Hounsdown School SEND Information Report | 2023/24

Key questions and information within this document:

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4. How will Hounsdown School's staff support my child/young person? How will the curriculum be matched to my child's/young person's needs?
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1. Special educational needs and disabilities (SEND) provision at Hounsdown School

Welcome to Hounsdown's Special Education Needs and disabilities (SEND) pages. We hope you will enjoy reading about the variety of ways in which Hounsdown School is able to support SEND students to reach their full potential.

Our Special Educational Needs Co-ordinator (SENCO) is Mr D Clark.
Our Assistant SENCO (ASENCO) is Miss J Drain.
Our SEN Teacher and school Assessor is Mrs D Walsh.
Our Governor with responsibility for SEND is Mrs C Campbell.
Hounsdown School is a mainstream school.

At Hounsdown School we welcome everybody into our community. The school's motto is "Be the best that you can be" which drives our curriculum design and approach to learning.

Every student at Hounsdown School has the opportunity to follow National Curriculum subjects as well as following an appropriate range of GCSE subjects on the advice of the SENCO.

We are committed to narrowing the attainment gap between SEND and non-SEND students. This may include after school interventions, short-term intervention learning or other learning interventions developed on an individual needs basis.

We have good attendance at Hounsdown School as students want to come to school to experience our high quality learning environment.

If your child has a special educational need or disability and you would like to know more about what we offer at Hounsdown School after reading these pages contact us on 02380862981 or e- mail us at senco@hounsdown.hants.sch.uk, asking for the SENCO to contact you.

2. How does Hounsdown School know if children/young people need extra help and what do I do if I think my child has special educational needs?

Hounsdown School uses guidance provided by Hampshire County Council to identify special educational needs. Information to support identification of SEND may be gathered through:

- Liaison with link primary/junior schools prior entry in to Year 7 (summer term of Year 6) or at transfer for students joining the school other than at the start of Year 7
- Analysis of information for all children in their first term of entry. The school may use additional tests to supplement this information.
- Concerns about progress raised by teaching staff.
- Information or concerns from parents, carers or other professionals.
- We will carry out further assessments to support applications for exam access arrangements and to provide teaching and support staff with a detailed picture of need.

If you are concerned that your child may have a special educational need or disability please contact your child's/young person's Year Leader or the SENCO.

The Equality Act 2010 states that a person has a disability if they have a physical or mental impairment and the impairment has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

A physical or mental impairment includes:

- Learning difficulties
- Medical conditions, including epilepsy, diabetes, more severe forms of asthma and eczema
- Specific learning difficulties, including dyslexia
- Autism
- Speech, language and communication impairments

If the impairment has a substantial and long-term effect on a person's ability to carry out normal day-to-day activities it may amount to a disability.

A young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.

A young person has a learning difficulty or disability if he or she:

a) Has a significantly greater difficulty in learning than the majority of others of the same age, or
b) 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 a mainstream school.

3. How do both you and I know how my child is doing and how will you help me to support my child's/young person's learning?

- All subjects monitor the progress of students in their subjects through both qualitative and quantitative assessment.
- We report academic progress to parents/carers each term through Termly Progress Checks. Progress is regularly monitored by Year Leaders, the Senior Leadership Team and the SENCO.
- We share examples of good practice during departmental meetings, colleagues overcome learning barriers by working together.
- Achievement is celebrated through the school's rewards system.
- Through online Consultation Evenings each year.
- All parents/carers are invited to meet with their child's subject teachers through online Consultation Evenings each year.
- Students on the SEN Register will have a Learning Plan which may be co-written with parents/carers and is shared with your child's teachers to help inform their planning.

Here are some practical examples of how we will support your child's learning:

- Your child will have a designated tutor who will be our first point of contact should you have any concerns about your child's progress.
- Year 7 parents/carers are offered an initial consultation with their child's tutor early in the autumn term.
- The school offers parenting advice and support through workshops led by Lorraine Lee, a parenting consultant.
- Curriculum information evenings are held for each year group to provide parents/carers with information about the school's curriculum.
- Homework is gradually introduced in Y7 in order to build your child's resilience.
- Children can complete homework in Learning Support between 3 and 4pm after school every Tuesday and Thursday.

4. How will Hounsdown School's staff support my child/young person? How will the curriculum be matched to my child's/young person's needs?

The school adopts a graduated approach to intervention.

Hounsdown School is an inclusive, mainstream school and therefore the expectation is that the majority of support will be in the classroom via teachers who understand how different students learn. Teachers are responsible and accountable for the progress of all students. Information about individual student needs is shared and updated regularly with teachers and LSAs. We use Individual Learning Plans shared through a central electronic system to share information effectively. Staff are supported by the SENCO and the Learning Support team with training and relevant information so that they can adjust and adapt lessons appropriately.

Some of our classes within our banding/setting structure have fewer students than others to allow for

greater personalisation and additional time working with the teacher.

In addition to high quality inclusive teaching, some students will require additional intervention to ensure that they get back on-track in terms of their attainment in literacy and numeracy.

Some students will require tailored teaching in classes with additional, time-limited, tailored intervention support programmes:

This support is designed to increase rates of progress and secure learning for groups of students, putting them back on course to meet or exceed national expectations. This takes the form of tight, structured programmes of small-group or individual support, carefully targeted and delivered to help students achieve their learning objectives. This level of intervention needs to help students apply their learning in mainstream lessons. Examples of this level of support are Peer Paired Reading and Accelerated Reader for Year 7s.

This level of support is characterised by small-group intervention and/or programmes and is intended for students who can be expected to 'close the gap' with their peers as a result of the intervention. Interventions at this level are designed for students for whom a well – structured short term programme will enable them to make progress.

Students with SEN who may be included in this type of intervention are students who can be brought back 'on track', that is those students whose attainment in English and mathematics is not significantly out of step with their peers.

Some students will require increasingly individualised programmes, based on independent evidence of what works:

Students will have their needs addressed through inclusive teaching and in addition, will receive specific targeted approaches. Students on the SEND Register in Y7, 8 and 9 with specific literacy and/or numeracy needs will receive individualised programmes targeted at improving their key skills. Individualised support tends to reduce as students' progress through the school in order to minimise any disruption to classroom teaching at GCSE level. Students receiving SEN Support will be assigned a Key LSA who will draw up an Individual Learning Plan identifying strengths and concerns and strategies for maximizing learning in the classroom. In addition, the student will have the opportunity to share information about themselves and say what staff can do to help them to learn.

A minority of students will require increasingly individualised programmes, based on independent evidence of what works. In addition, there may be specific support from the Local Authority or other agencies:

This support is designed to accelerate and maximise progress and minimise performance gaps. It may entail one-to-one or very small group support to ensure that students achieve very specific targets.

This provision may entail adjustment of learning objectives and teaching styles and /or the nature of support. Students at this level of support may also have access to other SEN interventions.

Students receiving this level of support will be identified as having an Education Health or Care Plan (EHCP).

In addition, Hounsdown School offers:

- An adapted "transition curriculum" for students in Key Stage 3 who typically have attained below national expectations in English and Mathematics at the end of KS2.
- A nurture group in Y7 and 8 focusing on the delivery of social skills.
- A variety of options at Key Stage 4.

The school site is only partially accessible for students with physical disabilities and a range of reasonable

adjustments may be made to facilitate partial access to the site depending on the level need and demand.

5. How is the decision made about the type of and how much support my child/young person will receive?

The aim of our provision is to identify and assess the SEND and to plan the provision needed for each young person to achieve their best at Hounsdown.

We identify three broad levels of need:

1. Students who require some level of intervention to ensure that they get back on-track in terms of their attainment in literacy and numeracy or students who have additional needs such as being looked after.
2. A smaller number of students who require more specialist programmes or have some outside agency support in place for example Child and Adolescent Mental Health Services (CAMHS), medical professionals or counselling which will inform us about how best to ensure progress.
3. A small number of students will have an Education Health and Care Plan (EHCP) or have severe and complex needs such as being a new arrival in the country and not being able to speak any English.

Some young people may need extra support to achieve their learning potential. If this is the case then this is what we will do:

- We will assess the needs of that student to clearly identify their area of need and provide teaching staff with some additional information about the student.
- Parents/carers and students will be invited to be involved in this process through Consultation Evenings and other opportunities to meet the SENCO/ASENCO.
- Student progress and plans will be reviewed regularly. This is in addition to the normal reporting arrangements.

Some SEND young people may need support from professionals outside of the school setting to achieve a successful learning journey. If this is the case then those views will be considered in drawing up a Learning Plan. This could include:

- Parents/carers seeking medical advice about the young person.
- School requesting Educational Psychologist involvement with the young person.
- School requesting advice from specialist disability teams.

EHC Plan - EHCPs include in one document:

Special education provision, health provision and social care provision.
Hampshire SEN department will be responsible for the EHC Plan and reviews will be held at least once a year to make sure that targeted support is being given and to assess the progress made.

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

- No child is excluded from school activities based on SEND.
- The school may provide additional adult support on school trips where necessary.
- The school makes the decision based on need and is always open to discussion with parents/carers.

7. What support will there be for my child's/young person's overall well-being?

- Every child, including those with special educational needs, will have a form tutor they see each day who is responsible for their pastoral needs.
- The work of the form tutor is overseen by the Year Leader and a Deputy Headteacher.
- The school may provide additional levels of support, such as support from the School Professional Lead for Students' Emotional (Mental) Well-being and mentoring.
- The school has a full time counsellor and part time support from external services such as Youth and Families Matter which may be accessed by SEND students.
- The school has a trained ELSA.
- The school has a Student Support and Guidance Manager to provide support to both students and parents/carers who may be accessed by SEND students.
- Medicines are stored by support staff in Student Services. Student Services will make available medication in line with a student's care plan but are unable to administer medication.
- The school has three gender-neutral disabled access toilets, one located near reception, one in the History/Learning Support Block and the other in the Sports Hall.
- Generally students are expected to be able to attend to their own personal needs.
- Every subject area completes a termly risk assessment of need; students with additional needs may also have their own risk assessment and personal emergency evacuation plan.
- The Learning Support Department also acts as an open space for students who have additional needs to have a calm space with adult supervision.
- We carry out a programme of mentoring and support for students identified as being on the Autism Spectrum.
- The school operates a Transition Curriculum for a small number of students in Y7 and 8. This curriculum is designed to enhance the progress of students in both literacy and numeracy and provide a more gradual introduction to the secondary curriculum. Students in the Transition Group (TG) will have fewer teachers in Y7 by delivery of humanities subjects by a single teacher, a reduced teacher to student ratio in Y7 and 8 in core subjects. In this group students will be provided with some foundational knowledge of Spanish.
- At KS4 students with additional needs may be offered greater flexibility in their course choices – e.g. the opportunity to follow some non-GCSE courses. These choices will vary each year depending on availability.

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

The school accesses support and advice from a variety of agencies. Current examples are Hampshire Educational Psychology; Goodlife Psychology; Primary Behaviour Support; Greenwood School; CAMHS; the NHS; Occupational Therapy, Communication and Interaction Team (previously CaL); Specialist Teacher Advisory Services; Ngaged Ltd; Achieve Your Potential; Aspire Sports; Independent Careers Advisors and Youth and Families Matter.

9. What training is provided for staff supporting children and young people with SEND?

All our staff are involved in and committed to providing education and support for SEND students. Training is provided in line with the school's training plan.

Some of our staff have additional qualifications or have attended training which can be used in the individual plan to help your child access the curriculum. These are some of the qualifications or training staff have attended:

- ✓ British Sign Language
- ✓ Dyslexia assessment and intervention (Level 7)
- ✓ National Award for SEND Coordination
- ✓ Working as Learning Support Assistants
- ✓ NVQ Level 2 Teaching Assistant
- ✓ NVQ Level 3 Childcare
- ✓ Higher Level Teaching Assistant
- ✓ Supporting students on the Autism Spectrum
- ✓ Supporting students with Speech Language or Communication Needs
- ✓ Manual handling
- ✓ Communication and Interaction skills support
- ✓ Food Hygiene
- ✓ Catch Up Numeracy
- ✓ Inference Reading training
- ✓ Supporting students with hearing impairments
- ✓ Working with students with Below Level 4 Mathematics
- ✓ ELKLAN Level 3 Speech and Language Support for 11 – 16s
- ✓ Training to act as invigilators in examinations

10. How accessible is Hounsdown School (both indoors and outdoors)?

- The school is not a designated local authority "resourced" school for specific SEND (e.g. Physical Disabilities or Dyslexia).
- The school is partially accessible for students in wheelchairs or with limited mobility.
- Teaching rooms are located in a number of separate blocks.
- There are routes around the school which do not involve steps.
- Two classroom blocks have three floors each with flights of stairs and no lifts.
- The school has designated disabled parking bays located close to the main building.
- Additional services, such as the provision of specialist equipment and further adaptation of the school site are sought through Hampshire Specialist Teacher Advisory Service.
- Families and support workers are welcomed as part of the planning process to ensure that adequate provision is in place for students.
- High contrast markings are painted on changes in the height of surfaces around the site and signage enhances accessibility for users of the site with visual impairments.

11. How are parent carers/young people currently involved in Hounsdown School? How can I get involved and who can I contact for further information?

- If your child has an ongoing illness or medical condition the school will support you and your child to maximise their involvement in education.
- Parents/carers are crucial to improving the chances of achievement of their children in school and ensuring regular attendance is one of the most important ways a parent can be involved.
- The school holds an Open Evening for parents/carers of prospective students in the Autumn Term and all parents/carers of Y6 students allocated a place at the school are invited to an Induction Evening in the summer term of Year 6 where there is an opportunity to meet key staff who will work with your child (usually the form tutor, Year Leader, members of the Senior Leadership Team, the Student Support and Guidance Manager and the SENCO).
- A Learning Support coffee morning for new starters will be held in the autumn term.
- Clear lines of communication are set out in your child's/young person's logbook.
- Through liaison with primary schools there may be additional opportunities to work with students and parents/carers and to arrange additional visits. Furthermore, the SENCO can be contacted by parents/carers of children with special educational needs at any stage if they have concerns.
- Parents/carers can become involved through participation in reviews, Meet the Tutor evening (Y7), coffee morning (Y7) consultation and surveys and comments on reports and progress checks.
- Each year group has a consultation evening following the publication of the student's annual report.
- Students' views are sought for Annual Reviews of EHC Plans.

12. What steps should I take if I have a concern about the school's SEND provision?

Clear lines of communication, including complaints, are set out in your child's/young person's logbook. Quick reference details are set out below:

Year 7 Leader: Miss S Nicholls

Year 8 Leader: Mrs C Boardman

Year 9 Leader: Mr S Bryant

Year 10 Leader: Miss R Hayes

Year 11 Leader: Mr L Newman

The Senior Leadership Team member with responsibility for Special Educational Needs is Mr Veal.

Assistant Headteacher Wellbeing: Mrs B Langley-Bliss

Student Support and Guidance Manager: Mrs F Cowlard

School Professional Lead for Students' Emotional (Mental) Well-being: Mrs Veal

Any enquiries about SEND provision at Hounsdown should be made to the SENCO, Mr D Clark.

Telephone: 023 80862981; email senco@hounsdown.hants.sch.uk.

The above information is correct as of September 2023.

13. How will school prepare and support my child/young person to join the school, transfer to a new school, or transition to the next stage of life?

- We have an established transition programme for students in Year 6 and work very closely with our link primary schools to ensure students feel happy and confident in Year 7. For some students this may include additional visits to the school and liaison with school staff about needs.
- We have a specialist independent Information, Advice and Guidance advisor to support students with choices in Year 10 and 11. This support is extended to students in Years 8 and 9 with existing EHCPs or who are in care.
- We will respond to requests for information if a student transfers to another school during their time at Hounsdown.
- We will seek information from schools/colleges for a student joining the school mid-year.
- We liaise closely with local colleges regarding transfer after Year 11.
- For some students we have organised additional support in the transfer to post 16 education and employment.

14. How will school prepare and support my child/young person to join the school, transfer to a new school, or transition to the next stage of life?

The school's Special Educational Needs policy is posted on the school's website. It is reviewed annually.

Links to other sources of information are available on the Learning Support Section of the school's website.

A link to Hampshire County Council's Local Offer is on the homepage of our school website.