Hounsdown School SEND Information Report | 2026/27

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 Operations Manager is Mrs Y Graves.
Our SEN Teacher and school Assessor is Mrs D Walsh.
Our Trustee 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.

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 Reports. 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 the 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.
- 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 the Learning Resource Centre between 3 and 4pm after school every day.

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?

All teachers at Hounsdown School are teachers of young people with SEND. Teachers plan according to the needs of the class and provide opportunities for all students to be the best that they can be. Tasks and lessons will be adapted to allow all students to progress. All staff are provided with written information about the most prevalent types of need and possible adjustments they can make. A Learning Plan is written for all students with SEND. This is shared with all staff and contains information about your child's specific needs and more specific strategies to support them in the classroom.

While at Hounsdown, your child will be supported by the pastoral team which oversees the pastoral needs of our students. Your child may also be supported by the SEND team, led by the relevant SENCO. A variety of interventions and support may be put in place in order for your child to achieve.

If your child is new to English they may have support from a member of our team but they will only be

identified as having SEN if there are other difficulties besides English not being their first language.

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

The SENCO will oversee any additional SEND Support or interventions your child receives. Support will be personalised and depend on your child's specific needs.

Examples of support are:

Having a named Learning Coach with the Learning Support Team who will work with your child over time

In class support from the Learning Coach (mainly for young people with EHCPs but also for young people identified as having a high level of need by the SENCO). In class support does not mean that your child will get adult support with them all the time. Instead, it is made to help your child to become more independent and make progress on their own

Transition Group for Year 7, with an amended support programme as students move to Year 8

Small group or 1:1 intervention to support achievement across all 4 areas of the SEN Code of Practice

Access to smaller and quieter supervised space to complete work and assessments

Emotional Literacy programmes

Individualised support from the school's Mental Health Lead

Access to counselling programmes from the school's counsellor

Exam Access Arrangements for examinations (trialed at KS3 and assessed at KS4)

Adjustments within the classroom for sensory, physical and/or medical needs

Any support for young people identified with SEN which is additional to or different from another student is decided by the relevant SENCO in liaison with stakeholders. Further assessments may be used to determine specific support and show progress. Your child will them receive support as required by their individual needs and as resources allow.

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.
- Staff running trips or activities will complete additional risk assessments as required.
- 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 SEN, 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 member of the Senior Leadership Team.
- 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 two trained ELSAs.
- A member of the Learning Support team is trained to deliver speech, language and communication support.
- 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.
- The school operates a Transition Curriculum for a small number of students in Y7. This Y7 Transition 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 this group students will be provided with some foundational knowledge of Modern Foreign Languages.
- 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
- Greenwood School
- CAMHS
- Occupational Therapy
- Communication and Interaction Team
- Specialist Teacher Advisory Services
- Ngaged Ltd

- Aspire Sports
- ~~,~~Independent Careers Advisors
- 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.
There is an ongoing programme of training and supervision provided to the Learning Support Team. 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:

- ✓ Dyslexia assessment and intervention (Level 7)
- ✓ National Award for SEND Coordination
- ✓ 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
- ✓ Supporting students with hearing impairments
- ✓ ELKLAN Level 3 Speech and Language Support for 11 – 16s
- ✓ Training to act as invigilators in examinations
- ✓ Training on supporting young people with ADHD (ADHD Foundation)
- ✓ ELSA
- ✓ Sensory Circuits
- ✓ Language Modifier
- ✓ Synthetic Phonics
- ✓ Training to act as invigilators in exams
- ✓ Training to support students with Exam Access Arrangements in exams

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

- Currently 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?

All parents and carers and young people are encouraged to get involved with life at Hounsdown School. You can contact staff by phone, email or by making and appointment with the school.
Examples of how you may get involved are:

- 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 SENCOs).
- Clear lines of communication are set out in your child's/young person's logbook.
- All parents/carers can access the Class Charts App to see attendance, rewards and behavior and homework.
- Through liaison with primary schools there may be additional opportunities to work with students and parents/carers and to arrange additional visits. Furthermore, the SENCOs 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), consultation and comments on Termly Progress Reports.
- Each year group has an annual consultation evening; students' and parent/carer's 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: Mr S Bryant

Year 8 Leader: Mrs R Lee

Year 9 Leader: Mr L Newman

Year 10 Leader: Miss T Underwood

Year 11 Leader: Mr P English

The Senior Leadership Team member with responsibility for Special Educational Needs and Disabilities 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 2025.

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.