

SEND Information Report
Herne Bay High School



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1. Aims

Our SEND information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs and disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND.

2. Legislation and guidance

This information report is in line with 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 pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEND information report
- The Equality Act 2010, The Equality Act 2010 legally protects people from discrimination in the workplace and in wider society.

3. Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Special educational provision is an 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.

4. Roles and responsibilities

The SEND and Inclusion Team are the responsibility of Mrs Natalie Reynolds and Mrs Laura Gowers who take shared strategic responsibility for the department and the team. They can be contacted via the SEND email: SEND@hernebayhigh.org, or via the school website at [SEND - Herne Bay High School](#)

4.1 The SENCO

The Lower School SENCo is Mrs N Reynolds and the Upper School SENCo is Mrs L Gowers. Both can be contacted on SEND@hernebayhigh.org

They will:

- Work with the Principal, Vice Principals and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the Principal and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

4.2 The SEND governor

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this

- Work with the Principal, Assistant Principal and SENCO to determine the strategic development of the SEND policy and provision in the school

4.3 The Principal

The Principal will: Work with the Vice Principals, SENCOs and SEND governor to determine the strategic development of the SEND policy and provision in the school

- Have overall responsibility for the provision and progress of learners with SEN and/or a Disability

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow the school's SEND policy

5. SEND information report

The kinds of SEND that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, Autistic Spectrum Disorder (ASD), Asperger's Syndrome, Speech and Language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, Emotional and Mental Health difficulties (SEMH), for example, Attention Deficit Hyperactivity Disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

5.2 Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate.

Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress

- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

We will formally notify parents when it is decided that a pupil will receive SEND support

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5.5 Supporting pupils moving between phases and preparing for adulthood

We work very closely with all feeder schools to ensure a smooth transition into HBHS. This involves 1:2:1 meetings with the SENCo from each feeder school. We run a transition week event in the summer for those students who required a more in depth transition programme.

As pupils come to move on either at 16 or 18 we will share information with the school, college, or other setting that the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

5.6 Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class. High quality teaching is our first step in responding to pupils who have SEND.

For students on the SEND register, interventions are available and are included within the provision plans for each student.

Please see Appendix 1 (page 10 onwards) with the range of interventions that we have available to our students for 2021/22

5.7 Adaptations to the curriculum and learning environment

Amongst the adaptations we make to ensure specific needs are met we:

- Differentiate our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapt our resources and staffing
- Use recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiate our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

5.8 Additional support for learning

We have 15 Learning Support Assistants (LSA's) who are trained to deliver interventions and support students within the classroom.

We also have 4 Higher Level Teaching Assistants (HLTA's) who provide additional support and run intervention groups.

One HLTA leads the specialist SEND support room the others are based in English, Maths and Science.

We also have 3 Inclusion Support workers who are available to support students with additional needs.

Learning Support Assistants (LSA's) will support pupils where Higher Needs Funding has been secured from the Local Authority.

5.9 Expertise and training of staff

The role of the SENCOs in school is to oversee and be accountable for the provision for all students with SEND and where inclusion provision is required.

We have a team of Learning Support Assistants (LSA's), Higher Level Teaching Assistants (HLTAs) and Inclusion workers who are trained to deliver specific SEND provisions.

We run a continuous training programme to ensure that all staff are full acquainted with the latest SEND strategies, including supporting students with working memory, supporting students with SEMH difficulties, how to be an effective LSA, zones of regulation training, attachment difficulties and supporting students with ADHD and ASD/C.

5.10 Securing equipment and facilities

The school has a number of laptop devices which are lent to students to support with literacy needs.

The school has dedicated spaces that we use to work with students with SEND.

5.11 Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals as part of the Assess and Review cycle
- Reviewing the impact of interventions after 6 weeks
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with statements of SEN or EHC plans

5.12 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trip(s). Where appropriate a risk assessment will be created and if necessary additional staffing will be organised.

All pupils are encouraged to take part in sports day/school plays/special workshops.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

5.13 Support for improving emotional and social development

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

- Pupils with SEND are encouraged to be part of the school council

We have a zero-tolerance approach to bullying.

5.14 Working with other agencies

The school welcomes support from outside agencies including health professionals and professionals from specialist services. We have access to Speech and Language, Educational Psychologists, Occupational Therapy, Specialist Teacher Service (STLS) and counselling services.

5.15 Contact details for raising concerns

If parents have concerns about their child in terms of SEND in the first instance please contact the SENCo on SEND@hernebayhigh.org and we will work with you to ensure we meet your child's needs.

5.16 Complaints about SEND provision

Complaints about SEND provision in our school should be made to the principal@hernebayhigh.org in the first instance.

They will then be referred to the school's complaints policy which is available on the school website.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children.

They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.16 Contact details of support services for parents of pupils with SEND

Where necessary and appropriate, the school will signpost parents and carers to IASK if they require additional independent advice around SEND.

Please see the link below: [Home | IASK](#)

5.18 The local authority local offer

The local offer from KCC can be found using the link below: <https://www.kent.gov.uk/education-and-children/special-educational-needs>

6.0 Monitoring arrangements

This information report will be reviewed by Mrs Reynolds and Mrs Gowers 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 at the first meeting in September of each year .

Appendix 1 : SEND intervention available 2021-2022

C&I : Communication and interaction
C&L :_Cognition and learning
SEMH : Social, Emotional and Mental Health
P&S : Physical and/or Sensory

Year		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
7	C and I	N/A	SALT- Social Communication groups	Speech and Language groups – SEAL	Speech and Language groups – SEAL	Speech and Language groups – SEAL	SALT- Social Communication groups
	C and L	Fresh Start Reading Programme Maths programme	Strategies For Learning	Individualised sessions to be run. Maths programme	N/A	Exam Support (x 3 lessons) Maths programme	Individualised sessions to be run.
	SEMH	Invite only Club, break time and lunch time.	Invite only Club, break time and lunch time.	Nurture group Invite only Club, lunch time.	Nurture Group Invite only Club, break time and lunch time.	Zones of regulation Invite only Club, break time and lunch time.	Zones of regulation (Cont.) Invite only Club, break time and lunch time.
	P and S	Sensory circuits	Sensory circuits	Sensory circuits	Sensory circuits	Sensory circuits	Sensory circuits
8	C and I	N/A	SALT- Social Communication groups	Speech and Language groups – SEAL	Speech and Language groups – SEAL	SALT- Social Communication groups	SALT- Social Communication groups

	C and L	Reading intervention	Strategies for Learning	Individualised sessions to be run.	Individualised sessions to be run.	Exam Support (x3 lessons)	English Intervention Literacy Skills
	SEMH	Invite only Club, break time and lunch time.	Invite only Club, break time and lunch time.	Zones of regulation Youth Workshop Invite only Club, breaktime and lunch time.	Zones of regulation (Cont.) Invite only Club, break time and lunch time.	Nurture group Invite only Club, break time and lunch time.	Nurture Group Invite only Club, break time and lunch time.
	P and S	Sensory circuits	Sensory circuits	Sensory circuits	Sensory circuits	Sensory circuits	Sensory circuits
9	C and I	N/A	SALT- Social Communication groups	Speech and Language groups – SEAL	Speech and Language group – SEAL	SALT- Social Communication groups	Speech and Language groups – SEAL
	C and L	Individualised sessions to be run.	Reading intervention	Independent Learning programme	Reading intervention	Exam Support (x3 lessons)	Individualised sessions to be run.
	SEMH	Nurture Group Invite only Club, break time and lunch time.	Nurture Group Invite only Club, break time and lunch time.		Invite only Club, break time and lunch time.	Youth Workshop Invite only Club, break time and lunch time.	Youth Workshop Invite only Club, break time and lunch time.

				Invite only Club, break time and lunch time.			
	P and S	Individualised sessions to be run.	Individualised sessions to be run.	Individualised sessions to be run.	Individualised sessions to be run.	Individualised sessions to be run.	Individualised sessions to be run.
10	C and I	N/A	SALT- Social Communication groups	Speech and Language groups – SEAL	Speech and Language group – SEAL	SALT- Social Communication groups	Speech and Language groups – SEAL
	C and L	Individualised sessions to be run.	Reading intervention	Independent Learning programme	Reading intervention	Exam Support (X3 lessons)	Individualised sessions to be run.
	SEMH	Nurture Group Invite only Club, break time and lunch time.	Nurture Group Invite only Club, break time and lunch time.	Invite only Club, break time and lunch time.	Invite only Club, break time and lunch time.	Youth Workshop Invite only Club, break time and lunch time.	Youth Workshop Invite only Club, break time and lunch time.
	P and S	Individualised sessions to be run.	Individualised sessions to be run.	Individualised sessions to be run.	Individualised sessions to be run.	Individualised sessions to be run.	Individualised sessions to be run.
		Revision support and homework support	Revision support and homework support (after school)	Revision support and homework support (after school) (Mon, Tues, Thursday)	Revision support and homework support (after school)	Revision support and homework support (after school) (Mon, Tues, Thursday)	Revision support and homework support (after school)

		(after school) (Mon, Tues, Thursday)	(Mon, Tues, Thursday)		(Mon, Tues, Thursday)		(Mon, Tues, Thursday)
			Addaction – Risk it programme (whole school to be screened)				Post 16 Preparation
11		Post 16 and Careers Support Revision support and homework support (after school) (Mon, Tues, Thursday) Life Skills programme for students with EHCPs.	Post 16 and Careers Support Revision support, college applications and homework support (after school) (Mon, Tues, Thursday) Visit to College Life Skills programme for students with EHCPs.	Revision support, college applications and homework support (after school) (Mon, Tues, Thursday) Life Skills programme for students with EHCPs.	Revision support and homework support (after school) (Mon, Tues, Thursday) Life Skills programme for	Revision support and homework support (after school) (Mon, Tues, Thursday) Life Skills programme for students with EHCPs.	

		<p>Functional Skills programme to be run for selected students.</p>	<p>Functional Skills programme to be run for selected students.</p>	<p>Functional Skills programme to be run for selected students.</p>	<p>students with EHCPs.</p> <p>Functional Skills programme to be run for selected students.</p>	<p>Functional Skills programme to be run for selected students.</p>	
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