



SEND Information Report – Hawley Hall High School

2023 - 2024

Signature of Chair: *W. Frackery*

Headteacher: Mr M Klinck

1. The kinds of special educational needs for which provision is made at the school

Hawkley Hall High School is an inclusive school that welcomes all who wish to attend. We work collaboratively to overcome barriers to learning, participation and achievement. Hawkley Hall High School remains committed to a wholly inclusive educational experience in which all students feel valued and have access to a broad, balanced and differentiated curriculum. Please see our SEND policy for more about our SEND philosophy.

Working together to ensure provision is at its best are the:

- Subject teachers
- Heads of Departments/Faculties
- Heads of Year
- SLT
- Inclusion Team
- Attendance and Safeguarding Officer
- Student Engagement Coordinator
- Learning Mentors
- External Agency Support and specialist expertise predominantly funded by the schools SEND budget

We provide provision for students with a range of additional needs, across the four main areas of SEND, including:

- **COGNITION AND LEARNING:** Moderate learning Difficulties, SPLD, Dyscalculia, Dyslexia, Dyspraxia.
- **SENSORY, MEDICAL AND PHYSICAL:** Medical conditions, Visually Impaired, Hearing Impaired, Physical Impairment
- **COMMUNICATION AND INTERACTION:** Autistic Spectrum Condition, Speech and Language difficulties
- **SOCIAL, EMOTIONAL AND MENTAL HEALTH:** Attachment disorder, ADHD, ADD, Tourettes, TICs.

2. Information, in relation to mainstream schools and maintained nursery school, about the school's policies for the identification and assessment of students with SEN

- The school follows the LA's current SEND Code of Practice, adopting a "Graduated Approach" to identification and assessment of students with SEND.
- The school promote and support Wigan's Local Offer for children and families with SEND.
- The school's SEND policy, where more details on the identification and assessments of students with SEND can be found on the school's website.

3. Information about the school's policies for making provision for pupils with SEN whether or not pupils have EHC plans, including:

How the school evaluates the effectiveness of its provision for such pupils.

- Tracking of pupil's progress in terms of school's assessment systems
- Monitoring by the Head of Inclusion and SENCo through tracking of progress, meetings, observations, feedback from subject teachers
- Team around the Child meetings (Weekly pastoral meetings – Assistant Head (pastoral)/HOY's/Attendance/Safeguarding/Head of Inclusion/School Counsellor/Assistant headteacher/Pastoral leads/CLA coordinator.
- Referrals to the Head of Inclusion and SENCo from subject teachers/HOF/Parents.
- Parent/carer meetings between subject teachers and/or members of Inclusion Leadership team
- For children with EHC plans, an annual review takes place once a year (For year 11 students, a representative from the LA SEND team attends regarding post 16 placement).
- Two RDP meetings with the school's TESS teacher and Educational Psychologist.
- Multi-agency meetings with a range of external agencies / services
- School CAMHS Link and Start Well Link workers.

The school's arrangements for assessing and reviewing the progress of pupils with SEND

- Tracking of pupil's progress using the school's assessment system.
- A cycle of consultation meeting, set targets, review targets takes place regularly throughout the year.
- Following an assessment of potential area of SEND, a meeting takes place with appropriate stakeholders to discuss the findings and how best to meet the students' needs.
- Head of inclusion will review data at key points throughout the year e.g. year 11 mock data. And liaise with faculties regarding any under achievement
- When assessing young people with SEND for Access Arrangements for the examination period, consideration is given to the student's needs and their requirement e.g. a reader, a scribe, extra time or rest break may be necessary.
- Initial concerns are discussed with Head of Inclusion, followed by a meeting with parents/carers, observations, followed by referrals to outside agencies or placement on appropriate intervention programmes.

The school's approach to teaching pupils with SEND

Our aims ensure that the outcomes of all students with SEND are improved by having high aspirations and expectations, to ensure that students can achieve their full potential, become confident individuals living fulfilling lives and by making a successful transition into adulthood, whether into employment, further education or training

As part of Quality First Teaching in all of our classrooms, all teachers:

- Ensure that all students' specific needs are met in the classroom;
- Ensure that all students can access learning;
- Plan effective lessons so all students make good or outstanding progress;
- Organise additional learning opportunities as needed;
- Use lively, interactive teaching methods and make maximum use of different learning styles.

How the school adapts the curriculum and learning environment

Within the classroom school acts upon advice from all external agencies such as:

- Utilising specific strategies, approaches, and resources to support students with additional needs across the main four areas of SEND.
- Creating suitable resources for students with Visual Impairment (VI) e.g., enlarging print.
- Consideration to seating and environment for students with Hearing Impairment (HI) pupils.
- Use of specific apps on ipads (for specific students)
- Laptops for students who require this provision in order to access learning with greater independence and/or display dyspraxia difficulties
- "Learner- friendly" classrooms within inclusion: visual timetables, labelled resources, word walls/cards, phonic prompts, number lines, 100 square, Numicon, working walls, modelled and shared writing on display.
- Across all subjects' curriculum, the use of coloured overlays, exercise books, Smart Board backgrounds – to support students with Visual Stress

At Hawkley Hall High School we enable students to understand their learning path and what they need to do next to improve further by liaison with the class teacher and/or key worker. Our students demonstrate an ability to become independent learners, self-evaluating their work and making improvements.

Additional support for learning that is available for pupils with SEND

Staff within the Inclusion leadership team are trained to deliver a number of intervention programmes throughout both key stage 3 and 4. We pride ourselves on our high level of support for all, which maximises learning potential for all children.

We follow the SEND Code of Practice 2014 and in addition to our Quality First Teaching we deliver the following intervention programmes:

- For those with **Cognition and Learning** difficulties – Small group intervention in keys stage 3 for both literacy and numeracy and/or 1:1 SpLD sessions. At key stage 4, we can offer 1:1 sessions to support students with difficulties in English and Mathematics.
- The use of home-school communication books.
- We also offer after school interventions for students studying in key stage 4 for both Maths and English. To support students with homework, we provide a weekly after school homework session.
- For those with **Social, Emotional and Mental difficulties** – students can access weekly 1:1 sessions, Relax to Learn, Nurture, school counsellor, Student Engagement Coordinator, advice for students parents and/or staff from CAMHS and/or Start Well link worker and home-school communication books.
- For those students with **Communication and Interaction difficulties** - Social Stories, TalkAbout for Teenagers, Communication Toolkit and home-school communication books.
- **Sensory and Physical Difficulties** – Access to quieter environments (sensory room), use of sensory aids within the classroom, support with moving and handling during physiotherapy sessions and support with personal care.

Students can also access supervised areas within the inclusion faculty during break and lunch times, offering a quieter, more familiar space.

How the school enables pupils with SEND to engage in the activities of the school (including physical activities) together with children who do not have SEND

- For students with an EHCP, where appropriate, Inclusion staff will accompany students on day and/or residential school trips.
- Where applicable, students with SEND are supported in extracurricular activities, ensuring that they can participate with the peers who do not have SEND.
- Students with SEND take an active role in whole school initiatives such as engagement period activities and assemblies, through the usual support mechanisms and prior knowledge of content.
- Students with SEND also take part in whole school PSHE sessions and Well-being mornings; and sessions are created and adapted so that all can access.

Our aim for students with SEND is to equip them with the necessary tools and skills to be the best they can be and to achieve their full potential, so that they feel respected and valued. Through access to high quality education and quality first teaching, our students will enjoy, achieve and progress to the best of their ability. All progress, academic and non-academic will be recognised in each of our students.

Support that is available for improving the emotional and social development of pupils with SEND

- SLT and SEND Governor
- Form tutor input
- PSHE input
- Inclusion Leadership team
- TESS advice
- Educational Psychology advice
- CAMHS school link worker
- Start Well school Link Worker
- Full time counsellor
- TAC weekly meetings
- Emotionally Friendly Schools - Mental Health Champions
- CLA coordinator
- Behaviour and learning Mentor

Arrangements for supporting SEND pupils who are looked after

We have a dedicated team member who supports our looked after children – M. Ratcliffe (MRA). The Head of Inclusion and MRA liaise regarding any issues regarding the students additional need. MRA and FHO attend all meetings with external agency as necessary.

4. In relation to mainstream schools and maintained nursery schools, the name and contact details of the SENCO:

Head of Inclusion
Mrs Fiona Holmes 01942 204640
f.holmes@hhhs.net
sendco@hhhs.net

SENCO
Miss A O'Brien 01942 204640
a.o'brien@hhhs.net

sendco@hhhs.net

5. Information about how the expertise and training of staff in relation to CYP with SEND and about how specialist expertise will be secured

Our school has an experienced Head of Inclusion Faculty (Mrs Fiona Homes) as well as a designated SENCo (Miss A.O'Brien). If you wish to speak either of the two members of staff about any issues or concerns related to SEND, please do not hesitate to get in touch using the email address sendco@hhhs.net

Various members of staff have specific training in the following areas related to meeting the needs of pupils with Special Educational Needs:

- Dyslexia and Dyscalculia
- Autism
- Moving and Handling
- Attachment
- Mental Health and Well-being
- Eating Disorders

All our staff at HHHS also are regularly trained during whole school INSET training to help their pupils overcome all barriers to learning and delivering high Quality First Teaching. On a termly basis, members of the Inclusion leadership team deliver a range of specific SEND training/awareness, which is open to all staff.

6. Information about how equipment and facilities to support CYP with SEND will be secured

- Regular review meeting with parents/carers
- Regular discussion with any agencies involved with a student
- Regular discussions with the Head teacher and the school's Leadership Team on all areas of SEND
- Assessments are made by both external agencies and school staff to establish what equipment/facilities are needed to support students with SEND. HHHS will make reasonable adjustments to ensure that students' needs are catered for.

7. The arrangements for consulting parents of children with SEND about, and involving such parents in, the education of their child

- At each year group's parents evening, the Head of Inclusion is available to meet with parents/carers.
- In year 7, parents are invited to a "Settling In" evening in the autumn term. The Head of Inclusion is available for parents/carers to discuss concerns.

- Progress and outcomes are discussed during consultation meetings (RDP meetings) with the outside agencies such as the Educational Psychologist, and TESS at these meetings in both the Autumn and Spring Term.
- The progress of students with ECHP's is discussed at their annual reviews. At their Year 11 annual review, transition to post 16 options is discussed with parents and the LA.
- Parents are welcome to make an appointment with a subject teacher /HOF/HOY or Head of Inclusion at any time to discuss their child's progress.
- Parents may be invited into school to discuss their child's progress at any time.
- Processes such as Early Help or multi-agency meetings are held so that parents can discuss concerns with relevant staff.

8. The arrangements for consulting young people with SEND about, and involving them in, their education

Self-evaluation is actively encouraged and is carried out on a daily basis between staff and students. Children are supported where necessary to think of areas for development and how to develop in these areas at school and at home. Students are encouraged to create their own targets and support staff where appropriate will create target/reward schemes. Students are made aware of their progress and challenging targets have been set for them by their subject teacher and/or key worker.

9. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with SEND concerning the provision made at the school

It is hoped that the school's openness provides an effective channel for expressions of concern, and that these will initially be addressed to the Head of Inclusion and/or SENCo. Parents who wish to take any matter further may follow the school's policy on complaints procedure on the school website (About Us – Statutory Guidance)

10. How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations in meeting the needs of pupils with SEND and in supporting the families of such children

Regular planning meetings are held between external agencies and the Head of Inclusion, for example half-termly with the school link CAMHS and Start Well Worker and two planning (RDP) meetings with the school's TESS teacher and Educational Psychologist.

The Head of Inclusion or SENCo may make a referral to the relevant agency, with parental consent and involvement where concerns are raised regarding a student at our school whose needs cannot be met through Quality First Teaching or intervention. Please see SEND policy for more details.

The Head of Inclusion and SENCo are also trained to lead on Early Help and manages the Early help process for families and pupils who have SEND.

Either the Head of Inclusion, SENCo, Assistant Head (Pastoral) or Designated Safeguarding Lead (DSL) will lead these meetings with the view to create a multi-agency approach to support pupils and families.

Education, Health and Care plans will be applied for and reviewed by the Head of Inclusion and other relevant agencies. Please see SEND policy for more details.

11. The contact details of support services for the parents of pupils with SEND, including those for arrangements made in accordance with clause 32

Some useful contact details:

National Autistic Society	www.autism.org.uk 0808 800 4104
CAMHS	01942 775400
Speech and Language Team	01942 482630
ADHD	www.adhdfoundation.org.uk 0151 237 2661
British Dyslexia Association	www.bdadyslexia.org.uk 03334054555
Dyspraxia Foundation	www.dyspraxiafoundation.org.uk 01462455016

Contact details for support services are available through the LA website: <https://www.wigan.gov.uk/Resident/Education/Special-Educational-Needs-and-Disability/Local-Offer/index.aspx>

12. The school's arrangements for supporting pupil with SEND in a transfer between phases of education in preparation for adulthood and independent living.

For students with SEND, the Head of Inclusion will liaise with young people, families and the next placement in terms of transition planning. Arrangements for additional transition visits will be made and student SEND files will be passed onto the next placement, in order to ensure smooth and thorough transition of all information. This is for both KS2 to 3 and KS4 to 5.

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

A link to the Local Authority's local offer can be found on the school website (About Us – Statutory Guidance) or alternatively go to <https://www.wigan.gov.uk/Resident/Education/Special-Educational-Needs-and-Disability/Local-Offer/index.aspx>

14. Evaluating the effectiveness of the provision

The inclusion faculty is quality assured in the same rigor as all other faculties within school. The Head of Inclusion and SENCo have weekly line management meetings where agendas are created and recorded centrally. Whole School SEND has had an external review in 2023 and the Inclusion Faculty has yearly internal 'deep dives'.

The faculty created a faculty development plan where all areas for improvement are recorded and address with appropriate timelines given and there is also a SEND Action plan in place for the academic year.

Glossary of Terms

SEMH	Social, Emotional and Mental Health
ADHD / ADD	Attention Deficit Hyperactivity Disorder / Attention Deficit Disorder
ASC	Autistic Spectrum Condition (This can include, classic autism, PDA, Asperger's, High functioning autism)
SpLD	Specific Learning Difficulty (Inc. dyslexia, dyspraxia, dyscalculia)
VI	Visual Impairment
HI	Hearing Impairment
TESS	Targeted Education Support Service
EP	Educational Psychologist Service
SALT	Speech and Language Therapy
CAMHS	Child, Adolescent Mental Health Service
SSET	Sensory Support Education team
OT	Occupational Therapy Service
CLA	Looked After Child to the Local Authority
MST	Multi Systemic Therapy