

SEND Information Report

This information is published in conjunction with the Local Authorities Local Offer which can be found at:

www.kirkleeslocaloffer.org.uk

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Governor with responsibility of SEND: Sarah Grant

1. What kinds of special educational needs does the school make provision for?

North Huddersfield Trust School caters for a wide range of special educational needs, disabilities and medical needs.

These include:

- ❖ Autistic Spectrum Disorder (ASD)
- ❖ Dyslexia,
- ❖ ADHD,
- ❖ Learning difficulties,
- ❖ Speech and Language delay
- ❖ Emotional, social and/or mental health difficulties.

We work closely with parents and professionals, as we always seek to empower each student so he/she can achieve his/her best.

2. How does the school know if students need extra help and what should I do if I think that my child may have special educational needs?

When a student is transferring from a different school/organisation to us, North Huddersfield Trust will be informed and we will put a process in place to ensure a successful transition.

Within school the progress of each student is carefully tracked and any concerns arising as a result of our regular assessments or because of professional observations, will be raised with the parent/carer by the Tutor, Head of Year, or SENDCO.

In the same way, any parent with concerns about their child should initially speak to the Form Tutor who will stay in contact with the parent whilst looking into those concerns. The SENDCO will discuss, decide and record an action plan/support plan which will then be reviewed as regularly as required.

3. How does the school evaluate the effectiveness of its provision for students with special educational needs?

The Tutors closely monitor the progress, achievements and overall well-being of every student in their tutor groups. In addition to this the SENDCO will liaise with the Head of Year and Tutor to monitor the progress of the students with Special Educational Needs and Disabilities.

Any interventions which are carried out to support a student are carefully tracked and monitored to ensure that they are having the required positive impact. Regular reports are provided to governors who oversee the progress of children.

4. How will both the school and I know how my child is doing and how will the school help me to support their learning?

All students at North Huddersfield Trust are set ambitious yet achievable targets in all areas of their learning. Throughout the year all teaching staff produce APA grades which are sent to all parents/carers at given intervals and there are Parents'/Carers' Evenings where a student's progress can be discussed individually.

There are regular SEND reviews but the SENDCO is happy to talk to any parents/carers about their children and additional meetings can be arranged at their mutual convenience.

5. What is the school's approach to teaching students with special educational needs?

As a school we believe in quality first teaching; we seek to deliver a broad, balanced, engaging and fully inclusive curriculum so that all students are given the opportunity to reach their potential and see themselves as learners. Appropriate interventions are put into place for any student, with or without special educational needs, who is not making expected progress.

We support students with special educational needs and disabilities by providing specifically prepared learning materials and the use of appropriate ICT.

Students are taught with Educational Teaching Assistant (ETA) support in whole class situations, small groups or occasionally one to one.

There is a graduated response to a child's needs depending on the complexity of the need; outside support and expertise is sought from agencies available to the SENDCO when required

Parents and carers are consulted about all choices that are made concerning their children.

6. How will the curriculum and learning be matched to my child's needs?

Every teacher is responsible for the learning in their own classroom, their delivery of the curriculum is differentiated in order to cater for the varying abilities and learning styles of the students in their classes.

The approach to teaching students with special educational needs and disabilities, listed in Section 1, is employed when the needs of a student have been identified as being more complex than the usual range within a class.

7. How are decisions made about the type and amount of support my child will receive?

All decisions about the type and amount of support that students receive will be an ongoing collaboration between the student, parent, teachers, SENDCO, outside agencies, Senior Leadership Team, Head teacher and Governors.

Working closely with parents and professionals we will always seek to teach every student so that he/she can achieve his or her best results. The type and level of support depends on the specific needs of the student at any particular time in any particular subject or situation.

If the needs and required provision meets the criteria for additional funding from an outside source then a bid for that funding will be written by the SENDCO to further aid the support for that individual child, the LA will decide if such a bid is successful.

8. How will my child be included in activities outside the classroom, including school trips?

All students are included in school activities and trips.

For students with additional needs there will be student specific risk assessments completed and adequate support, where appropriate, will be put in place to ensure a safe and successful trip for all.

9. What support will there be for my child's overall well-being?

The adults at North Huddersfield Trust work hard to develop positive relationships with the students.

The students are encouraged to discuss any issues they have, whether educational or social, with one of their teachers, Pastoral managers or Form Tutors in the first instance.

Then the Welfare Officer and the School Counsellors can be accessed by students who might need some extra or longer term emotional support.

10. Who is the school's special educational needs co-ordinator (SENDCO) and what are her contact details?

Ms. Angela Sharidan, asheridan@nhtschool.co.uk,

01484 452100

11. What training have staff supporting special educational needs had and what is planned?

The SENDCO receives training from various local and national providers on a wide range of conditions such as Autism, Dyslexia etc.

She then trains the school staff during staff training days, or provides individual coaching if the need arises.

The ETA team receive more specialised regular training, both group and sometimes individual, so that they are fully equipped to deal knowledgeably and efficiently with the special needs of the students on our roll.

The SENDCO, teachers, ETAs, other staff and governors also access training to learn how to support children with medical needs such as diabetes and all carry full training with regards to child protection and safeguarding.

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

If, once the progress of a student has been monitored and strategies discussed with parents, it is considered that additional expertise is desirable then outside specialist services can be accessed by the SENDCO via application, with evidence, to Kirklees specialist provisions services.

Signed parental permission forms are needed so that the student can be discussed with these outside agencies and to put outside support in for the student if this is considered appropriate.

The school, via the Pastoral managers, may also institute 'Team around the Family' meetings and attend EPEP meetings. The SENDCO will become involved if the student has special needs.

13. How will equipment and facilities to support students with special educational needs be secured? How accessible is the school?

Only the entrance and ground floor is accessible to wheelchairs.

See our accessibility plan on the School website.

14. What are the arrangements for consulting parents of students with special educational needs?

Parents are encouraged to speak to their child's Tutor or Pastoral Manager with any questions or concerns; these meetings can be informal or formally booked.

In addition to Parents' Evenings, additional meetings are held to discuss targets and achievements with the SENDCO for students with special needs when required. Support Plans are drawn up and/or reviewed at these meetings.

Students with EHCPs will also have a 2/3 hour multiagency meeting once a year (more often if there is a concern). Parents/carers will receive a formal written invitation to this 10 days before the meeting.

Kirklees council will send out the resulting review paperwork to both the SENDCO and to parents/carers.

Parents can make an appointment to see the SENDCO by emailing the above email address or by telephone.

For a student to reach his or her potential it is important for the parent/carer to be fully involved.

The SENDCO is also available to discuss any concerns a parent/carer has about a student, whether or not that student has a recognised learning need or disability at this stage.

15. How will I be involved in the education of my child?

We encourage all parents/carers to be actively engaged in supporting their child's education.

You should continue to encourage them to read widely and provide a quiet and supportive environment for them to complete their homework in.

You could support your child by encouraging them to plan and proof read their work carefully and help them with their learning for tests and exams.

Your child will have a planner issued at the start of the year and this provides an ideal opportunity for you to be directly involved in monitoring and supporting home learning tasks.

Your child's individual targets will be shared with you, along with ways for you to support achievement. You will also receive regular APA results for your child. You can ring your child's Pastoral Manager, in the first instance to discuss these if you have a concern.

16. What are the arrangements for consulting young people with SEND and involving them in their education?

Students are involved with their own target setting.

Students attend meetings with the Tutor or Pastoral manager to discuss their own progress and needs.

Teachers ensure that they get to know your child via the classroom/breaks and importantly by reading the Support Plan that each special needs student has. Each special needs student was involved in composing their own Support Plan.

You will also have a copy of this Support Plan, which is posted out to you after a special needs review- whether you were able to attend or not. This means that each teacher can tailor the provision in their classrooms to meet your child's learning style, ability and interests.

17. What do I do if I have a concern or complaint about the SEND provision made by the school?

Parents are encouraged to bring any concerns to the attention of the SENDCO.

For more detailed information please refer to the complaints policy on North Huddersfield Trust website.

18. How does the governing body involve other organisations and services (e.g. health, social care, local authority support services and voluntary organisations) in the meeting the needs of students with special educational needs and supporting the families of such students?

The SENDCO is usually the person who involves other organisations and services and reports directly to the Senior Leadership Team.

The SENDCO also reports to the governor with specific responsibility for Special Needs

Governors can see the data that informs them of the progress made by students with additional needs in order that they can ask questions to ensure that all children's needs are being met.

19. How does the school seek to signpost organisations, services etc. who can provide additional support to parents/carers/children?

The SENDCO can signpost parents to the wide range of support organisations and groups available in the community.

As discussed above the SENDCO can also access the professionals who can offer the specific support required for individual student needs to either work directly with the student or to offer advice to parents and/or staff.

The school website is a resource that can be used by parents of children with Special Educational Needs and Disabilities; it is updated regularly with new information.

The Welfare Officer is available to add expertise and signposting that is more specifically related to health and mental-wellbeing; this service can be accessed by the SEND team.

20. How will the school/setting prepare my child/young person to:

(a) Join the school?

North Huddersfield Trust works hard to ensure that students have a smooth transition into the school.

The school works closely with parents and any outside agencies involved with students who enter with a recognised need and we seek to do all we can to meet the need from the day they arrive.

Any adjustments from that point will be completed quickly to ensure that the student can access their education effectively and so we ensure that student well-being is paramount.

(b) Transfer between phases of education (e.g. primary to secondary, secondary to further education)?

North Huddersfield Trust understands the importance of carefully considered transition plans for students with additional needs.

In any transfer the most important element is communication, so that information about students and how they learn best, is communicated on paper and in meetings so that professionals who will be teaching these students have the opportunity to ask questions and get to know as much as possible about them, before they start at the new institution.

The amount and nature of pre-visits to the new setting is decided with each student individually as needs vary so. Each of these pre-visits seeks to predict possible

issues that may arise and to pre-empt as far as possible so that the student feels equipped to begin the next part of their journey.

(c) Prepare for adulthood and independent living?

North Huddersfield Trust works hard to encourage independence and confidence in all children. Various life skills are introduced; questioning, independent thought is fostered through positive relationships and a safe environment to learn and explore their relationship with the wider world.

(d) How can I access support for myself and my family?

If you feel that you need further support please speak with Ms Angela Sheridan (SENDSCO) who will advise you on who to contact or the next steps which need to be taken. You can also contact SEND at Kirklees Council (01484 221000) for further support.

Further SEND services can be found sign-posted on Kirklees Council's Local Offer at:

www.kirkleeslocaloffer.org.uk

(e) Whom can I contact for further information?

For more information speak to Ms Angela Sheridan (SENDSCO).