

| SEND Information Report - July 2021 | School Response |
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| <p>Special Educational Needs we provide for at HVS.</p> | <p>Hoe Valley School is a mainstream inclusive secondary school. We fully comply with the latest government guidance and the Special Educational Needs and Disability Code of Practice (January 2015). All teaching staff have received training in a mainstream setting to cater for learners who may have difficulties with the four main areas of need:</p> <ul style="list-style-type: none"> ● Cognition and Learning ● Communication and Interaction ● Social, Emotional and Mental Health needs ● Sensory and/or Physical needs <p>We make reasonable adjustments to our practices to ensure we comply with the Equality Act (2010).</p> <p>We have highly skilled staff who have received specific training in the following areas:</p> <p>Cognition and learning</p> <ul style="list-style-type: none"> ● Specific Learning Difficulties (SPLD) – including dyslexia, dyscalculia, dyspraxia ● Moderate (MLD), Severe(SLD), Profound and multiple learning difficulties (PMLD) ● Numeracy and literacy interventions ● Phonological awareness <p>Communication and interaction</p> <ul style="list-style-type: none"> ● Speech, language and communication needs (SLCN) ● Autistic Spectrum Disorder (ASD) <p>Social, emotional and mental health needs</p> <ul style="list-style-type: none"> ● Attention Deficit and Hyperactivity Disorder (ADHD) and Attention Deficit Disorder (ADD) ● Oppositional Defiant Disorder (ODD) and Pathological Demand Avoidance (PDA) ● Mental health issues, including anxiety, depression, self harm and eating disorders ● Anger management |

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| | <ul style="list-style-type: none"> ● Emotion coaching ● Mindfulness ● Attachment difficulties ● Bereavement <p>Sensory and/or physical need</p> <ul style="list-style-type: none"> ● Hearing impairment ● Vision impairment |
| <p>Hoe Valley School's policies for identifying children and young people with SEND and assessing their needs. Contact details for our SENCO.</p> | <p>The School's SEND policy can be found on our website www.hoevalleyschool.org</p> <p>Ms J Wood is the school SENCO/Head of Personalisation – she can be contacted on senco@hoevalleyschool.org or 01483 662627.</p> <p>Students with Special Educational Needs are identified through:</p> <ul style="list-style-type: none"> ● The transition process and links with feeder primary schools ● Data – KS2, CAT4 testing, NGRT standardised reading tests, Lucid screening, regular KS3 assessments ● Routine analysis of data in half termly cycles – both in mainstream classrooms and in intervention groups to identify any students not making expected progress ● Teaching, support and pastoral staff raising concerns ● Parents raising concerns ● Students raising concerns <p>Once students are identified we follow the, Assess, Plan, Do, Review model as set out in the statutory guidance in the SEND Code of Practice (January 2015)</p> <ol style="list-style-type: none"> 1. Assess – students' needs will be assessed through analysis of data and consultation with the student and their family, as well as regular meetings with relevant staff members in order to assess progress, attainment and behaviour. 2. Plan - we identify how to meet the students' needs by working with the student and his/her family and staff. The student will have a pupil passport set up which is shared with all relevant staff on classcharts. The SENCO may decide to seek advice from external agencies in agreement with the parent/s. |

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| | <ol style="list-style-type: none"> 3. Do – to ensure a collaborative approach is used all relevant staff are made aware of the pupil passport and targets through regular communication with staff and training. Class teachers and the SENCO will work closely with any specialist staff to plan and assess the impact of any support and/or interventions. 4. Review – regular review meetings are held to discuss how the student is progressing on their plan through analysis of termly data and verbal input. The impact and quality of the support and interventions will be evaluated, along with the views of the student and their parents. <p>This process is then repeated to ensure that the student’s educational needs are met and that the student makes expected progress. Where a student has made sufficient and sustained progress and it is felt it can be maintained through quality first teaching they will be removed from the SEND support register.</p> <p>The Personalisation team meets two times per week to discuss the progress, engagement, and conduct of our learners within the school. The SENCO also regularly meets with the Deputy Head, Heads of Year, Heads of Faculty, Inclusion Manager, ELSAs and the Counsellor to discuss the needs of specific students. Decisions are then made as to the most appropriate steps to take to support the learners involved. These decisions tie in with the school’s graduated approach to meeting needs.</p> |
| <p>Our arrangements for consulting parents of students with SEN and involving them in the process and their child’s progress and education.</p> | <p>We are committed to working closely with parents to ensure the best outcomes for their children. Parents and carers can communicate with the SENCO/Head of Personalisation via telephone, email, virtual meetings or face to face meetings. There are also other opportunities throughout the year to discuss their child’s progress, such as parent's evenings and information evenings.</p> <p>SEND review meetings with all children on the SEND support register are offered at least three times per year in order to set and review targets. It is vital that student and family voice are an important part of joint planning in these meetings. The school has a termly reporting cycle to ensure parents are constantly aware of their child’s progress and they can contact the school immediately if there are any concerns.</p> <p>The SENCO has regular conversations with the Senior Leadership Team, Heads of Faculty, Teaching Staff, and Teaching Assistants where there are concerns about progress or engagement. The amount and level of support given to the students is then considered based on the individual student’s SEND and any recommendations given by external agencies and/or primary schools. This will always be communicated with students and their families.</p> |

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| <p>Arrangements for assessing and reviewing students' progress towards outcomes including the opportunities available to work with young people as part of this assessment review</p> | <p>During our assess, plan, do and review cycle we will look at the actions needed to support a learner towards their outcomes and highlight what each stakeholder can do in order to make a positive contribution. We will support parents and students and make recommendations on how they can positively engage with their progress and their all round development.</p> <p>In addition to the normal reporting arrangements, parents/carers are encouraged to discuss progress with specialist subject staff at parents' evenings. Progress can also be checked through student's exercise books, google classrooms, assessment week reports and SIMS progress tracking, individual meetings are held with the SENCO and/or members of the Personalisation team as required to help support students with SEND and their parents/carers.</p> <p>An information evening is held in the first half term to assist with the induction of Year 7s and to fully explain our assessment system to new parents. This is attended by the SENCO so parents have the opportunity to raise any concerns. Year 7 SEND support target setting meetings also occur after half term in the Autumn term to facilitate a smooth and successful transition for all SEND students. There are also other information evenings which also run for other year groups, such as GCSE options evening for Year 8.</p> |
| <p>Our arrangements for supporting students in moving between phases of education and preparing for adulthood. As young people prepare for adulthood, outcome should reflect their ambitions which could include Higher Education, employment, independent living and participation in society.</p> | <p>During the summer term, the Head of Year 7 and the SENCO contact all the feeder primary schools and meet with staff to discuss each individual student joining us. SENCOs of our primary feeders are contacted by the SENCO to gather as much information as possible about students prior to their starting with us and any additional transition requirements they may need are discussed. Vulnerable students are identified and are invited in for an additional transition session if required. All students and their families are invited into the school to meet with a member of the Transition Team for a private 1:1 meeting to gather information and ensure they know what to expect when joining HVS. Parents are invited into the school for a Year 7 induction evening at the start of the Autumn term.</p> <p>As students approach Year 9 they are guided to maximise their chances of successful transition into GCSE subjects. There are three GCSE pathways:</p> <p>Pathway 1 - includes triple Science, full EBACC subjects and additional Latin</p> <p>Pathway 2 - includes double Science and EBACC subjects</p> <p>Pathway 3 - includes Vocational certificates, such as, BTecs, such as, Travel and Tourism and offers a reduced suite of qualifications based on students' individual need</p> |

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| | <ul style="list-style-type: none"> • All students are closely guided through the options process ensuring they understand how it works and how to achieve the outcomes they want for their post 16 options • Parents are invited to a virtual information evening regarding this process. • Subject areas inform parents/carers and students of the options in their subjects via a curriculum booklet available on the website. • Students with SEND and their parents will receive additional support from the SENCO, Personalisation Department and Surrey County Council, if required. <p>This process will be repeated during year 11 in terms of post-16 provision. The SENCO will liaise with any future placements for students with SEND regarding the support that may be required for them to ensure a smooth transition.</p> |
| <p>Our approach to teaching students with SEN.</p> | <p>We adopt a graduated approach to meeting needs, Universal provision includes quality first teaching and appropriate differentiation by our staff to make reasonable adjustments to meet the needs of all students, not just those with SEND. We take a holistic approach to supporting learners; teaching staff, support staff, pastoral leaders, form tutors and the Senior Leadership Team are all involved in supporting our students. SEND support includes students who benefit from extra intervention such as literacy and maths interventions groups. Specialist SEND support includes students who benefit from extra interventions as well as advice from specialist agencies such as STIPS (Specialist Teachers for Inclusive Practice)</p> <p>We personalise the curriculum for all of our learners and view each student as an individual. All lessons and prep are differentiated appropriately to ensure full access to the curriculum for all students including those with SEND. SEND support arrangements, pupil passports and provision maps are based on the curriculum for their year group and any additional support required through the graduated response depending on their individual need/diagnosis. SEND support arrangements, pupil passports and provision maps are overseen by the SENCO, School Business Manager and Personalisation Department. All professionals are involved in the tracking of their progress as well as reviews to consider the success and impact of interventions.</p> <p>The nominated governor for Special Educational Needs is Eti Vyas</p> |

How adaptations are made to the curriculum and learning environment of students with SEN

All teaching staff and personalisation staff differentiate teaching approaches and resources in order to include and support all learners. Curriculum pathways are designed to reflect the needs, talents and abilities of our learners.

The **personalisation guide** is shared with all staff at the beginning of each term which contains important information regarding SEND students: it includes detailed one page profiles for all EHCP students as well as information regarding high priority SEND students. These detailed one page profiles are also pinned on SIMS and shared via class charts so all teaching staff can access them easily for guidance on teaching strategies. Regular training on differentiation and universal provision for teaching staff are provided by the SENCO as required. The SENCO is always available to talk to any member of staff regarding the particular needs of a student.

The School environment supports the physical needs of our learners. Please see the school's inclusion policy for greater details regarding our access arrangements.

The majority of students in KS3 are taught in mixed ability groups for all subjects – they are regularly tracked and assessed. By KS4, as students choose their GCSE pathways, Science and Maths become streamed according to ability (dependent on whether students are taking the foundation Grade 4 or higher paper Grades 5 -9). The SENCO and examinations officer will work closely to ensure that students are screened and given the appropriate access arrangements in all exams according to the JCQ regulations.

Teaching Assistants are deployed to support differentiation in class as required. All teachers have high expectations and will provide work that matches the individual student's abilities and which will stretch them academically. Early intervention is crucial so students with additional needs may be placed in smaller intervention groups for additional support in literacy, numeracy or social, emotional skills.

In some cases, the school day may be reduced to 8.30am – 2.45pm rather than 8.30am – 4pm to support the specific needs of a student. Students may also access education off site where appropriate via the North West Surrey Short Stay School and The Therapy Garden, or other alternative providers. These decisions are always made in consultation with students and their parents. The School works with a range of external agencies to ensure the curriculum and environment fully supports SEND students. These approaches ensure that every child has access to an appropriate curriculum for their individual needs.

The expertise and training of our staff to support students with SEN, including how specialist expertise will be secured.

We have fully trained staff in our school in the following areas:

- Counselling
- Early intervention coordinator
- Child wellbeing practitioner
- School nurse
- ELSAs – Emotional Literacy Support Assistants
- Reading intervention programmes ie. Lexia
- Writing intervention programmes
- Numeracy intervention programmes ie. Functional skills Maths
- Specific learning difficulties (dyslexia)
- Phonics/Phonological awareness
- Hearing Impaired support
- Working with students with ASD/ADHD/ODD
- Mindfulness
- EAL support
- Mental health and wellbeing (led by CAMHS)

Where it is deemed that external support is necessary, we discuss any referrals with the parents in the first instance and gain full consent prior to proceeding with a referral. We have access to support from:

- STIPS - Learning and Language Support
- STIPS - Behaviour Support
- REMA (EAL) support
- Educational Psychology Service
- CAMHS
- Physical and Sensory Support
- SALT (Speech and language therapy)
- Occupational Therapy
- Physiotherapy
- The Abbey School outreach (ASD)

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| | <ul style="list-style-type: none"> • Helen Arkell Dyslexia centre • Inclusion Outreach • Children services • Family Support Programme <p>The SENCO regularly delivers training or arranges training for specific SEND needs for all staff. The SENCO will arrange a ‘teach meet’ for specific students to pass on important SEND information. Regular personalisation meetings run by the SENCO for the TA’s ensures all staff are kept up to date with student information and relevant training.</p> |
| <p>Evaluating the effectiveness of the provision made for children and young people with SEN</p> | <p>We regularly review the needs of all our learners within the school and endeavour to put in place provisions in order to be able to cater for these needs. Some of the funding the school receives may go towards funding training so that the in house provision is up to date for our particular cohort. The SENCO along with members of the personalisation team and SLT regularly carry out learning walks and observations to see how provision is delivered and this rigorous approach helps to maintain standards.</p> <p>The SENCO will carry out differentiation learning walks and provide personalised feedback for teachers, as required. The SENCO will meet with the Head of Faculty in core subjects English, Maths and Science to discuss possible interventions and any SEND students not making expected progress. We use our provision management tool to analyse the effectiveness of interventions on individual students and how it has impacted on progress. Decisions are then made regarding the effectiveness of these in terms of time, finance and outcome. Each year we review the needs of the whole cohort to identify if there are any other interventions which may need to be put in place.</p> <p>The school’s special needs budget provides a range of support depending on the needs of the cohort and individual students. This support includes in class support from the Personalisation team which may be for a small group of students or individual students.</p> |
| <p>How students with SEN are enabled to engage in activities available to students who do not have SEN.</p> | <p>At HVS, we are inclusive and have a whole school approach to inclusion which supports all learners engaging in activities together. Any barriers to learning or engagement are reviewed with discussions on what can be done to overcome these. We make reasonable adjustments so that learners can join in with activities regardless of their needs.</p> |

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| | <p>Students with SEND have been fully included in educational visits, thorough risk assessments are carried out to ensure it is safe for students to participate, and the Head of Personalisation liaises closely with the trip organiser/leader.</p> |
| <p>Support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of students with SEN and measures to prevent bullying.</p> | <p>We have a zero tolerance approach to bullying. Our PSHE curriculum and certain drop-down days look to develop emotional and social development. We have an anti-bullying lead and e-mail address where students can safely report any concerns they may have: stopbullying@hoevalleyschool.org. We also cover issues around safety and behaviour via weekly assemblies.</p> <p>Students all have a tutor they can report their concerns to and students with SEND have a link member of the Personalisation team they can share their concerns with. All EHCP students have dedicated link TAs who are closely involved with their support and decisions made in relation to the student. We also have a fully qualified Counsellor, Early intervention coordinator, Child wellbeing practitioner and ELSAs who can support any mental health concerns..</p> |
| <p>How we involved external agencies such as health and social care bodies, local authority support services and voluntary sector organisations in meeting the needs of students with SEN and supporting their families.</p> | <p>At times, we refer to agencies outside the school setting for additional expertise to make sure that we are fully supporting the young person in our care.</p> <p>We regularly hold meetings in school to which professionals from outside of the school setting may be invited. During these meetings we may discuss individual cases where it is felt support above and beyond what the school is able to offer is necessary. In these cases the consent and opinions of students and their families are sought and/or they are invited to attend the meeting. We will organise emergency statutory reviews as required.</p> <p>The Designated Safeguarding Lead is Mr K Kelly (Deputy Headteacher). Mr K Kelly is also responsible for LAC students. The Deputy Designated Safeguarding Leads are Ms V O’Keefe and Ms J Wood.</p> |
| <p>Who can I contact for further information?</p> | <p>In the first instance, parents are encouraged to contact the school office who will put them in touch with the form tutor, Head of Year or subject teachers: info@hoevalleyschool.org – please use the teacher and student name in the subject line.</p> <p>Specialist support can be gained from the Head of Personalisation: senco@hoevalleyschool.org Ms J. Wood who is available for appointments as required.</p> |



Surrey Parent Partnership offer impartial and independent advice and support parents with children with SEN and can be found at www.surreyparentpartnership.org.uk

Surrey's Local offer can be found at <https://www.surreylocaloffer.org.uk/kb5/surrey/localoffer/home.page> here you will find a range of support and advice available to young people with SEND in the local area.

Qwell is a new service for parents and carers of children and young people with special educational needs and disability in Surrey. Qwell offers online support for emotional wellbeing. It is free to use, confidential and requires no referral to access. Qwell offers parent/carers one-to-one online text chat counselling sessions, with trained counsellors. Users can also access self-help tools, including online journals, goal trackers and discussion boards.

The service is available from 12 noon to 10pm Monday to Friday and 6pm to 10pm at weekends, 365 days a year.

<https://www.qwell.io/>