

Horringer Court School

SEN Information 2016/17

WHAT KINDS OF SEN ARE PROVIDED FOR AT HORRINGER COURT SCHOOL?

A child has a Special Educational Need if they have a learning difficulty or disability which requires provision which is special or additional to that normally available for pupils of the same age.

There are four broad areas of need:

- Communication and Interaction - such as Autism Spectrum Disorder or a speech and language disorder
- Cognition and Learning - this includes pupils with dyslexia or dyscalcula
- Social, Emotional and Mental Health Needs
- Sensory and Physical Needs

The Special Needs Department at Horringer Court School, led by our SENCo, Mrs. Rachel Rossiter, have a wealth of experience in supporting the learning of pupils with SEN.

We believe that the purpose of identification is to enable us to plan what action we need to take and not to label or place a child in a category.

HOW WILL YOU KNOW IF MY CHILD NEEDS EXTRA HELP AND WHAT CAN I DO IF I THINK MY CHILD HAS A SPECIAL EDUCATIONAL NEED?

ALL pupils at Horringer Court School are assessed regularly so that we can get to know them well, identify their strengths and difficulties and set targets across the curriculum.

Where possible, we work closely with primary schools before your child starts with us so that we can talk to your child's teachers, Teaching Assistants and other people who have helped them.

Pupils with complex special needs are provided with an extensive pre-entry transition programme which enables us to assess and plan for their needs. Students with sensory and physical needs are offered a pre-entry programme which involves parents, health professionals, such as Occupational Therapists and Outreach support from a local Special School all working together to ensure your child is fully included in school life.

Every parent has the opportunity to meet the Special Educational Needs Co-ordinator (SENCo) at our Information Evenings, at Parents' Evenings and at additional meetings across the year, to plan and assess support for your child.

If your child has a Statement or an Education, Health and Care Plan, we will meet with you additionally at your child's Annual Review.

If you have concerns about your child's progress or if you think your child may have a special educational need, please get in touch with us by contacting your child's form teacher in the first instance so that a meeting can be arranged and we can all work together.

If any of our teachers think that your child may have an SEN because they are not making the same progress as other pupils, we will contact you to discuss assessments that can be carried out to help us find out what is causing their difficulty.

Slow progress and low attainment does not necessarily mean that a child has SEN and will not automatically lead to a pupil being recorded as having SEN.

WHAT ARE THE ARRANGEMENTS FOR MEETING WITH ME TO DISCUSS MY CHILD'S SEN?

We are a child and family-centred school so you can expect to be consulted at every step of the way. When we make assessments regarding SEN, we will talk to you to discuss any difficulties that your child may be encountering at school and at home.

Sometimes we may decide that a child would benefit from a Pupil Passport which sets out their strengths, difficulties, strategies to support in school and next steps to work towards. We will discuss with you the content of the Pupil Passport and invite your contributions.

If you have any queries at all regarding support for your child, please contact the form tutor in the first instance.

Throughout the year, contact will be made with you through your child's Log Book or by telephone.

HOW WILL YOU INVOLVE MY CHILD IN PLANNING FOR THEIR NEEDS?

Each time your child is assessed, we will clearly explain the assessment process and why we are carrying it out. We will talk to your child about the things that they find tricky and how we can help. If your child has a Pupil Passport, their views will

be included in the Passport, which they will help to draw up. Targets will be reviewed regularly with your child so that they can discuss how they are getting on and anything that they would like to change to make things better.

Pupils' work will be marked and discussed with them regularly so that this feedback can help them towards reaching their expected outcomes.

HOW WILL YOU MEASURE PROGRESS AND REVIEW MY CHILD?

Children are assessed by their subject teachers constantly through teaching and learning, through written work and oral responses in the classroom. Progress is assessed and recorded each term for ALL PUPILS and tracked carefully against national expectations and individual progress.

Your child's teachers may meet with the SENCo to discuss progress against a range of subjects and to establish any patterns in learning behaviours.

Your child's progress may be discussed at Year Team Meetings or House Meetings so that teachers can look for patterns of behaviour across the curriculum.

All pupils on the SEN Register are assessed at least twice in the year to establish their spelling age, reading age and reading comprehension age.

HOW WILL YOU SUPPORT MY CHILD WHEN THEY MOVE TO HIGH SCHOOL?

We work very closely with our local Upper School and have many years' experience of successful transition. Meetings between our SENCo and the SEN Department of the Upper School begins very early in the school year and children have lots of opportunities to visit and meet the learning support teams.

When your child is preparing to leave Horringer Court School, we ensure that their new school is provided with all the relevant information they will need to support your child effectively.

HOW WILL HORRINGER COURT SUPPORT MY CHILD?

Teachers are responsible and accountable for the progress and development of ALL the pupils in their class, including where pupils access support from Teaching Assistants or specialist staff.

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have, or may have, SEN. Additional intervention and support cannot compensate for a lack of good quality teaching.

If your son or daughter has Special Educational Needs, a Pupil Passport may be drawn up which sets out your child's strengths, difficulties, targets and strategies to enable the most effective support and full access to the curriculum. Pupil Passports are created in consultation with parents, professionals involved with the child and the pupils themselves. They are overseen by Mrs. Rachel Rossiter, our SENCo.

Additional support will be discussed with you. This support may be delivered by Qualified Teachers; Higher Level Teaching Assistants or other experienced Teaching Assistants.

Pupils identified with SEN will be placed on our SEN Register and will have key-workers who they can speak to and who will be an advocate for them within school.

Support for pupils includes TA support in the classroom or small group or 1:1 interventions for literacy, numeracy, emotional literacy, motor skills and counselling. Some pupils may also receive small group support which focusses on social and emotional aspects of learning alongside a highly personalised curriculum.

Governors of Horringer Court School have a duty to oversee the effectiveness of provision for pupils with SEN and to ensure that parents are kept informed. Governors will consider the progress of students with SEN alongside the progress being made by other students in the school in order to monitor the equality of teaching, learning and opportunity.

HOW WILL THE CURRICULUM BE MATCHED TO MY CHILD'S NEEDS?

At Horringer Court School we ensure that our teachers use differentiated teaching and learning strategies so that the curriculum is accessible for all children. Some children with SEND will have individually tailored timetables in order to best promote their inclusion and learning; for example when on a dual-placement.

We are a dyslexia friendly school and many of our teachers have received training on supporting pupils with specific learning difficulties. Children have the opportunity to record their work in a variety of ways including laptops and i-pads.

WHAT TRAINING IS PUT IN PLACE FOR STAFF SUPPORTING MY CHILD?

The SEN Department have a wealth of experience in supporting pupils with a range of SEN.

Through Performance Management Appraisals, all staff are given opportunities to discuss their training requirements so that they can provide the best possible support for all pupils.

HOW DO YOU EVALUATE THE EFFECTIVENESS OF SUPPORT GIVEN TO MY CHILD?

When reviewing your child's Pupil Passport or any interventions, all those involved will contribute by commenting on progress academically and/or socially. Your child's teachers will discuss progress made within each curriculum area and this will be carefully recorded and tracked.

WILL MY CHILD BE ABLE TO ENGAGE IN ACTIVITIES WITH CHILDREN AND YOUNG PEOPLE WHO DO NOT HAVE SEN?

We have a number of lunchtime and after-school clubs that all our children are included in. We provide a lunchtime club, ICT club and homework club to support equal access.

We have educational visits which all pupils are included in and we provide additional support so that they can always be as fully involved as possible.

WHAT SUPPORT IS IN PLACE TO IMPROVE CHILDREN SOCIAL AND EMOTIONAL DEVELOPMENT?

All children attend regular school assemblies and have weekly lessons in Beliefs and Values. In addition, some children may receive small group sessions where there is a focus on the social and emotional aspects of learning alongside academic progress.

In addition, those requiring additional support may be offered support via counselling. This Please contact your child's class tutor if you have any pastoral concerns and we will be happy to meet with you to discuss these and possible actions that we can take to support your child and your family.

WHAT SPECIALIST SERVICES AND EXPERTISE ARE AVAILABLE AT OR ACCESSED BY THE SCHOOL?

We work closely with a range of outside agencies and seek support when needed.

Some children have the support of a Speech and Language Therapist who works closely with the school to train our staff and advise on strategies and programmes.

We regularly receive guidance from Occupational Therapists for pupils who have mobility difficulties or need support with seating, posture, etc.

Mrs. Julia Groves from the County Inclusive Service works closely with us to support those pupils with a diagnosed Autistic Spectrum Disorder.

Looked After Children Support Services work closely with us to support those pupils with SEN who are under the care of the Local Authority.

We carry out Common Assessment Framework assessments through our Pastoral Team where it is felt that a 'Team Around the Child' approach may support children and their families who need additional help from other agencies such as Health and Social Care.

WHAT DO I DO IF I HAVE A COMPLAINT?

Your first point of contact is always your child's form tutor. Please explain your concerns to them first. If you are not satisfied that your concern has been addressed, please speak to our SENCo, Mrs. Rachel Rossiter.