



# **HAYBRIDGE HIGH SCHOOL**

## **SEND INFORMATION REPORT**

|                                                      |             |
|------------------------------------------------------|-------------|
| <b>DATE POLICY WAS APPROVED</b>                      |             |
| <b>DATE POLICY WILL BE REVIEWED</b>                  | Summer 2027 |
| <b>MEMBER OF STAFF WITH RESPONSIBILTY FOR REVIEW</b> | SENCO       |



## **Key Definitions**

All policies incorporate the following schools or organisations, unless specified otherwise, within Four Stones Gateway Trust ('the Trust'):

- Clee Hill Community Academy
- Cleobury Mortimer Primary School
- Haybridge High School and Sixth Form
- Haybridge Teaching School Hub
- Haybridge SCITT
- King Charles I School
- Lacon Childe School
- SHaW (Shropshire, Herefordshire and Wolverhampton) Maths Hub
- Stottesdon CofE Primary School
- TDMS (The De Montfort School)
- Any other schools or organisations that may join the Trust from time to time and not listed above.

The terms Academy, School, Organisation and Trust are considered interchangeable in the context of all Trust policies.

Where appropriate, in this policy the term:

**“CEO”** includes the Chief Executive Officer

**“CFOO”** includes the Chief Financial Officer

**“Trust Senior Leadership Team”** includes Executive Headteachers, Headteachers, strategic operational leads and Teaching School/SCITT Directors.

**“Headteacher”** includes the appropriate School Headteacher.

**“Trustees or Trust Board”** are appointed Trustees who oversee the business of Four Stones Gateway Trust, agreeing the overarching strategic direction and ensuring robust governance.

**“Local Academy Boards (LAB)”** are appointed Governors at a local level associated with the Trust's Worcestershire Schools. LAB Governors act as advocates for their school's Safeguarding, SEND, Standards and Stakeholder engagement.

**“Local Governing Bodies (LGB)”** are appointed Governors at a local level associated with the Trust's Shropshire Schools. LGB Governors are advocates for their school's Safeguarding, SEND, Standards and Stakeholder engagement.

**“Chair”** responsible for leading the board and ensuring its effectiveness

**“Stakeholders”** are any individuals or companies who are invested in the welfare and success of the Trust and/or School and its students, including staff members, students, parents, community members, LAB, LGB or Trust members, trade unions, local business leaders etc.

## Introduction

At Haybridge High School and Sixth Form we endeavour to be as inclusive as possible, with the needs of students with Special Educational Needs and Disabilities (SEND) being met in our setting where possible.

The following document outlines our School Offer for supporting students with SEND. This document must also be read alongside The Four Stones Multi Academy Trust's (the Trust) SEND Policy, Equality Policy including the Accessibility Plan, our school SEND offer and the Local Authority's (LA's) Local Offer and Graduated Response.

## Legislation

The Trust's SEND Policy is underpinned by the following legislation and regulations:

- The Children and Families Act 2014 and associated regulations including:
  - The Special Educational Needs and Disability Regulations 2014
  - The Special Educational Needs (Personal Budgets) Regulations 2014
  - The Order setting out transitional arrangements for those with disabilities.

The Children and Families Act (2014, Part 3) states that "A child or young person has special educational needs (SEND) if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age; or
  - has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions."
- The Equality Act of 2010: we adhere to the Equality Act (2010) which states (Part 6, Chapter 1) that schools have a "duty to make reasonable adjustments" for children with SEND, and that schools "must not victimise a person" on the basis of disability or Special Educational Need. We work hard to create a fully inclusive environment and abide by all guidelines laid out in the Equality Act (2010).
  - The Special Educational Needs and Disability Code of Practice: 0 – 25 Years July 2014
  - The intention of the Local Offer and School SEND Offer is to improve choice and transparency for families. It will also be an important resource for parents/carers in understanding the range of services and provision in the local area.
  - The LA Local Offer for SEND and Graduated Response
    - The Children and Families Bill came into force in 2014. Following this Bill the LA and schools are required to publish and keep under review information about services they expect to be available for students with special educational needs (SEN) aged 0-25 in their settings.
    - The intention of the Local Offer and School SEND Offer is to improve choice and transparency for families. It will also be an important resource for parents/carers in understanding the range of services and provision in the local area.
  - Worcestershire's Local Offer and Graduated Response can be found at:
    - <https://www.worcestershire.gov.uk/graduatedresponse>
    - <https://www.worcestershire.gov.uk/sendlocaloffer>

## The types of SEND that are provided for at Haybridge High School and Sixth Form

The Code of Practice (DfE, 2014) categorises SEND into four areas. Each of these encompasses a range of learning difficulties or specific forms of SEND. We support students with the following Special Educational Needs and Disabilities.

| Category of Need                          | Specific SEND                                                                                                                                                        |
|-------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Cognition and Learning Needs              | Dyslexia, dyscalculia, dyspraxia                                                                                                                                     |
| Communication and Interaction Needs       | Autistic spectrum conditions, speech, language, or communication needs                                                                                               |
| Social, Emotional, or Mental Health Needs | Attention deficit (and hyperactivity) disorder, difficulties managing emotions, friendships or maintaining mental wellbeing, emotionally based school non-attendance |
| Sensory Needs or Physical Disabilities    | Visual or hearing impairment, physical disability                                                                                                                    |

### **The School SEND Offer**

- This utilises Worcestershire LA's Local SEND Offer and Graduated Response and is determined by our school policies and the provision we are able to provide. Please refer to the school's SEND Offer and The Trust's SEND Policy available on the Four Stones Trust website.
- The Trust's SEND Policy ensures that students with SEND are treated the same as other students within our school community.

### **Who are the best people to talk to in this school about my child's difficulties with learning/Special Educational Needs or disability (SEND)?**

The following members of staff would be happy to discuss any concerns you may have: form tutors, class teachers, head of year or the SENCo.

Collectively, we are responsible for:

- Checking on the progress of your child and identifying, planning, and delivering any additional help your child may need and letting the Special Education Needs/Disabilities Coordinator (SENCo) know, as necessary.
- Communicating with families at least once per term. Additional communication is welcome and will often form the creation of a short-term learning plan to be actioned and then review during the subsequent half-term.
- Ensuring that the Trust's SEND Policy is followed.
- Ensuring that students are included wherever possible in the decision-making process about their education.

### **The SENCo: Matt Ward ([send@haybridge.worcs.sch.uk](mailto:send@haybridge.worcs.sch.uk))**

Responsible for:

- Co-ordinating the support for students with special educational needs or disabilities (SEND).
- Ensuring that parents/carers are:-
  - involved in supporting your child's learning,
  - kept informed about the support your child is getting,
  - involved in reviewing the progress they are/are not making.
- Liaising with all the other services who may be coming into school to help support your child's learning, for example Learning Support Team, Complex Communications Needs team, Wellbeing and Emotional Support Team etc.
- Updating the school's SEND register (a system for ensuring that all the SEND students and their needs are known to staff) and making sure that records of your child's progress and learning needs are kept up to date.
- Providing support for teachers and support staff in the school so that they can help students with SEND in the school to achieve the best progress possible.

### **Headteacher: Charlotte Mondon-Lines**

Responsible for:

- The strategic overview of SEND department in school.
- The Headteacher gives responsibility to the SENCo and class teachers for supporting your child but is still responsible for ensuring that your child's needs are met.
- The Headteacher must make sure that the Local Academy Board is kept up to date about issues relating to SEND.

### **The SEND Governor: Chris Williams**

Responsible for:

- Making sure that the Local Academy Board are aware of SEND issues and ensure the school have the necessary resources to support students with SEND.
- If a situation arises where a parent/carer has made a complaint about the provision for their child with a special educational need, the SEND Governor will follow the complaints procedure to resolve the parent/carer's concern.

## **What are the different types of support available for students with SEND in our school?**

We have high expectations of all our students and so we expect the following from high quality teaching, that:

- The teacher has the highest possible expectations for your child and all students in their class.
- All teaching is built on what your child already knows, can do, and can understand.
- Responsive teaching is in place so that your child is fully involved in learning in class. This may involve things like using additional scaffolds or explanations in order to ensure your child grasps the core knowledge of a lesson.

Our process involves the 'Assess, Plan, Do, and Review' model as set out in the LA's Graduated Response and takes the following steps:

### **a) Creation of a Learning Plan**

For your child, this would mean:

- Teaching with appropriate scaffolding and advice/alternative strategies from the SENCo aiming to improve overall achievement of a student over at least two terms; with refinements made where necessary.
- Students identified will be monitored for a further term before being considered for referral to external professionals

### **b) Creation of a student passport**

For your child this would mean:

- That the teacher may have in place specific strategies in the form of a student Passport support your child to learn.
- Your child's teachers will have carefully checked on your child's progress and will have identified any gaps in their understanding/learning which may need some additional support to support them make the best possible progress.
- Your child would be monitored as part of the school's assessment and monitoring processes.
- Your child may be referred to an external professional for assessment

### **c) Adding to the SEND register**

This means your child will have been identified by the SENCo or class teacher as needing some additional specialist support in school which may also be provided from a professional outside of the school.

What could happen:

- You will be asked to give your permission for the school to refer your child to a specialist professional e.g. a Clinical Psychologist or diagnostic assessor. This will help the school, and you, to understand your child's particular needs better and be able to support them better in school.
- The specialist professional will work with your child to understand their needs and make recommendations as to the ways your child is given support within the school.
- The intervention(s) agreed would be during withdrawal sessions outside of the mainstream classroom, or during tutor time.
- Support from a teacher, an Achievement Assistant (AA), or addition to specialist groups run by other agencies e.g. Wellbeing and Emotional Support Team.

If we still have a concern that despite the provisions associated when adding your child to the SEND register your child still requires support above what is 'ordinarily available', in line with our school offer and the Worcestershire's Graduated Response, we may consider an Education, Health and Care Needs Assessment (EHCNA) after consulting with the other professionals involved.

For your child this could also mean:

- The school or parents/carers can request that Local Authority Services carry out an assessment for an EHCP. This is a legal process which can judge the level of need required for the child. If granted, it sets out the type and amount of support that will be provided for your child.
- After the request for assessment has been made to the 'Panel of Professionals' they will decide whether they think your child's needs may be complex enough to need this statutory assessment. If this is the case they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the current support already being provided, or make suggestions for additional support.
- If assessment is approved, reports will be called for from all involved. After the reports have all been sent in, a further panel will decide if your child's needs are severe, complex, or lifelong. If this is the

case they will write an EHCP. If this is not the case, they will ask the school to continue with the current level of support, or make suggestions for additional support.

- If an EHCP is agreed, it will outline the support your child will receive and how the support should be used and what strategies must be put in place. It will have long and short-term goals for your child.
- The additional strategies may suggest for the school to support your child with whole class learning, provide access to individual programmes or use individual / small group intervention.

If you have concerns about your child's progress, you should speak to your child's Head of Year initially. If you continue to be concerned that your child is not making progress, you should then refer your concerns to the Special Education Needs/Disabilities Coordinator (SENCo).

**d) EHCP - specified individual support:**

- This type of support is available for students whose learning needs are, severe, complex, and potentially lifelong.
- This is provided via an EHCP. This means your child will have been identified by professionals as needing a particularly high level of support.
- This type of support is available for students with specific barriers to learning that cannot be otherwise overcome.
- Your child may also need continuing specialist support in school from a professional outside of the school. This may be from for example:
  - Complex Communication Needs Team
  - Learning Support Team
  - Educational Psychologist
  - Clinical Psychologist

**How will the school let me know if they have any concerns about my child's learning in school?**

- If your child is identified as not making progress, the school will discuss this with you in more detail and to:
  - listen to any concerns you may have.
  - plan any additional support your child may need.
  - discuss with you any referrals to outside professionals to support your child's learning.

**How will the school let my child know about their needs?**

We will discuss each step with your child. They will be able to provide us with valuable feedback in terms of their difficulties and methods used to help them. It is important that they are listened to as part of this process.

**How is extra support allocated to students?**

- The school budget, received from Worcestershire LA, includes money for supporting students identified with SEND.
- The SENCo decides on the deployment of resources to support students identified with SEND in consultation with the school Local Academy Board, on the basis of needs in the school.
- The Deputy Headteacher and the SENCo discuss all the information they have about students with SEND in the school, including:
  - the students getting additional support currently.
  - the students requiring additional support in the future.
  - the students who have been identified as not making as much progress as would be expected and decide what resources/training and support is needed.

We identify resources according to the needs of our students, monitored via EduKey, which for students with SEND identifies all resources/training and support allocated. It is reviewed regularly, and amendments are made as needed.

**How are pupils with SEND enabled to engage in activities available to those in the school who do not have SEND?**

We feel inclusion at all levels is important and so we ensure students with SEND have the same opportunities to engage in all activities across the school. Where there may be barriers, we discuss these with the student and their parents/carers to arrive at solutions that allow for reasonable adjustments and ensure the student can participate. Opportunities include interest clubs like computer programming; Lego robotics; sports clubs; performing arts clubs; and trips and visits.

## **Who are the other people providing services to students with SEND in this school?**

School provision:

- Teachers.
- Achievement Assistants working with small groups or individual students.

As a school we access support from a variety of other agencies including: -

- Complex Communications Needs Team
- Clinical Psychologist
- Learning Support Team
- Visual Impairment Team
- Hearing Impairment Team
- Chadsgrove Outreach Team
- Wellbeing and Emotional Support Team
- SEND Information, Advice and Support Service ([SENDIASS](#))

We may also access support from the health sector, for example: -

- CAMHS
- Additional Speech and Language Therapy input to provide a higher level of service to the school
- School Nurse
- School Counselling Service
- Community Paediatricians
- Social Services staff

## **Equipment and Facilities available to support students with SEND.**

Teaching staff are advised on the scaffolding needed and assisted with providing resources and equipment for students who have identified SEND. These can include: overlays, coloured books, pen grips, reading pens, writing slopes and use of a word processor. Teachers are responsible for the curriculum outcomes of these students and will liaise with the SENCo over additional support at key points in the assess, plan, do, review cycle, such as exam access for assessments, and encouraging the use of these arrangements. Interventions for students will, in the main, take place if needed during tutor time to ensure they make good progress in their subjects.

## **How are the teachers in school helped to work with students with SEND and what training do they have?**

- All teachers are teachers of students with SEND.
- The SENCo's role is to support the class teacher in planning for students with SEND.
- The school provides training and support to enable all staff to improve the teaching and learning of students, including those with SEND. This includes whole school training on SEND issues such as learning difficulties, emotional and attachment difficulties, or how to include students in lessons who have a diagnosed condition such as ADHD or ASD.
- Individual teachers and support staff attend training courses run by other agencies that are relevant to the needs of specific students in their class, for example from the Complex Communication Needs service.

## **Our approach to teaching students with SEND**

Our approach to teaching is underpinned by the latest research into how the mind learns. Combining the best of traditional pedagogy with the most recent innovations from cognitive science, teachers prioritise memorisation and practice in lessons. Students with special educational needs benefit enormously from these approaches, as the structured setting, clear expectations, and carefully sequenced sets of examples aid understanding. Furthermore, students with special educational needs benefit from extended practice as this supports retention of fundamental subject content.

Teachers have been trained to maximise learning for all students, including those with special educational needs. This is done in the following ways:

- Before lessons, teachers pre-empt misconceptions and areas individuals may find difficult.
- During lessons, teachers provide students with a series of modelled examples, and non-examples, to clarify and solidify concepts and processes.
- During lessons, teachers support students to remember content through direct instruction and deliberate practice.

- Teachers use robust in-class assessments to ascertain the extent of students' understanding and respond accordingly to what these assessments tell them.
- All students follow a broad and balanced curriculum.
- We have high expectations of all our students, including those with SEND. Our staff follow the professional guidance of the SENCo to ensure reasonable adjustments are made where applicable for students with SEND.

### **How are adaptations made for students with SEND?**

Students with SEND receive the same curriculum content as those without. However, teachers build in more time for practice and consolidation to support memorisation.

Effective teaching of all students must begin with detailed knowledge of learners' strengths and difficulties. It is essential that teaching staff know the learning profiles of students with SEND and how to adapt their teaching accordingly. All staff are expected to read the SEND and medical information provided on EduKey and discuss in department their knowledge about how students with SEND perform in their subject and how they can best be supported to achieve.

- Teachers plan lessons according to the specific needs of all groups of students in their class and will ensure that your child's needs are met.
- Teachers have access to the SEND information on EduKey.
- Support staff, under the direction of the teacher, can adapt planning to support the needs of your child where necessary.
- Specific resources and strategies will be used to support your child individually and in groups.
- At Key Stage 3 additional intervention may be provided by achievement assistants during tutor time sessions and via withdrawal, for such matters as organisation and homework and to deliver programmes devised by the specialist teachers and therapists who visit and assess our students.
- For Key Stage 5 decisions about future careers and independent living are important for learners with additional needs and require thoughtful research and planning ahead. We support students to make a successful transition to college, an apprenticeship or sixth form in the following ways:
  - Careers and SEND staff work closely together on post 16 transition plan for students with SEND and other additional needs learners
  - During Year 10 EHCP annual reviews work experience is planned for carefully and discussions about post 16 aspirations discussed
  - Year 11 annual reviews are held in the Autumn Term to allow time for effective, and extended, liaison with preferred Post-16 providers
- The Local Authority's description of Quality First Teaching in the 'Ordinarily Available' document is considered in the development of our Teach and Learning model.
- An annual induction session for new staff by their SENCo.
- Delivery of quality inclusive teaching must be a criterion for observations of classes with students with SEND in them. This also applies to other monitoring measures used by senior and middle leaders, such as work scrutiny or moderation.

### **How will we measure the progress of your child in school?**

Your child's progress is continually monitored by their teachers.

- Progress is reviewed formally at two points during each academic year.
- The progress of students with an EHCP will be formally reviewed at an Annual Review, with all adults involved with the child's education attending, where possible.
- The SENCo will also check that your child is making good progress within any individual work and in any intervention work that they take part in.

### **What support do we have for you as a parent/carer of a child with a SEND?**

- The Head of Year or SEND staff are available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used.
- The SENCo is also available to discuss your child's progress or any concerns you may have.
- All information from other professionals will be discussed with you either with the professional involved directly, or where this is not possible, in a report.
- Homework can be adjusted as needed to your child's individual needs.
- EduLink will be used to support communication with you.

### **How is Haybridge High School and Sixth Form accessible to students with SEND?**

- The buildings are accessible: ramps are situated at all main entrances.
- There is a disabled toilet, shower area and changing facility with a hoist in the main school building.
- We ensure, wherever possible, that equipment used is accessible to all students regardless of their needs.
- After school provision is accessible to all students including those with SEND.
- Extra-curricular activities are accessible for students with SEND.

### **How will we support your child when they arrive, are leaving this school or moving on to another class/year group?**

We recognise that transitions can be difficult for a child or young person with SEND and take steps to ensure that any transition is as smooth as possible.

#### **Transition from primary to secondary**

We understand that transition can be challenging for students identified with SEND, and so preparation is made well in advance. We offer an open, enhanced, and at times bespoke, programme of transition for students with SEND which includes the following:

- SENCo attends at Year 6 Annual Reviews (at all feeder primaries and at other schools/bases where transfer is known to us).
- Visits in the summer term by the SENCo to all our main feeder primaries, and others where the needs of the child are significant and require a bespoke transition.
- The early gathering and sharing of academic and intervention data for students with SEND. For some students, an individual transition plan will be put in place.
- Liaison with parents/carers well ahead of transfer and on intake evening.
- Additional visits by new Year 7 students to school ahead of the main school transfer day.
- The creation of student Passports to share with staff in advance of a students' September arrival.
- Information and input to decisions about class groupings for new Year 7 students is provided by the SENCo before the end of June. This helps ensure that the identified students are placed in the optimal groups for reaching their potential.

If your child is moving child to another school/post 16 provision:

- We will contact the school SENCo/college lead for SEND and ensure they know about any special arrangements or support that need to be made for your child.
- We will make sure that all records about your child are passed on as soon as possible once your child is on roll and attends their first day.
- Where possible your child will visit their new school or setting and in some cases staff from there will visit your child in this school.
- At Year 10 Annual Reviews work experience is planned for carefully and discussions about post-16 aspirations discussed.
- Annual Reviews for Year 11 students are held in the Autumn Term.
- Independent careers advice is provided by Tina Smith, LA specialist teachers and teams in school.
- Those with SEND who have the academic grades to study A Levels or Level 3 courses in our Sixth Form and who opt to do so, are supported by the SENCo, and SEND team at taster and information events. They also liaise with parents/carers and the Director of Sixth Form regarding differentiation which may be needed in terms of the number of subjects studied and any adaptations or equipment required.

When moving classes or year group in school:

- Information will be passed on to the new teachers or Head of Year where necessary.
- If your child would be helped by a transition report to support them understand moving on then it will be made for them in liaison with other agencies involved.

#### **Additional Support**

At Haybridge High School and Sixth Form staff follow an inclusive quality first teaching for all approach. Alongside this, we offer varied interventions, our intervention programmes are tailored to meet the needs of individuals, the SEND team work closely with the English team whereby baseline literacy assessments are carried out at the start of the academic year and at suitable intervals for all students. The information is used to plan the withdrawal programme, assess progress and feedback to staff and parents/carers to decide on the grouping for any interventions. We offer the following: -

- Lexia
- Thinking/Reading
- Reading buddies
- Sparx Reader
- Securing Foundations (Mathematics)
- Therapeutic emotional support
- ELSA
- Individual mentoring
- Mental health support

We also offer further support with:

- Organisation.
- Homework.
- Behaviour.
- Social situations.
- Accepting responsibility.

### **The deployment of Achievement Assistants to support learners.**

This is directed by the SENCo according to the following criteria:

1. the needs of students with an EHCP as identified in their plans,
2. individual need of students with SEND,
3. needs of students with SEND as defined in the Local Authority's policy of 'ordinarily available',
4. the needs of departments,
5. student and parent/carer views, and
6. available resources and the number of students on the SEND register.

In allocating support, the SENCo will endeavour to maintain consistency of support personnel across class groups and, where practicable, within subject areas. Teachers providing support will work in partnership with subject specialists. Achievement Assistants (AAs) will work under the direct supervision of the class teacher within the framework of their job description. Whilst specific students may be the main target for the Achievement Assistants, it is not expected that they will have exclusive contact with those students, as letting a student learn to be more independent and to take risks can be an important step for them.

### **What emotional and social development support do we have for your child?**

We recognise that students with SEND may well have emotional and social development needs that require support in school.

The emotional health and well-being of all our students is very important to us.

- Our PAD team have excellent relationships with our students on the SEND register and regularly check in with students they work with.
- Our Pastoral Team are available to help and support students.
- We have an enhanced mental health strategy in school, which utilises expertise both within and beyond the school, including a number of Mental Health First Aiders, Peer Mentors, counsellors, and a psychologist. We also have strong links with our local Wellbeing and Emotional Support Team.
- We have a robust Safeguarding Policy in place.
- All staff continually monitor the emotional health and well-being of all our students.
- We are an anti-bullying school.
- We have break and lunchtime provision for students who require extra support.

### **Support for families for improving emotional and social development.**

Where the impact of the child's needs may be wider than school and affecting the home environment, support may be sought through other agencies or other professionals, including the following:

- [Social Care Early Help](#)
- CAMHS staff (Child and Adolescent Mental Health)
- Community paediatricians and GPs
- [Healthy Minds](#)
- Worcestershire Health and Care NHS trust
- [Action for Children](#)
- [Barnardo's](#)
- [Worcester County Council](#)

**What to do if you are concerned or unhappy with SEND support**

- In the first instance, contact the SENCo to discuss your concerns. You can do this using the usual method of making school contact, by emailing [office@haybridge.worcs.sch.uk](mailto:office@haybridge.worcs.sch.uk), marking it for the attention of the SENCo.
- You can contact the LA's service for SEND advice for parents/carers, SEND Information, Advice and Support Service ([SENDIASS](#))
- Should you feel you need to take your concerns further, please mark your email for the attention of Tom Peake.
- The Trust's complaints procedure can be found on [The Fours Stones MAT](#) website.