



**THE
HAYLING
COLLEGE**

Happy, Healthy, High Performing

SEN Information Report

Date of Review: June 2024
Date Approved by Governors:
June 2024
Next Review: June 2025



The Hayling College is a happy, caring and safe place where good working relationships between pupils, staff and parents are at the heart of our successful work. We have very high expectations of ourselves and all our students to flourish and achieve their very best in all that they undertake. All pupils are expected to work very hard, practice and persevere within a supportive and nurturing environment.

Through our mantra: **'Happy, Healthy, High Performing'** our focus is to ensure that all our students leave us as very well qualified young citizens, fully prepared for their next steps and ambitious to make significant contribution in society.

The Hayling College is a mainstream, local authority secondary school that largely serves the community who live on Hayling Island. A small number of pupils travel to Hayling Island each day from other communities such as Havant. We are a smaller than average secondary school and as such pride ourselves on supporting and developing our students as individuals. At The Hayling College, we believe that all students are able to achieve success and we work to ensure inclusion is the heart of everything we do. With an experienced Inclusion Team, we are engaged in the most up to date research and collaboration in order to support our students in becoming happy, healthy and high performing individuals, who are proud of their efforts.

At The Hayling College we believe that special needs are a whole school responsibility. All teachers are teachers of students with special educational needs and make a valuable contribution to successful inclusion for all.

At The Hayling College we believe:

- All young people deserve to be treated equally.
- All young people should have equal access to a broad, balanced curriculum which is differentiated to meet individual needs and abilities.
- All young people are entitled to have his or her particular needs recognised and addressed.
- Young people's voices are the centre of planning support.
- All young people deserve to experience success.
- Consideration of SEN crosses all curriculum areas and all aspects of teaching and learning.

At The Hayling College we do:

- Provide a holistic level of support for students on the SEN register.
- Provide a Pupil Support Profile with strategies to support individual needs.
- Provide timely interventions for young people to boost their skills.
- Train all staff to be experts in strategies to support SEND young people.
- Analyse young people's data to assess needs for JCQ approved exam support in KS4.



How does the school know if children/young people need extra help?

The SENCo (Special Educational Needs Co-ordinator) will liaise with the feeder primary school SENCos and teachers to identify pupils transferring to secondary school with special educational needs or disabilities.

A comprehensive range of tests and information sources are used for identification and assessment of SEN including Key Stage 2 SATS (Standard Attainment Tests), CAT scores and Reading and Spelling ages.

The students' own assessment/perception of difficulties will be sought as early as possible and the student included in the decision making.

Admissions from other Secondary Schools will be routinely screened for reading and spelling and provision made available for those placed on the SEN register. Appropriate adaptations and learning tasks are then considered. Resources will be allocated to these students according to their level of need and statutory requirements.



Some students' performance may fall below age-related expectations to the extent that they satisfy the SEN criteria. If this continues to be the case, even when teaching approaches are specifically targeted to improve the identified areas of weakness, they will be assessed to establish whether or not they meet the criteria of having a special educational need. A student may be referred to the SENCo by the Assistant Heads, form tutor or subject teacher who will provide the appropriate evidence.

What should I do if I think my child may have special educational needs?

Talk to us – contact the SENCo by telephone on 02392 466241 or by email ali.russell@hayling.hants.sch.uk Alternatively, speak to the form tutor or senior tutor. We aim to develop positive relationships with parents/carers and will encourage openness and honesty to help support your child.

What additional support is offered to families?

At The Hayling College we have a Pastoral team who can work to support a pupil to access the curriculum. This may be because of a long-term illness or family trauma.

What are the school's policies for making provision for pupils with SEN?

It is the responsibility of all subject teachers to ensure that the student receives relevant support and that individualised teaching and learning strategies are implemented. All work within class is planned and at an appropriate level so that all children are able to access according to their specific needs. Typically, this might mean that in a lesson there could be two or three different levels of work set for the class, however, on occasions this can be individually differentiated.

For some children it may be necessary to provide support that is additional and different to the curriculum. Typically, this may be for additional literacy or numeracy. Intervention planning takes account of the student's learning characteristics and the environment in which they learn best. Interventions may be delivered by a class teacher or TA (Teaching Assistant).

Our commitment to pupils with SEN is provided within the school SEN Policy on the school website.

How does the school evaluate the provision made for pupils with SEN?

If your child has a special educational need, their name will be placed on the school SEN Register. The school will communicate with the parent/carer to inform them that this is the case.

The school SEN Register is updated regularly and is available to all staff.

If your child has complex SEN they will have an Individual Education Plan or have an Education and Health Care Plan (EHCP) (from September 2014). Strategies employed to enable the student to progress will be recorded within a document which will include teaching strategies, provision/resources, access arrangements and reviews and evaluations. This is reviewed at least once a year.



What opportunities will there be for me to discuss my child's progress?

We believe that your child's education should be a partnership between parent and teacher, therefore we aim to keep communication channels open and encourage you to stay in regular contact with us, especially if your child has complex needs.

You are welcome at any time to make an appointment to meet with the pupil's form tutor or the SENCo to discuss how your child is getting on. We can offer advice and practical ways that you can help your child at home.

The College has a calendar of opportunities to meet with your child's tutor or subject teacher and review the progress of your child. Individual appointments can be made with any subject teacher or tutor by contacting the College reception desk.

How are the Governors involved and what are their responsibilities?

The SENCo reports to the SEN Governor (Fiona McKenzie) or Chair of Governors every term to inform them about the progress of children with SEN. This report does not refer to individual children and confidentiality is maintained at all times.

The Governors are consulted regarding spending priorities within the SEN budget within the termly meetings with the overall aim that all children receive the support they need in order to make progress.

How does the school assess and review the progress of my child's SEN needs?

If you have a child with complex SEN (EHCP) a formal review with parent, student, SENCo and relevant school staff will take place at least once a year to review the child's progress. If the child has not met targets, the reasons for this will be discussed, then the target may be adapted into smaller steps or a different approach may be tried to ensure that the child does make progress.

For all other students on the SEN Register, their Individual Profile will be reviewed at least once a year. Parents/carers are welcome to discuss this information with the SENCo at any time of the year.

Subject teachers continually assess each child and will take note of both areas where they are improving and where further support is needed. As a school we track and monitor children's progress using a variety of different methods including National Curriculum levels and reading and spelling ages. These are reported home through Reports and Parents' evenings.

The home-school agreement sets out expectations of both parent and school to provide the basis of a successful working partnership.



How will the school staff support my child?

All subject teachers are responsible for ensuring that the student receives relevant support and that individualised teaching and learning strategies are implemented. Differentiation is planned for, at an appropriate level, so that all children are able to access the curriculum according to their specific needs.

How does the school adapt the curriculum and learning environment for pupils with SEN?

For some children it may be necessary to provide support that is additional to and different from the curriculum. There may be a TA working with your child, either individually or as part of a group in class, if this is seen as necessary by the class teacher and SENCo.

In addition, subject leaders, in discussion with subject teachers, may decide that a pupil would benefit from a programme of intervention outside of the classroom, focusing on reinforcing or extending their learning. Typically, a pupil with SEN will be identified as benefiting from this type of intervention. This may be delivered by a TA under the guidance of the class teacher.

Also, the SEN team provide specific programmes of intervention aimed at pupils with SEN, in small groups or one-to-one, under the direction of the SENCo. This may mean that a pupil is withdrawn from the curriculum to attend a series of lessons. However, this is avoided where possible, due to timetabling flexibility.

Additional support for learning that is available to pupils with SEN

There are a range of additional programmes of support provided at The Hayling College to meet the needs of pupils with SEN. These programmes may include in-class support from a TA, small group work from a TA or individual work from a trained member of the SEN Team.

How is the decision made about the type and the amount of support my child will receive?

If you have a child with complex SEN (who has an EHCP), you will be involved in discussing the additional programme of support for learning with the SENCo.

If your child has been identified as having SEN, any additional or different types of support will be delivered based on their individual barriers to learning and you will be informed in a letter home on the recommended programme of additional support.

Typically, a pupil who needs additional support with their literacy may receive a programme of in-class support from a TA and a term of additional small group support delivered by a TA. The group work may focus on spelling, reading or mathematics key skills.

In some individual cases, a pupil may require a specific programme of one-to-one support. The decision for this type of intervention will be recommended by the SENCo.



How do you assess if my child needs additional support in exams?

The Hayling College employ the services of a specialist Specific Learning Difficulty assessor to assess pupils for access arrangements that can be made available for public examinations. Pupils are assessed at the end of year 9 or the start of Year 10. The SENCo consults teaching staff and uses current records of attainment and assessments to inform whether a pupil needs to be assessed. A letter is sent home informing parents if a pupil has qualified for additional support in exams and a data protection form is signed so that their information can be formally processed.

What activities are available for pupils with SEN in addition to those available in accordance with the curriculum? How will my child be included in activities outside of the school classroom including school trips?

All children are included in all parts of the school curriculum, and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful.

A risk assessment is carried out prior to any off site activity to ensure everyone's health and safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities which will cover the same curriculum areas will be provided in school.

During lunch and break times in school there are staff on duty to ensure the health and well-being of our pupils.

What support is available for improving the emotional and social development of pupils with SEN?

Pastoral, medical and social support – All members of staff have a duty of care for the pastoral, medical and social care of every child in the school. If further support is required, the SENCo may be asked for additional support and guidance. This may involve working alongside outside agencies such as Health and Social Services and medical professionals.

The school has one qualified ELSA (Emotional Literacy Support Assistant) who works, with vulnerable children during the school day.

Administration of medicines –

The school has a policy regarding the administration and managing of medicines on the school site under the advice and direction of the school nurse service and local authority.

What support is there for behaviour, avoiding exclusions and increasing attendance?

As a school we have a very positive approach to all types of behaviour with a clear behaviour policy and reward system that is followed by all staff and pupils.



Following a behaviour incident, we expect the child to reflect on their behaviour, with support from an adult such as a Tutor or member of SLT. This helps to identify why the incident happened and what the child needs to do differently next time to change and improve behaviour.

Attendance and punctuality are regularly monitored by our pastoral teams and in the first instance by Form Tutors. Support is given to families of pupils with persistent absence in order that they should get their children into school on time.

How will my child be able to contribute their views?

The Hayling College has a pupil centered approach, with Student Voice activities being held once a week. We value and celebrate each child being able to express their views on all aspects of school life.

If your child has an EHCP (Education Health Care Plan) their views will be sought before or during any review meetings.

Who is the SENCo and how can I contact her?

Our SENCo is Ms. Ali Russell and can be contacted through the school main reception.

Information about the expertise and training of staff in relation to pupils with SEN

What specialist services and expertise are available at or accessed by the school?

As a school we work closely with any external agencies that we feel are relevant to individual children's needs within our school, including health professionals, GPs, school nurse service, educational psychology service, social services, Havant Locality Team, CAMHS (Child and Adolescent Mental Health Service), Specialist Advisory Teaching services for physically disability, visual impairment, hearing impairment and the CAL (Communication and Language) service.

What training have the staff supporting SEN had or what training are they having?

SEN Staffing

The Learning Support Department is headed by the SENCo (Special Needs Co-ordinator) and consists of 12 Teaching Assistants.

Training

The SENCo is a qualified teacher, with a MA(Ed) and Post Graduate Certificate in the NASENCO from Middlesex University.



The following training has been undertaken by some members of the team over the last two years:

- Teaching students with communication and language difficulties
- Supporting A typical Learners
- Supporting the needs of Children in Care
- Child Protection
- Autistic spectrum disorder
- Level 3 Supporting Teaching and learning in the classroom
- Safeguarding for Looked After Children
- Understanding Mental Health in Secondary Schools
- Supporting EAL learners
- Unlocking the potential of pupils with SEN
- Supporting students with ADHD in learning
- Support mental health in pupils with Autism
- Support young people with adverse childhood experiences

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Information about how equipment and facilities to support children and young people with SEN will be secured

How accessible is the school environment?

The school site is accessible by wheelchair at ground level. There is disabled parking available outside the school reception and the SEN Teaching Room. There are two disabled toilets on site accessed by Radar Key. The Food Technology room is equipped with Rise and Fall worktops.

The arrangements for consulting parents of children with SEN and involving parents in the education of their child



How are parents involved in the school? How can I get involved?

Parents are invited to come into school for parent/pupil consultation evenings and Academic Profile appointments. In addition, pupils with an IEP, or EHCP will have regular reviews, attended by parents at their request, with the SENCo.

Parents of pupils with SEN are encouraged to see the SENCo at parent consultation evenings or can arrange for a separate meeting.

Parents of pupils with SEN who are thinking of sending their child to the school can arrange for a visit and meeting with the SENCo to discuss the needs of their child.

The arrangements for consulting young people with SEN about their education and involving them in their education

Pupils with SEN are invited to provide their views in advance of formal meetings linked to a review of an EHCP. In addition, pupils who are receiving additional or different programmes of support are asked for their views during SEN Pupil Voice meetings. Pupils who are assessed for exam arrangements are fully consulted on the provision they are offered.

Any arrangements made by the governing body relating to the treatment of complaints from parents of pupils with SEN concerning the provision at the school

The SENCo should be made aware of any complaints which concern pupils with SEN. She will then investigate the matter fully. If there is no satisfactory conclusion, the matter will be referred, via the school's complaints procedure, to the Headteacher and the Governors.

What other services are involved in meeting the needs of pupils with SEN and in supporting the families?

We ensure that the needs of all children who have SEN are met to the best of the school's ability with the funds available.

If a pupil has an EHCP review meeting, there will be a representative from Children's Services Post 16 Team within SEN present from the local authority in Year 11. They will be involved in advising and planning their transfer into further education.

The contact details of support services for parents of pupils with SEN at Hampshire County Council

The Parent Partnership Service provides impartial advice, information and support to parents and carers of children and young people with special educational needs throughout Hampshire. The service is available to all families for whom special educational needs plays a part.



The Parent Partnership Service aims to ensure that parents and carers play an informed part in planning provision to meet their child's special educational needs. They aim to build partnerships between parents and carers, the LEA and schools. They also encourage parents and carers to be involved in the development of local SEN policy and practice.

Contact details –

Telephone: **01962 845870** (Monday to Friday 9am to 5pm) Answerphone available for out of hours

Email: enquiries.pps@hants.gov.uk

Address: Hampshire County Council, Children's Services, The Castle, Winchester SO23 8UG

The school's arrangements for supporting pupils with SEN in transferring between phases of education or in preparation for adulthood and independent living

How will the school prepare and support my child when transferring to the school and transferring to college?

Work with our junior schools with pupils transferring to The Hayling College takes place during the summer term.

For some pupils identified as having SEN it may be appropriate to offer additional opportunities to visit the school in preparation for transfer to assist with the acclimatisation of the new surroundings and meet some of the key members of support staff.

We write social stories with children if transition is potentially going to be difficult.

We would encourage parents to make time to meet the SENCo at the year 6 parent interviews held during the summer term.

For some pupils who are anxious and emotionally vulnerable it may be appropriate to appoint a key worker who will take a close interest in the first few weeks of the pupils' first term at school.

In year 10, pupils have the opportunity of doing work experience in the community or take part in a week of work related events in college. All pupils are given the opportunity of a careers interview in year 9, 10 and 11. Additional interviews can be arranged if a pupil needs further guidance.

We liaise closely with staff involved in the transfer of our pupils with SEN to college to ensure that all relevant paperwork is passed on and all needs are discussed and understood.



Information on where the local authority's local offer is published

The Hampshire Education Authority Local Offer is available on the Hampshire

Website: <https://fish.hants.gov.uk/kb5/hampshire/directory/localoffer.page>

Who can I contact for further information about SEN?

Your first point of contact will be our SENCo, Ms. Ali Russell. Contact our school reception to arrange a meeting.

Look at the SEN Policy on our school website.

Contact Parent Partnership enquires.pps@hants.gov.uk