



Holyhead

engage | educate | enable

SEND Policy and Information Report

September 2021



Special Educational Needs
& Disabilities



SEND Policy

Aim:

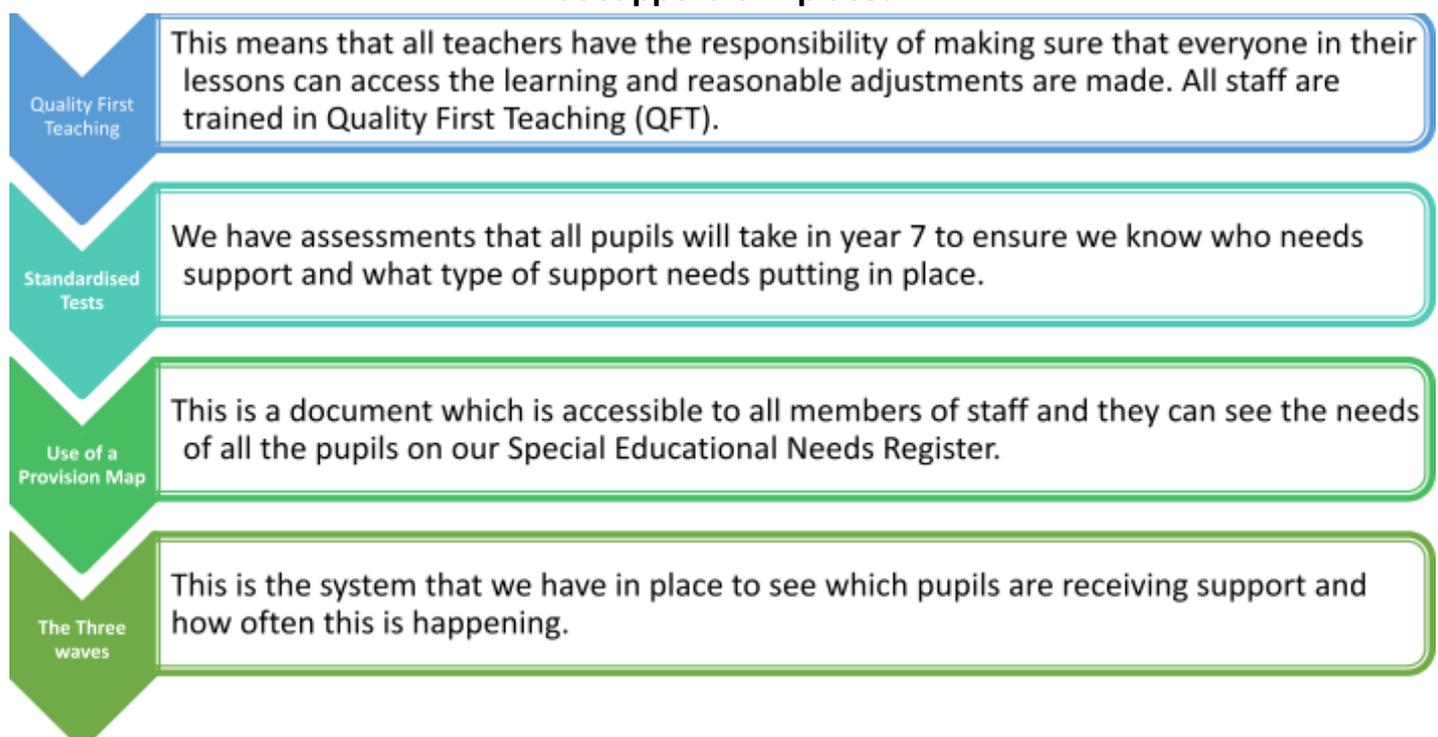
- To set out how our school will support and make provision for pupils with special educational needs and disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN
- Holyhead School is 'student centred' and works with the student, parent and carers to devise the best plan of support collaboratively. We always aim to make changes *with* our families and not *to* or *for* them.

Legislation and Guidance

This policy and information report are based on 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 coordinators (SENCOs) and the SEN information report

What support is in place?





The Three Waves

Wave 1- This 'wave' shows us the pupils that are having support in school from their teachers in class

Wave 2- This 'wave' shows us the pupils that are involved in group support such as literacy support or nurture group

Wave 3- This 'wave' shows us the pupils that are having 1:1 help in school as well as from other agencies such as the Educational Psychologist or Pupil School Support

What is SENCO?

The SENCO is the Special Education Needs Co-ordinator. The job of the SENCO is to make sure all the correct support is being put in place for each child. The SENCO at Holyhead School is Rachel Blackler. The SENCO must:

- ✓ **Work with the headteacher and Special Educational Needs governor to decide the development of the policy and provision in the school**
- ✓ **Provide support for other teachers through training**
- ✓ **To ensure that students with special education needs receive support and quality first teaching**
- ✓ **Work with the headteacher and governors to ensure that the school meets its responsibilities under the Equality Act 2010**
- ✓ **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 students and their parents are informed about options and a smooth transition is planned**

Senior Vice Principal for Safeguarding & Wellbeing

The Senior Vice Principal (SVP) is Debbie Denny. Ms Denny's role is to Work with the headteacher and SEND governor to determine the strategic development of the SEMH aspect of the SEND provision in the school. The SVP must:

- **Provide professional guidance to colleagues through training to ensure that students with SEMH receive appropriate support and quality first teaching**
- **Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that students with SEMH needs receive appropriate support and high-quality teaching**

The Responsibility of The SEND Governor, The Principle & Teacher

The Governor- They will raise awareness of SEND issues at governing board meetings & monitor the quality and effectiveness of SEND provisions within the school

The Principal- The Headteacher will work with both the governor and SENCO to regulate the strategic development of SEND policy. The Headteacher has overall responsibility for the progress of learners with SEND and other disabilities

The Teachers- Teachers are responsible for the progress and development of every student in their class. This is achieved by working in collaboration with teaching assistants, and specialist staff particularly with the SENCO



Identifying students with SEND

Upon entry at Holyhead School, we will assess each student's current ability and levels of attainment on entry using a range of standardised tests. Class teachers make regular assessments of progress for all students through completion of the academic profile data.

Directors of Learning (DoLs) assess the data for their faculty per year group through completion of a data prioritising students' needs. Also, if it is discovered that a student;

- 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 achievement gap between the child and their peers



Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND. To unpick any unmet needs the Assistant SENCo will prescribe additional testing, observe students in their lessons and gather a student and staff voice.

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

- **Communication and interaction:** for example, autistic spectrum disorder, Asperger's Syndrome and Speech, Language and Communication Needs (SLCN)
- **Cognition and learning:** for example, dyslexia, dyspraxia, Moderate Learning Difficulties (MLD)
- **Social, emotional and mental health difficulties (SEMH):** for example, attention deficit hyperactivity disorder (ADHD), attachment disorders, mental illness, trauma
- **Sensory and/or physical needs:** for example, visual impairments (VI), hearing impairments (HI), sensory processing difficulties (SPD), epilepsy



Consulting and involving students and parents

For students with EHCPs, we approach annual reviews in a manner that places the student at the centre of the discussion. We aim to complete the documentation and send it home a week prior to the meeting. This allows parents and carers to read our perspective and get an idea of what we think will best support their child. Giving this information up front provides the families to pre-plan any questions they wish to ask. During the meeting, the documentation will be finalised, adding any adjustments the family think needs to be made. This system ensures that:

- Everyone develops a good understanding of the student's areas of strength and difficulty
- We consider the parents' concerns
- Everyone understands the agreed outcomes sought for the child



Assessing and reviewing Student's progress

Holyhead School follow the graduated approach, **four-part cycle of assess, plan, do, review** to measure students' rates of progress and levels of impact made by set interventions.

Students with an EHCP	Students with W2 and W3 interventions for learning, communication and physical disability needs	Students with wave 2 and 3 interventions for SEMH needs	Overall assessing and reviewing of SEND students' progress towards targets
<ul style="list-style-type: none"> • Will have their progress targets manipulated annually to ensure that they are relevant and SMART. Those students will have SLIPs which will communicate how best to support students in meeting those targets which will be disseminated to staff, parents and carers 	<ul style="list-style-type: none"> • Will have their SLIPs and student voices updated annually as a direct response to their rates of academic progress. This process will be completed by members of the SEND team and will be disseminated to staff, parents and carers. 	<ul style="list-style-type: none"> • The SENCo and SVP for Safeguarding and Wellbeing will meet fortnightly to assess the progress of students with SEMH needs. This information will be generated from weekly meetings between the 	<ul style="list-style-type: none"> • All Wave 2 or 3 students will: <ul style="list-style-type: none"> • Be baselined and retested post intervention using appropriate standardised ability and attainment tests • The teacher's assessment and experience of the student • The individual's development in comparison to their peers and national data • The views and experience of parents • The student's own views



Supporting Students Moving Between Phases and Preparing for Adulthood



We will share information with the school, college, or other setting the student is moving to. We will agree with parents and students which information will be shared as part of this.

Year 6 students with an EHCP coming to Holyhead School will receive a 1:1 tour with the SENCo or one of the SEN Team. This member of staff will also visit them in their current setting, attending their final

primary school annual review where possible. The transition team will collect information from primary schools during their visits on all students they deem requiring additional support of any kind.

EHCP students in year 9 and above will receive a 1:1 meeting with our internal careers' advisor as part of their annual review. The report created from the meeting will contribute to the student and parent voice section as well as inform the direction of target setting.

EHCP students who leave at Year 11 will receive transitional support from the HLTA responsible for overseeing Key Stage 4. She will ensure all EHCP paperwork is hand delivered to the SENCo.

Those in Key Stage 5 will receive additional support with completion of university application paperwork, planning of travelling and supporting the family with any concerns.

The Holyhead approach to teaching students with SEND

Teachers are responsible and accountable for the progress and development of all the students in their class.

To support teachers delivering excellent Quality First Teaching (QFT), the foundation level of the 'Waves of Intervention', The SENCo has developed Holyhead School's teaching and learning strategy to centre around the 4 M's;

[The Big 5!](#)



The Big 5. These five strands of teaching techniques are necessary to enable every learner to succeed. These are:

1. QFT (Quality First Teaching)
2. Higher Order Thinking (HOT) Questioning
3. Student-Led Learning
4. Metacognition
5. Reading

QFT is essentially ensuring lessons are well differentiated. To provide a framework to teachers, we use CPP (Content, Processing, Product)

We make the following adaptations to ensure all students' needs are met:

- Differentiating our curriculum to ensure all students are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Reducing the GCSE load for our most vulnerable SEND students by transforming one option into an Access lesson.
- Taking KS3 students out of the most academic lessons to provide them with a nurture-based program to support their SEMH and develop their cognition and learning skills.
- Providing SLIPs for students who have specific learning needs that need to be communicated to their teachers
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.

Expertise and training of staff

The SENCO (Mrs R Blackler) has over half a decades' experience working in special education, starting her rewarding and impactful career with early years, transitioning to secondary level schooling. She holds a deep caring aura spreading her wealth of knowledge with her team and has an affinity to enhance the learning of the students under her responsibility. Mrs Blackler has her NASENCO Qualification and is a Specialist Leader of Education. From her studies she has introduced bespoke techniques and measures the school adopts with students and teachers. Her charisma holds inspirational qualities for the students at Holyhead.

The Vice Principle, (Ms K Robinson) has over a decade experience working in Special Education. She spent two and a half years working as a teacher in a special school teaching child aged 4-19 ranging from high functioning autistic to students who had severe, physical disability and profound, multiple learning difficulties. She has completed a masters level



course allowing her to complete the access arrangement testing. She also supports other schools with their SEND provision in her role as a Specialist Leader of Education (SLE) specialising in SEND. Ms Robinson is stupendous in her line of work with a deeply rooted spirit of care. Her experience and knowledge are of specialist quality.

The Vice Principal (Ms K Robinson) is also responsible for devising the Teaching and Learning strategy, ensuring that quality first teaching (wave 1) is central to teachers' pedagogy.

The SENCo works closely with the Vice Principle and they meet weekly to manage SEN provision discussing students needs, concerns and compliance.

We have a team of teaching assistants, including two higher level teaching assistants (HLTAs) who are trained to deliver wave 2 interventions. We use specialist staff for:

Key stage 3&4

- ✓ Nurture Group
- ✓ Numeracy and Literacy Support
- ✓ Dyslexia Support Group
- ✓ Speech Language and Communication Needs (SLCN) Group

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

All 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 take part on our Duke of Edinburgh program

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

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

Support for improving emotional and social development

We provide support for students to improve their emotional and social development by encouraging them to take part in enrichment activities that take their interest and promote teamwork and building friendships.



We have a zero-tolerance approach to bullying and Bullying Ambassadors who provide support and peer mentoring to those who need additional support even after the incident has been resolved.

Working with other agencies

Holyhead School works with the following external agents to support our students in the following way (wave 3):

- **Educational Psychologist (EP)** to assess the mental health of students who demonstrate extreme negative behaviour. The EP creates a report and targets for the school to follow using the graduated approach. This information will be shared with parents via a meeting, where they will receive a hard copy of the report. Targets will also be shared with teachers through use of the SLIP.
- **Pupil and School Support (PSS)** an external agent who tests the spectrum of a student's ability in order to support target setting for SLIPs and EHCPs.
- **Speech and Language Therapist (SaLT)** who meets with students with issues in this area once fortnightly. She will work directly with students as well as provide strategies for teaching staff which we communicate through the SLIPs. The SaLT also provides whole school CPD on SLCN needs, strengthening our QFT practice.
- **Communication in Autism Team (CAT)** Meets half termly with students with a medical diagnosis of Autism (ASC). This helps us target set and monitor their rates of progress through the AET progress tracker. The CAT also provides whole school training on communication and interaction difficulties for those with ASC.

Complaints about SEND provision

Complaints about SEND provision in our school should be made to the SENCO (Ms Percy) in the first instance. This will then be referred to the schools complaints policy.

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

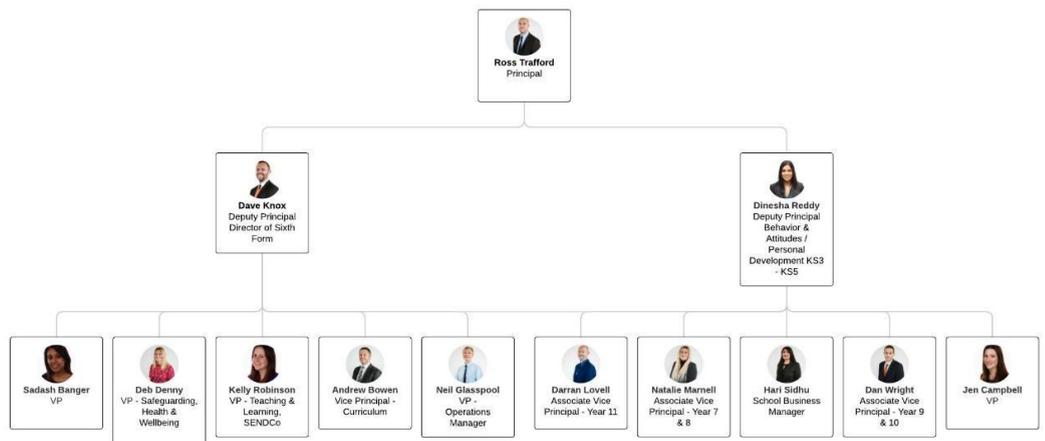


Contact details of support services for parents of students with SEND

Holyhead School is committed to providing an accessible and meaningful education for every student on roll and we encourage parents to raise any concerns had to the people identified below (section 5.17). We will strive to provide the support your child needs at all costs but if you feel that you need an external second opinion, you can access SENDIASS who are an impartial parent support provided as part of Birmingham's local offer. If you have any concerns regarding your child's rate of academic progress, please contact Mrs R Blackler (SENCo) on:

0121 523 1960 or
rpercy@holyheadschoo.org.uk

If you have any concerns regarding your child's social, emotional, mental health or negative behaviour, please contact the Vice Principal assigned to your child's Year Group.





Holyhead

engage | educate | enable

GLOSSARY

CAT- Communication in Autism Team

DoLs- Director of Learning

SEND- Special Educational Needs and Disabilities

EHC- Educational Health Care Plans

EP- Educational Psychologist

GCSE- General Certificate of Secondary School Education

HLTAs- Higher Level Teaching Assistant

PPS- Pupil and School Support

QFT- Quality First Teaching

SaLT- Speech and Language Support

SENCO- Special Educational Needs Coordinator

SLE- Specialist Leader of Education

SVP- Senior Vice Principle