



## **SEND Local Offer 2020-21 Huntington School**

*Temporary amendments to this offer have been made from September 2020 in order to comply with the current government guidance relating to secondary school reopening in the current Covid-19 pandemic. The sections marked in italics and with asterisk indicate those temporary changes\**

This document serves as a summary of the provision we offer at Huntington School for young people with Special Educational Needs or Disabilities (SEND). The definition of SEND is derived from the 2014 Code of Practice.

“A child of compulsory school age or a young person has a learning difficulty or disability if they:

- (a) have a significantly greater difficulty in learning than the majority of others of the same age;

or

- (b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.”

Our core purpose is “To inspire confident learners who will thrive in a changing world”. This is underpinned by our school values of Respect, Honesty and Kindness. These values run through everything we do at Huntington School as we aspire to ensure that our provision for all young people, including those with SEND, is of the best quality. We believe in a culture, where effort is seen as the key to success, not a fixed notion of talent. We believe wholeheartedly in the limitless potential of all people.

### **Support and Provision**

#### **Who do I need to contact about SEND at Huntington School?**

Mrs Gail Naish, Deputy Headteacher is the school’s Special Educational Needs & Disabilities Coordinator (SENDCo). She can be contacted on the school telephone number of 01904 752100 or on her direct line of 752133. Alternatively she can be contacted by email on [g.naish@huntington-ed.org.uk](mailto:g.naish@huntington-ed.org.uk)

#### **Who else will support my child?**

All our teachers and teaching assistants are trained to adapt their practice to meet the needs of young people with a range of special educational needs. Teachers are also trained to be able to make the most effective use of the teaching assistants they may have working with them in their classes.

The Learning Support team is currently made up of 9 teaching assistants (TAs) who are classroom based; 3 TA3s who mainly deliver our literacy and numeracy interventions, led by 2 Higher Level Teaching Assistants (HLTAs). Two of our teaching assistants have additional training as Emotional Literacy Support Assistants (ELSAs). Each teaching assistant is attached to a specialist area of the

curriculum such as Maths, English, and Science etc. As well as supporting in class, each teaching assistant is also involved in delivering small group or individual programmes for a range of targeted students.

### **What special educational needs are catered for at Huntington School?**

We currently cater for students with a wide range of special educational needs and disabilities. These include: specific to moderate learning difficulties; speech, language and communication needs; visual or hearing difficulties; autistic spectrum disorder; physical disabilities and a range of social or emotional needs.

### **What information do we use to identify SEN?**

We use a range of data and information to identify students with SEN. In the first instance we use Key stage 2 data and teacher information from our partner primary schools during the Y6 into Y7 transition process. In September of year 7, all students will undertake Cognitive Ability Tests (CATs). The data from these CATs produces standardised scores, for which a score of 100 would be the average. Students who score 85 or below could, subject to further testing during year 9 or 10, qualify for exam access arrangements in external examinations. Year 7 students sit a standardised Reading Age test in their first half term. This assessment identifies those students whose reading ability is below or above their chronological age. Additional support would be available for those students who score two years below their chronological age, to enable them to boost their progress and attainment.

Throughout the year assessment data is scrutinised for all students. Those children who are falling behind expected progress are identified and steps taken to secure improvements. In addition, all parents and teachers can log concerns about possible additional needs with the SENDCo at any time.

In Key Stage 4, additional assessment takes place to identify those students who qualify for additional time or other additional exam access arrangements for their GCSE examinations and future Post16 examinations.

### **What interventions do we use to support SEND?**

High quality whole class teaching is the first step to ensure that all students make the maximum progress, including those with SEND.

All teachers receive detailed information about students' needs through the confidential special education needs and disabilities register. The register includes pen portraits of each child's learning needs and guidance as to how best to meet the child's need and overcome any barriers to learning.

Year 7 students working significantly below age expected standard in reading and writing on entry to Huntington will receive additional English teaching, being disapplied from Modern Foreign Languages in the first instance.

Some students who have an Educational Health Care Plan (EHCP- formerly a Statement) or those at Band 2 on the City of York SEND threshold may receive some in-class support from a teaching assistant, working under the direction of their class teacher. This support will focus on specific educational targets and short-term goals, in order to maximise the child's progress.

A number of additional small group and individual interventions also take place in form time or in small group withdrawal from lessons for fixed amounts of time. These provisions include those to

help support Literacy needs such as: ReadWrite Inc; Paired Reading; Catch-Up Literacy programme; Inference and Handwriting support. Numeracy interventions include a Catch-Up booster programme as well as targeted support on Time and Money. The Learning Support department also provides a Social Skills group; a Lego Therapy and Art group and a programme of one to one and peer group mentoring, for those students who need it. *Additional help can also be accessed for homework support at lunchtimes and three times a week in our after school P6 provision. \*The mixed year group after school P6 provision will not be happening in the first instance in the autumn term in order to comply with year group bubbles.*

### **What additional support from outside services is available for my child with SEND?**

The school works closely with the Specialist SEND teaching teams within the city of York. Some students with EHCPs or at Band 2 will access support from the Deaf/Hearing Support teachers; Visual Support team; Physical Disability/Medical support and the Autism specialist team. The York Independent Living and Transport Service (YILTS) can be referred to in order to support those children who need it. The SENDCo also liaises with our Educational Psychologist, School Wellbeing worker and Child, and Adolescent Mental Health Service (CAMHS) professionals. Referrals can be made throughout the year, in consultation with parents.

### **What support is available to support my child's social and emotional needs?**

Our school's pastoral system offers excellent support for all students, with the form tutor as the key 'champion of the child'. In addition, the House Tutor Leader and House Progress Leader work to ensure the positive wellbeing of all our students. Our pastoral team of four Student Support Leaders will also give additional support to those children who need it.

Some more vulnerable students are allocated a TA keyworker who will offer additional care and guidance on a regular basis. A number of our senior students are also selected and trained as peer mentors to support some of our more vulnerable young people. We run a weekly Social Skills group which supports children with friendship building and developing confidence. In addition, our trained Emotional Literacy Support Assistants (ELSA) are also available to offer more intensive support for those students who need it.

### **What additional equipment and facilities are available to support my child?**

*The David Edwards Library houses the Learning Support Centre. This is an inclusive area open to all students, including the sixth form. The library offers a quiet sanctuary space for all students, especially those with SEND. Teaching assistants are available every lunchtime, break and during form periods. A bespoke teaching base, is located in the library and is used for some small group interventions. We also have Hub spaces for small group activities. The library also houses the SEND Administration office and meeting room. \* The library will be part of the Year 8 bubble in September 2020 and all other year groups will access TA support and additional support within their own bubbles whilst the Covid19 plan is in place.*

A number of laptops are available for those students who need them. Additional equipment such as dyslexia overlays and adapted mathematical equipment are also available.

## **Progress and Achievement**

### **How does Huntington School assess and review the progress of children with SEND?**

Throughout the year, the progress of all students is assessed in each subject area. This data and information is scrutinised by senior staff including Mrs Naish, SENDCo. If any child is falling behind expected progress according to their targets, a strategy for accelerating progress will be planned and reviewed. Subject Leaders and class teachers will track the progress of the SEND cohort as part of their ongoing assessment of all potentially vulnerable groups. Student voice and parental feedback is also used to assess progress, in particular during Annual Reviews and at parents' evenings.

### **How are teachers trained to support SEND students in their classes?**

Teachers have ongoing whole school training on best practice for meeting the needs of all students, including SEND. In addition, the SENDCo provides bespoke training for specific staff who are teaching specific students or training related to specific special educational needs. The SENDCo draws upon the expertise of specialist teachers from the local authority where necessary.

The school's Performance Development system for teachers and teaching assistants encourages staff to develop their expertise in SEND teaching.

## **Transition**

### **How does Huntington School support the effective transition of young people from primary school into year 7?**

As well as being SENDCo, Mrs Naish is also the teacher in charge of Primary Transition. She meets staff from our Family of Schools' primary schools each half term; the transition process begins from Year 5. A range of transition events take place throughout Year 6, including bespoke provision for small groups or individuals according to need.

The SENDCo attends Annual Reviews or multi-agency meetings for students transferring in Year 6. Mrs Naish and the Deputy Headteacher in charge of Pastoral Care, Mr Smith, visit every new entrant in their primary school during the summer term. Detailed transfer information is gathered from primary school SENDCos, teachers, parents and children. A Pupil Passport is completed for each incoming year 7 student and is shared with form tutors and house teams. Every Huntington School teacher and teaching assistant then receives a copy of the SEND register for the incoming year 7 before the start of term and the register is updated for staff throughout the year.

### **How does Huntington School support the effective transition of young people from Year 11 into post-16 provision and beyond?**

A number of our SEND students transfer to the sixth form here at Huntington School. A smooth transition is ensured through effective sharing of information to support the students' learning needs. In addition, the SENDCo liaises closely with inclusion staff at other Post-16 provision within the city, such as York College, Askham Bryan, Archbishop Holgates' and other school sixth forms. Additional careers guidance, site visits and transport support are arranged according to need, in order to enable students to make a smooth transition and to help develop students' independent life skills.

## **Extra-curricular provision**

### **What activities are open to my son /daughter apart from the curriculum?**

All SEND students are able to take part in the wide range of clubs, trips and extra-curricular opportunities, as long as it is safe to do so. In addition, there are some activities such as: Extended Learning (Homework) P6 Club; Peer Mentoring; Lego Therapy; Art Club and Disability Sports' Club

which are specifically targeted to support SEND students. The school's aim is to provide as inclusive an educational experience as possible.

## **Working in partnership with parents and young people**

### **How do we make sure that the communication between school and parents is strong and effective?**

We operate an open-door policy. Parents can contact Mrs Naish, SENDCo, about any concerns they may have about their child's special educational needs, at any point in the school year. Mrs Naish is also available at every parents' evening for drop-in queries or by appointment.

A number of SEND students in key stage 3 will have a Home/School book which enables teachers and TAs to communicate regularly with parents on a daily or weekly basis. This is a two-way process and parents are requested to write in it regularly with feedback or any comments they wish to make about their child's needs. The Home/School book also serves as an additional support to help parents support their child with their homework; teaching assistants often use it to offer additional guidance or information as to what is required.

The student planner, which every student uses every day, is the key tool which gives weekly feedback to students and parents about progress. Parents should read and sign it each week. At any point in the school year, parents can also access the school's tracking system to check on the academic progress of their child, using their parental login.

In addition, parents play a key role in Annual Reviews for students with Education and Health Care Plans.

### **How do we ensure that the views of students with SEND are heard and responded to?**

Student Voice is valued highly at Huntington School; it is a key part of the process by which we review the effectiveness of our provision. Students are encouraged to attend parents' evenings and share their views. All SEND interventions are reviewed and evaluated using student feedback as part of the process. Those students with TA keyworkers give regular feedback about their progress and needs. Consultation takes place annually with those students with physical disabilities, as part of the ongoing review of our Access Plan. Student feedback is also an important part of the Annual Review process for all students with EHCPs.

### **What if I'm not happy about an SEND issue related to my child?**

Initially, if you need advice or need to express some concerns you should make direct contact with the SENDCO, Mrs Naish, at school, who will endeavour to resolve any difficulties. If the matter is still unresolved contact the Headteacher, Mr. Tomsett and arrange to meet with him. If you are still concerned then a complaint should be made to the Chair of Governors.

You may also feel it useful to contact the York SEND Information, Advice and Support Service (SENDIASS, formally Parent Partnership Service):

*SENDIASS are a service which aims to help children, young people, parents and carers understand the special educational needs system and be a part of it. They aim to enable families to confidently make informed choices and decisions. They have a duty to provide information, advice and support to children and young people who have, or may have special educational needs and disabilities 0-25 years, and their parents/ carers. The service is available at all stages of school life – from pre-school, school leaving and further education right up to the age of 25. SENDIASS provide information, advice and support on matters surrounding: Education, Health and Social Care. Any information, advice and support provided is impartial, confidential and free*

Tel: 01904 554312

Email: [Yorksendiass@york.gov.uk](mailto:Yorksendiass@york.gov.uk)

York Family information Service, West Offices, Station Rise, York YO1 6GA

Further appeals can be made to the Special Educational Needs tribunal, which is an independent body that hears parents' appeals against LA decisions on statutory assessments, statements and education health care plans.

**Where can I find additional information about SEND in York?**

Further information, support and guidance about SEND in the City of York can be found on the YorOK website at <https://www.yor-ok.org.uk/families/Local%20Offer/sendlocaloffer>