



## **SEND Information Report 2023**

At Hyde High School we believe that an educationally inclusive school is one in which the teaching and learning, achievements, attitudes and well-being of every young person matter.

Inclusion is a basic value that extends to all our pupils – everyone belongs and everyone is welcome.

Our aim is to make all our pupils:

- Feel safe;
- Feel valued;
- Be the best that they can be, academically, socially, and emotionally.

The purpose of the SEND information report is to provide information for parents/carers about how Hyde High School provides support for all pupils with Special Educational Needs and Disabilities (SEND) to ensure we are fully inclusive.

We have a designated area for SEND called the Alpha Centre. This is the home of the SENCO, Assistant SENCO, Inclusion Administrator, Higher Level teaching Assistants, Teaching Assistants, Learning Mentors, Hearing Impaired staff and also the Safeguarding Officer. We have a designated room called Alpha 1 which is a multi-purpose space that is resourced with work areas, computers and a 'chill-out' zone. There is also a flexible teaching space and a breakfast room.

### **What kinds of SEN does our school provide for?**

The SEN Code of Practice states that 'a child has a learning difficulty or disability if they have a significantly greater difficulty in learning than the majority of other pupils of the same age.'

Pupils at our school may have difficulties with one or more of the following:

- Cognition and Learning = Including Moderate, Severe, Profound and Multiple Learning Difficulties (MLD, SLD, PMLD) or Specific Learning Difficulties such as dyslexia, dyspraxia or dyscalculia.
- Communication and Interaction = Including Speech, Language and Communication Needs (SLCN) and Autistic Spectrum Disorder (ASD).
- Social, Emotional, and Mental Health difficulties (SEMH) = Including anxiety, depression, attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD) or attachment disorder.
- Sensory or Physical difficulties = Including visually impaired (VI), Hearing Impaired (HI) and Physical Difficulties (PD).

Hyde High School also hosts a Hearing Impaired Resource Base (HIRB) equipped to support pupils with hearing loss and with a team of specialist teachers and teaching assistants. Further information is available from the Tameside Hearing Impaired Support Service

## How do we identify if a pupil has SEN?

There are a number of methods we use to assess if pupils have SEN working closely with external agencies, teachers and pastoral staff as well as parents/carers. These include:

- Working closely with primary schools during transition
- Screening of all pupils on entry, at the end Year 7 and Year 9 including spelling, reading comprehension, writing and typing.
- Teacher/Pastoral observations including analysis of attainment data, behaviour and attendance
- Teacher/Pastoral referrals via regular Inclusion Triage meetings.
- In-class observations of the child
- SEND screening including dyslexia, dyscalculia, ASD and ADHD.
- Educational Psychology assessments

If it is felt that a child does require additional support then parents/carers will receive a phone call or a letter from either the SENCO or Assistant SENCO informing them of what needs have been identified and to discuss with them what support will be offered.

We follow a graduated response to identifying and assessing needs following the model of Assess, Plan, Do, Review.



**Assess** = Using assessment, data and feedback to identify needs

**Plan** = Putting a support plan in place with agreed timescales, interventions etc. that are communicated with staff, parents and pupils.

**Do** = The plan is implemented by relevant/appropriate staff

**Review** = Progress is reviewed by an agreed date and support is revised accordingly.

By using this cyclical module we can constantly monitor, evaluate and adapt the support we offer our pupils.

For further details of how we support pupils via the graduated approach and the waves of support at Hyde please visit:

<https://www.hydehighschool.uk/parents/send/how-we-support-send/>

## How do we consult parents/carers and involve them in their child's education?

We strive to establish strong relationships with parents/carers from the very beginning of their child's time at Hyde. Each year we have a Year 6 Open Evening allowing prospective parents/carers to come in and meet the SEND team. When deciding on a choice of secondary school, we encourage parents/carers of children with an Education Health Care Plan (EHCP) to make contact to talk about their child's needs in greater depth. Once places for Year 7 have been allocated we also hold a 'Moving Up' evening where members of the SEND team are available to answer any queries parents/carers may have.

All pupils placed on the Inclusion Register are allocated a key worker. This person is the first point of contact for any concerns or questions. All pupils on the Inclusion Register will have a termly review where the key worker will discuss the child's progress having consulted with teachers, reviewed relevant data and spoken directly with their key pupil. Any pupil with an EHCP will also have an annual review which will take the place of one of the three termly reviews.

### **How do we consult with pupils and involve them in their education?**

The voice of the child is central to our work. All children on the Inclusion Register will have a key worker. This is their go-to person if they have any issues or concerns in school. The key worker will make regular contact according to individual needs. This may be on a daily basis, for others it might be weekly, fortnightly or monthly. The key worker is an advocate for the child and will work with staff to ensure the voice of the child is heard. They will liaise with teachers and parents to ensure the views and concerns of the child are shared and addressed.

As part of the termly review process a pupil will meet with their key worker to discuss progress and jointly set short term goals for the next term. This is also a formal opportunity for a child to voice any concerns they may have.

Pupils with an EHCP will also attend their own annual review and have the opportunity for their voice to be heard and contribute to reviewing or setting targets. Their voice is at the heart of the process.

### **How do we support pupils in moving between phases of education and preparing them for adulthood?**

#### **Key Stage 2 to Key Stage 3:**

In addition to the main Year 6 transition days in the Summer Term, we also have an Inclusion transition day. This allows the relevant pupils to come and meet the SEND Team, look round the Alpha Centre (our Inclusion area), meet their key worker and start to become familiar with the school building.

During the early days of transition the SEND team are out and about around school to support and guide SEND pupils in their first weeks to offer extra assistance and reassurance. Key workers will meet daily with pupils to check in with them.

#### **Key Stage 3 to Key Stage 4:**

When it comes to the options process, the SENCO is involved in helping decide which pathway would be most suitable for children on the Inclusion Register.

We offer a pathway that includes completing ASDAN awards in Personal and Social Development as well as Employability. This is designed to help develop life skills and prepare pupils for being an independent adulthood in society, including further education and the world of work.

During the options process key workers will work closely with parents and children to offer advice and guidance so pupils make the right choice that reflects their interests, abilities and ambitions.

## **Key Stage 4 to Post 16**

All children are offered advice on careers and pupils on the Inclusion Register are given extra support. This can be further discussed at annual or termly reviews. Key workers can attend careers interviews with pupils and also college open days. The SENCO works closely with post-16 providers to ensure relevant information is passed on and meetings are held to have conversations about children to help ease the transition process and ensure continuity of support

### **How do we assess and review the progress of pupils with SEND?**

As mentioned previously, all children on the Inclusion Register have their progress, attendance and behaviour monitored via termly reviews. This process involves use of data and feedback from teachers alongside the input of the child. Parents/carers will receive a phone call or be offered an online meeting as part of this process to review the provision in place and the progress being made. Working with the child and parent, the key worker will set SMART targets for the following term.

Any child placed on the Wave 1 inclusion register will have their progress monitored by class teachers and head of year. Should there be concerns that despite reasonable adjustments being made in class, a Wave 1 child is falling significantly behind then teachers or pastoral staff will follow the internal referral process.

### **How do we approach the teaching of pupils with SEND?**

At Hyde High School we strive to ensure that pupils with SEND have the same opportunities for success as their peers. We believe that high quality teaching, differentiated for individuals, is the first step in responding to pupils who have, or may, have SEN. Teachers should set high expectations for every pupil and lessons should be planned to remove barriers to pupil achievement. To that end the subject teacher remains responsible for working with children on a regular basis with effective and timely specialist support being provided by the SEND team.

### **How will staff support my child in the classroom?**

Our staff aim to stretch and challenge all pupils, set high expectations and be ambitious. In order to do this they will adapt their teaching and resources to remove barriers to learning so all pupils can participate and make progress.

Staff are made aware of a child's needs via their class register where there will be a code indicating if they are at Wave 1 (W1), are on the Inclusion Register as needing 'SEN Support' (K) or have an EHCP (E).

If a child is at Wave 1 a note will be on the register indicating their main area of need e.g. Dyslexia, ADHD etc. Teachers will then deploy a variety of relevant strategies to support that child aimed specifically at their needs.

All SEN Support and EHCP pupils will have a One Page Profile (OPP) that is created by a key worker working alongside the pupil. This is written from the point of view of the child and will inform staff of ongoing needs, any access arrangements and crucially will suggest strategies they will find useful to help their learning. OPPs are updated regularly via the Termly Review process.

If a child has a key worker then this will also be indicated on the class register so the teacher can contact them for specific advice or guidance on how to best support that child.

There are a huge number of strategies teachers can use to support pupils with SEND, a small selection of which are listed below:

- Targeted questioning
- Seating plans
- Chunking tasks, tasks lists etc.
- Adapted resources
- Targeted group work
- Use of assistive technology e.g. laptops, reading pens
- Overlays and worksheets/books on coloured paper

Staff will deploy a variety of strategies depending on the child, class and topic they are teaching. Teaching Assistants may be provided in lessons where pupils require additional support. This can be on a 1 to 1 basis, working with small groups or general whole-class support. Teachers and Teaching Assistants will work closely together to ensure support is appropriate, purposeful and targeted to meet the needs of children with SEND.

At Key Stage 4, access arrangements can be put in place prior to exams taking place. All pupils will be screened by a qualified assessor at the end of Year 9 to help identify any additional needs, or during Key Stage 4 if concerns are raised. These arrangements can include extra time, use of a scribe, a reader or reading pen, or word processing. These need to be applied for in advance with supporting evidence and must be the child's normal way of working. If your child is eligible for access arrangements, the school will contact you. As we screen children on entry and at the end of Year 7 it is possible that the need for exam concessions may be identified earlier and access arrangements put in place prior to Key Stage 4.

### **How are adaptations made to the curriculum for pupils with SEND?**

We offer a broad and balanced curriculum to all pupils regardless of age, ability or SEND. Most pupils follow a traditional curriculum. All subjects spend a lot of time carefully planning their schemes of work to embed strategies that can be used to allow all pupils to access learning. A small number of children will have a more personalised curriculum to match their needs and provisions outlined in their EHCP.

The curriculum can be adapted to meet the specific needs of a child or groups of children, for example:

- In Year 7 we run small Project groups which cover English and Humanities. Schemes of work are adapted by specialists to enable children to access these subjects but to equip them with transferable skills that will help them settle into secondary school.
- Children may be withdrawn from some registration sessions or lessons for targeted interventions in small groups to give additional support e.g. numeracy, literacy, handwriting, working memory, organisational skills.
- Children may be withdrawn from certain lessons in order to meet provisions listed in an EHCP or to fulfil targets set by external professionals or agencies, often as part of a referral process.
- For some children with an EHCP it may be appropriate to access alternative provision.

## **How are staff trained to support children with SEND?**

- All new members of staff are given induction sessions on SEND when they join the school, including PGCE trainees.
- Teaching Assistants undergo regular Continued Professional Development (CPD)
- As part of the whole-school CPD programme the SENCO works with senior leaders to identify and deliver training sessions for teaching staff throughout the academic year
- Training needs are also identified through annual appraisals/performance management
- Written guides for staff to support children with SEND are produced, made widely available and are regularly updated.

## **How do we improve the emotional and social development of children with SEND?**

In addition to the personal development programme followed by all pupils at Hyde, we seek to offer extra support in a variety of ways. We can offer time-out cards for children who might need to remove themselves from a situation to re-focus themselves, or regulate their emotions.

As previously mentioned all pupils on the Inclusion Register have a key worker who they can talk to if they are having difficulties or for general support with wellbeing.

Personalised interventions can be delivered in 1 to 1 sessions or as part of our intervention programmes including things like social chat, emotional literacy or social stories.

The Alpha Centre also offers a breakfast club before school where certain SEND or vulnerable pupils are invited to attend to get them mentally and physically ready for the day but also provide an environment to develop them socially.

## **How accessible is the school environment?**

Hyde High School has a safe and accessible building and we pride ourselves on our warm and inclusive ethos. The building is an open environment with plenty of light and space. There are two lifts allowing access to all levels of the school. For pupils in wheelchairs there are height adjustable desks in every classroom. The school has a designated SEND changing area with toilet, sink and bed which was renovated in the summer of 2022 to be increased in size and have a ceiling track hoist system. Hearing impaired pupils use radio aids in mainstream classes to help with background noise. We have clear risk assessments and safeguarding procedures in place that are followed by all staff.

## **How will children with SEND be included in activities outside the classroom?**

Children with SEND are encouraged to attend all extracurricular activities and trips and we take an inclusive approach. Staff organising such events can be given support and guidance on how to make extracurricular opportunities accessible to all. Where possible and appropriate support staff can be sent to accompany children on trips to facilitate participation.

All trips and activities have appropriate risk assessments carried out in advance to ensure the safety of all participants.

## **How do we involve other agencies in meeting the needs of children with SEND and supporting families?**

The SEND Team works closely with various agencies for advice, support, and consultation or to make referrals. These agencies are contacted when necessary and appropriate according to your child's needs. Some of the agencies include:

- Integrated Service for Children with Additional Needs (ISCAN)
- Speech and Language Therapy
- Occupational Therapy
- Education Psychology
- Tameside Virtual School
- Hospital schools
- Child and Adolescent Mental Health Services
- Pupil Support Services

## **How do we evaluate our provision for children with SEND?**

The school monitors the provision of support for SEND children via a number of methods:

- In-class observation of teaching and support staff
- Regular quality assurance meetings with the SENCO and a Senior Leader link
- Monitoring data around progress, behaviour and attendance
- Monitoring of interventions
- Monitoring the quality of termly reviews and one page profiles
- Pupil voice activities
- There is also a link governor responsible for working with the SENCO and reporting back to the governing body.

## **How can parents best support a child with SEND?**

To help us support SEND children in participating in school life, engaging in learning and thriving as individuals we ask that parents/carers support them in a number of ways:

- Ensuring they have good attendance and punctuality
- Helping them come to school with the right books and equipment
- Supporting with the completion of homework
- Attending events such as open evening, parents' evening or meetings specifically arranged for your child e.g termly or annual reviews
- Staying in contact with a key worker and alerting us to any issues or changes in circumstance

## **How do parents/carers make contact if they have questions or concerns about how their child is supported in school or if they think their child may have SEND?**

If your child is already on the Inclusion Register then the first point of contact is their key worker. The email address for all Alpha staff can be found on the website.

Alternatively you can contact our SENCO Mr Stephen Kettle ([s.kettle@hydehighschool.uk](mailto:s.kettle@hydehighschool.uk)). If you have a complaint then our complaints procedure is available on the school's website. In the first instance contact the Headteacher