develop strong relationships with a number of staff and provides for early warning of any specific emerging need. The school strives to provide every student with an adult mentor who will discuss academic and social progress on a regular basis. The school has developed many links with a wide range of external agencies who support us to maintain a stimulating, safe and warm family atmosphere.

### **How the School will help you to support your child's learning**

In addition to meeting parents formally on at least 2 occasions per year the school operates sessions for parents to support learning in English and Maths. Additional support regarding safe access to ICT, revision strategies and careers advice is also offered. We invite the parents of any child causing concern or failing to thrive to meet with specialist staff following each data release and regular contact is made through the school's pastoral system both formally and informally to raise concern and recognise individual achievement.

### **Specialist services and expertise available at the school and staff who support children with SEND**

The school has a resourced provision for Moderate Learning Difficulties which caters for a small number of children to a maximum of 5 in each year group as determined in conjunction with St Helens Local Authority. There is an experienced MLD teacher who manages this area. Both this teacher and the SENCO hold post-graduate certificates in SEND provision. Quality relationships with external providers allow for signposting and regular contact with external support e.g. social care, CAMHS, Educational Psychology Service. We benefit from the services of a qualified full time Counsellor. Additionally, all Learning Support Assistants are trained to a minimum of level 2 with many holding level 3 and some with degree status. All staff, teaching and non-teaching have regular training and are kept updated regarding SEND issues.

### **The School Environment**

Due to the age of some of our school buildings a few areas are not yet fully accessible by wheelchair but modifications have allowed for access to the main body of the school and others are planned. Disabled toilets and

changing facilities are available. Equipment and facilities to support students with SEN are readily available and students from the MLD take part in the full range of curricular activities.

### **Support for starting, leaving and moving to another Year**

A great deal of time is invested in preparing each individual primary school child for secondary education. There is a strong programme of activities which familiarise feeder school students with the environment, staff and curricular areas starting from Y3 and extending and increasing to Years 5 and 6. All prospective new students attend an Intake Day, an Intake evening with parents and are invited to attend a Summer School in the weeks leading up to their September start. Children with SEND have additional, personalised transition plans which allow for individual need. Each child has a careers input into the curriculum and specialist careers advice is available at all key transition points e.g. moving to Key stage 4 and Key stage 5 with additional personalised intervention available for SEND students. Students in Key Stage 4 have an extensive programme of events and visits to provide information for choice at KS5. This is personalised and extended for SEND children.

### **School's Resources**

The School's resources are used according to need and personalised for each child as necessary. Please see our website for a breakdown of Pupil Premium funding

### **Activities outside of the classroom**

All our pupils, regardless of their additional needs, are encouraged to take part in activities and school trips. Parents, if necessary, will be involved in formulating a care plan.

### **Transport to and from school**

Pupils who are allocated in the MLD Resourced Provision are provided with transport to and from school but this is at the discretion of the Local Authority and the school has no involvement with this decision.

### **Planning your child's education**

Children with SEN work closely with the SEN Department, Inclusion Team and Outside Agencies where applicable. Pen Portraits are shared with parents on Academic Review Day when individual target setting takes place with key members of staff. School contact books are in place on the rare occasion that they are required. Parent's Evening and Annual Reports are held annually where progress will be shared. Parents are invited to request a Transition Meeting which are held during the Summer Term with parents and the SEN Department/Inclusion Team/School Counsellor during the Summer Term.

### **How decisions are made about how much support your child receives**

Thorough and regular data analysis means that Haydock High School is able to ensure that the needs of all pupils are met by appropriate forms of educational provision by the most efficient use of available resources. This may be through a range of methods such as in-class support, specific interventions, Inclusion Base support and academic mentoring. Parents are informed by letter, phone call or parental meeting. The effectiveness of such interventions will be reviewed on a regular basis.

### **Who to contact for further information**

Additional information or personalised advice is available from the SENCO, Mrs J Brady. She can be accessed through the school Office on 01744 678833 or [enquiries@haydockhigh.sthelens.org.uk](mailto:enquiries@haydockhigh.sthelens.org.uk). Contact can also be made through the school website on [www.haydockhigh.org.uk](http://www.haydockhigh.org.uk). Should further information or personal contact be required please contact the Headteacher or Deputy Headteacher at either of the two contacts above. For further information for parents of existing please contact the child's Head of Year.