

SEND information report

Herne Bay High School



Approved by:

Date:

Last reviewed on: 1st July 2022

Next review due by: 1st July 2023

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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 (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 [Children and Families Act 2014 \(legislation.gov.uk\)](http://legislation.gov.uk)
- 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 Special Educational Needs and Disability Regulations 2014 \(legislation.gov.uk\)](http://legislation.gov.uk)
- The Equality Act 2010, The Equality Act 2010 legally protects people from discrimination in the workplace and in wider society. [Equality Act 2010 \(legislation.gov.uk\)](http://legislation.gov.uk)

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 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.

4.1 The SENCO

The Lower School SENCo is Mrs N Reynolds and the Upper School SENCo is Mrs L Gowers.

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 school 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 the school's website for further information.

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.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act 1995 (DDA), which had been extended by the SEN and Disability Act 2001 to cover education.

Herne Bay High School strives to ensure that the culture and ethos of the school are such that, whatever the abilities and needs of members of the school community, everyone is equally valued and treats one another with respect under the Equality Act 2010. Students should be provided with the opportunity to experience, understand and value diversity.

The admission of students with disabilities is considered in the first instance in the same way as non-disabled students. Further considerations are made in the light of need and accessibility. It is the Governors' Policy to accommodate students with disabilities should parents wish. Steps are taken to prevent any students being treated less favourably than other students.

In practice we ensure that classroom and extra-curricular activities encourage the participation of all students, including those categorised as having Special Educational Needs.

The Equality Act requires that schools must have an accessibility plan aimed at:

- a. Increasing the extent to which disabled pupils can participate in the curriculum.
- b. Improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities, and services provided.
- c. Improving the availability of accessible information to disabled pupils.

We are committed to working towards providing a fully accessible environment which values and includes all students, staff, parents, and visitors regardless of their education, physical, sensory, social, spiritual, emotional, and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance, and inclusion.

Herne Bay High School plans, over time, to increase the accessibility of provision for all students, staff, and visitors to the school. The Accessibility Plan will contain relevant actions to:

- a. Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
- b. Increase access to the curriculum for students with a disability, expanding the curriculum as necessary to ensure that students with a disability are as equally prepared for life as the able-bodied students. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these students in accessing the curriculum.
- c. Improve the delivery of written information to students, staff, parents, and visitors with disabilities.

We acknowledge that there is a need for ongoing awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

Information Gathering

The collection of information is crucial to supporting Herne Bay High School in making decisions about what actions would best improve opportunities and outcomes for disabled students, staff, and parents. The information will also subsequently help us to review our performance. Information will be detailed enough to enable us to measure the delivery on disability equality, to assess the impact of the changes we have made and to help us identify which of our priorities have been achieved.

Identifying disabled students, staff, parents, and other users of the school is key to the development of the plan.

Involvement of Disabled Students, Staff, Parents and Other Users of the School

The school will consider and plan to involve disabled students, staff, parents, and other users of the school. The school will continue to take into account the preferred means of communication for those with whom they are consulting. We will ensure we will involve a range of people and hear a range of views. The views of the disabled students, staff, parents, and other users of the school will be used to set priorities.

Setting Priorities

The priorities for the Accessibility Plan will be set in the light of:

- a. An examination of the information that the school has gathered.
- b. Any information that the school has heard from disabled students, staff, and parents.

Some of the priorities identified will themselves be about:

- a. Improving information
- b. Improving the involvement of disabled students, staff, and parents.

Increasing the extent to which disabled students can participate in the school curriculum

The following priority actions are to be introduced to increase student participation in the curriculum:

- a. Review of current curriculum and the establishing of inclusivity
- b. Addressing of any areas of deficit and taking appropriate action

Improving the physical environment of the school to increase the extent to which disabled students can take advantage of education and associated services

The following priority actions are to be introduced to improve physical aspects of the environment:

- a. Increased handrails
- b. Provision of an induction loop.

Action Plan

Increase **access to the curriculum for students with a disability**, expanding the curriculum as necessary to ensure that students with a disability are as equally prepared for life as the able-bodied students.

Priority – what?	Target – how?	Key personnel – who?	Timeframe – when?	Success Criteria
High quality provision for hearing impaired and visually impaired students.	<p>Regular and subject specific CPD to be delivered to all members of staff.</p> <p>All teaching resources adapted to meet students needs.</p> <p>Regular input from the specialist provisions to ensure we are delivering quality first teaching to the HI & VI students.</p> <p>Use of Roger Device for profoundly deaf student.</p>	<p>SENCo</p> <p>Teaching staff</p>	Completed on a regular basis through the staff training programme.	All teaching staff will be aware of and be confident of planning for all students with visual or hearing impairments.

Action Plan

Improve the **physical access** to students, staff, parents, and visitors with disabilities

Priority – what?	Target – how?	Key personnel – who?	Timeframe – when?	Success Criteria
Making suitable arrangements for the school to accept GP and EW Sept 2022.	Accessibility Team Meeting to ensure broad access to the site, lessons and curriculum.	<p>NR</p> <p>TE</p> <p>MI</p> <p>JBu</p> <p>JB</p>	July 2022	Provision in place for GP and EW to join in Sept 2022.
Ensure access to lifts wherever possible for GP.	<p>Premises team to ensure hazard tap is on floors to stop lift in Art being blocked.</p> <p>LRC/English staff to ensure through corridor on</p>	<p>TE</p> <p>CK/English Department</p> <p>Art Department</p>	September 2022	GP to be able to access site wherever possible using lifts.

	mezzanine is not locked.			
Ensure rigorous safeguarding policies in place for EW should he become ill.	Crib sheet for Office staff and First Aid staff to address calling in process and ensure all First Aiders are aware. Risk assessments and IHCP in place.	AB/NR	September 2022	Students supported appropriately in case of medical emergency.
Making suitable arrangements for the school to accept GP September 2022 with regards to Safe Fire evacuation.	Increased training of LSAs on EVAC Chairs.	RM supported by TE	6 x LSAs – July 2022 6 x LSAs – September 2022	Safe evacuation of GP in the event of a fire / emergency.
Review timetable to ensure best accessibility to curriculum.	Termly review with Accessibility Planning Team.	NR TE MI JBU JB	Termly	GP to be able to access school site as much as possible.
Training for first aid call outs/front of school staff to ensure that the process for vulnerable/high need cases is expedited.	Increased training on first aid process.	AB	September 2022	Rigorous first aid processes in place to ensure students are attended to quickly and efficiently in the event that they fall ill.

5.8 Additional support for learning

We have 11 teaching assistants who are trained to deliver interventions and support students within the classroom.

We also have 4 Higher Level Teaching Assistants 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 staff who support students with additional needs.

Teaching assistants 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 15 teaching assistants, including 4 higher level teaching assistants (HLTAs) who are trained to deliver SEND provision.

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.

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.

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

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

5.17 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.