



SEND Information Report 2022/23



Hodge Hill College Mission Statement

Hodge Hill College (HHC) is an inclusive 11 to 16 college where everyone is made to feel welcome. We aim to provide an outstanding education to all children and young people. Our inclusive ethos aims to encourage all pupils to be actively involved in their own learning. This involves valuing all pupils and staff equally and reducing barriers to learning and participation. Our inclusive curriculum's primary focus is to encourage and increase student independence throughout their time at our school in order to best prepare them for life beyond education.

What is SEND?

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them, above the usual universal offer. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age, by mainstream schools.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them. Children must not be regarded as having a learning difficulty solely because of the language or form of language of their home is different from the language in which they will be taught. Such pupils may also require adaptations to teaching and the curriculum, but do not fall under the umbrella of SEND.

Legislation and Guidance

This information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for students with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENCOs) and the SEND information report

How does HHC identify SEND?

1. Any pupil who is falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
2. Once a pupil has been identified as possibly having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
3. The subject teacher will take steps to provide adapted learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.

4. The SENDCo will be consulted as needed for support and advice and may wish to observe the pupil in class.
5. Through the above actions it can be determined which level of provision the pupil will need.
6. If a pupil has recently been removed from the SEND register they may also fall into this category as continued monitoring will be necessary.
7. Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. Parents are encouraged to share information and queries with the school.
8. The Pupil is monitored if concern is raised by parent or teacher but this does not automatically place the pupil on the school's SEND register. Concerns are discussed with parents/carers. It is recorded by the school as an aid to further progression and for future reference.
9. Pupil progress meetings, academic tutorials and parent evenings are used to monitor and assess the progress being made by all students. The frequency of these meetings is dependent on individual progress.

Where it is determined that a pupil does have a specific SEND need, parents will be formally advised of this before inclusion of the individual on the School SEND Register. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning.

Roles and Responsibilities

The person responsible for overseeing the provision for children with SEND is Mrs Hannah Hermann.

She is responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEND.
- AHT Inclusion and class teachers but is still responsible for ensuring that your child's needs are met.
- Making sure that the Governing Body is kept up to date about any issues in the school relating to SEND.

The person co-ordinating the day to day provision of education for pupils with SEND Mrs Cheryl Southern (Director of Enhanced Provision) (SENDCo)

She is responsible for:

- Coordinating all the support for children with special educational needs or disabilities (SEND) and developing the school's SEND Policy to make sure all children get a consistent, high quality support in class as and when necessary.

As well as ensuring that you are:

- Involved in supporting your child's learning
- Kept informed about the support your child is getting
- Involved in reviewing how they are doing as and when necessary.
- Liaising with external agencies coming into school to help support your child's learning e.g. Behaviour Support Service, Communication and Autism, Educational Psychology Service, The Hearing Impairment support team and The Visual Impairment support team.
- Updating the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are excellent, thorough and up to date records of your child's progress and needs.
- Updating the school database regularly with SEND information and data to ensure teaching staff are well supported in providing high quality lessons and teaching on a day to day basis.

- Providing specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.
- Arranging and providing staff training sessions in order to ensure that staff are confident and well informed with regard to what constitutes good practice for SEND students and are updated on new legislation and legal developments.

The SEND Governor is Mrs Y Begum.

She is responsible for:

Making sure that the necessary support is made for any child who attends the school who has SEND.

Your child’s Form Tutor, Achievement Co-ordinator, Assistant Achievement Co-ordinator and Subject teacher are responsible for:

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support) and letting the SENDCo know as necessary.
- Contributing to forward-planning, sharing of information relevant to pupil SEND, reviewing support offered and working collaboratively with the SENDCo.
- Ensuring that staff working with your child in school is supported to deliver appropriate planned work/programme for your child, so they can achieve their personal best. This may involve the use of additional adults, outside specialist advice and specially planned work and resources.
- Ensuring that the school’s SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

Arrangements for consulting with young people with SEND

Each student identified as having a special educational need and/or disability will work with specialist SEND staff to produce a person-centred One Page Profile. This process is completed in consultation with the student, parent, key staff and any relevant agencies, to ensure there is a bespoke and accurate approach to supporting their SEND needs.

The document is stored securely in the whole school Provision Map and accessed by school staff, via Class Charts. It provides strategic ‘access to learning’ strategies, with the young person’s voice and views, at the centre of its production.

What kinds of special educational need provided for at HHC?

	Cognition & Learning	Physical & Sensory	Communication & Interaction	Social, Emotional & Mental Health
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Examples of SEND need:	Specific Learning Needs e.g. Dyslexia, Dyscalculia, poor working memory, poor comprehension skills & difficulties with reading, writing or spelling.	Physical disabilities e.g. hearing impairment, visual impairment, Multiple Sclerosis, Cerebral Palsy.	Autism Spectrum Condition, speech, language and communication needs including; difficulties in understanding spoken language, difficulties in producing spoken or written language.	Wide range of social and/or emotional difficulties e.g. anxiety, depression, eating disorders, emotional regulation, Trauma. ADHD, ADD, ODD.
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What are the different types of support available for Children with SEND?

Quality First Teaching

For your child this would mean:

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching is built on what your child already knows, can do and can understand.
- That different ways of teaching are in place, so that your child is fully involved in learning in class. This may involve things like using more practical learning.
- That specific strategies (which may be suggested by the SENDCO) are in place to support your child to learn.
- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap or gaps in their understanding/learning and needs some extra support to help them make the best possible progress.

Specific group work

Intervention which may be:

- Run in the classroom or a group room.
- Run by a teacher or an Enhanced Provision Assistant (EPA)

Specialist groups run by outside agencies, e.g. Speech and Language therapy

This means your child has been identified by the SENCo as needing some extra specialist support in school from a professional outside the school. This may be from:

- Local Authority central services, such as the ASD Outreach Team, Behaviour Support Team or Sensory Service (for students with a hearing or visual need).
- Outside agencies such as the Education Psychology Service (EPS).

What could happen:

- You may be asked to give your permission for the school to refer your child to a specialist professional, e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and you to understand your child's particular needs better and be able to support them more effectively in school.

- The specialist professional will work with your child to understand their needs and make recommendations as to the ways your child is given support.

Specified Individual support

This type of support is available for children whose learning needs are severe, complex and lifelong.

This is usually provided via a Statement of Special Educational Needs or an Education, Health and Care Plan (EHCP). This means your child will have been identified by professionals as needing a particularly high level of individual or small-group teaching.

This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.

- Your child will also need specialist support in school from a professional outside the school. This may be from
- Local Authority central services such as the ASD Outreach Team, Behaviour Support or Sensory Service (for students with a hearing or visual need).
- Outside agencies such as the Speech and Language Therapy (SALT) Service.

For your child this would mean

- The school (or you) can request that Local Authority Services carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child.
- After the request has been made to the 'Panel of Professionals' (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case, they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the current support.
- After the reports have all been sent in, the Panel of Professionals will decide if your child's needs are severe, complex and lifelong. If this is the case, they will write a Statement of Special Educational Needs or an Education Health Care Plan (EHCP). If this is not the case, they will ask the school to continue with the current level of support and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.
- The Statement or EHC Plan will outline the number of hours of individual/small group support your child will receive from the LA and how the support should be used, and what strategies must be put in place. It will also have long- and short-term goals for your child.
- The additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child.

Assessment, Monitoring and Reviewing progress

Where it is determined that a pupil does have a specific SEND need, parents will be formally advised of this before inclusion of the individual on the School SEND Register. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning.

The support provided consists of a four-part process indicated below:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of an individual grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Arrangements for consulting with parents

Hodge Hill College believes that a close working relationship with parents is vital in order to ensure:

- Early and accurate identification and assessment of SEND leading to the correct intervention and provision.
- Continuing social and academic progress of children with SEND to enable personal success.
- Parental views are considered and valued.

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENDCo may also signpost parents of pupils with SEND to the local authority Parent Partnership service where specific advice, guidance and support may be required. If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child. The school's SEND link governor may be contacted at any time in relation to SEND matters.

Personal Development: Improving emotional and social development

We provide support for students to improve their emotional and social development in the following ways:

- Students with SEND are encouraged to be part of the school leadership across the school. For example: Prefects or Tutor group representatives
- All of our extra-curricular activities and school visits are available to all of our students e.g. after-school clubs. Students with SEND are encouraged to be part of our Creative Club community – based in the Learning Hub - to promote teamwork, creative thinking and building positive friendships
- All students are encouraged to take part in work experience, sports day, extracurricular activities such as sports teams, lunch clubs, dance club
- Students receive an extensive programme of PSHE and RSE, focusing on personal safety, health and emotional well-being.
- SEMH support/mentoring sessions are available – supported by our School Counsellor.
- Students are encouraged to become mentors to support other SEND students or students new to the school, to aid in the transition
- Every student is included in all aspects of school life, including those with SEND

Transition and Preparation for Adulthood

Where a student has a current statement or EHCP there is a legal requirement to provide an annual review at the point of Year 9 and Year 11 transition. This review may take the form of a Person Centred Review or Formal 11 Review. This is decided upon by the SENDCo in consultation with external agencies. Transition Plans are drawn up in accordance to parental, pupil and staff views follow the actions of a Review Meeting. Pupils with funding where appropriate will also receive an annual review.

Monitoring SEND Arrangements: SEND Information Report

The SEND information report will be reviewed by Mrs Cheryl Southern, every year. It will also be updated if any changes to the information are made during the year. It will be approved by the governing board.

Expertise and training

We aim to keep all college staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND.

The college seeks the support of the Local Educational Psychology Service when a need for specialist training is identified.

The Enhanced Provision Faculty and Senior Leadership Team consider the relevance of specific training carefully and aim to meet the needs of staff dealing with specific SEND issues.

The SENDCo attends relevant SEND courses, Family SEND meetings and facilitates/signposts relevant SEND focused external training opportunities for all staff.

All Enhanced Provision Assistants are offered training opportunities through a range of local agencies working with specific students at the college.

The SENDCo, with the Senior Leadership Team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management (see Section 11).

Evaluating the success of the provision

In order to make consistent continuous progress in relation to SEND provision, the college encourages feedback from staff, parents and pupils during the academic year.

Parents, staff and students are given an opportunity to evaluate the effectiveness of provision by means of CPD sessions led by the Enhanced Provision team.

Pupil progress will be monitored on a termly basis in line with the SEND Code of Practice.

The Enhanced Provision Faculty offers an Open Door policy where parents can access the SENDCo regularly through making an appointment.

Further feedback from parents can be given at any time upon request.

A formal evaluation of the effectiveness of the school SEN provision and policy culminates in an SEND Report.

The evaluation is carried out by the SENDCo in consultation with the Head Teacher, link SEND governor and Head of Learning Support.

Information is gathered from different sources such as pupil and parent surveys/ teacher and staff surveys/parents evenings/ consultation evening/report feedback forms.

This is collated and published by the governing body of the School on an annual basis in accordance with section 69 of the Children and Families Act 2014