**SEND Information report 2021-2022**

**SENCO – Mrs McLean 01634 388765**

**AENCO – Mrs Greening 01634 388765**

**The kinds of SEN that we provide for**

At The Howard School we provide for a broad area of need including Cognition and Learning, Communication and Interaction, Social Emotional and Mental Health and Physical and Sensory. These include: students with an EHCP and other additional SEN needs. For students with an EHCP, the amount of support is determined through the Local Authority SEN panel. This panel determines the level of funding that can be offered to the child. Within the The Howard School, support is matched to need. This is determined through discussions with parents, Heads of Year or Deputy Head of Year and students. This arrangement is the same for children and young people who are looked after by the local authority and have SEN. The nature of the resource/provision allocated will depend on the individual needs of the child. Discussions with students, parents, Head of Year or Deputy Head of Year, external agencies and teaching staff enable us to allocate provision. Resources can include: TA support in the curriculum, Social time support, Social skills, literacy skills, mentoring, working alongside external agencies and curriculum pathways.

The Howard School has adopted the Medway Council admissions policy for students with SEND. The admissions arrangements are for all students.

Our SENCO is Mrs McLean. She can be contacted through The Howard School on 01634 388765. All our policies regarding SEN are available on our website www.thehowardschool.co.uk.

Further information on our school and our admissions policy are also available on our website. If you have any concerns regarding the arrangements for a young person with SEN, you can contact us through our SENCO. We will aim to provide the best support and provision possible.

**How we identify and assess children and young people with SEN and how we consult with parents**

 At The Howard School, we work closely with primary schools at the year 6/7 transition point and in addition we work with parents to identify children and young people who have SEN. If you have any concerns regarding your child you should contact our SENCO Mrs McLean. Where possible, we encourage parents to come into school to discuss concerns directly. In addition, parents’ evenings are held throughout the year where you can see individual members of staff directly. Heads of Departments and the Senior Leadership Team tracks and monitors data through the report cycle system. This enables us to highlight any areas of underachievement within SEN and put into place the necessary support through our strong intervention package. Consultation will also take place with parents either through an Pupil Centred Annual Review, or through the Curriculum Support Learning Passport meetings. As a part of this process, parents will be included in the development of the Curriculum Learning Plan. This enables you to give your views on the progress and support available to your child.

**How the school evaluates the effectiveness of our provision**

The school evaluates the effectiveness of its provision against school and national targets, academic progress, pastoral need and short term outcomes. This is conducted alongside consultation with students, parents and stakeholders. Our SENCO reviews provision frequently making changes and adapting where necessary. This is reported to the Senior Leadership Team and The Howard School Local Academy Board. All our students will be asked to complete a survey at least once per academic year. Within this survey, the opportunity is given for students to comment on how effective the provision has been. This survey is also available to parents and colleagues.

**Arrangements for assessing and reviewing children and young people’s progress towards outcomes**

Parents are informed of their child’s progress throughout the year through parent’s evenings and report cycles. If a form tutor, teacher or Head of Year has concerns about a child, they will contact the parents to arrange a meeting or have a discussion. The vast majority of subjects hold regular assessment points as part of their monitoring and tracking of progress. These enable us to frequently review young peoples’ progress towards their outcomes. If a child has an EHCP, parents will also be invited to a Pupil Centred Annual review. During this, progress will be discussed and parents and students have the opportunity to contribute to the review. Outcomes for a Curriculum Support Learning Plan or EHCP will also be reviewed three times per year. The review process will also include the views of parents/carers as well as students. Students will be consulted as part of the review.

 **Teaching children and young people with SEN, adaptations and engagement with the curriculum**

When students join us, students are placed into ability groups for their Tutor Group, they are then further set by ability for the core subjects of English, Maths and Science. This is determined using data from KS2 assessments and baseline tests which are completed during the Induction within the school. Our SENCO is part of the Senior Leadership Team and works with them to ensure that students are placed into groups that are appropriate for their individual needs. In all other subjects, students are taught in mixed ability groups and work is differentiated by the classroom teacher where needed.

All work will be differentiated in line with our teaching and learning policy so that all students can access the curriculum. We will also make sure that the group is the correct teaching group for the child. In some lessons, some students may find they also have support from a Teaching Assistant. This is in line with the child’s needs and recommendation from our SENCO. Students may also have access to specialist equipment to ensure they are to engage in the activities of the school. In addition, if we think a child may need extra help in exams, we can test for access arrangements. This is in line with the exam board specifications although we cannot guarantee that all students will be given access arrangements.

**The facilities we provide to help students with SEND access the school**

We employ a graduated approach to meeting pupil’s needs through waves.

Wave one – Quality first teaching

Wave two – Small group additional intervention depending on type of need

Wave three – Individual or very small group intervention or links with external agencies

Physical materials are also used to enable students to access the school. These include the use laptops, overlays, specialist curriculum materials and our accessibility plan. Please see accessibility plan on our website.

Equipment and facilities to support children and young people with SEN will be secured where possible through the SEN notional budget and additional funding will be sought where applicable.

**Additional learning support for students with SEN**

A wide range of support is available to students with SEN. This is allocated on a needs basis and where appropriate.

 **Support for Cognition and Learning can include:**

• Small group and individual intervention this includes IDL and Literacy and Numeracy support

• In class support

• Physical resources and equipment

• Mentoring

 • Working with external agencies

• Support from our Base (nurture/intervention room)

**Support for Communication and Interaction can include**

* Small group and individual interventions working on Social Communication
* In class support
* Mentoring
* Counselling
* Working with external agencies
* Support from our Base (nurture/intervention room)
* Support at Social Times
* Working with external agencies

**Support for Social Emotional and Mental Health can include**

* In school counselling from an external agency
* Individual support from Mind
* Small group work on Emotional regulation
* Support from our Mental Health Support Team (NELFT) who offer individual and group work
* Support from our Base (nurture/intervention room)
* Working with external agencies

**Support for Sensory and Physical can include**

* Physical resources
* Working with Specialist Teaching service
* Working with Local Authority Sensory team
* Working with Occupational Therapists
* Support from our Base (nurture/intervention room)
* Working with external agencies

**Supporting the emotional and social development of students with SEN**

Emotional and Social development is supported through our strong pastoral support system and our Curriculum. Each student has a form tutor, Head of Year and Deputy Head of Year. We also have non-teaching Pastoral team to support our students.

All students will be given the opportunity to engage with non-SEN students. This will take place at social times, classroom activities and extracurricular programmes.

**Expertise and training of staff to support children and young people with SEN**

 Our TAs receive support throughout the year to promote independence with individual students. Many of our TAs have also undertaken training for ASC, ADHD, SPLD and offer support for Literacy and Numeracy outside of the classroom in intervention groups. The training is led by Fiona McLean (SENCO) who holds the National Award for Special Educational Needs Coordinator and, as appropriate, by the education psychology service. Teaching staff receive ongoing CPD on the different types of needs, teaching strategies and effective use of TAs in lessons alongside information on individual students and their needs which is shared with colleagues through our MIS system Arbor where all Curriculum Support Learning Plans (Passports) are stored electronically. Individual support is secured by referrals to external agencies and working with the SEN team at Medway Council.

 **Arrangements for consulting young people with SEN**

A young person with SEN will be the main person involved in planning for their needs. When a student has an EHC plan, the students and their parents/guardians will be invited to a review every year to look at the support and intervention that may be needed to enable the pupil to make the best progress. A child’s view is very important to us. At every stage, we will explain the support we can offer and the decision will be made together. All students with an EHC plan will have an annual review. During this process, students will be given the opportunity to gives their views about the support they receive and the progress they have made. In addition, the school reporting cycle will allow you to opportunity to look at your progress across each subject area. Students with a Curriculum Support Learning Plan will also be consulted towards their outcomes three times per year. Students may be allocated a mentor. Students can arrange to see their mentor should they wish to and discuss any additional help you may have. All students will also complete a pupil survey annually.

**Arrangements for transition**

Students will be supported through the transition phases in years 6, 11 and 13. We ensure we discuss each student with the Primary Schools so we know what the SEND need is and any provisions that have been put in place so we can ensure a smooth transition. As the provisions at Primary and Secondary Schools may differ we look at the best way to support your child from transition.

 Colleagues from further education are invited to attend the reviews for children in year 11.

**Working with external agencies**

The Howard School will aim to work with external agencies where appropriate. This will be done through the referral process depending on the needs of the pupil and the resources available. In addition, a planning meeting will also be held where advice on individual students and individual services can be sought. Examples of external agencies we work with are: Educational Psychology, NELFT, Medway SEN team, Access team, Sensory team and Occupational Therapy amongst others. Parents and students may also be asked to give their views to external agencies.

**Handling complaints from parents of children with SEN**

Wherever possible, we ask that parents remain in close contact with us in order to resolve any concerns quickly and effectively. However, in the rare case that we cannot resolve the issue, any complaints must be directed to the Head of School, The Howard School Local Academy Board or the Local Authority. You can also seek help from the SENDIASS.

**Medway Local Offer**

Please see the link below for Medway’s Local Offer

<https://www.medway.gov.uk/localoffer>