



Heckmondwike Grammar School

Policy: SEND Information Report

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Special Educational Needs and Disabilities Information Report

September 2018





Special Educational Needs Information Report: September 2018

Heckmondwike Grammar School

Local Authorities must publish a local offer, setting out in one place information about provision they expect to be available for children and young people in their area who have SEN, including those who do not have Education, Health and Care Plans (EHCP).

The Special Educational Needs (Local Offer) Regulations, Clause 30.

Our Context

Heckmondwike Grammar School is a selective school but we are also a fully inclusive school. We aim to ensure all pupils achieve their potential; personally, socially, emotionally and academically in all areas of the curriculum, (regardless of gender, ethnicity, religion, sexual identity, physical ability or educational needs) and are free from all discrimination.

Whilst the children who come to our school are of higher ability than many nationally, some children may still have special educational needs or disabilities that require additional support when barriers to learning exist and progress has slowed or stopped. We implement a graduated approach (waves) based on the guidance provided by the local authority and best practice guidance from NASEN.

Our SEN Information Report is intended to give you the information regarding the approaches we use to ensure all of our pupils are supported, including those with **Special Educational Needs and Disabilities (SEND)**, in order that they can realize their full potential. It may not list every skill, resource and technique we employ in order to achieve this, as these are continually developed and used to modify our provision to meet the changing requirements for individual pupils.

Our Vision

Our vision is for a school in which pupils feel happy and safe and are challenged and supported to achieve the highest possible academic standards. They are encouraged to participate and excel in a wide range of creative, sporting and cultural fields. They will develop the skills and qualities that will make them healthy, adaptable, responsible citizens of the future and enable them to make a profound contribution.

Special Educational Needs and Disability Policy

A full copy of our SEN and Disability policy, which provides further information on our procedures for identification and assessment for children and young people with special educational needs or disabilities, can be downloaded as a PDF from our website www.heckgrammar.co.uk.

Please note that this information is also available as a hard copy or in enlarged text. Please contact the Admin Team on 01924 402202 to request a copy.



Definition of SEND.

Pupils are identified as having SEND when they have a greater difficulty in learning than the majority of children of the same age and/or a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age. A child has SEN if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.

The Equality Act 2010 states that a person has a disability ***if they have a physical or mental impairment and the impairment has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.***

A ***physical or mental impairment*** includes:

- Learning difficulties,
- Medical conditions, including epilepsy, diabetes, more severe forms of asthma and eczema,
- Specific learning difficulties, including dyslexia, autism, speech, language and communication difficulties

If the impairment has a ***substantial and long-term effect*** on a person's ability to carry out normal day-to-day activities it may amount to a disability.

A young person has ***special educational needs*** if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.

A young person has a ***learning difficulty or disability*** if he or she:
(a) Has a significantly greater difficulty in learning than the majority of others of the same age, ***or***
(b) Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in a mainstream school.

If you would like to discuss your son or daughter please contact **Mrs Stacey Barton, SENDCO**, in the first instance.

Once we have identified a pupil as having SEND we work collaboratively with the family and appropriate agencies, implementing specific needs-based plans and pupil profiles, which support the pupil's development and accelerate progress.

Staff responsibility

All our staff are involved in and committed to providing education and support for SEND pupils. The Code of Practice in the Children and Families Act 2014 states:

'Teachers are responsible and accountable for the progress and development of the pupils in their class, even where pupils access support from teaching assistants or specialist staff. Where a pupil is not making adequate progress, teachers and SENDCOs and parents should collaborate on problem-solving, planning support and teaching strategies for individual pupils. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who may or may not have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching.' (Paragraph 6.5)



The class teachers, form tutors and support staff therefore have day to day responsibility for ensuring that academic, social and emotional support is given to each child. This will happen through giving the child time to communicate and discuss issues that are worrying them and being pro-active in putting provision in place which supports the development of their skills. Differentiated work will be provided in lessons with support from staff who will work to promote and facilitate your child's independence as a learner.

Pupils with an Educational Health Care Plan are supported predominantly by their class teachers and also the SENDCo. Their provision is co-ordinated and monitored by the SENDCo and reviewed at least annually. Where possible, this will involve a face-to-face review meeting with the parent, child, SENDCo and form tutor in addition to any other relevant external agencies involved.

We have a qualified SENDCo who is responsible to the Assistant Headteacher (Key Stage 3) and who works closely with the Assistant Headteachers responsible for both Key Stage 4 and 5, in addition to Student Support Managers and subject teachers to identify need. The SENDCo then strives to deploy provision. There is one HLTA who is deployed where required to provide intervention and support in lessons and as withdrawal groups, according to need. In addition to this, departmental support staff receive training where necessary to enable them to best support students with SEND in specific specialist areas of the curriculum.

If you are concerned about your child please contact their class teacher in the first instance or one of the staff listed below:

SENDCo

Student Support Manager Year 7
Student Support Manager Year 8
Student Support Manager Year 9
Student Support Manager Year 10
Student Support Manager Year 11
Student Support Manager Year 12
Student Support Manager Year 13
Assistant Head – KS3:
Assistant Head – KS4:
Assistant Head – KS5:
Associate Headteacher
Headteacher:

Mrs Stacey Barton

Mrs Sellers
Miss Moss
Mrs Whitaker
Mrs Hanson
Miss Frank
Ms Halliday
Miss Grimes
Mr Barnett
Mr Taylor
Mrs Naylor
Mrs Proud
Mr Roberts

Our governor with responsibility for SEND is Sue Doubell



Contact Details: address	Heckmondwike Grammar School High Street Heckmondwike West Yorkshire WF16 0AH
Email (admin)	office@heckgrammar.co.uk
Email (SENDCo)	SBarton@heckgrammar.co.uk
Telephone (admin)	01924 402202
Telephone (SENDCo)	01924 402202 Ext: 436
Local Offer webpage link:	https://www.kirkleeslocaloffer.org.uk
Age range:	11-18

Working with parents

At HGS, pupils and parents are at the heart of decision-making, ensuring high quality provision is in place which is carefully planned around the specific needs of the pupil. Our provision puts a greater emphasis on understanding and addressing pupils' wider needs, resulting in a more personalized approach. We believe in working in partnership with pupils and parents and so the child will always lead the process in identifying needs and planning provision with the SENDCo. The parent and pupil will then be involved in reviews of that provision and its impact, and these are held at least annually to discuss progress. More frequent reviews may be held with form tutors to ensure provision is always driven by need.

Considering the views of SEND pupils and their families is at the heart of the Code of Practice within the Children and Families Act, September 2014.

SEND Personal Profiles

The aim of our provision is to identify and assess the SEND and to plan the provision needed for each pupil to achieve his or her best at HGS. **Some SEND pupils may need extra support to achieve their learning potential.** If this is the case, we will arrange a meeting / telephone appointment with parents and /or carers and the pupil to discuss what is needed to put together a Personal Profile.

In order to compile the Profile, the SENDCo meets with the pupil and discusses strengths, difficulties, things that help them or hinder them and their desired outcomes (annual targets). There is also a desired outcome linked to preparing for adulthood. Parents/carers are welcome to attend this meeting but it is driven by the pupil. Once complete, a copy of the Profile is sent to parents to add any additional comments to. **Some SEND pupils may need support from professionals outside of the school setting** to ensure successful outcomes on their learning journey.



If this is the case and there are any other external agencies already involved with the pupil, then they are also a part of this planning process and may attend the meeting or submit advice in writing/by telephone. This will mean there may be a number of people at the planning meeting, but everybody has a responsibility to help the young person be successful on their learning journey.

The Profile is then drawn up and includes the following information:

- Name & Form
- Area of difficulty
- Access Arrangements
- Photograph
- Strengths
- Strategies from any external assessments (e.g. Educational Psychologist report)
- Targets

This is then shared with all teaching staff via the School Information Management System so that any member of staff working with the pupil has access to it and can apply it to their planning. A copy of the Personal Profile is also shared with parents/carers.

Using these Personal Profiles, we are able to develop ways of helping families who have asked for our help to support their child because he or she is failing to make good learning and/or social, emotional and behavioural progress. There are many reasons why this may be happening and we are able to offer advice or support to the family depending on their needs. Working together we can achieve successful outcomes.

My Support Plans

Where a pupil is still not progressing at the expected level despite Wave 1 intervention, the SENDCo may choose to create a My Support Plan (Wave 2) and / or seek external agency involvement.

Education and Healthcare Plan (EHCP)

The Education Health Care Plan replaces the Statement of Educational Needs. It will include in one document: **Special educational provision, health provision and social care provision.**

If your child has an Education, Health and Care Plan, we will strive to provide the support detailed in the plan. Kirklees SENACT department will be responsible for the EHCP and reviews will be organized by the SENDCo and held at least once a year to ensure the pupil's needs are being met.

Single Assessment (formerly Early Help Assessment)

In order to help your son/ daughter achieve their learning potential we may ask your permission to fill in a Single Assessment.



This has replaced the assessments previously known as CAF and EHA. A member of staff, who is known to you, usually our Student Support Managers, will ask you to provide information about your child and your family and in your presence we will fill in the single assessment form. We will only include information that you tell the member of staff. The Single Assessment will provide an overview of your family and will help us to decide together what we need to organize next. The Single Assessment is a confidential document and will not be shared with anyone unless you have given your permission to do so.

Families who have been involved in the Single Assessment process before have found it to be beneficial and outcomes have been discussed at regular SA review meetings. The Single Assessment process is exactly the same. The agreed referral to appropriate agencies has helped parents to support their child/ren within the home setting and to be successful learners at HGS in the past.

Provision for pupils with disabilities and additional educational needs

Admissions

At HGS, we look at the educational needs of a pupil with disabilities and, in liaison with all other professionals involved with the pupil, plan a comprehensive support package, which will allow for measurable learning opportunities, including the use of specialized equipment if appropriate, to be put in place. This means that the pupil and all adults involved in supporting that pupil will meet regularly to plan the educational provision best suited to the needs of the individual pupil.

At all times we will work closely with parents to ensure that your child receives the very best educational experience that HGS can offer.

Discrimination

At HGS we have an Equalities Policy, therefore every pupil is provided with equal opportunity to access all aspects of our curriculum.

Access

HGS is a large and complex site. Some buildings are accessible but not all and we have minimal facilities to accommodate physical disabilities. We recognize that there is much room for improvement and are constantly seeking to improve access and circulation through ongoing building work and careful operational planning. We welcome any further suggestions as to how we could improve our accessibility to all, whatever their disability. Should you have any suggestions, please contact Mr John Flynn, Finance Director at the school.

SEND support

In order to ensure clear tracking and identification of students with SEND, provision is mapped across Waves of Intervention and these are identified clearly on our central SEND register. There are 4 levels of identification on the register.



These are:

- W0 - Pupil has been identified as a potential need and so internal monitoring is in place
- W1 - Wave 1 intervention (Code 1 on SIMS). This is where high quality, personalised and differentiated teaching in the classroom addresses the needs of the student and enables barriers to learning to be overcome. This is the first step in responding to pupils who have or may have SEND. We expect the majority of needs to be met in this way.
- W2 - Wave 2 intervention. This is where SEN Support is put in place which is additional or different to their peers. This may involve external agencies. (Code K on SIMS).
- W3 - Wave 3 intervention – EHC Plan in place. An application for EHCP is made where despite individualised support, there remains a complex and unmet need. (Code E on SIMS)

The Governing body is confident that every pupil with additional educational needs and disabilities who is currently on roll at HGS will be provided with an educational support package designed to cater for their individual educational and/or physical requirements. The Governing Body is informed of any changes of policy which may affect the education of pupils with additional educational needs, and in what way the school will respond to those changes.

If you have any queries please do not hesitate to contact **Mrs Stacey Barton, SENDCO** at school.

Policies relating to SEND

There are a range of school policies which underpin our SEND provision;

- *Anti-bullying Policy*
- *Attendance Policy*
- *Child Protection Policy*
- *Medical Needs Policy*
- *Health and Safety Policy*
- *Behaviour Policy*
- *Safeguarding Policy*
- *Special Educational Needs and Disabilities Policy*

Links with outside organisations

HGS works in a collaborative partnership with many different agencies. This means that a supportive plan can be developed to meet your child's needs both in and out of school.



We hold regular meetings in school to monitor the plan and make changes, when necessary, to the plan. We call these meetings Review Meetings – a meeting where you and your child consult with the team members to implement the plan developed to support your child.

We use the Single Assessment to record information you provide about your child; this will provide a baseline to develop a multi-agency planned approach to addressing the SEND of your child.

We purchase additional time from a private Educational Psychology Service to ensure that pupils' SEND needs are met. We also buy in independent counselling to support those students with social, emotional and mental health issues.

Listed below are some of the outside agencies with whom we work collaboratively:

- Northorpe Hall – ChEWs network and referral service
- Kirklees Children's Services Special Educational Needs Team (SENACT)
- Kirklees Children's Services Autism Spectrum Outreach Team
- Kirklees Children's Services Visual Impairment Specialist Provision Team
- Kirklees Children's Services Hearing Impairment Specialist Provision Team
- Kirklees Children's Services Speech and Language Therapy Service
- Child and Adolescent Mental Health Service (CAMHS)
- Kirklees Safeguarding Children Board
- Locala School Nurse Team (in school provision)

Additions may be made to this list based on student need within the year.

Training to support pupils with SEND

All staff members have on-going training in a range of special educational needs and disabilities as part on continuous professional development within school. This is based on general updates but also specific student needs. The SENDCo undertakes regular training updates and accesses a wide range of professional training in a variety of areas of SEN pertinent to our students.

Current whole school training is focusing on meeting the needs of all students. In addition to this, we have one Faculty SEND representative per faculty. They are being trained by the SENDCO on specific areas of need and cascading strategies for support to staff within their own faculty.

Our HLTA has attended Autistic Spectrum Conditions training and will be conducting some work-shadowing at the specialist provision in the near future.

Review of our Special Educational Needs and Disability (SEND) provision

We will formally review our SEND provision annually. This process will involve evaluating the impact of SEN support and interventions and analysing data, such as GCSE and A-level results for those identified as SEND. The views of the pupil and their parents may be sought as part of this process.



What to do if you feel our current provision is not meeting your child's needs

Parents who are dissatisfied with the school's provision for the special educational needs or disability of their child should, in the first instance, contact the Headteacher or SEND Co-ordinator (Mrs S Barton) to try and resolve difficulties informally.

A formal complaint should follow the procedure outlined in the Curriculum Complaints Policy, copies of which are available from the Headteacher or can be downloaded from our website <http://www.heckgrammar.co.uk/online/contact/complaints/>



Roles and responsibilities of SEND staff at HGS:

SENDCo with Assistant Headteacher (KS3)

- Ensure that all pupils with special educational needs/disabilities are provided with the opportunity to achieve personal, social, emotional and academic success.
- Advise teaching and support staff about the individual needs of pupils with special educational needs/disabilities.
- Assess pupils to ensure that the most appropriate access arrangements are put in place during formal assessment periods.
- Facilitate the provision of specific, additional out of lesson activities to ensure the progression of individual pupils and groups of pupils.
- Jointly co-ordinate the deployment of support staff in class to ensure that all pupils with SEND achieve appropriate provision to ensure academic progress in line with their personal targets
- Ensure all policy and practice relating to SEND is reviewed and updated with the latest guidance
- Ensure budget requirements are such that provision can be maintained across the school for all students with SEND
- Review implementation of support for students with SEND on at least an annual basis

SENDCo with Student Support Managers and Assistant Headteachers (Heads of Key Stage)

Looking after the learning progress of pupils with temporary/long-term behaviours which impact on them accessing full-time mainstream education by:

- Provide an appropriate curriculum within school whereby pupils receive learning/ social and emotional support in order that they are able to access mainstream curriculum lessons under the supervision of support staff.
- Provide behaviour support plans and personalised provision for pupils so that they will achieve academic success as well as social/emotional support to address barriers to their learning.

Maintaining Progress by:

- Convening a **Review meeting** or Multi-disciplinary meeting, whereby all professional agencies involved with the pupil meet with pupil and parents/ carers to discuss and agree a way forward to provide support for learning and behaviour.
- Liaising closely with parents and external providers as appropriate e.g. Local Authority specialist teams, Northorpe Hall, when further support is required

Designated Safeguarding Lead (and deputies):

Looking after the learning progress of pupils who have been placed on the Child Protection Register or who are subject to a Child in Need plan by:

- Ensure that confidentiality is maintained and that the pupil is provided with a discreet and confidential individual support package within the school setting.
- Attend core group meetings to ensure protection plans are adhered to.
- Liaison with other professionals.
- Allocate key/trusted adults to be available during the school day to provide support for the pupil if required.



Teaching, learning and assessment.

We use data to accurately track pupil progress at least termly. We share examples of good practice during staff training/meetings and subject specific meetings. Moderation of pupils' work takes place on a regular basis both 'in-house' and with external moderators. Sharing information enables colleagues to work together to overcome barriers to learning. Assessment is an intrinsic part of our practice and informs provision. Effective support is given to pupils to enable them to undertake assessments to the best of their ability and access arrangements are put in place for external exams where appropriate.

Frequently Asked Questions

How will you know if children need extra help?

When a child or young person enters our school, we will already have gained information from their previous education setting during the transition period. We ask all feeder schools to complete a transition form, which provides us with important information about your child's prior attainment, strengths, difficulties and any concerns they may have. We also ask you as parents to complete a data form, on which you will have the opportunity to provide us with any information about special needs or disabilities before your child joins us. In some circumstances, we offer additional transition visits and / or sessions at Heckmondwike Grammar School for those students who may need more support.

What should I do if I think my child may have special educational needs?

We believe that you know your child better than anyone and therefore, if you feel that they may have special educational needs we want you to tell us as soon as possible, even if they haven't been previously identified. You should do this by contacting Mrs Stacey Barton (Special Needs Co-ordinator) on 01924 402202 or SBarton@heckgrammar.co.uk.

How do you identify those with special educational needs or a disability (SEND)?

We operate a referral process, whereby any pupil, parent or member of staff can pass their concerns onto the SENDCo. Before any further action is taken, we will speak to the pupil and their parents (for Key Stage 3 and 4 pupils) to gain a clearer picture of their difficulties. We also may collate information relating attainment, attendance, behaviour and observations to help us to identify needs. In some circumstances we may arrange for a specialist teacher or other relevant professional to conduct some further tests.

How will I be able to raise any concerns I have?

You can raise any concerns with your child's Student Support Manager or directly with the SENDCo by telephone or email.

How will you respond to those concerns?

The SENDCo will meet initially with your child to discuss concerns and to decide on the next steps. Subject staff are also consulted in the early stages of a referral being made.

Do you cater for any specific types of SEN?

We do not cater for any specific types of SEND, but we want to enable your child to reach their full potential and so we will strive to make any reasonable adjustments to help them achieve this.



What are the types of SEN?

Communication and interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with ASC, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation.

Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with visual impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties.

Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.



How will you support my child with SEND?

Every child is different and therefore, the support given will vary. We will discuss the support you and your child feel is needed and try to implement personalised support. Our provision includes the following:

- Quality first teaching with appropriate, targeted differentiation in place according to pupil need.
- Additional adult support where necessary.
- Personalised provision where appropriate through targeted, time-limited programmes.
- Personalised provision through adapted resources and interventions.

Who will oversee and plan the education programme?

The SENDCo has day to day responsibility for the operational aspects of the education programme and the Assistant Headteacher (Head of KS3) will be responsible for co-ordinating intervention.

What types of intervention do you offer?

Intervention programmes are dependent on individual student need. Previously, we have run the following: social use of language programme, anger management and 'The Big A'. We will strive to provide whatever additional intervention we are able to.

Who will work with my child and how often?

This depends on your child's needs. We will discuss this with you when your child is identified with SEND.

What will be their roles?

Again, this will be dependent of the type of support needed. Staff may be deployed to support your child in the classroom or to co-ordinate the intervention programme.

Who will explain this to me?

This will be explained by the SENDCo before any support commences.

How are the governors or trustees involved?

The Governor with responsibility for SEND meets with the SENDCo to keep up-to-date with SEND information and provision.

Will my child have consistent support from staff known to them?

Due to the nature of our organisation we have a relatively small number of support staff and therefore, we cannot guarantee that your child will always be supported by one person. We will, where possible, try to facilitate this.

Will staff be given time to plan and prepare materials, activities and lessons to enable my child to access the curriculum?

All of our teaching staff are given preparation and planning time to enable them to differentiate resources.

How will you know how effective your arrangements for children with SEN are?

The Assistant Headteacher (KS3) will review the effectiveness of interventions in collaboration with the SENDCo.



How will the curriculum be matched to my child's needs?

We believe that highly differentiated, personalised teaching is the most effective way of meeting the needs of children with SEND. When your child is identified as having special needs, a personal profile will be completed. This will include strategies that help them and therefore, staff can use this information to help them plan lessons that meet your child's needs. Both you and your child will be involved in creating the profile to ensure that it is personalised.

What are the arrangements for assessing and reviewing the progress of pupils with SEND?

We regularly assess the progress of all pupils and you will get a formal record of this each term. The information from this monitoring will be analysed by the Student Support Managers, Assistant Headteachers and SENDCo and will enable us to track your child's progress in each subject. We will also specifically review the progress of all pupils with SEND as part of this process.

What opportunities will there be for me to discuss my child's progress with the staff?

You can discuss your child's progress at Parents' Evenings or contact a member of staff directly at any time during the academic year to discuss their progress.

How will you know how well my child is doing?

We operate a vigorous monitoring process to help us track pupils' progress.

How will I be able to raise any concerns I may have about my child/their support/their progress?

You can contact your child's form tutor, Student Support Manager or SENDCo by telephone or email.

How will you explain to me how learning is planned and how I can help support this outside of school?

This will be discussed in a meeting / by telephone with the SENDCo when creating and / or reviewing your child's Personal Profile.

Do you offer any parent training or learning events?

We don't offer any parent training or learning events at present, but we welcome any requests from parents about additional support we can offer.

Will I be able to discuss issues with the SEND co-ordinator before my child starts at the school?

Yes, you can contact the SENDCo in the Summer term before your child is due to start to discuss any issues. Meetings and additional transition visits can be arranged if necessary. The SENDCo will also attend any EHCP reviews for a child or young person joining us from another setting.

What pastoral, medical and social support is available for children with SEND?

Every pupil has a form tutor, who they can speak to at any time. We also have Student Support Managers, an Attendance and Health Officer, School Counsellor and School Nurse to support pupils' wellbeing.



How do you manage the administration of medicines and providing personal care?

The Attendance and Health Officer manages the administration of medicines. Please see our separate medical needs policy (available online) for more information.

How will my child or young person be supported to enable them to contribute their views?

We adopt a student-centred approach and therefore, your child will be encouraged and supported to contribute their views in all aspects of SEND provision.

Do you have any specialist staff and what are their qualifications?

We employ an external counsellor on a part-time basis to support the social, emotional and mental wellbeing of our pupils. The SENDCo has a Post-graduate Certificate in Special Needs Co-ordination and National SENCo Award. She has also completed her CPT3A qualification at Level 7 and is a registered British Psychological Society test user. The SENDCo also has a certificate in basic counselling skills.

What other services do you access including health, therapy and social care services to meet the needs of young people and support families?

We work in partnership with Northorpe Hall Child and Young People's Emotional Wellbeing Service, Child and Adolescent Mental Health Services, Social Services, the Educational Guidance Service, the School Nurse service, Autism Outreach Specialist Provision and the Sensory Impairment Unit. We also work with Health Professionals, such as Occupational Therapists where necessary.

What are the contact details of support services for parents of pupils with SEND, including arrangements made in accordance with Clause 32?

See the glossary at the back of this guide for national organisations. For local services, visit <https://www.kirkleeslocaloffer.org.uk>

What staff training is in place to support children and young people with SEND?

All new staff, including trainees, receive SEND training as part of their induction. This enables them to understand their legal responsibilities and the systems in place in our organisation. We have also provided visual impairment training and self-harm and anxiety training. Staff training in SEND is an ongoing process. There is a SEND Drop-in session with the SENDCO on a weekly basis for staff to ask for further information, advice or guidance.

How accessible is your environment?

The nature of our building means that some areas are accessible to wheelchairs but others are not. Where possible, a wheelchair lift has been installed. All steps have markings to enable visually impaired students to see them clearly.

We try to modify rooming for individual students to take account of accessibility issues. Our rooms vary in size, shape and acoustics, so any auditory or visual needs are addressed on a personalised basis, but all classrooms have interactive whiteboards with sound and seating plans are often adjusted to allow for all sensory needs to be met. Where students have particularly profound sensory needs, support and intervention are put in place as appropriate.

The nature of our selective entry procedures means that students whose first language is not English are often not inhibited by language barriers but, should this be the case, additional provision would be made through the intervention and support team.



There are 3 accessible toilets available to disabled students; one of these includes personal washing facilities. The changing rooms are somewhat limited at present. These are being addressed over time as the building is developed and are part of our longer term strategy to improve access.

From a financial perspective, money is allocated to meet the additional needs of students with SEND to ensure that their needs are met within departments and across the school.

How will you prepare and support my child or young person to join the setting, school or college, and how will you support them to move on the next stage of education, or move on to adult life?

Before your child starts our school you will have the opportunity to provide us with any relevant information. We hold a Year 7 Parents' Information evening in June before your child starts and we encourage you to discuss your child's needs at this point. Data collection forms are also sent to the parents of new pupils to gather this information. We also ask for information from your child's primary / secondary school and either visit or telephone the relevant staff if your child has SEND. This helps us to gain a clear picture of their needs before they join us.

We offer two transition days for all pupils in July and an additional session for students with additional needs. During this time, a Personal Profile is created so that information can be shared with subject teachers early in September.

For those with an Education and Healthcare Plan, we arrange for the pupil to come into school during the summer term to help with the transition. Parents are welcome to meet with the SENDCo prior to their child starting the school.

For students on a My Support Plan or EHCP, at every transition i.e. from Key Stage 3 to 4 or from Key Stage 4 to 5, there will be a transition review. Both you and your child will be fully involved in this and we will discuss and plan how best to support them in the transition.

For those pupils with SEND going on to higher education or employment, we will assist them in completing the UCAS application and applying for Disabled Students' Allowance. We will also pass on any relevant information to enable them to support your child further.

How are decisions made about what type and how much support my child or young person will receive?

We make decisions based on need. For example, those students with an Education and Healthcare Plan will take priority due to the severity of their SEND. Their EHC plan may also stipulate that they require a certain type or amount of support.

For those students identified as needing SEN support, decisions will be made by the Assistant Headteacher (Key Stage 3) in collaboration with the SENDCo and Deputy Headteacher – Staff and Students, based on what type of support is needed, how often and who is most well equipped to deliver it. This will be reviewed regularly and amended if necessary. The impact of any support and intervention will be measured by the Assistant Headteacher (KS3) and discussed with the SENDCo.

How are parents involved in your setting, school or college?



There are regular parents' evenings throughout the year where concerns can be raised in person. In addition to this, the website enables parents to contact staff via email for any concerns to be discussed. The parents / carers of any student with additional needs are contacted directly by the SENDCo and the Student Support Manager to discuss and implement decisions around the provision for the student. These discussions can be instigated by staff or parents / carers at any time throughout the child's school career. There is also a parents' association called Friends of HGS which any parent or carer can join and support the fundraising for the school.

Who can I contact for further information?

For general enquiries, telephone 01924 402202 or email info@heckgrammar.co.uk.

Who is the SEND Coordinator and how can I contact them?

The SEND Coordinator is Mrs Stacey Barton and you can contact her on 01924 402202 extension 436 or SBarton@heckgrammar.co.uk.

What other support services might help me and provide me with information and advice?

From September 2014 Kirklees Council was required to publish, in one place, information about the services and provisions that are available in our area for children and young people from birth to 25 years of age who have Special Educational Needs and/or a Disability (SEND), together with additional information about services outside of Kirklees which children and young people from our area may wish to use.

Where I can find the Kirklees Council Local Offer?

You can find the Kirklees Council Local Offer on www.kirkleeslocaloffer.org.uk

If you would like any further information about what we offer at HGS then please do not hesitate to contact us directly.