

Hope Valley College

SEN Information Report 2022-23

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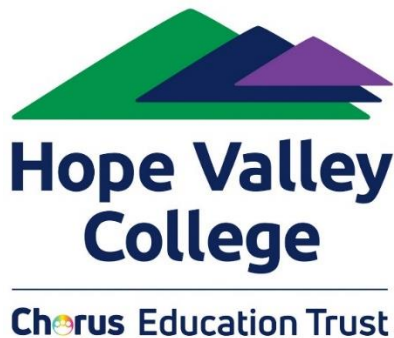
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Related Documents: Child Protection & Safeguarding Policy, SEND Policy, Behaviour for Learning Procedure, Complaints Policy, Admissions & Managed Transfer, Accessibility Plan, Personal and Intimate Care Policy, Data Protection Policy



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School Background

We are a small, comprehensive community school in a rural setting with a distinct ethos and clear philosophy that underpins everything we do.

Admissions Arrangements

As an academy, Hope Valley College is its own Admissions Authority. However, Hope Valley College participates in the Derbyshire County Council system and the scheme is administered by the County Council on behalf of the academy. Admissions for students with an Education, Health and Care Plan (EHCP) go through the SEND Officer assigned at the relevant local authority.

SEN Definition

All students should find some aspects of their learning challenging: this helps to keep them engaged in their learning and results in them making progress.

However, there are times when the challenge is too much, and the student's progress stops.

At this point barriers to student's learning and/or personal development are identified. Sometimes these barriers are easily removed, and the student continues to make progress.

When this is not the case, the school may decide that the student would benefit from extra support which is additional to and different from their peers. Throughout this process parents of young people are consulted, and their views are sought. Young people are also consulted and involved in the process through 'Voice of a child', TA interactions and input from other staff who support students.

Categories of Special Educational Needs

The SEN Code of Practice (2014), defines four different categories of SEN:

Communication and Interaction - CI

Students with Communication and Interaction difficulties. Students in this category may experience difficulties in saying what they want to say, not fully understand what is being said to them, or not understanding the social rules of communication. Students with ASD are likely to have particular difficulties with social interaction.

Cognition and Learning - CL

Students who learn at a slower pace than their peers, despite their work being appropriately pitched, would fall into the category of Cognition and Learning difficulties. These learning difficulties cover a wide range of need including moderate learning difficulties through to severe learning difficulties. This category also includes students with specific learning difficulties including dyslexia, dyscalculia, and dyspraxia.

Social, Emotional and Mental Health - SEMH

Some students may experience a wide range of social and emotional difficulties that result in different behaviours. It may result in them becoming withdrawn or isolated. These behaviours may reflect underlying mental health issues. Students with ADD, ADHD, and attachment disorder will also fall into this category.

Sensory and Physical - SP

Students who have Sensory, and/or Physical needs. This includes students with Visual Impairment, Hearing Impairment, and Physical Impairment. There may be medical needs.

Identifying students with special education needs

It is important to gather a full picture of a student's educational journey before they join us. Visits are conducted with the Year 6 teacher to gather each student's educational history. A student who has been on the special needs register at primary school will normally transfer to our SEN register.

Identification from parents and young people is also encouraged. Parents and young people are encouraged to use their form tutors as a first port of call.

Upon entry to school, students sit Cognitive Abilities Tests (CATS): this gives the school a picture of underlying ability and allows the school to see if there are any discrepancies with existing information and to help plan any intervention/further screening.

Whilst lack of progress is the fundamental indicator of a special educational need there are other factors which experienced staff observe, highlight as a concern, and monitor the impact on the student's learning. These can include changes in behaviour, lack of engagement with learning activities, lowering of self-esteem, and unexplained deterioration in attendance.

Identifying 'Special Needs'

Students whom we have identified as needing extra support will be recorded on our SEN register. At this point they will be recorded as 'K', i.e. receiving SEN support.

We do not identify students with special educational needs in order to give them a label. This is not always a helpful process. To illustrate, we currently have many students in school who have autism spectrum conditions or dyslexia. However, each of these young people has their own cluster of needs. What is important is that we identify what each student needs and how best to support them. The label serves little use within the learning environment.

It is also important that we recognise that many students, despite having a diagnosed condition, continue to make expected progress without extra help other than strong teaching and effective pastoral care. For example, teaching strategies identified as dyslexic-friendly are strategies which all teachers use in their lessons for all students. With this in mind, it is possible to be dyslexic, but not be on the SEN register

By identifying the student's individual learning need, we are able to offer them appropriate support in order to ensure that they are able to access the full curriculum at their level.

If we feel that your child has special educational needs, after sharing our initial thoughts with both the student and yourselves, we will begin to plan the appropriate support. Our focus is on outcomes: what does the child, the parent, and the school want to achieve because of the support? This will begin the Graduated Response to addressing a gap.

The Graduated Response

After a student has been assessed as having SEN, the desired outcomes have been agreed upon with parents and a plan has been drawn up with identified goals, it is important to put the plan into action: allowing opportunity for some progress to be made. All staff teaching the child will be made aware of the desired outcomes, the agreed plan, and the role they will play to utilize the impact of the intervention. This will be done through meetings, email, our management information systems, and updating the student information profile on Class Charts.

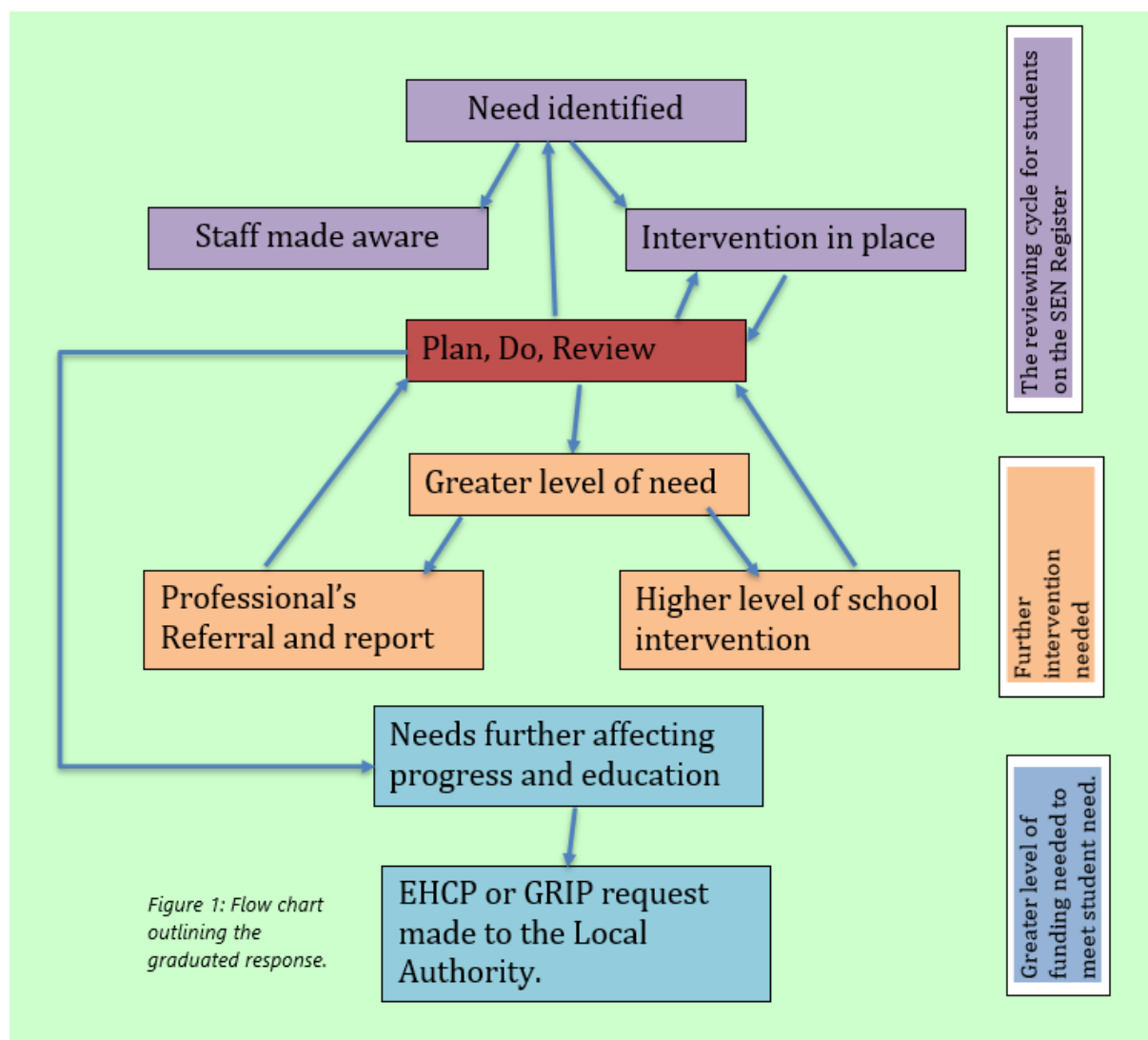


Figure 1: Flow chart outlining the graduated response.

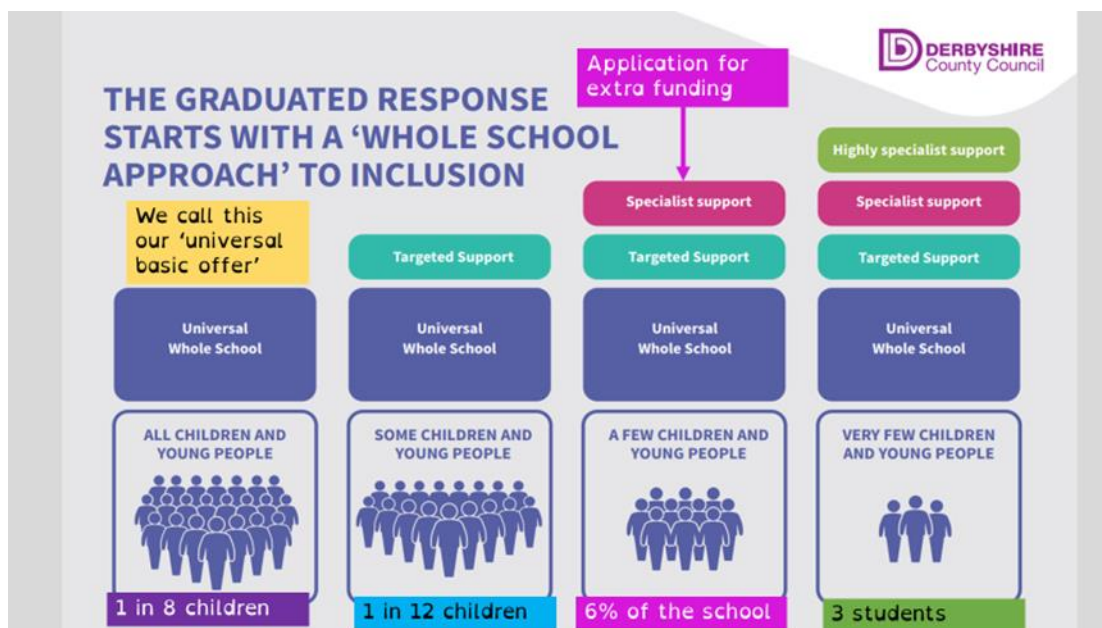


Figure 2 – Derbyshire and the School Based Context

Intervention as part of the Graduated Response

The first intervention (Wave 1) to put in place is to be responsive to the strengths and needs of all pupils.

Teachers have a duty to have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and are able to use and evaluate distinctive teaching approaches to engage and support them.

We believe that ALL young people have a right to

- An appropriate broad and balanced curriculum
- Receive high quality teaching from subject specialists in mainstream lessons
- Experience success through challenging work
- Have high aspirations, recognising their full potential

Wave 1 describes quality first inclusive teaching which takes into account the learning needs of all the children in the classroom.

Additional Intervention – Waves 2 and 3

If there are still gaps, we then move into specific, additional, and time-limited interventions provided for some children who need help to accelerate their progress to enable them to work at or above age-related expectations. This also involves using external providers.

At Hope Valley College we offer a range of interventions designed to close a gap somewhere with a learner under the 4 headings:

- Academic
- Social
- Personal
- Emotional

Emotional Wellbeing at Hope Valley College

It is important that all of our students are happy as we recognise a disengaged child will never fulfil their potential. At times their disengagement may be school-related, they find work difficult or are having problems within their peer group. At other times their wellbeing will be dependent upon things outside school such as bereavement or changes in family situations.

We pride ourselves on the excellent standard of pastoral care available to all our students. Each young person is a member of a tutor group and has a tutor who is responsible for their happiness and wellbeing as well as their learning. If they have concerns with regard to a student in their care, having shared these concerns with the parents, they will refer them to their pastoral manager or key stage leader.

The student will then be discussed at the Pastoral Panel Meeting in order to decide what help and support would best meet their needs.

At this point they may receive some extra support from one of our Pastoral Managers. This may take the form of intervention, emotional support in lessons or a referral to an outside agency. Parents will be kept informed of any such support.

Do we seek advice from other professionals?

Sometimes it is important to seek help and advice from other professionals outside school. Where we believe that we need additional expert input from specialists we establish links with:

- The Educational Psychology Service
- Behaviour Support Service
- Autism Outreach
- Crossroads
- Social Services
- Physical, Visual and Hearing Impairment Services
- Child and Adolescent Mental Health Service (CAMHS)

Enrichment and Extra-Curricular Opportunities

We provide a range of enrichment activities which include:

- lunch and after-school activities – including sports, arts, drama, science, tech club, climbing club etc
- an extensive range of organised trips and visiting specialists.

We believe all students at Hope Valley College should have access to the full range of opportunities on offer despite their additional needs. This includes residential opportunities, extra-curricular activities including Duke of Edinburgh, Outdoor Education and the school productions.

All of these activities are available to all of our children. If there is an activity that you would like your child to take part in but you are unsure how we can support them with this, please contact your child's form tutor as the first point of contact.

If there is an activity a student wants to set up, we fully support students in their self-advocacy. Students have set up their own clubs in the past, including: Boccia, Fencing and Basketball.

Teaching Assistants

The Teaching Assistants are a team of talented individuals who have a wealth of experience supporting young people in an educational environment. Each TA has a caseload of students, based on their specialized area and student need (see figure 3): priority is given to students with an EHC Plan or additional Wave 3 funding (i.e. GRIP funding). In this role they support that student's emotional and social needs, contribute to their annual review, and work with any external professional involved with that child. Young people are consulted in the best ways they can work with support staff within this process.

During lesson time, however, they support a range of students with varying needs in order to help them reach their full potential. Each member of the team is able to offer interventions, small group work, and some 1:1 support within the school day.

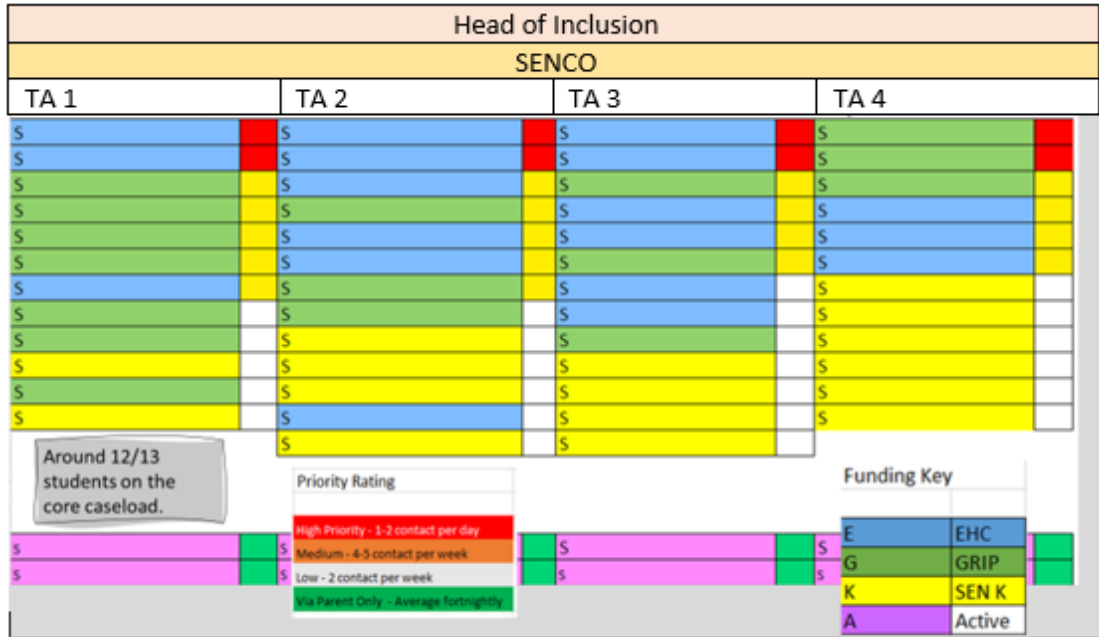


Figure 3 – How Deployment Works at Hope Valley College.

Additional Help for Students

Occasionally a student with more complex needs requires more support than can be provided by school alone. In these cases either the school or the parent can request the LEA to make an assessment of the student’s needs. The LEA will still carry out this assessment despite the fact that Hope Valley College is an academy.

All students who had a Statement will continue to do so. We currently have 37 students in our 11-16 provision with EHC Plans/ additional funding. These are for ASD, ADHD, Attachment Needs, Dyslexia amongst others.

Students with an EHC plan will be recorded as E on our SEN register.

The school, on behalf of the authority, is committed to carry out an annual review of Statements/EHC plans to ensure that they reflect the young person’s current needs. As part of this process we create a transition plan for Y9 students, ensuring that the young person is fully prepared for their education beyond age 16. We have a person-centred approach to our annual reviews.

Students who have a specified additional need are monitored by the SENCo and Pastoral Team. Students who do not have an EHC plan but are getting help which is additional to and different from other students are recorded as ‘K’. Some students with an SEN ‘K’ code are in receipt of top-up-funding, known as Graduated Response for Individual Pupil (GRIP) funding. This funding is reviewed and ‘bid for’ every year and is subject to change, depending on individual circumstances.

Staff training in SEN

When reviewing our SEN policy we also complete a staff training audit in 2019 which aims to ensure that:

- all members of staff have taken part in SEN awareness-raising sessions and are familiar with all aspects of our SEN policy;
- staff received training in identifying and referring potential students with SEN and are part of an on-going information-sharing and training programme;
- all staff have received additional training and guidance (through student specific in class teaching instructions) in supporting pupils with SEN as need is identified.

Our quality assurance visits identify where there is a particular need for additional training for a member of staff, and all staff are expected to know the SEN students in their care.

The SENCo and other staff are encouraged to attend courses to supplement their knowledge as more information about individual needs becomes available.

The SENCo makes recommendations for further whole-staff training which is incorporated in our school improvement plan. The overall effectiveness of training is reviewed by the SENCo, the participant, and the linked member of the Leadership Group

Preparation for Post-16

During Year 9 all students decide which option subjects they would like to study at Key Stage 4. All students, along with their parents, receive help and guidance through this procedure from their tutor. Some students receive additional help from their Key Stage Leader and a member of the School Leadership Team. It is important that these choices reflect a student's strengths and interests whilst also considering the national picture which will have some impact on their future careers.

During Year 10 all students are encouraged to find a work experience placement and meet with our independent career's advisor. Students on the SEN register get priority for appointments.

During Key Stage 4 there will be opportunities for students to visit appropriate post-16 destinations. Providers will also visit school and meet our students. Some students will require extra transition visits which will be organised through the provider and these visits will be supported where appropriate. It is our aim to ensure all our students have a suitable position in either education or employment when they leave us.

In the last academic year all our students moved on to school placements, sixth form provision, employment or apprenticeships.

Post-16 Provision at Hope Valley College

Hope Valley Pathways is a Post 16 provision for students with cognition and learning needs and abilities. We have a person-centred approach to the education of our youngsters and our aim is to encourage learning, opportunity and independence. We aim to produce a curriculum that is tailored to the needs of each individual student and moves them towards the next stage of their life.

This could mean that we help them onto further education, to engage with supported education or to make steps towards independent living.

We look to help our students to develop the key skills within our curriculum with a clear focus on functional literacy, numeracy and ICT skills. All students have the opportunity to take up extended work experience placements and we have close links with local colleges which are students are able to access, along with supported internships.

Within Hope Valley Pathways we foster an atmosphere of mutual support which we believe helps to bring out the best of the learning opportunities. We are passionate about the work we do with students and are ambitious for them, encouraging them to set themselves high standards.

Pathways staff are led by Mrs Amanda Grego, Head of Centre.

Website: <https://www.hopevalley-chorustrust.org/hopevalleypathways>

Contact: pathways@hopevalley.chorustrust.org

SEN Development

We aim to continually update our SEN register and intervention list ensuring all students on it are receiving care additional to and different from their peers in order to support their progress and development.

Our ongoing improvement is to develop language-friendly learning and responsive teaching – using these to observe progress over time.

Language-friendly environments are important in helping students with autism, dyslexia, specific learning difficulties, and language disorders. As this makes up most of our SEN cohort, this is an essential area to develop.

Responsive teaching allows our staff to be receptive and proactive in the way they plan, deliver, and assess learners.

If you are not happy with existing school provision

We try very hard to meet the needs of every student but there may be times when you are not satisfied with our provision.

If this is the case, please make an appointment to come into school and discuss the problem with the tutor, SENCo, or Pastoral Department in the first instance. The sooner we know about a problem, the sooner we can try and resolve it.

If we are unable to solve the problem, then it is possible to make an appointment with the school Deputy Principal (Inclusion) to discuss your concerns further.

If you are still not satisfied, your views can be sent to the Local Governing Body through Professor David Butcher, Chair of Hope Valley College governing body.

ChairOfGovernors@hopevalley.chorustrust.org

Although we are an Academy it is also possible to discuss issues with regard to SEN provision directly with Derbyshire LEA. Our SEND Lead Officer is Mrs. Joanna Winterbottom.

If your complaint remains unresolved, you can share it with the current Secretary of State for Education:

Secretary of State for Education

Ministerial and Public Communications Division

Department for Education

Piccadilly Gate

Store Street

Manchester

M1 2WD

Email: ministers@education.gsi.gov.uk

Telephone: 0370 000 2288

Further Information and Resources

The Derbyshire Local Offer

<http://www.derbyshiresendlocaloffer.org>

Parents' guide to Special Educational Needs and Disability

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/344424/Special_educational_needs_and_disabilities_guide_for_parents_and_carers.pdf

Derbyshire Information, Advice and Support Service for SEND

<https://www.derbyshireiass.co.uk/>

Special Needs Jungle – A Parent-led Resource

<https://specialneedsjungle.com/>

SOS!SEN is a national charity, which offers advice and workshops for parents

<https://www.sossen.org.uk/>

Independent Parental Special Education Advice (known as IPSEA) offers free and independent legally based information, advice and support

<https://www.ipsea.org.uk/>

Derbyshire Autism Services a charity, working right across Derbyshire which offers information, advice and guidance but above all support to children, young people and adults affected by autism - with or without a diagnosis - and their families.

<https://www.derbyshireautismservices.org/>