



# Hylands School

## SEND Information Report

### September 2019

Hylands School is a fully inclusive mainstream school serving the Chelmsford area of Essex and is part of the Kemnal Academy Trust. At Hylands School we provide care and support for all students regardless of where their ability lies. We aim to create a safe, supportive and happy learning environment, where people are valued and encouraged to make positive contributions to the school community, and where students go on to become responsible, independent members of society who achieve their potential.

We aim to develop a culture of inclusion and diversity in which people feel free to disclose their disability and to participate fully in school life. The achievement of disabled students will be monitored and we will use this data to raise standards and ensure inclusive teaching. We will make reasonable adjustments to make sure that the school environment is as accessible as possible, monitor negative incidents and promote positive attitudes to people with disabilities.

This SEND information report outlines information regarding the ways in which we provide support for all students with Special Educational Needs and

Disabilities (SEND), in order to:

- achieve their best
- become confident individuals living fulfilling lives
- make successful transition into adulthood, whether into employment, further or higher education or training



Regulation	Question	School Response
1. The kinds of special educational needs and disabilities for which provision is made at the school.	<i>What kind of SEND do pupils have in your school?</i>	<p>Children are identified as having special educational needs and disabilities when they have a significantly greater difficulty in learning than the majority of children the same age or have a disability which prevents them from making use of education facilities of a kind generally provided for children of the same age in schools within the area of the Local Authority (SEND Regulations 2014).</p> <p>At Hylands School we support students with a range of needs including: Communication and Interaction; Cognition and Learning; Social, Emotional and Mental Health difficulties and Sensory or Physical difficulties.</p>
2. Information, in relation to mainstream schools about the school's policies for the identification and assessment of pupils with special educational needs and disabilities.	<i>How do you know if a pupil needs extra help?</i>	<p>When your child first joins Hylands School, we use information from a range of sources to help identify SEND and other needs. These include; information from parents/carers; primary school teachers and the primary school SENDCo, end of key stage 2 levels; base line testing; literacy and numeracy tests; reading ages tests; application form information; subject teachers; specialist colleagues and external agencies.</p> <p>Our class teachers, Curriculum Team Leaders and Heads of Year closely monitor the progress and attainment of all students, including those who have or may have SEND. The continuous monitoring of students during their time at the school will also help to further identify pupils with a special educational need. This identification may come from form tutors, subject teachers, support colleagues, Pastoral Managers, Heads of Year, outside agencies, parents/carers or the pupils themselves. If your child needs to be assessed we would use a range of assessments depending on the area of need. If it is thought that a family needs support, we have good working relationships with a number of outside agencies and an appropriate referral can be made.</p> <p>We follow a staged and graduated approach to identifying and assessing needs, using the 'Assess, Plan, Do, Review' model. This is used to form a 'One Plan', a record of targets the student may be working towards and the interventions which we believe will help support them in meeting these targets. This process occurs</p>



		<p>throughout the year and becomes part of the termly review/annual review meetings.</p> <p>All students with SEND are on the SEND register which is accessible to all staff. Staff use this, as well as Pupil Passports (information created by students as well as parents /carers about themselves), to help inform their lesson planning, teaching and any learning activities. Targeted interventions are planned and delivered where appropriate. This may include:</p> <ul style="list-style-type: none"><li>➤ Small group work and intervention programmes</li><li>➤ One-to-one work</li><li>➤ Focused literacy/numeracy sessions</li><li>➤ Designated library lessons following the Accelerated Reader Programme</li><li>➤ TA support in lessons</li><li>➤ Peer reading</li><li>➤ Ability setting</li><li>➤ Departmental Intervention</li><li>➤ EAL intervention</li><li>➤ Homework Club</li><li>➤ Travel training</li><li>➤ Personalised career pathways</li></ul>
<p>3a. How the school evaluates the effectiveness of its provision for such pupils.</p>	<p><i>How will I know that my child is making progress?</i></p>          <p><i>How do you evaluate provision?</i></p>	<p>All students, including those with SEND, are assessed on a regular basis, in accordance with the school's Assessment Policy. Teachers formally assess and review progress throughout the year which is sent home and communicated to parents/carers through reports. Additionally, academic review evenings are held once a year where there is an opportunity to discuss progress, attainment and next steps. All students with an Education and Health Care Plan have an annual review. SEND students who are on the SEND register will also have a termly review.</p> <p>The school has a Quality Assurance process that assesses the effectiveness of Teaching and Learning for all students, including those with SEND and the</p>



		outcomes of these evaluations are used to create and implement development plans for all aspects of school life.
3b. The school's arrangements for assessing and reviewing the progress of pupils with special educational needs and disabilities.	<i>How do you check and review the progress of my child and how will I be involved?</i>	<p>The school will send home reports each year which show their current attainment, predicted attainment and readiness to learn. Curriculum Team Leaders, Heads of Year and the SEND team will monitor and review your child's progress and identify any subjects where they may need further support. Intervention shall then be put into place. During the next reporting period we check whether progress has been made as a result of this intervention. We also provide reports to the governors who check and review the work of all departments, including the Special Educational Needs and Disabilities department.</p> <p>We also welcome the involvement of parents/carers and want to keep you up to date and involved in your child's progress. We do this through: academic review evenings; notes in home-school diaries; emails; telephone calls; appointments with individual teachers or the SENDCo; annual reviews and termly reviews ( for those on the SEND register).</p> <p>The school also provides information for parents through newsletters, the school website, open/information days, parents' evenings and letters home.</p>
3c. The school's approach to teaching pupils with special educational needs and disabilities.	<i>How do teachers help pupils with SEND?</i>	<p>Our teachers have high expectations of all students, including those with SEND. All teachers have been told about your child's individual needs and will adapt their lessons to meet these requirements by delivering Quality First Teaching. This will involve using a range of different strategies to make sure the needs of all students are met and to ensure that your child can access the lessons fully.</p> <p>Within school, there are a variety of staff roles to help support your child. Where it is felt it is the right thing to do, a student may be offered additional help and support, in which case you would be informed and this would be discussed with you.</p>



		When your child is approaching Key Stage 4, if we think it is necessary, we will assess and apply for exam access arrangements. This may include additional time, use of a reader, rest breaks or the use of a scribe or laptop. The SENDCo will inform parents about the eligibility and applications for these arrangements. Only tests and assessors authorised by the school and recognised by the Examination Boards can be accepted for public examinations.
3d. How the school adapts the curriculum and learning environment.	<p><i>How will the curriculum be matched to my child's needs?</i></p> <p><i>How accessible is the school environment?</i></p>	<p>Most students follow a traditional curriculum, however a small number of learners have a more personalised curriculum, particularly at Key Stage 4, to match their individual needs, interests and abilities. This may include option choices, additional literacy, nurture groups, additional numeracy and Entry Level Qualifications.</p> <p>Our school is a safe and accessible building and we do our best to make it welcoming to the whole community. All safeguarding procedures and risk assessments are in place and adhered to by all staff.</p> <ul style="list-style-type: none"> <li>➤ Advice of professionals disseminated and followed</li> <li>➤ Use of any recommended equipment</li> <li>➤ Wheelchair accessibility available to the majority of the school buildings</li> <li>➤ High visibility paint on external posts and steps</li> <li>➤ Disabled toilets</li> <li>➤ Disabled parking</li> <li>➤ Medical room</li> </ul>
3e. Additional support for learning that is available to pupils with special educational needs.	<p><i>Is there additional support available to help pupils with SEND with their learning?</i></p> <p><i>How are the school's resources allocated and matched to children's</i></p>	<p>We have a range of staff to support pupils and address additional learning needs. This includes the SENDCo; Higher Level Teaching Assistants; Teaching Assistants; Pastoral Managers; Heads of Year, mentors and peer mentors.</p> <p>Resources are allocated based on evidence of need and effectiveness. Students with an EHCP have resources allocated as outlined in their plan. Teaching Assistants are allocated, where resources allow, to support students in the core lessons,</p>



	<p><i>special educational needs?</i></p> <p><i>How is the decision made about how much/ what support my child will receive?</i></p>	<p>English, Maths and Science. Staff liaise closely with them to ensure maximum effectiveness.</p> <p>The decision is based on evidence of need and impact. Students with an EHCP will have support outlined in their plan and support will also be determined by the targets and feedback from staff in school.</p>
<p>3f. How the school enables pupils with special educational needs and disabilities to engage in the activities of the school ( including physical activities) together with children who do not have special educational needs and disabilities.</p>	<p><i>What social, before and after school, other activities are available for pupils with SEND?</i></p> <p><i>How can my child find out about these activities?</i></p> <p><i>How will my child be included in activities outside the classroom, including school trips?</i></p>	<p>A large range of academic and hobby/interest clubs are available at Hylands School. They are open to all students, including students with SEND. Details of these clubs are made available every half term.</p> <p>Additionally, we run a range of activities to support SEND students including; Homework Club and Lunch Time Social Club in the 'Haven'. We also run coursework and revision sessions for older students as required.</p> <p>The extra-curricular timetable is available on the schools website and notice board in the school. SEND clubs are outlined to students by the SEND team and Pastoral Managers.</p> <p>All children in school are encouraged to take part in extra activities at break time, lunch time and after school. Day and residential trips are open to all children and your child's specific needs can be discussed if they wish to join such a trip. Teaching Assistants accompany students on school trips where additional support is required.</p>
<p>3g. Support that is available for improving the emotional, mental and social development of pupils with special educational needs and disabilities.</p>	<p><i>What support will be there for my child's overall well-being?</i></p>	<p>At Hylands School we take our pastoral responsibilities seriously. We pride ourselves on providing a high level of student support and guidance. One way we support our students is by assigning them a form tutor.</p> <p>There are also additional members of staff who are able to provide pastoral support, these include: Pastoral Support Managers, Heads of Year, Counsellor,</p>





		Teaching Assistants and a Child Welfare Officer. We also have an excellent relationship with a number of external agencies who may provide help.
4. In relation to mainstream schools, the name and contact details of the SEND co-ordinator.	<p><i>Who should I contact if I want to find out more about how King Harold Academy supports pupils with SEND?</i></p> <p><i>What should I do if I think my child may have a special educational need or disability?</i></p>	<p>The school's SENDCo from September 2019 is Mrs Hannah Norton-Lawrence Contact details: Email <a href="mailto:hnorton-lawrence@hylands-tkat.org">hnorton-lawrence@hylands-tkat.org</a> or telephone 01245 266766 and ask for the SEND department.</p> <p>Speak to either the SENDCo or any of the High Level Teaching Assistants who will help you with information and guidance on how to proceed further.</p>
5. Information about the expertise and training of staff in relation to children and young people with special educational needs and disabilities and how specialist expertise will be secured.	<p><i>What training have the staff supporting children and young people with SEND had or are having?</i></p>	<p>We have a SEND department who have had significant training around a number of needs. Within this team we have staff who are dedicated to specific subject areas on the curriculum and who also have specific training in supporting students with hearing impairments and visual impairments, in manual handling, attachment awareness, ASD and have experience in teaching Accelerated maths and Accelerated reading as well as English as an Additional Language.</p> <p>Training is provided to all staff, including teachers and support staff, as the need arises and there is ongoing training for all staff throughout the academic year, specifically around helping to support students with special educational needs and disabilities.</p> <p>As a school we call also call on outside organisations from within the Local Authority as well as Health and Social Care Services to provide training for staff.</p>
6. The arrangements for consulting parents of children with special educational needs and disabilities about, and	<p><i>How will I be involved in discussions about and planning for my child's education?</i></p>	<p>We encourage and need you to support us and your child by encouraging them to fully engage with their learning and any interventions offered by:</p>







<p>involving such parents in, the education of their child.</p>	<p><i>How will you help me to support my child's learning?</i></p>	<ul style="list-style-type: none"> <li>➤ Helping them to be organised for their day ( including bringing the right equipment and books)</li> <li>➤ Full attendance and good punctuality</li> <li>➤ Correct uniform worn to the highest standard</li> <li>➤ Helping to check that homework is complete</li> <li>➤ Attending parents' evenings</li> <li>➤ Attending any meetings specifically arranged for your child</li> </ul> <p>We will support you by having regular communication with you and ensuring that we are here to answer any and all questions or concerns you may have.</p> <p>We will also hold regular meetings for parents where we will help to provide information and support around literacy and numeracy and how you can further support this at home.</p>
<p>7. The arrangements for consulting young people with special educational needs and disabilities about, involving them in, their education.</p>	<p><i>How will my child be involved in his/her own learning and decisions made about his/her education?</i></p>	<p>Students are encouraged to take part in pupil voice activities; to regularly evaluate their work in lessons through self and peer assessment, attend all review meetings throughout the year and academic review evenings to reflect on and create their own targets.</p>
<p>8. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs and disabilities concerning the provision made by the school.</p>	<p><i>Who can I contact for further information?</i></p> <p><i>Who can I contact if I have a complaint?</i></p>	<p>Please contact the SENDCo for further information.</p> <p>In the first instance contact your child's form tutor or the specific subject teacher who may refer you to a senior member of staff if needed.</p> <p>Alternatively, you can also contact the Head Teacher, Mr Andrew Parry or the Deputy Head Teacher Mr Peter Vik. The school's complaints procedure is available on the school's website.</p>
<p>9. How the governing body involves other bodies, including health and social services bodies, local</p>	<p><i>What specialist services and expertise are available at or accessed by the school?</i></p>	<p>As a school we can access a range of services including; Emotional Wellbeing and Mental Health Service (EWMHS), Social Care, Family Solutions, Educational Psychology Service, SYM Mentoring and the School Nurse Service. These services are contacted when necessary and appropriate, according to your child's needs.</p>



<p>authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and disabilities and in supporting the families of such pupils.</p>		<p>If you believe your child needs support from a specialist service please contact the SENDCo.</p>
<p>10. The contact details of support services for the parents of pupils with special educational needs and disabilities, including those for arrangements made in accordance with section 32.</p>	<p><i>Who should I contact to find out about support for parents and families of children with SEND?</i></p>	<p>SEND Information, Advice and Support Service 0333 013 8913 or <a href="mailto:send.iass@essex.gov.uk">send.iass@essex.gov.uk</a></p> <p>Families in Focus – independent support for SEND 01245 353 575 or <a href="http://www.familiesinfocussessex.org.uk/">http://www.familiesinfocussessex.org.uk/</a></p> <p>Essex Local Offer – offers details for a wide range of services <a href="http://www.essexlocaloffer.org.uk/">http://www.essexlocaloffer.org.uk/</a></p> <p>PACT for Autism <a href="mailto:info@pactforautism.org.uk">info@pactforautism.org.uk</a></p>
<p>11. The school's arrangements for supporting pupils with special educational needs and disabilities in a transfer between phases of education or in preparation for adulthood and independent living.</p>	<p><i>How will the school prepare and support my child when joining your school or transferring to a new school or post-16 provision?</i></p>	<p>We liaise closely with primary schools and provide additional transition support both before your child starts and afterwards, if it is needed. We host taster days throughout the summer term and can also arrange for individual visits prior to starting in September for you and your child. We are also invited to attend annual reviews at the primary school to discuss these individual concerns and to help plan any additional school visits. Where necessary, pupils are given visual timetables to allow them to become familiar with the day to day routines at secondary school and we will conduct a sensory audit with your child and our Primary colleagues .</p> <p>In Year 9, pupils receive advice and support on making their options choices. For students on the SEND register, a member of the SEND team will meet with them and their parents to help them to choose the best pathway for their learning needs.</p>



		In Year 11, students are given advice on careers from an independent careers advisor and are encouraged to visit colleges to explore post-16 courses. We work closely with the colleges to ensure that a smooth transition takes place and that all paperwork and information is completed prior to your child starting college in September.
12. Information on where the local authority' local offer is published.	<i>Where can I find out about other services that might be available for our family and my child?</i>	Essex County Council Local Offer Information: <a href="http://www.essexlocaloffer.org.uk/">http://www.essexlocaloffer.org.uk/</a>