

Schools Local Offer Secondary

Area			
Introduction			
School Ethos for SEND (non-statutory)		<p>West Hatch High School Academy is an 11-18 comprehensive secondary school which admits students to the school in line with the school's admission procedure. The school believes that all children and young people are entitled to an education that enables them to:</p> <ul style="list-style-type: none"> • Firstly, highly qualified, caring and committed staff who enjoy their work and are good at it • High expectations across the board • Clear boundaries set so that pupils know exactly where the lines are drawn • A disciplined environment so that pupils can get on and learn • A commitment that we will do all we can to ensure that your sons and daughters are safe <p>West Hatch takes a whole school inclusive approach to students with special educational needs, recognising that the aims of the school (<i>'To Be The Best That They Can Be'</i>) are the same for all students, whatever their abilities.</p> <p>The school recognises that a child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them and, as defined in the 2013 Code of Practice, the school accepts that a young person has a learning difficulty or disability if they:</p> <ul style="list-style-type: none"> ▪ Have a significantly greater difficulty in learning than the majority of others of the same age; or ▪ Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions. <p>We are a school where every child matters regardless of their ability. We believe at West Hatch that if relationships are right and work well, all else will follow. Pupils are at their happiest working hard for teachers they like and respect, who encourage and challenge them to do their best.</p> <p>The underlying principle which informs the school S.E.N. Policy is that of INCLUSION; that all pupils are valued for what they bring into the school and they are entitled to take part in all that the school offers and ultimately be the best that they can be.</p> <p>We will also involve parents or carers and pupils in any discussions relating to the student.</p>	

Schools Local Offer Secondary

		<p>The school makes provision in accordance with the 2013 Code of Practice, the SEN and Disability Act [amended 2001], Index for Inclusion [updated 2001] the Discrimination and Disability Act [Dec.2006]. Our SEN policy and our practice aim to reflect these principles.</p> <p>Special Educational Needs are identified in terms of learning, communication, interaction, and emotional health, physical and sensory needs. We believe that young people have a right to be involved in making decisions and exercising choices. They have a right to receive and impart information, to express an opinion, and to have that opinion taken into account in any matters affecting them. Consequently, we are committed to working in partnership with the child, parents, carers and outside agencies to identify needs, provide support for them and monitor the progress of all students.</p>
Partnership Ethos	Schools response	What parents can do to support their child
<p>1. The arrangements for consulting parents of pupils with special educational needs.</p>	<ul style="list-style-type: none"> ▪ Meetings to agree transition arrangements and support (year 6 into year 7, KS3 into KS4, KS4 into Post 16) ▪ Opportunities throughout the term to meet with the SEN team ▪ In response to a request from parents for a meeting ▪ Parents Evenings when both the SENCo or other appropriate staff as well as mainstream teachers are available ▪ Statutory meetings and reviews ▪ Attendance a professionals or multidisciplinary meeting ▪ Information evenings ▪ Any meetings requested by school to discuss specific concerns <p>Parents and staff work best together when they are in contact regularly and a few key people are the point of contact.</p> <p>Your child will be allocated a keyworker who will complete your child's Passport of Support every term and be the general point of contact.</p>	<p>From making an application for a place and throughout their child's time at the school, parents are given regular opportunities to discuss their child's needs, progress and concerns. These opportunities can occur, for example, through:</p> <ul style="list-style-type: none"> ▪ Meetings to agree transition arrangements and support; ▪ Meetings to discuss progress with the SENCo or other appropriate member of staff; ▪ Statutory meetings and reviews. <p>The school welcomes opportunities to meet with parents to discuss your child's progress. Meetings can be arranged by appointment.</p> <p>Please ensure that you attend all meetings regarding your child and that you attend parents evening and information evenings.</p> <p>If you have any concerns over the provision being given to your child you must contact the SEN department.</p>

Schools Local Offer Secondary

Partnership Ethos		Schools response	What parents can do to support their child
<p>2. The arrangements for consulting young people with special educational needs about, and involving them in, their education.</p>		<p>The young person is central to the planning for, and the review and evaluation of the support they have been given to support their progress. The school is committed to hearing their voice and to ensuring their needs are met. The school seeks to ensure that the young person is empowered to bring to the attention of staff their needs and the best ways in which they can be supported. This could be through:</p> <ul style="list-style-type: none"> ▪ Use of Passport of Support (provides information for teachers) ▪ CPD that is relevant and up to date (for staff) ▪ SEN student representation on the School Council ▪ Use of Duty Student in the SEN Dept ▪ Student surveys ▪ Age appropriate conversations about targets and progress ▪ Participation in statutory meetings or annual reviews ▪ Discussions about changes to the physical environment which would support the young person ▪ Working with outside professionals ▪ Supportive conversations with appropriate members of staff. ▪ SENCo open door policy for students 	<p>Parents can support their children by:</p> <ul style="list-style-type: none"> • Discussing the targets and strategies on their passport of support • Having age appropriate conversations about targets and their progress • Participation in statutory meetings or Annual Reviews

Schools Local Offer Secondary

Partnership Ethos	Schools response	What parents can do to support their child
<p>3. The name and contact details of the SEN Co-ordinator.</p>	<p>The SENCo and Deputy SENCo attend every SENCo update meeting delivered by Essex County Council and make the relevant changes in school as appropriate.</p> <p>The team also has access to current information through SNIP, SEN Leader and Special Children publications on a monthly basis. We also welcome any information that external agencies recommend as well as parents and pupils.</p> <p>SENCo – Chloe Moon Deputy SENCo – Mrs A Crathern Learning Support Centre Managers – Mrs M Rowe, Mrs A Malbon, Mrs K Williams Autism specialist LSA – Mr P Bowden Dyslexia Specialist Teacher – Mrs G Shillaker EAL Co-ordinator – Mrs I Ferguson LSA team – consisting of Learning Support Assistants SEN administrators – Mrs S McGeown and Ms L Crossley</p>	<p>Parents must ensure that they provide contact details to the school and update this as soon as possible. Parents must read and respond to letters emails and phone calls regarding their child. Parents must be aware of the communication policy of the school. Parents must contact the appropriate member of staff for their enquiry e.g. Concern re: Maths must be directed to the Maths teacher.</p>
Partnership Ethos	Schools response	What parents can do to support their child
<p>4. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at</p>	<p>You can contact the SEN via email and telephone. You can also contact your child’s keyworker about any day to day issues. The Learning Support Policy is available on the school website and the complaints procedure is detailed in here.</p> <p>As a school, we work hard to be in effective communication with children and parents, and to listen and respond positively to any concerns brought to our attention when they arise. We are committed to taking all concerns seriously and would like to think that, through being open and accessible, concerns can be both raised and dealt</p>	<p>If the situation arises where parents have a concern about the provision being made for their child or the impact of that provision, and feel that the SENCo has been unable to reassure them that needs are being met effectively, then the school’s Complaint Procedure – which is available on our website or by request – sets out clearly what the steps are to draw these concerns to the school’s attention.</p>

Schools Local Offer Secondary

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Partnership Ethos		Schools response	What parents can do to support their child
5. Information on where the Local Authority's local offer is published.			
Identification and Early Intervention		Schools response	What parents can do to support their child
6. Information about the school's policies for the identification, assessment and provision for pupils with special educational needs, whether or not pupils have EHC Plans, including how the school evaluates the effectiveness of its provision for such pupils.		<p>Current "stages" process:</p> <ul style="list-style-type: none"> ▪ Liaison with Primary Feeder to discuss current level of support upon transition ▪ Mid-year transfers uses information from previous school if available plus school assessments if appropriate ▪ Teacher raises query with Head of House /Head of Department and appropriate support is put in place – this support is reviewed and referred to SENCo if the impact is not as desired ▪ Suggested strategies are put in place by class teacher and review after next assessment date ▪ SENCO/Senior LSA may observe pupil in subject area <p>Heads of Department/Heads of House also track pupils after every report cycle and may apply interventions where necessary. All interventions are monitored and evaluated for the effectiveness of their impact.</p>	<p>Parents will know that special educational needs and provision can be considered as falling under four broad areas:</p> <ol style="list-style-type: none"> 1. Communication and interaction 2. Cognition and learning 3. Social, mental and emotional health 4. Sensory and/or physical <p>Parents are expected to work closely with the school to identify what support is needed to explore what specific barriers to learning there are, and to help school understand why their child may not be making progress.</p>
Identification and Early Intervention		Schools response	What parents can do to support their child
7. Information on the kinds of special		See audit for section 7	Please note that these interventions change according to the needs in the cohort and whether

Schools Local Offer Secondary

education provision made in the school.			they have been effective.
Identification and Early Intervention		Schools response	What parents can do to support their child
<p>8. Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.</p>		<p>The SENCo is a qualified teacher, has a Masters Degree in Education Policy and has gained the National SEN Award.</p> <p>Support is triggered via data on a whole school level that is received after each progress report. In liaison with the Learning Manager and subject leaders, support is offered and reviewed.</p> <p>LSAs are expected to attend a maximum of 3 days CPD a year. The sorts of training that is offered is in line with national education policy changes, school issues and training related to individual pupils needs.</p> <p>New teachers have to attend an induction programme to inform them of the policies of the school.</p> <p>Learning Support Assistants are deployed according to their level of skill. They are employed to support the learning of young people through questioning techniques. LSAs support children to become successful and independent learners. We also employ four Higher Level Teaching Assistants (HLTA's) who provide support in the LSC and within lessons.</p> <p>To ensure all students make progress, we also employ an EAL coordinator, a dyslexic specialist and an autism specialist.</p> <p>The SENCo attends all SENCo update meetings and</p>	<p>Parents are expected to keep up to date with any information concerning their child's difficulties and alert the school if this information changes. If parents have any effective training materials or ideas for training and support, we would welcome these.</p>

Schools Local Offer Secondary

		keeps up to date with relevant policy changes via these meetings.	
Quality First Teaching and Personalisation		Schools response	What parents can do to support their child
<p>9. Information about the schools policies for making provision for pupils with SEN including, evaluation of effectiveness, assessment and reviewing progress, adaptations to curriculum, additional support and wider support.</p>		<p>SENCO tracks all pupils on the SEN register after every report cycle and initially raises concerns with Curriculum Leaders. Progress regularly discussed at parent’s evenings (SENCO attends). Parents can expect:</p> <ul style="list-style-type: none"> ▪ All staff provide high quality teaching which allows students to learn effectively. A range of teaching and learning strategies may be required to ensure that all students can access the curriculum. ▪ Members of staff understand that they are all teachers of students with Special Educational Needs. ▪ All students, regardless of ability, have full access to a wide range of suitably challenging educational opportunities which are appropriate to their needs. ▪ Every student at the school is provided with opportunities to make progress in every aspect of their development, enabling them to be the best they can be. <p>Heads of Department also track pupils after every report cycle and have their own interventions at their disposal</p> <p>SENCO tracks all pupils on the SEN register after every report cycle and initially raises concerns with Curriculum Leaders. Progress regularly discussed at parent’s evenings (SENCO attends)</p>	<p>On transfer to secondary school parents must be explicit about the interventions/support their child may have received at their previous school in order to endure a successful transition.</p> <p>Parents must also be aware that intervention and support will be reviewed and will be altered if the impact is not as desired.</p> <p>Parents also need to be aware that the support and intervention is in place to enhance progress.</p>

Schools Local Offer Secondary

Quality First Teaching and Personalisation	Schools response		What parents can do to support their child
<p>10. Information about how equipment and facilities to support children and young people with special educational needs will be secured.</p>	<p>Is there an up to date access plan in place?</p>	<p>Equality Policy & Disability Access Policy Please see examples of how we use specialist equipment and facilities at West Hatch for the academic year 2013/14. Please note these are subject to availability and need</p> <ul style="list-style-type: none"> ▪ Writing slope ▪ Handwriting pens ▪ Access to specialist teacher input when prescribed by EHCP ▪ Coloured overlays ▪ Access to laptop & computer when appropriate ▪ Specialist PE Equipment ▪ Target Team Sports (Disabilities) ▪ Specialist consideration for exams ▪ Partnership arrangements with local Special Schools ▪ Access to the Learning Support Centre <p>The school works hard to ensure that no student is disadvantaged in terms of facilities and equipment dependent upon need. To ensure that we achieve this goal we work with outside professionals such as specialist teachers, occupational therapy and specialist nursing team. Our broad approach here is captured in our equality and disability policies which are available on our website or open request.</p>	<p>Parents must be open to support from outside agencies by request of the school or local education authority.</p>
Early Intervention and the Education Health and Care Plan	Schools response		What parents can do to support their child
<p>11. How the Governing body involves health and social care bodies, local</p>		<p>The school has a designated SEN Governor that meets regularly with the SENCo to ensure SEN provision meets the code of practice requirements. This Governor is required by the Governing Body</p>	<p>If parents are aware of any services that would support their child further they should contact the SEN department.</p>

Schools Local Offer Secondary

<p>authority support services and other bodies in meeting the needs of pupils with SEN.</p>		<p>to scrutinise the external agency support elicited by the school.</p>	
<p>Early Intervention and the Education Health and Care Plan</p>		<p>Schools response</p>	<p>What parents can do to support their child</p>
<p>12. The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with clause 32.</p>		<p>Parent Helpline – 01245 433 293 SEN and Inclusion - 01279 404502</p> <p>www.contactafamily.org</p>	<p>Contact the relevant services should the need arise.</p>
<p>Early Intervention and the Education Health and Care Plan</p>		<p>Schools response</p>	<p>What parents can do to support their child</p>
<p>13. School arrangements for supporting pupils transferring between stages of education and preparing for independent living.</p>	<p>How are transfer arrangements between school phases supported? What arrangements are in place between school and colleges? What arrangements are in place between School and Social Care and other adult services?</p> <p>Code of Practice; Social Care Legislation.</p>	<ul style="list-style-type: none"> ▪ Schools PHSE Programme & Careers Guidance/Education – in school advice ▪ Alternate KS4 Curriculum Provision with focus on confidence, team and life skills ▪ Personalised KS4 Programmes ▪ Working arrangements KS2-KS3 ▪ Transition Pathways Service (Yr9-KS4/KS5) ▪ Travel training ▪ Personalised Work Experience ▪ Professionals Meetings 	<p>Parents can support their children by promoting independence, all stages of transition for preparation for life as an adult. This might include:</p> <ul style="list-style-type: none"> • Meeting with the Transition Pathway Service • Supporting them in their work experience • Facilitating visits to college or sixth forms • Supporting them during revision for exams • Attending information evenings at school

Schools Local Offer Secondary

Audit for Section 7 above-examples of possible interventions dependant on level of need			
1. Communication and interaction	2. Cognition and learning	3. Social, mental and emotional health	4. Sensory and/or physical
Examples from School Provision	Examples from School Provision	Examples from School Provision	Examples from School Provision
1:1/small group speech and language with LSA Small group social skills Educational Psychologist if available Collaborative work with local specialist school SEN Duty Team Vertical Tutoring	In class support to support pupils and teachers with differentiation Dyslexia Specialist teacher Small group Read Write INC (phonics) Reading 1:1 Accelerated Reader Programme Literacy and Maths booster Educational Psychologist if available Access Arrangements testing GL Assessment Mentoring Homework Club in Nurture Form DEAR – Drop Everything and Read Handwriting help Read Write Inc. literacy support Curriculum banding	1:1 = Counselling Small group social skills 1:1 mentoring Vertical Tutoring Nurture Form Educational Psychologist if available Accessible Pastoral Team Mentoring Programme Anger management / Smart Thinking Course Link LSA SENCO Girls Group/self-esteem Specialist support in Autism	Input from specialist teacher if available Specific Equipment e.g. Laptop provided by the LEA Visual timetables Input from Occupational Therapy if available Some Specialist Equipment Target Team Disability Sports events
Examples of External Provision subject to availability	Examples of External Provision subject to availability	Examples of External Provision subject to availability	Examples of External Provision subject to availability
Speech and Language Therapist if Specialist Teachers Educational Psychologist	Educational Psychologist	Young Carers CAMHS YOTS EYS Educational Psychologist Family Solutions referrals	Input from specialist teacher Specific Equipment (tables/hoists etc.) Occupational Therapy

Schools Local Offer Secondary

How do we evaluate the effectiveness of the impact of the provision listed above?	How do we evaluate the effectiveness of the impact of the provision listed above	How do we evaluate the effectiveness of the impact of the provision listed above	How do we evaluate the effectiveness of the impact of the provision listed above
<p>Track Levels of Progress with each report cycle (SENCO) Reading and spelling ages assessed twice a year (SENCO) Accelerated reader STAR tests to track improvements. Round Robins LSAs observations Start and end point assessments External reports Pupil feedback Parent feedback Reporting cycle Review Meetings</p>	<p>Track Levels of Progress with each report cycle. Reading ages assessed regularly Accelerated reader STAR tests to track improvements. LSAs observations Review meetings SENCO tracks all progress Teacher Feedback Start and end point assessments External reports Pupil feedback Parent feedback Reporting cycle</p>	<p>Track via weekly behaviour log Scores on reports Round Robins via bulletin LSAs observations Review meetings SENCO tracks all progress</p>	<p>Round Robins via bulletin LSAs observations Review meetings Teacher Feedback Start and end point assessments LSA observation sheets External reports Pupil feedback Parent feedback Reporting cycle</p>