



## SEN INFORMATION REPORT

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| Updated on:       | January 2019             |
| Reviewed by:      | Theresa Bullough (SENCo) |
| Next review date: | January 2020             |

The Hampton Gardens SEN Information Report is written in line with the following areas of legislation and guidance:

- Special Educational Needs and Disability Code of Practice: 0-25 years (2015)
- Children and Families Act 2014
- Supporting Pupils At School With Medical Conditions April 2014
- Equality Act 2010

This document has been created in collaboration with students, staff and the parents of children with SEN at Hampton Gardens school.

### **Do you require support accessing this document?**

If you would like support to access this document, including having this document translated, please contact Sarah Barnard-Mitcham

| Page number | Frequently asked questions (in line with the SEND Code of Practice, Chapter 6.79)                               |
|-------------|---|
| 2           | What kinds of SEN do we provide support for?  |
| 3           | How do we identify students with SEN?   |
| 4           | How do we involve parents with SEN in their child's education?  |
| 4           | How do we involve young people in their education?  |
| 5           | How do we assess children and young people's progress towards outcomes?   |
| 6           | What arrangements can we make for students preparing for adulthood when they leave school?                      |
| 6           | What is our approach to teaching children and young people with SEN?  |
| 7           | What adaptations do we make to the curriculum and learning environment of children and young people with SEN?   |
| 7           | What expertise and training do staff access to support young people with SEN and how is that support secured?   |
| 8           | How do we evaluate the effectiveness of the provisions made for children / young people with SEN?               |
| 8           | How do we enable young people with SEN to engage in the same activities as young people who do not have SEN?    |
| 8           | How do we support the social and emotional development of young people with SEN?                                |
| 9           | What other bodies do we work with to ensure we meet the needs of young people's SEN and support their families? |
| 9           | What if you are unhappy with the provision your young person is receiving and wish to make a complaint?         |
| 9           | Peterborough Local Offer  |

## 1. What kinds of SEN do we provide support for?

The Code of Practice breaks down SEN into 4 areas of need:

1. Cognition and Learning
2. Communication and Interaction
3. Social, Emotional and Mental Health
4. Sensory and Physical

A useful summary of these 4 broad areas can be found via the NASEN website. It is not uncommon for students to have needs that fall into more than one category.

Hampton Gardens operates a 'needs based approach' when working with young people and their families. Rather than predicting what provisions an individual requires based on their diagnosis, we look at the whole-child and take into account their strengths, as well as their barriers. All staff make every effort to remove these barriers through quality first teaching, targeted support and collaborative work with other departments and agencies.

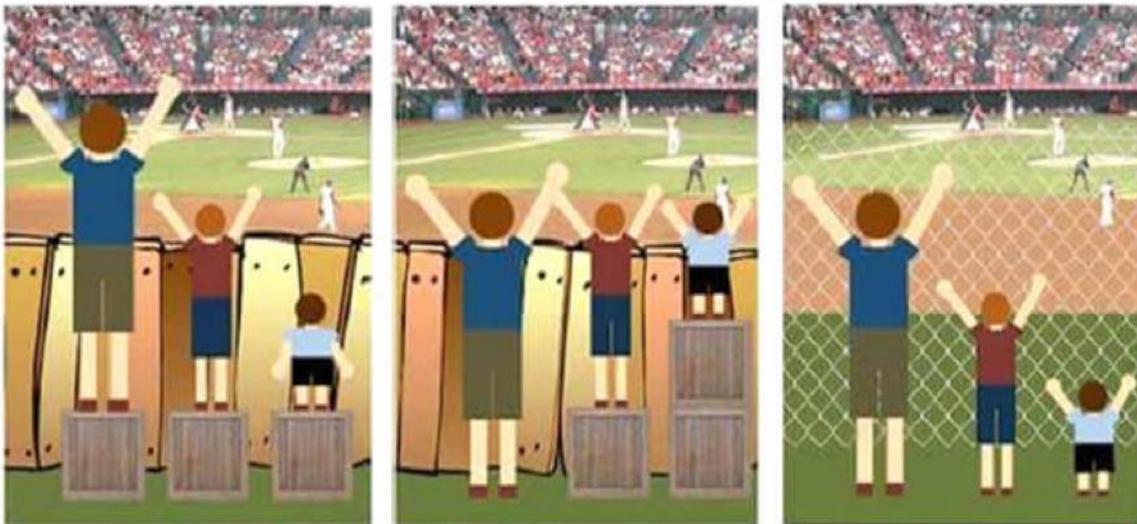


Image credit: <http://spark.facultyinnovate.utexas.edu/4th-box-visualizing-inclusive-classroom/>

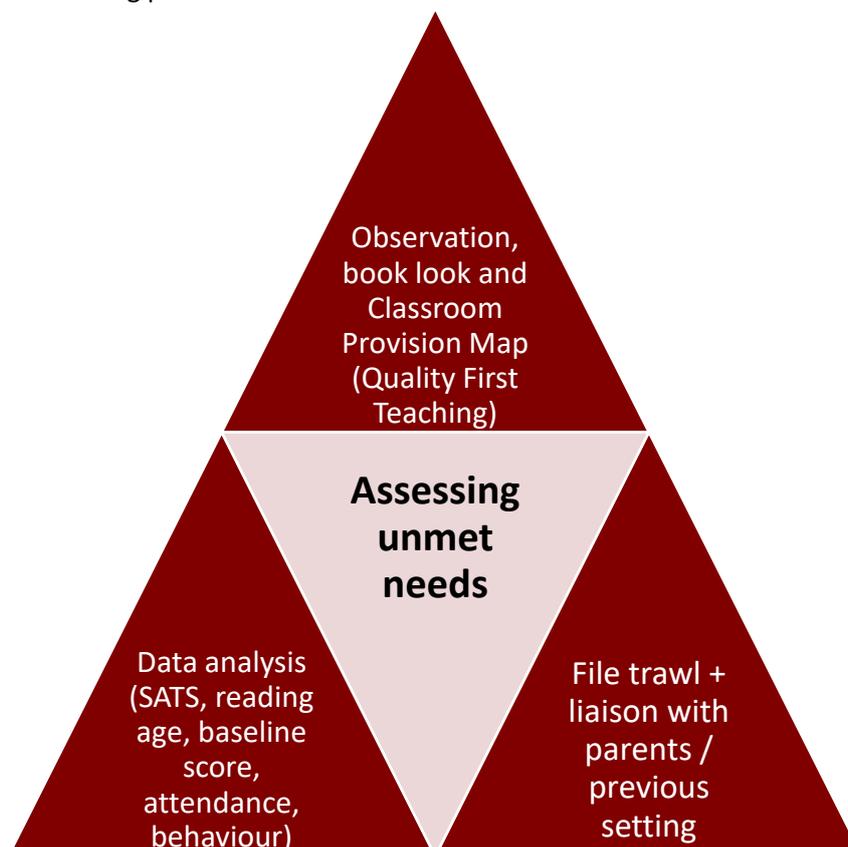
There may be times when we are unable to meet the needs of students with SEN, but this decision will be made in conjunction with the child, the parents/carers and the Local Authority.

The Achievement Support Department at Hampton Gardens currently consists of the SENCo, and eleven Teaching Assistants who are all skilled in supporting the various needs of the students who attend our school. Each year the Teaching Assistants have the opportunity to attend various training sessions, with a focus on supporting the current needs of the cohort. For example, if we have a number of students with speech and language needs the Achievement Support Department will organise bespoke training with the NHS Speech and Language Therapists.

The SENCo, Miss Bullough can be contacted via the school number or through email [sen@hamptongardens.org.uk](mailto:sen@hamptongardens.org.uk).

## 2. How do we identify students with SEN?

We try to identify SEN before students start Year 7, as the SENCo will attend all Primary transition visits. Sometimes, this cannot be attained, so the Achievement Support Department sensitively and discretely assess the needs of all students during the first term they begin at Hampton Gardens, through a variety of triangulated approaches. This is so we can ensure we leave no stone unturned when assessing potential needs.



Based on the feedback from these initial assessments, more detailed and personalised assessments can take place, with consent of the parent. Examples of these are:

- Strengths and Difficulties Questionnaire
- Pupil Attitudes to Self and School
- Outcome Star
- Detailed Assessment for Speed of Handwriting (DASH)
- Various literacy assessments
- Various numeracy assessments

If any of the above assessments require further investigation, then we will work with the young person and their parents/carers in order to involve appropriate provision and support.

**The SEND Referral Form** is available for all staff to complete if they have concerns that a child may require additional support and further enquiry from the Achievement Support Department.

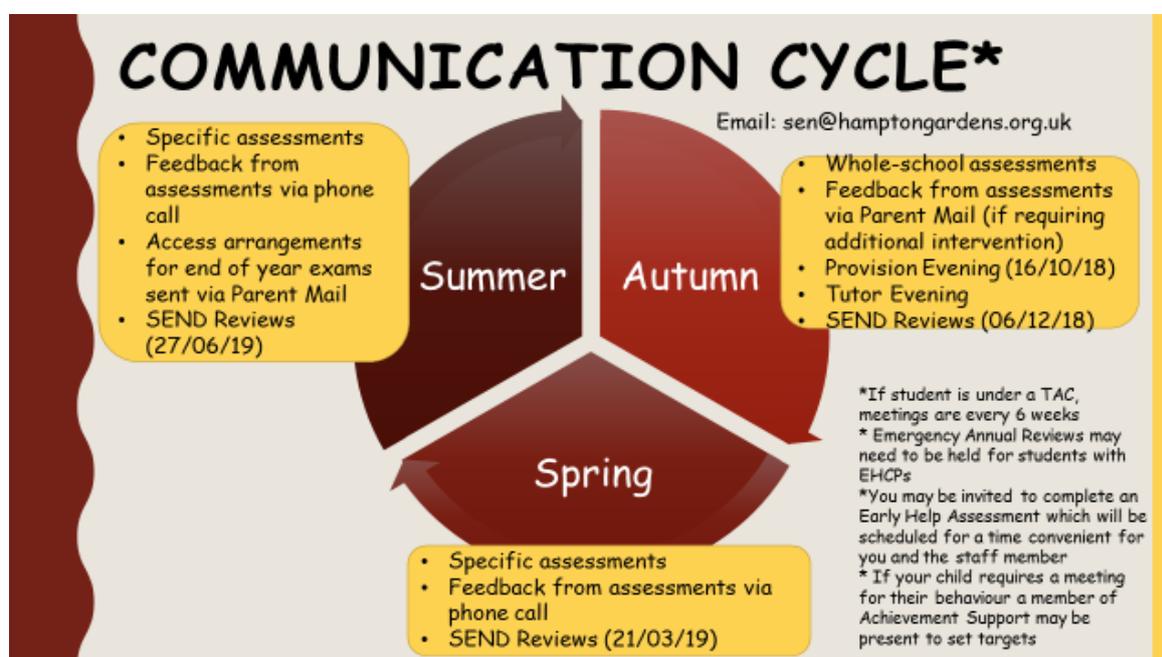
Information is shared with the Local Authority via the termly Census.

### 3. How do we involve parents with SEN in their child's education?

Parental involvement is encouraged before the child begins at Hampton Gardens. Parents/carers are welcome to book on tours of Achievement Support while their child is still in Key Stage 2. (See transition support document on the school website)

In addition to the parents, tutor and open evenings that are available to all students, parents/carers of young people with SEN are invited to attend termly SEN Reviews. It is an opportunity for the parents / carers to meet the TA's who support their child on a day-to-day basis.

The purpose of the Review is to discuss the impact that agreed provisions have had on the attendance, behaviour, attainment and progress of the student, and agree on next steps for the following term. It is **person centred**, which means the child needs to be involved in the process if they have the capacity to do so.



The Achievement Support Department are comfortable to communicate via email, telephone or a home-school diary based on whatever method is suitable for the individual family.

We also use our Parent Mail facility to survey the views of parents at regular times of the year. Parents / carers are encouraged to share their opinions in order to strive to improve the quality of learning for students with SEND.

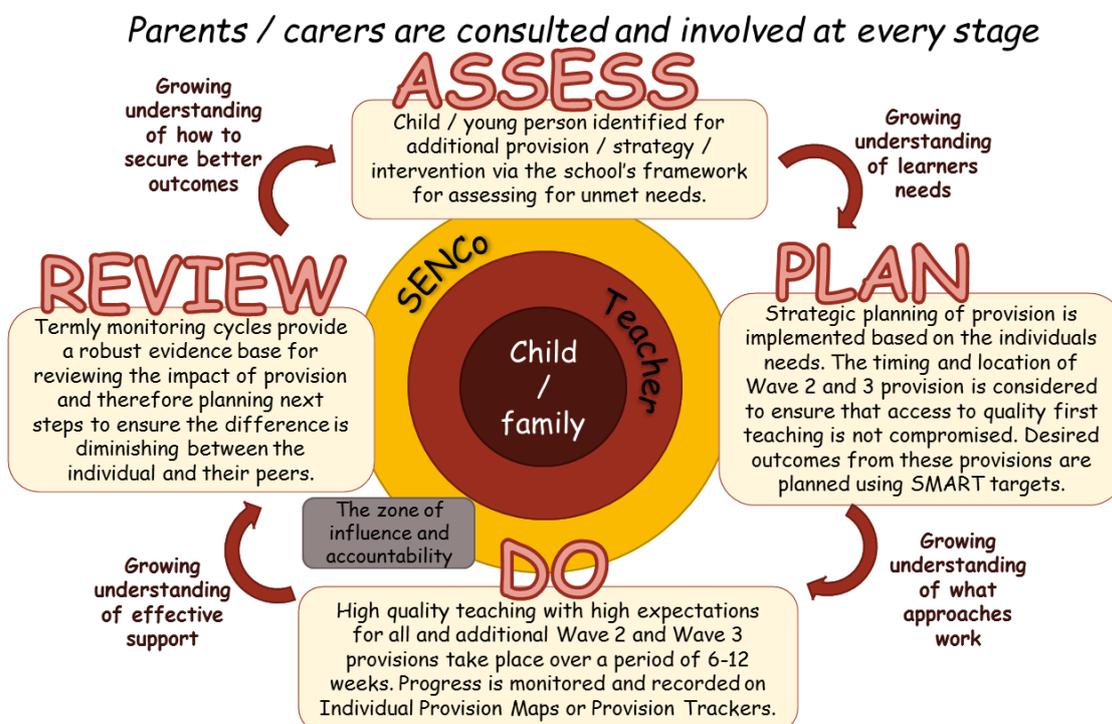
### 4. How do we involve young people in their education?

Capturing the voice of young people is essential in maximising the opportunities for them to reach their full potential. Our Student Council has a 'SEN Representative' position for each year group and students with SEN are able to run for this post and collect the views of other students with SEN and share them at regular meetings.

The voice of young people with SEN is captured before and during their termly SEN Reviews. There is no set format for collecting these views, as we are mindful that some students struggle to communicate we use alternative methods of ascertaining their opinions.

## 5. How do we assess children and young people's progress towards outcomes?

The Achievement Support Department implement the 'assess, plan, do, review' cycle and have a tacit awareness of the importance of the **Graduated Approach**. This is demonstrated through the child's **Individual Provision Map**, which is often reviewed and updated at the termly SEN Reviews.



Students who have Education, Health and Care Plans, have their term outcomes reviewed annually. These are monitored termly. Relevant people are informed of and invited to the review of the young person's outcomes. In addition to the student, there will usually be the parents/carers, support staff and any external services who are currently involved in attendance. It will be held in our meeting room in Achievement Support, or wherever the young person feels the most comfortable. Additional information is collected from the student, parents/carers, teaching/support staff and sometimes external professionals before the Annual Review. Attendance, behaviour and attainment data are collected, alongside any specialist assessments based on any interventions the young person may be receiving.

There needs to be an agreement between everyone involved in the review progress, including the child / young person. New outcomes are shared with the local authority and the staff who work with the young person so everyone can support the child in meeting them during the next year. There may be emergency annual reviews held for students who are struggling to meet their outcomes.

If a child is LAC and has an SEN need then the Designated Teacher for LAC will attend the PEP reviews and discuss SEN needs within the PEP framework.

If a child is under involvement from Early Help or Children's Social Care and has SEN, a representative from the SEN Team will often be present in order to be an advocate for their needs and also to offer strategies and provisions to support the child in meeting their outcomes.

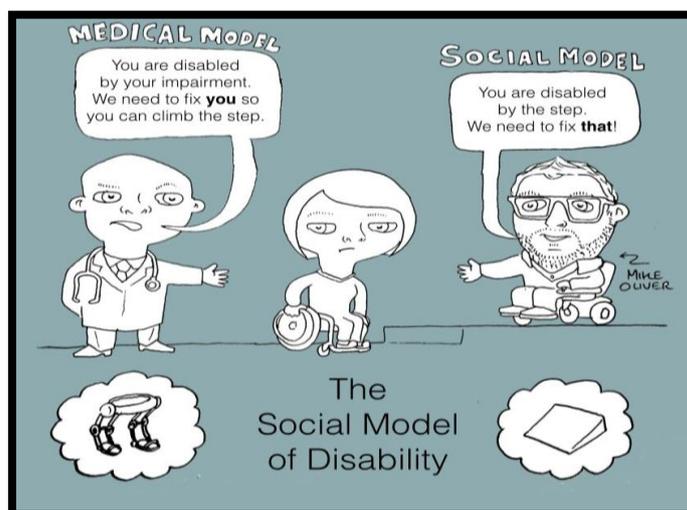
## 6. What arrangements can we make for students preparing for adulthood when they leave school?

Students will begin to have outcomes relating to their progression into adulthood when they move from Key Stage 3 to Key Stage 4. We do not currently have a cohort who are at this stage of their learning journey, however when we do, we will be focusing on the following areas:

- Life skills
- Managing money
- Relationships
- Participation in the local community
- Sport and leisure
- Personal care
- How to stay safe
- Independent travel

## 7. What is our approach to teaching children and young people with SEN?

Hampton Gardens is a wholly inclusive school and makes every effort for students to spend as much time in main body lessons with their peers as possible. This is because the child learns the most from the class teacher. Teachers keep a Classroom Provision Map which they use in conjunction with the Whole School Provision Record and the young person's Pupil Passport, in order to personalise and tailor learning for those with additional needs.



Teaching staff are proficient in scaffolding, differentiation and modelling, and have opportunities to develop these skills throughout the year through various training led by the SENCo or Local Authority.

Level 2 Teaching Assistants are often present in the lower sets of English and Maths lessons. This is so they can use their understanding of Literacy and Numeracy and support the class teacher with implementing quality first teaching strategies to those who may struggle with these two subjects. Level 1 Teaching Assistants have a Key Working role for students who have Education, Health and Care plans. Their presence in lessons is to ensure that the child can access the same broad and balanced curriculum as their peers through making reasonable adjustments, but also having high expectations of what the child can achieve.

Sometimes students may need to attend additional intervention. Consent will be ascertained via Parent Mail. It will also provide information the frequency, duration and timing of these interventions and which staff member will be leading on its implementation and review. The Achievement Support Department make every effort to avoid core subject disruption but also to preserve as much of their important social time as possible. Intervention generally lasts no longer than 30 minutes and occurs during the last half of the lesson – ensuring that the student still has access to some part of the curriculum. Teaching staff are made aware of this in advance so they can plan suitable tasks for the child to complete.

Students who access additional provisions are required to sign a provision agreement – this is so we can ensure they are being used appropriately.

#### **8. What adaptations do we make to the curriculum and learning environment of children and young people with SEN?**

Hampton Gardens is fully accessible. We also have a medical room and a hygiene suite on-site. The school's Accessibility Plan can be found on the school website.

We use a number of aids to allow pupils to access our curriculum. This is looked at on an individual basis but can include:

- Concentration / anxiety management aids
- Pen grips
- Ear defenders
- Lesson breaks (including toilet pass)
- Communication fans
- Assistive technology / software
- Tinted overlays / exercise books
- Enlarged paper

We are lucky enough at Hampton Gardens to have an area of the school (Achievement Support) which has been designed to provide enhanced support for young people with SEN needs. The area contains the following rooms:

- Break out room
- Sensory room
- Multi-agency room
- Collaboration room / classroom
- Intervention room

#### **9. What expertise and training do staff access to support young people with SEN and how is that support secured?**

Hampton Gardens receives updates from the Peterborough Local Authority regarding training opportunities. We operate a needs-based approach which means that training is relevant to the student cohort and changes year on year to reflect the current needs of the young people.

Support staff have an understanding of the Peterborough Pathway and are able to conduct Early Help Assessments in order to identify the best model of support for the individual or the family.

Support staff have attended training in various interventions that support both academic and emotional development. Some examples of training the Achievement Support Department have undertaken are:

- Precision Teaching
- Supporting diabetes management in school
- Emotion Coaching
- Outcome Star
- Catch Up Literacy
- Catch Up Numeracy
- 5 Point Incredible Scale
- Social stories
- Sensory Circuits
- ELKLAN 2 day course
- Reciprocal Reading

**10. How do we evaluate the effectiveness of the provisions made for children / young people with SEN?**

The SEN Team monitor the Whole School Provision Record, which details the cost, gains and impact of each provision a student will be accessing. This is updated termly, and decisions on future provisions are agreed with parents and the young person at the termly SEN Review and detailed on their Individual Provision Map.

**11. How do we enable young people with SEN to engage in the same activities as young people who do not have SEN?**

Hampton Gardens are very clear in the message that all activities should be inclusive for all. Classroom based Teaching Assistants support with this. The SEN Team works alongside Student Services, who also have a secure understanding of making activities accessible to students with additional needs.

Hampton Gardens are committed to supporting students who may feel like their SEN needs limit them from doing the same activities as their peers through liaising with the Trips and Visits Coordinator.

**12. How do we support the social and emotional development of young people with SEN?**

The SEN Team works closely with Student Services in identifying appropriate levels of support for students with and without SEN.

Students meet their Form Tutor every morning, which provides students with a key person to talk to. The Year Base always has a member of the Student Services Team available and a staff member can be found in Achievement Support every break and lunch.

There is a whole-school approach to creating positive opportunities for social development, with various lunch and afterschool clubs running every day for students with varying interests and abilities.

All staff have attended Mental Health First Aid Training and have access to documents where they can log a concern and it can be picked up immediately by the Designated Safeguarding Lead.

In addition to referral based services to support social and emotional development, there are online support platforms available to all students:

- Keep Your Head <http://www.keep-your-head.com/cyp>
- Kooth <https://kooth.com/>
- Chums <https://chums.uk.com>

**13. What other bodies do we work with to ensure we meet the needs of young people's SEN and support their families?**

- School Nurse
- CAMHS
- Specialist Teacher for ASD
- Specialist Teacher for ADHD
- Specialist Assessor for Exam Access Arrangements
- Occupational Health
- Educational Psychology Service
- Early Help Team
- Behaviour Panel
- Speech and Language Therapy Team
- Sensory Support Services
- Physiotherapy
- Diabetic Nurse
- Youth In Localities
- British Dyslexia Association

**14. What if you are unhappy with the provision your young person is receiving and wish to make a complaint?**

If parents have concerns relating to the provision for children with SEN or EAL, they should firstly raise them with the SENCo or with the Head of School. Then, if they are not satisfied, parents should refer their concerns to the Executive Headteacher. In the case of an unresolved complaint, the issue should be taken through the general Governors' complaints procedure. A copy of our Complaints Policy is available on our website.

**Peterborough Local Offer:**

<http://fis.peterborough.gov.uk/kb5/peterborough/fsd/localoffer.page?familychannel=8>