**SEN Information Report**

**Legislation and guidance**

This policy and information report is based on the statutory Special Educational Needs and Disability

(SEND) Code of Practice and the following legislation:

Part 3 of the Children and Families Act 2014, which sets out schools’ responsibilities for pupils with

SEN and disabilities

The Special Educational Needs and Disability Regulations 2014, which set out schools’ responsibilities

**Definitions**

A pupil has SEN if they have a learning difficulty or disability, which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

A significantly greater difficulty in learning than the majority of others of the same age, or a disability, which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

There are thirteen sections that form this report.

**Section 1:What kinds of Special Education Needs does Hebden Green School make provision**

**for?**

All pupils at Hebden Green School have an Education, Health and Care Plan and are aged between 2-19 years old with severe and complex needs, including:

* Physical and Sensory Difficulties
* Communication and Interaction difficulties
* Cognition and Learning Difficulties
* Profound and complex physical and medical needs

**Section 2: How would Hebden Green School identify and assess my child’s Special**

**Educational Needs?**

All pupils attending Hebden Green have an EHC Plan, which identifies us as the most appropriate provision. This also identifies the pupils’ primary, and where appropriate, additional needs. The EHC Plan ensures that it reflects the current needs with targets including end of key stage objectives, our story and the parents/pupil’s/young person’s views. This is reviewed yearly at the Annual Review by meeting with parents/carers, stakeholders and, where appropriate, the pupil/young person. Excellent contact is maintained with parents/carers through Parents Evenings, telephone, Teams meetings, face to face meetings and the Home/School Diary. Progress is closely monitored throughout the pupil’s time with us.

Our School works closely with a range of specialist support including:

* Onsite NHS nurses, physiotherapists, speech and language therapists and OT
* Paediatrician, eye care team, Bladder and Bowel team, wheel chair services, orthotics
* CAMHS, LDCAMHS, MHST (Mental Health Support Team)
* Social care
* Education Welfare Officer
* Educational Psychologists
* Other, specialist staff

**Section 3: Information**

**A. How does the school evaluate the effectiveness of provision for pupils and young people with Special Educational Needs?**

We have a continuous robust system of self-evaluation/quality improvement, review and action

planning that takes place throughout the year and is presented regularly to the Governing Board.

This is to ensure all our pupils have the best we can offer in preparing them for the future.

**B. How do I know how well my child is doing at Hebden Green?**

Teachers communicate with parents/carers through the home/school diary and via phone, email and Teams when needed or as a preferred method. In addition, parents/carers are always welcome to talk to their child’s teacher or a member of the senior team. Parents/carers are encouraged to attend via face to face, Teams or telephone for the annual review meeting. Our parent’s/carers evenings and day events enable families to discuss their child’s progress and achievements with their class teacher.

A formal review of the EHC Plan takes place annually and consists of a report including

* Progress, outcomes and achievements by the class teacher
* Specialist reports from professionals such as Physiotherapist, Speech and Language therapist.
* Pupil/young person’s views

Once parents/carers have been given an opportunity to read the report, they meet via face to face, Teams, or telephone with staff and any invited additional professionals involved with their child/young person, to review the existing EHC Plan, contribute their own observations and discuss priority areas and educational aims for the coming year. Where appropriate their child/young person will attend their review to contribute to the discussion. In this way, the report becomes a joint discussion to support the development and future needs of the individual pupil/young person.

**C. Our approach to teaching pupils/young people with Special Educational Needs?**

Hebden Green had a model of teaching and learning that enables specialist provision for the diverse population. There is a Foundation Stage and PFA (Preparation for Adulthood) provision. Pupils between these two points learn within Pathways with specialist teaching, assistance, care, environment, and resources to enable effective learning.

Our class are supported by a range of in school professionals and multiagency professionals as described in section 2.

Our highly trained, non-classroom based staff includes a Wellbeing Mentor, PBS specialists, Job Coach and Dignity Manager.

For further information, see the school website

**D. How we adapt the curriculum and learning environments?**

The curriculum has been reviewed in line with the new regulations. Our aim is to provide a curriculum that is relevant, broad and balanced to ensure high levels of interest, enjoyment and engagement whilst covering all areas enabling pupils/young people to make progress. The curriculum has three distinct pathways – Pathway 1, 2 and 3

Pupils within the Foundation Stage experience a specialist early years curriculum and approach to build skills and begin to prepare for adulthood at the earliest stage.

Pupils within PFA (Preparation for Adulthood – Post 14) experience a rich and developmental curriculum that prepares them for adult life.

**E. What additional support for learning do we offer?**

Your child/young person will initially have their needs identified through their EHC Plan. We constantly review this and, using our expertise and experience, will identify when and where additional support may be needed. For example one to one work, specialist strategies, wider opportunities and support.

**F. How will my child/young person be included in activities outside of the school’s curriculum?**

Every child/young person will have the opportunity to access trips that are relevant to their individual need. Our off-site visits are designed to enhance curricular and recreational opportunities for all our pupils/young people. They provide a wider range of experiences that cannot be provided on site alone, as well as promoting independence. Such as work experience placements, festivals, sites of cultural significance, residential stays and visits into the local community. All visits and activities are risk assessed to ensure they are appropriate and safe for individual pupils/young people.

To support these activities, we benefit from our own specialist transport and well as wider sourced transport.

**G. What is the support for improving by child’s/young person’s emotional and social development?**

We have a robust safeguarding and behaviour support policies in place. Pupil/young people’s health and well-being is paramount. Personal/intimate care is conducted discreetly and with dignity, fostering independence whenever possible. We work closely with the School nursing team and wider multiagency teams s to ensure that individual medical needs are met. There are robust polices in place for all medical needs.

Wellbeing is built into the curriculum and is embedded throughout the day in a Pathway specific approach. We also have a PBS team across the setting who work based on individual need to further enhance and develop support. Wider multiagency professionals provide support and intervention for families and pupils, alongside training for staff.

**Section 4:Our Special Education Needs Co-ordinator.**

At Hebden Green, we have a qualified SENCO (Stacey Sawicki). However, the roles and responsibilities allied to the role of SENCO are shared amongst the specialist staff across the school.

**Section 5: What training is provided for staff to support your child/young person?**

All staff take part in a wide range of training that builds essential, core and elective knowledge. This allows staff to be safe, excel at the teaching and support of complex pupils and to also develop their career.

**Essential Training (Examples)**

Safeguarding, Manual Handling Training, Feeding Training, Pool Evacuation Training, Online Safety, PREVENT, First Aid, PBS, Food Hygiene

**Core Training (Examples)**

SEND specific training such as PECS, Communication, mental health and wellbeing, physical and medical health, VI and sensory impairments

Curriculum Specific training such as Maths Mastery, Engagement Model, Pathway specific pedagogical learning

Role Specific training such as ELSA, Zones of Regulation, coaching within a TLR role, teaching networks

**Elective Training (Examples)**

Career specific qualifications such as NQV, NPQML, NPQSL, Masters

All training is monitored to ensure renewal and updates are timely.

**Section 6:How accessible is the Hebden Green School?**

We are fully accessible with dedicated disabled parking, the building is old, but we have continued to update, adapt and change to meet the pupils’ needs. Our playgrounds are well equipped and differentiated across the phases to ensure learning outside the classroom. Our classrooms are light and airy and are adapted to meet the specific need of the cohort. Pathways across school look similar in environment to allow to smooth transition between rooms. Specialist equipment is maintained and purchased to support individual and learning needs. Teaching is adapted through a range of strategies to ensure the best outcomes.

**Section 7 & 8: How do our parents/carers and pupils/students get involved in their education?**

Parents/carers are involved in their child’s education through a variety of activities/information, such as being a Governor or part of Team Hebden.

Regular newsletters, home/school diary, telephone calls, Teams, informal and formal meetings including Parents evening and Annual Reviews also provide opportunities for information to be shared with home. Senior staff are always available across the day to follow up any concerns and/or arrange a meeting.

Parents/carers are invited to parents evening, special assemblies/events, performances, parent workshops, celebrations and the Leavers Service.

**Section 9: What do I do if I have a concern about the provision?**

If a concern or complaint is not resolved through informal discussion, the complainant should contact Helen Ashley our Head teacher or to Ashley Roberts, The Chair of Governors. The complaint must be made in writing following the school’s complaints Policy. Any complaint will be dealt with in a transparent way and as quickly as is reasonably practicable. The procedures are set out in our Complaints Policy and Procedures.

**Section 10 & 11:What specialist services and expertise are available at or accessed by the school?**

Your child/young person will have or be in the process of receiving an Education Health Care Plan (EHC Plan) before being considered for admission. Your point of contact is your local authority SEN team. Parents/carers can discuss this with the Head teacher.

We work closely with the following to support your child’s/young person’s needs:

Physiotherapy

Nurses

Occupational Therapy

Speech and Language Therapy

Visiting specialist teachers

Educational Psychology

Transition teams

Local Authorities

Social Care

LDCAMHS

Clinical Psychology

These can be contacted through the school or telephone numbers are available via the

School office or via the appropriate councils’ Local Offer.

**Section 12: How do we prepare your child for joining our school or transferring to another school or for Adulthood.**

Here at Hebden Green we work closely with the different local authorities to ensure that your child’s needs can be met at our school. Parents/carers are encouraged to contact us, once agreed with the Local Authority and school, to arrange a tour with a member of the Senior Leadership Team. Once the placement has been agreed by all parties, a transition will be offered which suits the individual needs of the child and their family.

At the Annual Review meeting, targets will be agreed, progress will be discussed. As part of their transition to, either moving class, moving to a new school or leaving to move onto college or life placement.

Part of the role of PFA and our Job Coach is to support the transition to the next stage and provide opportunities for work placements, some of these have continued after leaving us. We have developed links with the local colleges and providers such as Petty Pool, LA Supported Internship programme, Warrington & Vale Royal and Reaseheath colleges where students access a college programme.

**Section 13: Where can I find Cheshire West and Chester Local offer?**

This can be found at What is the Local Offer and what does our Local Offer include? | Live Well Cheshire

West (cheshirewestandchester.gov.uk)