

SEND Information Report – Highbury Grove School

SEND provision is located within The Support Faculty working towards the aim of making schools more humane and inspiring places to work and learn – for everyone. It is about improving schools from both an academic and social point of view and there is a growing body of evidence to show that making schools more inclusive, more responsive to diverse needs, actually drives up examination results.

Reflecting a whole-school approach to SEN provision as staff we all have a responsibility to:

- have high ambitions for all students
- be committed to maximising inclusion and minimising exclusion
- plan for diversity
- work cooperatively to develop appropriate environments for all children
- have appropriate teaching methods and approaches
- take care to have appropriate pupil groupings
- support all pupils with identified needs

Every child is unique and contributes towards the rich culture at Highbury Grove School. The pages below relate to those students who have difficulties that affect their learning and are recognised as needing specific types of support.

Key staff:

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SEND Local Offer: [www.islington.gov.uk/localoffer] is the go to place for information, advice and services for children with Special Educational Needs and / or disabilities.

My child has difficulties with learning and literacy

This can include: Reading and spelling, learning new information and concepts, working with numbers, working memory, concentration, students may have conditions such as Specific Learning Difficulties, dyslexia, general learning difficulties, AD(H)D, Down Syndrome and/or students may present with difficulties that do not have a diagnosis of a specific learning difficulty

What can Highbury Grove School offer?

All students at HGS can access:

- High Quality Teaching with appropriate differentiation (including best SEN practice).
- Head of Year pastoral support
- Visual aids to support key vocabulary, concepts and themes
- Access to study support
- Access to assessment for identification of significant needs
- Dedicated and caring staff who value all students regardless of ability
- Wellbeing Centre
- New Group Reading Test in KS3/KS4

Support for targeted groups of students **may** include:

- Pupil Passports, Support Plans
- Blocks of 1:1 small group lessons that focus on a range of needs such as literacy, comprehension and spelling in the Learning Support Centre such as LEXIA or Thinking Reading as part of a wider support offer of the Support Faculty
- Year 7/ Year 8 nurture group provision
- Where needed, help from an external agency (e.g. Educational Psychologist, Speech and Language Therapist, Occupational Therapist etc)
- Access to some targeted Teaching Assistant support in few selected lessons

Targeted Individual support **may** include:

- Targeted lunch time clubs for vulnerable students.
- On-going tailor made 1:1 tuition in the Study Centre, led by a specialist teacher or Teaching Assistant
- Where needed, help from an external agency (e.g. Educational Psychologist, Speech and Language Therapist, Occupational Therapist etc)
- Termly reviews for students with high need SEND
- Exam Access Arrangements.
- Post 16 Transition support.

Please note: These options are based on a needs assessment and need to be agreed with parents/carers and then regularly reviewed/modified as part of the assess-plan-do-review cycle

My child has sensory and/or physical needs

This section covers students who have difficulties with:

- Vision
- Hearing
- Gross motor co-ordination
- Fine motor co-ordination
- Self-organisation for daily living
- It includes conditions such as cerebral palsy, physical injury, dyspraxia

My child has difficulties with Communication and Interaction

This can include difficulties with:

- Understanding language
- Using language
- Understanding how to communicate socially with other people
- Stammering – advice given to families about how to access support from outside agencies.

Conditions may include: Specific Language Disorder, ASD/ASC (Autism), Asperger Syndrome, speech sound disorders/delay

Please see separate section of the website for EMA (Ethnic Minority Achievement) and EAL (English as an Additional Language) services in the school

What does Highbury Grove School offer?

All students at HGS can access

- High Quality Teaching with appropriate differentiation (including best SEN practice).
- Head of Year pastoral support
- Visual aids to support key vocabulary, concepts and themes
- Study Centre
- Assessment for identification of significant needs
- New Group Reading Test in KS3/KS4

Support for targeted groups of students **may** include

- Support Plans
- Assessment and identification of language need and feedback to parents and staff
- Small group sessions with specialist teacher/Teaching Assistant/Speech and Language Therapist (Modules can include: vocabulary, inference and deduction, language building blocks, social skills, etc)
- Pre and post Module skills assessment and results
- Post module feedback to student, parents and staff
- Access to some targeted Teaching Assistant support in few selected lessons

Targeted support for small groups **may** include

- 1:1 session with a Speech and Language Therapist
- 1:1 sessions with other specialist staff in the school, linked to other needs on ECHP (e.g. mentor, counselor, etc)
- On-going monitoring and regular feedback to parents and students (at least termly and including the Annual Review)
- Exam access arrangements
- Post 16 transition support.

Please note: These options are based on a needs assessment and need to be agreed with parents/carers and then regularly reviewed/modified as part of the assess-plan-do-review cycle

My Child has difficulties with social, emotional health or mental health

This section includes all those young people who experience **short but significant** periods of high anxiety, stress, distress or anger that affect their education. It also includes young people who have a range of **longer-term** recognised mental health conditions.

For both groups, issues can include: forming and maintaining relationships, bereavement, attitudes to attainment, attendance and self-esteem

What can Highbury Grove School offer?

All students at HGS can access

- High Quality Teaching with appropriate differentiation (including best SEN practice).
- Head of Year pastoral support
- Assessment for identification of significant needs
- Whole school policy for behaviour management with graduated response
- Key Stage transition support
- Anti-bullying policy
- Wellbeing Centre

Targeted support for small groups may include

- Year 7 / Year 8 Nurture Group
- Buddy Programme for students with ASD
- Targeted intervention groups around behaviour/social skills/self esteem/stress management
- Peer mentoring
- Year 11 support with college applications and career paths.

Targeted individual support many include

- 1:1 mentoring via Head of Year and Urban Hope
- 1:1 or small group counselling
- External agency input (eg. Educational Psychologist, CAMHS, New River College, The Bridge, etc)
- Flexible timetables
- Mentoring for students at risk of exclusion
- Personal Support Plan - support for students at risk of permanent exclusion
- Support from Health and Social Care team/ school nurse
- Looked After Children support.

Please note: These options are based on a needs assessment and need to be agreed with parents/carers and then regularly reviewed/modified as part of the assess-plan-do-review cycle

PARENTS Q&A

How does your school know if my child needs extra help?

- If your child is transferring to HGS and already has special educational need, your primary school will inform the Special Educational Needs Co-ordinator (SENCO) at HGS.
- As part of the Transition Conference, organised by Islington Council, there is planning between the schools and with parents/carers in Year 6 to support the student's move from primary to secondary school.
- On entry to the school, all students are screened on key cognitive skills, language skills and certain core academic skills. This system can pick up potential difficulties at the earliest stage.
- Some children do well at primary school but find the transition to secondary education more difficult. The teachers, heads of year and the leadership team are highly alert so that such areas of need are spotted early and referred to the Support Faculty so that supported can be coordinated promptly.
- The school listens to parents. Sometimes, the first signs of difficulty are picked up through conversation at home so parents are always welcome to contact the school to talk about concerns.

What should I do if I think my child may have a special educational need or disability? Who can I contact for further information?

- If you are concerned about your child's abilities, the school will listen to your concerns, discuss them with you and agree on a plan that might only need light monitoring or might require assessment by specialist staff or external agencies.
- You can contact the Form Tutor, Head of Year or the SENCO by phone, letter, e-mail or fax (please see contact details on the home page of the school website).
- It will be OK to contact the school through a family friend or professional translator if you feel more comfortable using a language other than English
- If your child is still at primary school, talk to your child's teacher there who can help you look at any issues and make links with HGS to help prepare for the next year.

What is an EHCP?

An EHCP is a legal document that identifies a child's SEN needs and focusses on the support required to meet agreed outcomes. The key difference between a statement of SEN and EHCPs is that, as well as the educational elements covered in statements, EHCPs also outline the child's health and social care needs, outcomes and support. Contact Family-Action.org.uk for further SEND information and advice for parents. Their support includes:

Impartial and confidential advice

Individual caseworkers

Help with preparing for and support at meetings

Advice on school based support for people with SEND

Support for EHC needs assessment

How will I know if your school is supporting my child? How will I know how my child is doing? How is student progress monitored?

All students:

- The school will always send you a letter to let you know if we are proposing to offer your child support that is additional to or different from what is already in place for all mainstream students.
- Parent evenings or arranged meetings are both opportunities to discuss your child's progress and needs and to find out about support options.
- Parents are always welcome to contact their child's Form Tutor at any time to discuss particular concerns as they arise.

Students with Statements and EHCPs:

- Your child will have identified needs and a support plan in place from the time they start at HGS. Their support will show on their support plan and parents receive updates on outcomes of these extra interventions.
- In addition to the parent evenings, students will have an Annual Review of their progress and needs. This comes in the form of a school report and a specially arranged face to face meeting between parents and staff as well as external agency representatives where appropriate. During this meeting, students, parents and staff have the chance to express their views about the progress being made and the provision they are receiving at school.

How will the curriculum be matched to my child's needs? How are the school's resources allocated to these needs?

- All staff are trained, (through a yearly programme of Continuing Professional Development seminars), in adapting lesson plans to increase the use of elements known to support students who need extra help. For some students with lighter needs, this is all that is required to help them make progress.
- Teachers also have access to the profiles of students known to have specific needs and they can collaborate with the specialist staff to build adaptations to activities especially for those individual students.
- You will have opportunities to discuss exam choices in Year 9 with the aim of selecting subjects based on your child's strengths and interests.
- Access arrangements are being considered and put into place where feasible from Year 9 onwards and will be part of the support for the GCSEs.
- If your child is specifically funded through their statement or EHCP, meetings with the SENCO will include discussions and agreement about how that funding is used and monitored.

Will my child be able to access the school environment?

Please see link to '[Sensory and/or Physical Needs](#)' and the school's [Medical Needs and Disability policy](#).

What specialist services and expertise are available at the school?

- Each of the SEND teams employ staff who have received additional formal training in their area of specialism learning/literacy, speech/language/social communication needs (SLCN), mentoring for social/emotional/mental health
- Regular visits by Speech and Language Therapist to the school and ongoing in class observation of students
- Regular visits by dedicated CAMHS Clinical Psychologist, running interventions and liaising with staff
- All Teaching Assistants receive regular Continuing Professional Development training and coaching for specific issues / students, from the relevant specialists.
- The school brings in additional expertise (assessment, staff training and intervention) from outside agencies, including:
 - Educational psychology
 - Occupational therapy

How will you help me in supporting my child's learning at home?

- The school provides parents with advice on how to support your child's homework Parents are always welcome to contact their child's Form Tutor for more specific advice at any time.
- Parents will be invited to attend other specific events during the year e.g. Options Evening which give further support to parents and students.
- Your child's recent reports will include a section on support strategies, many of which apply to home as well as school life. If you are not sure how you can apply them, contact the author of the report for further information.
- Annual reports written at HGS often contain advice that will be discussed and developed with you at the face-to-face Annual Review meeting.
- Parents are always welcome to contact their child's support team for ongoing advice.

What support will there be for my child's well-being?

- It is vital that all students in our school feel valued, cared for, confident and supported.
- Staff providing additional support to students with special educational needs automatically include all staff of the Support Faculty.
- Ensuring that the student know their Form Tutors and Head of Years are the first port of call if they have any worries
- Lessons about making and keeping friends, having successful relationships are part of the PSHE carousel.
- The Well-being Centre will be open throughout the school day for students to access additional support.
- Students who have social, emotional and mental health issues or develop them later on are offered additional measures to help them cope read more on the [social, emotional and mental health page](#).

October 2016

Sarah Emberger

SENCO