



Hindley High School

SEN Annual Report

2019/20

Local Authorities must publish a Local Offer setting out the provision they expect to be available across education, health and social care for children and young people who have SEN or are disabled. Similarly, maintained schools, maintained nursery schools and academies must publish information on their websites about their policies for pupils with SEND, in an accessible, family friendly format. The purpose of the local offer is to not only improve choice and transparency for families but also to make provision more responsive to local need through the direct involvement of children, young people and their families. This document is designed to support educational settings in providing this information, as described in the SEND Code of Practice.

School/Academy Name and Address	Hindley High School		Telephone Number	01942 767704
	Mornington Road Hindley Wigan WN2 4 LG		Website Address	www.hindleyhs.wigan.sch.uk
Does the school specialise in meeting the needs of children with a particular type of SEN?	No	Yes	If yes, please give details:	
	X			
What age range of pupils does the school cater for?	11-16			
Name and contact details of your school's SENCO	Grace Westwood 01942 767704 staffgw@hindleyhs.wigan.sch.uk			



1. How does the school know if children/young people need extra help?

At Hindley High School we are committed to a wholly inclusive educational experience in which all students feel valued and have access to a broad, balanced and differentiated curriculum. We have a whole school community approach to SEND including governors, teaching and non-teaching staff, students, parents and carers. All members of staff within the school community have a responsibility to ensure that every student has an equal opportunity to attain their maximum progress in all aspects of the curriculum.

These aims ensure that the outcomes of all students with special educational needs are improved by having high aspirations and expectations to ensure they:

- Be their best self
- Become confident individuals living fulfilling lives
- Make successful transition into adulthood, whether into employment, further education or training.

To achieve our aims Hindley High School will:

- Identify and provide for students who have special educational needs and additional needs
- Work within the guidance provided in the SEND Code of Practice, 2014
- Operate a holistic, whole school approach to the management and provision of support for special educational needs
- Provide a Special Educational Needs Coordinator (SENCo) who will lead the implementation of the SEND and Inclusion Policy and provide support and advice for all staff working with special educational needs students.

There are four broad areas which give an overview of the range of needs that should be planned for.

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and/or Physical Needs

Students with special educational needs will be identified through:

- Rigorous information retrieval and data for early identification, ensuring appropriate provision and progress
- Primary liaison for identification, sharing good practice and continuity of provision for successful transition planning
- Year 7 Cognitive Ability Tests, reading, spelling and maths assessments
- End of term summative assessments results
- Formative assessments using observations and alternative recording tools.

Pupils may acquire SEN status temporarily or as a result of:

- Illness – mental or physical
- Changing family circumstances
- Prolonged absence
- Medical conditions
- Social, emotional and behaviour issues
- High mobility
- EAL
- A combination of the above

Teacher Referral

If a teacher has a concern about a student they may discuss it with a member of the Learning Support department and if they remain sufficiently concerned, pass it to the SENCO in writing so that a detailed assessment may be initiated.



1. What should I do if I think my child/young person may have special educational needs?

At the Year 6 Open Evening parents are introduced to key staff that may be able to help meet their child's needs. The Year 6 Induction Evening is a further opportunity to meet with identified staff.

There are also annual Parents' Evenings and SLT Review Days, where parents are invited into school to discuss their child's progress. There are termly progress reports sent home and an annual report. There are also additional meetings including Annual Reviews, Early Help and other pastoral meetings where appropriate.

Parents may telephone the school to talk to key staff or make an appointment to meet for face to face discussions.

2. How will school staff support my child/young person?

At Hindley High School we believe that young people learn their values and attitudes from a wide range of sources, most importantly at home, with school having a vital part to play. Every child has the capacity to learn and has something to offer their community and society at large. This learning takes place both inside and outside the school and we have many partners in educating the children of our community.

Students' needs are reported to all members of staff. The subject teacher, Assistant Headteacher and SENCo will collaborate effectively to ensure that an appropriate curriculum is accessed by the student, taking into account suitable teaching materials, effective, differentiated teaching strategies and a supportive learning environment. Student progression, engagement and behaviour will be tracked by the Head of Year, Subject Leaders and subject teacher.

Hindley High School uses a graduated approach to providing support to students with SEND. This enables us to recognise that students require varying levels of support to achieve their learning outcomes.

- No additional support
- Some additional support
- Lots of additional support
- Exceptional support

For students identified as having SEND, Hindley High School will take action to remove barriers to learning and will put into place effective special educational provision

High quality teaching, differentiated for individual students, is the first step in responding to students who have or may have SEN. The majority of students at Hindley High School learn and progress through the high standards of teaching practice. The cycle of planning, teaching, assessment and evaluation ensures the vast majority of student achievement using in class differentiation.

TAs who spend a considerable amount of time with individual pupils may build up good working relationships with them, and pick up on issues quickly. TAs support pupils in establishing good working relationships with subject teachers and understanding the different working styles and expectations from subject to subject.

Additional provision may be used to support students learning these could include:

- Additional, small group literacy/numeracy intervention sessions
- Reading groups
- 1:1 sessions in social interaction and communication, specific literacy/numeracy difficulties, behaviour management, nurture sessions, mentoring and counselling.



If students do not make adequate progress during intervention sessions or a concern is raised regarding a specific barrier to progression advice will be sought from outside agencies to further assess students' needs and provide specific, individual recommendations for support.

A request for an Education, Health and Care Plan assessment will be made by the school when additional support and funding are needed from the LA High Needs Block. The request is made to the Local Authority after substantial evidence has been gathered and in consultation with parents. Following a request for an EHC assessment, the EHC Referral Group will consider the application.

If a student receives an EHC plan, a multi-agency response to the needs of the student to ensure appropriate provision and adequate progression and achievement.

Parents and students will be fully involved at all levels of the graduated response plan.

At Hindley High School we have a structured team of support staff, which includes an Assistant Headteacher, SENCo, SEN Manager, Inclusion Unit Coordinator, 2 Grade 5 Teaching Assistants and Grade 4 Teaching Assistants.

SENCo

- Oversees the day to day operation of the school's SEN policy
- Liaises with and advises fellow teachers
- Manages and allocates the TAs in cooperation with the TA coordinator
- Co-ordinates provision for pupils with special educational needs
- Assesses need on a regular basis (termly) in order to maintain TA provision
- Oversees the records on all pupils with special educational needs
- Liaises with parents of pupils with special educational needs
- Contributes to the in-service training of staff
- Liaises with external agencies including the LA's support and educational psychology services, health and social services and voluntary bodies
- Liaises with heads of subject and department to monitor provision for the gifted and talented.

Subject teachers

All subject areas should be aware of the varied needs in their teaching groups. In addition to differentiated work, some attention may need to be given to the response required for tasks e.g. where a pupil has a physical disability affecting writing skills. Forward planning and regular discussions with TA's are recommended as good practice.

Heads of year/pastoral support assistants

All HOY have full information on all pupils with SEN in their care, and should refer to this in the case of any change in the pupil's circumstances. In the case of pupils with BESD, the HOY should organise an appropriate behaviour support plan or pastoral support plan (where appropriate) with the guidance of the SENCo, if necessary.

Teaching assistants

Teaching Assistants (TAs) have a variety of roles, which can vary according to their level, experience and responsibility. Their fundamental role is to help pupils with an EHCP to access the curriculum within the classroom. They are also trained to provide individual group, and in-class support in acquiring basic literacy and numeracy skills for identified pupils.

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

Inclusive Quality First Teaching focuses on a student-centred approach and aims to create a purposeful and enjoyable learning experience.



All students receive high-quality personalised teaching. Teaching is carefully planned, considering prior learning. Lesson structures have clear objectives that are shared with the students and revisited throughout the lesson.

High quality teaching, differentiated for individual students, is the first step in responding to students who have or may have SEN. The majority of students at Hindley High School learn and progress through the high standards of teaching practice. The cycle of planning, teaching, assessment and evaluation ensures the vast majority of student achievement using in class differentiation.

Classroom differentiation:

- Learning is designed to consider levels of existing knowledge, skills and understanding
- There are planned extension opportunities or open-ended tasks
- Pupils are given the opportunity to be entered for higher tier assessment tasks/exams where available and/or appropriate.

Teachers use lively, interactive teaching methods and make maximum use of different learning styles.

Hindley High School regularly and carefully assesses and reviews learning progress to inform decisions around adapting the curriculum and learning environment for all students, including those at risk of underachievement. Teachers and SENCo consider all of the information gathered from within the school, alongside national data and expectations of progress and will subsequently make special educational provision where appropriate.

Additional provision may be used to support students learning these could include:

- Additional, small group literacy/numeracy intervention sessions
- Reading groups
- 1:1 sessions in social interaction and communication, specific literacy/numeracy difficulties, dialectical behaviour therapy, nurture sessions, mentoring and counselling.

If a student does not make adequate progress during intervention sessions or a concern is raised regarding a specific barrier to progression advice will be sought from outside agencies to further assess students' needs and provide specific, individual recommendations for support.

If a student receives an EHC plan, a multi-agency response to the needs of the student to ensure appropriate provision and adequate progression and achievement.

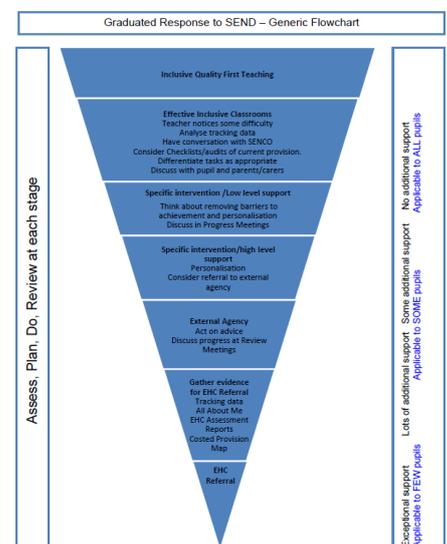
Parents and students will be fully involved at all levels of the graduated response plan through face to face and telephone contact, Parents' Evenings and Annual Review Meetings. All confidential documents are stored securely.

At Hindley High School action will be taken to remove barriers, to learning and will put into place effective special educational provision. A graduated approach will be undertaken which draws upon the four-part cycle:

- Assess
- Plan
- Do
- Review

This cycle will be implemented using Wigan Local Authority's High Expectations for All file, which is available online at

<https://www.wigan.gov.uk/Business/Professionals/SEND/High-Expectations-for-All.aspx>





For students with high levels of need Hindley High School draws on a more specialist approach. This may include use of Pastoral Support Plans, Individual Needs Sheets and face to face teacher meetings. The Inclusion Team has the responsibility to regularly review and update information about individual students.

4. How will both you and I know how my child/young person is doing and how will you help me to support my child's/young person's learning?

At Hindley High School every student is considered an individual and their needs will be addressed accordingly. Personalised provision is monitored and evaluated to the needs of the student, with high expectations of reaching full potential.

Senior Leaders and Governors monitor and evaluate the impact of the school's SEN provision through reports delivered by the Assistant Headteacher at annual Governors Meetings. The SEN Governor takes an active role in decisions regarding policy, procedures and SEN practice by attending regular Link Teacher meetings. Regular reports are made to governors regarding SEND issues to raise awareness and discuss the implementation of processes and procedures. The school also has a designated SEND governor.

The school provides regular opportunities for parents to find out about pupils' progress. Pupils are set target levels or grades in every subject for the end of each Key Stage and pupils and parents will receive three progress updates per year. Should a parent have a concern at anytime they can make an appointment with their HOY or if they feel it warrants it the SENCo. A summary of the pupil progress information will be included in the Annual Report. Please note that these reports are at different times of the year according to your child's year group.

In addition to Parents Evenings for each year group, parents/guardians are invited to regular consultations with their child's teachers to discuss achievements and progress. Review days are held for Y7, Y9 and Y10, where parents are invited to discuss end-of-key-stage targets and progress towards these targets.

All pupils are encouraged to use 'Show My Homework' as a means of recording and completing Independent Learning. This is also used as a means of communicating Homework tasks with parents, so that they can monitor and support, where needed.

5. What support will there be for my child's/young person's overall well-being?

All pupils have access to a named form tutor, who is the first point of contact for pastoral issues. The Pastoral System is ordered so that all pupils within a year group are mentored by a HOY who in turn reports to a leadership link. Pupils with SEND are in this system with the additional supervision from the SENCo.

Occasionally, it is necessary for medicines to be administered at school. This should only be carried out by staff who have been trained and after parents/carers have signed and completed a written agreement with the school. Once there is an agreement that the medicine can be administered in school parents sign a form, acknowledging that the school cannot guarantee that the medicine will be administered e.g the pupil may fail to attend at the agreed time. Medicines are kept in a locked cupboard in the first aid room. Each time medicine is administered it is recorded in a book. Pupils are responsible for coming to the first aid room at the correct times so that their medicine can be administered. In situations where pupils require medical attention, the member of staff should stay with the child and send for assistance from a first aider.

Some pupils are used to dealing with their own medical conditions e.g. asthma and ventilator. In such cases, members of staff should initially ask the child what they would usually do and act accordingly.



Staff are on duty in key areas at the start of the school day, break time, lunch and after school. Senior staff and PSAs are on hand in key areas during lesson changeover. When necessary a pupil of SEND may have access to a TA at these times.

The school has in place a policy for managing behaviour. The relevant HOY monitors behaviour incidents within their year group and puts in place, in conjunction with home and other staff a plan to support positive behaviour.

The school monitors the attendance of all pupils on a daily basis. PSA/HOYs will formulate, with parents, a plan to improve attendance where a pupils' attendance carries a concern. An early help is opened to monitor each specific case. In some cases referrals are made to the Startwell Enforcement team. With all of the above, meetings are held on a regular basis where all stakeholders have an opportunity to contribute views and opinions.

Information received from parents and previous schools should be passed on to the SENCo who will maintain a list that will be circulated to all staff at the beginning of each school year. Staff need to be familiar with pupils whose name appears on this list.

This policy should also be read in conjunction with the following other policies:

- Special Educational Needs Policy
- Equality and Diversity Policy and Action Plan
- Health & Safety Policy

6. What specialist services and expertise are available at or accessed by the school?

As an inclusive school, we make every effort to meet the needs of pupils for whom access to the school or its full curriculum may be an issue. This may involve moving classes to ground floor rooms, obtaining specialist resources or the provision of specialist/modified areas

The SENCo is responsible for Coordinating Early Help across the school and in most cases where extra support is needed families will be offered access to this process, which enables a multi-agency approach to supporting families

The school has an inclusive provision which focuses on reducing exclusions and improving outcomes for pupils. It does this by accommodating pupils in an internal exclusion area, but also delivering tailored intervention programmes to challenging pupils on a 1-1 basis or by group work.

The school has a counselling service and excellent links with the Children and Young people's service. Referrals are available to all pupils with SEND.

Some of the other specialist services available to Hindley High School include:

- Child and Adolescent Mental Health
- Educational Psychologists
- Occupational Therapy
- Physiotherapists Services
- Sensory Support Services
- Sensorial
- Speech and Language Therapist
- Startwell
- Targeted Education Support Services
- Wigan Family Welfare
- Virtual School Team



7. What training are the staff supporting children and young people with SEND had or are having?

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all students, all members of staff receive regular access to training and development. SEND training is provided to all staff regularly for specific educational needs. Training is timetabled throughout the year which includes an extensive programme for SEND approaches, strategies, differentiation, behaviour management and identification of specific SEND difficulties.

The Special Needs department consists of highly qualified, experienced and committed staff. We have high expectations and encourage, nurture, and provide consistency and continuity in the support which is appropriate to student's needs.

The Assistant Headteacher is the designated person for Child Protection and Safeguarding.

Some TAs have specialist knowledge and skills or are trained to support particular needs such as Downs' Syndrome, ASC, hearing impaired, visually impaired, behaviour, Phonographix and SpLD, whilst others hold a range of qualifications including Dyslexia friendly teaching, Maths recovery, Motivational interviewing, Soundwrite, Legotherapy and numerous other qualifications to support the development of those with SEND. Their role does not include the management of pupils' behaviour, although many also have considerable experience in this area.

8. How will my child/young person be included in activities outside the classroom, including school trips?

At Hindley High school parents are positively encouraged in communication at all stages to ensure the child's needs are met. The school makes necessary arrangements to ensure whenever possible all pupils have full access to activities outside the classroom, including school trips.

We also use EVOLVE, Wigan's electronic planning, management and notification system in organising activities and trips.

9. How accessible is the school environment?

Our school has undergone a series of improvements to allow it to be as accessible as possible to pupils with a wide range of disabilities, including complex medical difficulties. All the ground floor rooms have been upgraded to allow inclusive use by wheelchair users, including special desks and extra space for maneuvering; new specialist hygiene facilities have been installed. A system of lifts and walkways has been constructed, to allow access to the site and to even out the various levels. A purpose-built block has been added to the school with specialist accommodation for therapy and treatment rooms, access to medical support and further teaching and learning spaces.

All our staff have received further training to meet the needs of pupils with a wide range of presentations in order to include them fully into the life of the school.

Social and eating areas have been adapted to allow freedom of access for lunch and break times to all pupils and to increase the space available for pupils to gather socially, particularly in poor weather.

Over the years, we have welcomed a number of pupils to the school who have required specialist provision, including ground floor access only teaching and the provision of adapted furniture for use in lessons. Information and advice is provided for staff to enable them to meet pupils' needs and adapt teaching methods and materials for them.

The school works closely in co-operation with medical services and other agencies to meet pupils' individual needs and to monitor our program of progress and support and follows the advice laid out in the Local Authority's Access Plan and reports annually to Governors on the developments made to the school site.



10. How will the school prepare and support my child/young person to join the school, transfer to a new school or the next stage of education and life?

There is a SENCo responsible for primary liaison. She works directly with the Head of Year 7 and the Pastoral Support team. Prospective students may have additional visits in Year 6 to help them settle into school. The SENCo will attend Year 6 Annual Reviews of pupils with EHCPs to ensure a smooth transition and appropriate planning of the pupil's curriculum.

Once here support is available through teachers, HOY Year 7, Pastoral Support Assistants and Learning Support Staff and buddies or peer mentors as appropriate.

Careers advice is offered throughout Key Stage 4 and students are encouraged to visit future establishments/placements to gain a clear understanding of their options. Additional support for those leaving with identified Special Educational Needs is offered through the Careers service who attends reviews (as well as college delegates), additional visits to colleges and links with local employers.

11. How are the school's resources allocated and matched to children's/young people's special educational needs?

At all times best value provision to best meet children's needs is managed within financial constraints.

- The school is funded to meet the needs of all children through its core budget. Students that receive over £6000 of support are additionally funded by the local authority
- The SENCO is allocated a faculty capitation each financial year
- Curriculum departments are responsible, through their own capitation allowances, for providing differentiated resources and materials where relevant and appropriate for students with additional needs.

A number of factors are considered to determine the best way in which to meet a child's needs. The exact nature of the provision provided for each child is a product of these factors, and may vary from child to child and from time to time. Factors which influence support can be KS2 results, reading and spelling ages and Cognitive Ability tests, as they are used to identify possible weaknesses and/or discrepancies. Outside influences can also be considered such as social and deprivation issues.

12. How is the decision made about what type and how much support my child/young person will receive?

A number of key professionals in consultation with parents determine the appropriate and achievable provision through a number of meetings. The decision is made following the completion of the decision-making process with the SENCo taking the lead role.

Involvement with other professionals may be appropriate including health and social care. Parents are actively encouraged to attend meetings, share information and play an active role in their child's school life.

The progress of all pupils is closely monitored and reported at least termly.

13. How are parents involved in the school? How can I be involved?

We expect parents to play a full role in decision making and at all stages welcome their expert knowledge on their child. Parents are encouraged to be active partners in their child's education. Parents are kept informed by telephone conversations, meeting and letters reporting their child's progress.



14. Who can I contact for further information?

What the school provides

- At Year 6 Parents Evening parents are introduced to appropriate key staff who may be able to help meet their child's needs.
- We have an Open Evening but prospective parents may wish to tour the school to see it in action by appointment.
- An Annual Report and termly progress checks are sent home. There are also Parents' Evenings, SLT Review days and Options Evening as well as review meetings where appropriate, including statutory Annual Reviews and Early Help meetings.
- Parents may telephone school to talk to key staff or may make an appointment for face to face discussions

Assistant Headteacher Mrs G H Westwood
01942 767704
enquires@hhs.wigan.sch.uk

SEND Coordinator Victoria Gilham Sharkey
staffvsh@hhs.wigan.sch.uk

Learning Support Manager Miss H Rogerson
staffhro@hhs.wigan.sch.uk

Complaints procedure

It is hoped that the school's openness provides an effective channel for expressions of concern, and that these will initially be addressed to the SENCo.

Useful Contacts for Support and Information

- Special Educational Needs and Disability Service 01942 486 136
- <http://www.wigan.gov.uk/Resident/Education/Special-Educational-Needs-and-Disability/Special-Educational-Needs-and-Disabilities.aspx>
- National Autistic Society www.autism.org.uk 0808 800 4104
- CAMHS 01942 775400
- Speech and Language Team 01942 482630
- ADHD www.livingwithadhd.co.uk
- British Dyslexia Association 0333 405 4567
- Dyspraxia Foundation 01462 455 016
- Counselling – Wigan Family Welfare
- Resolutions – Family group mediation
- Young carers
- TESS – Targeted Educational Support Service
- Educational Psychology
- ADDACTION – Drug & Alcohol support
- Percussive Therapy Technique – Peter Owen
- TESS – Targeted Educational Support Service
- Educational Psychology – Vicky Booth
- School Nurse
- Startwell Enforcement team