

# Hurworth School Special Educational Needs and Disability Information Report

Last reviewed: Sept 2023

## Hurworth School Special Educational Needs and Disability (SEND) offer

### 'SEN' Special Educational Needs:

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age,
- or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

### Disability as defined by the Equality Act 2010:

'...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'.

Children and young people with such impairments do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN.

We recognise that at some point in any student's career at Hurworth, the individual may require additional support to reach their potential. Regardless of the need and the length of time for which support is required, the school will endeavour to meet that need wherever possible. If this support cannot be provided by our experienced and qualified staff, we will seek external specialist support. Students with SEND referred to in this document may or may not have an Educational, Health and Care Plan (EHCP).

The Special Educational Needs Co-ordinator (SENCo) role is defined in the revised SEND Code of Practice and has overall responsibility for provision for those students on the SEN Register. She is assisted by seven Level 3 Teaching Assistants (TA's) and three Level 3 Teaching Assistant apprentices working in the Learning Support Department.

The SENCo can be contacted at Hurworth School, Croft Road, Hurworth on Tees, Darlington, Co. Durham. DL22JG. 01325 720424/ 07809 211562  
cle@hurworth.swiftacademies.org.uk

### **Objectives of the School's SEND provision**

- To ensure access to a broad, balanced and relevant curriculum for all students.
- To place the child/young person and the parent/carer at the centre of the process by which needs are identified and support provided
- To identify students with additional needs and disabilities.
- To identify the nature of the additional need or disability and to implement appropriate learning, behavioural and social skills programmes to meet that need as far as resources will allow.
- To raise the self-esteem of students with additional needs and disabilities
- To encourage a parent partnership and involvement in students' learning
- To promote effective liaison between the Leadership Team, Department Heads, Raising Achievement Co-ordinators, staff, parents and outside agencies
- To support all teachers with the delivery of the National Curriculum to all students at an accessible level and with necessary access arrangements
- To ensure continuity across all Key Stages
- To ensure that SEND is represented on all relevant school bodies
- To ensure that all aspects of school life are as accessible as possible to all students
- To work with the Preparing for Adulthood agenda to ensure thorough preparation for Post-16 options

### **We are recognised as an inclusive school.**

In developing this offer, children/young people with SEND are understood to be students who may have difficulty participating in curriculum experiences which they could have expected to share, had the particular difficulty not existed. Children's additional needs are generally categorised in the following four areas:

- Communication and interaction  
e.g. Speech, language and communication needs, Autism (ASD)
- Cognition and learning  
e.g. Moderate learning difficulties, Specific learning difficulties (eg dyslexia, dyspraxia)
- Social, emotional and mental health  
e.g. anxiety, ADHD, attachment disorder

- Sensory and/or physical needs  
e.g. visual and/or hearing impairment, physical impairment

The school works in line with the SEND Code of Practice principles (June 2014) in that it has regard to:

- the views, wishes and feelings of the child or young person, and the child's parents
- the importance of the child or young person, and the child's parents / carers, participating as fully as possible in decisions, and being provided with the information and support necessary to enable participation in those decisions
- the need to support the child or young person, and the child's parents / carers, in order to facilitate the development of the child or young person and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood

### **Supporting SEND children in Hurworth School**

#### **1. How does the school know if student has special educational needs?**

Children with SEN are generally identified from either information gathered during their transition into school or from parent and staff concerns after having been in the school for a period of time. All information on pupils with SEND is requested by the SENCo from parents, settings and other professionals already involved with the student.

All pupils are assessed early in Year 7 for reading ability by the English Department. If this data indicates that further investigation is required, then additional individual screening is completed using a variety of assessment tools. This data then feeds into the classroom provision and access arrangements for all internal and external examinations.

The SENCo will arrange a meeting to identify and discuss any concerns with parents and the child/young person. The SENCo meets weekly with pastoral and SEND staff to discuss concerns and to disseminate information to relevant staff across the school.

Consideration of whether special educational provision is required starts with desired outcomes; the partnerships between pupil, parent and professionals determines the type of additional support that is needed to achieve these outcomes. If a pupil is identified as needing special educational provision (SEP) they will be added to the SEND Register, to which all staff have access.

If a student's needs are very high and can only be catered for with a greater level of support, an EHC needs assessment request may be submitted to the Local Authority. Using the Darlington Borough Council's 'Ranges', the needs of a student in the four areas will be identified along with analysis of the impact of provisions already in place as part of the 'graduated response'. Ranges 1-3 describe needs that should be met largely in the mainstream classroom with Quality First Teaching, staff awareness of need and the provision of effective resources, including assistive technology.

The SENCo creates a Pen Portrait and Student Support Plan of the pupil on Edukey to provide staff containing information about their identified needs, and the strategies to be implemented across the school, including any agreed arrangements for examinations. This information is accessible to staff via Classcharts. All staff must include any students with special educational needs and disability in their lesson planning, with consideration for resources, strategies and/or differentiated approaches that are to be used.

Progress is monitored, via regular reviews, to help the pupils reach the expected outcomes and to reduce/remove barriers to learning. This forms part of a graduated approach to effective SEND support through a four-part cycle of **Assess, Plan, Do and Review**. More information on the approaches used within this four-part cycle are outlined in the school's SEND policy document.

## **2. How will the school staff support my child?**

The subject teacher remains responsible and accountable for the progress and development of the students in their class, including students accessing support from teaching assistants. Where possible, the student will remain in class and access appropriate work. A sound understanding by teachers of students' needs and their ability to adapt and modify curricula, lessons and activities is at the heart of this approach.

Mainstream classes are grouped to ensure that pupils are placed in a class with those of similar academic ability. To support the students in the mainstream classes, teachers plan appropriate work and strategies to meet each student's individual needs. Strategies include the use of differentiation, resources, specific approaches and assistive technology, where possible.

Pupils with SEN may be withdrawn to work in a support room in order to further develop skills specifically related to their needs. Timetabled work of this nature includes lessons to address social communication and interaction skills, or work with an outside agency such as

Speech and Language Therapy. These programmes are reviewed in liaison with parents, Teaching Assistants and the SENCo.

Pupils with reading difficulties may be taught in small groups by Teaching Assistants with specific training. This can be delivered as a short or long-term intervention, depending on the needs of the child.

Students may require support outside of lesson times. Teaching Assistants and the SENCo are available to help at breaks and lunchtimes.

### **3. How will the curriculum be matched to my child's needs?**

Teachers adapt their teaching approaches and resources to match the learning needs of pupils. At Key Stage 3, students are taught in mixed ability classes with emphasis upon Quality First Teaching.

In Key Stage 4, if it is deemed appropriate to their learning needs, some students may be offered the opportunity to participate in: AQA Unit Award Scheme; units focus on developing life skills that will help students access Further Education and the workplace; and the 'Enrichment Programme' which helps students become familiar with Post-16 settings.

### **4. How will I know how my child is doing?**

The school's normal reporting arrangements are outlined in the Assessment, Recording and Reporting Policy, located on the school's website. In addition to these arrangements the school actively seeks the involvement of parents in the process of reviewing the support and progress of students with special educational needs and disability.

Approaches used to develop strong partnerships with parents include:

- Y6 students' and parents' meetings
- Transition planning meetings for Y11 into Y12
- Annual EHCP review meetings which include parents, student, and other agencies (if involved)
- Home-to-school liaison through email, telephone, and meetings in school
- SEN Support Plans (see below) record the parent /carer views and current special educational provision.

All pupils with SEN will have a Student Support Plan in place. The SEND Support Plan includes information under the following headings:

- Details of need
- Provision in place
- Parent/carer views
- Pupil views
- Desired outcomes
- Access arrangements
- Social care needs
- Health care needs

Each student's Support Plan is reviewed with the involvement of teachers, parents/carers, as well as with the student. Edukey software is used to review the impact of provision; the outcome of this review informs which provisions will be maintained or increased and which are no longer needed. A new version of the Support Plan is created when provisions have been reviewed, parent/carer/student views updated and information added.

#### **5. How is the child/young person involved in decisions about their education?**

As stated in the SEND Code of Practice, the child's experience, aspirations and opinions form the central part of the creation of a Support Plan and its subsequent reviews. The school will endeavour to help the child/young person prepare for adulthood and to make steps towards their life goals. They will be invited to meetings to discuss support, where appropriate, and can also speak with the SENCo and other staff about the provisions in place for them. Their views will be gathered and recorded on their Support Plan.

#### **6. What support will there be for my child's overall wellbeing?**

The school's Student Support Team is an Assistant Head Teacher. Each year group is allocated a Head of Year to oversee the pastoral, social and academic progress of pupils in a year group. The SENCo attends weekly review meetings with pastoral staff to ensure there is a coordinated approach to providing the appropriate pastoral, social and academic support to pupils with SEND. We also offer support for issues related to well-being and positive mental health, as well as liaising with relevant and available agencies through Social Care, CAHMS and Educational Psychology.

There is a full programme of Personal, Social, Health and Citizenship Education with specific focus on Spiritual, Moral, Social and Cultural well-being. This is coordinated by Head of Personal Development.

Medical conditions are normally specified in an Individual Care Plan. Personal care is coordinated by a member of staff trained to undertake specific tasks of this nature.

## **7. What specialist services and expertise are available at or accessed by the school?**

Hurworth School has the following additional provisions, either on site or visiting on a regular basis, to provide pupils access to staff with specialist skills:

- Full-time Behaviour and Welfare specialist
- Resource Provision for pupils on the autism spectrum (14 places- Local Authority placement)
- Counselling service
- Full-time Careers/Preparing for Adulthood advisor
- Social Communication Outreach Service
- Psychological Welfare Practitioner
- Listening Post

In addition, the school has strong links with outside agencies. These agencies can be invited to attend review meetings with parents and staff, as well as to provide advice and support on individual needs as they arise, sometimes working directly with pupils where it is deemed appropriate to do so. Parents are kept informed throughout the process and reports from agencies are used to inform future planning.

Agencies currently accessed by the school include:

- **Educational Psychology Service**- Contact can be found on Darlington Council's 'Local Offer': <https://livingwell.darlington.gov.uk/>
- **Social Care**- Telephone: 01325 406222 or email: [childrensfrontdoor@darlington.gov.uk](mailto:childrensfrontdoor@darlington.gov.uk)
- **CAMHS** (Child and Adolescent Mental Health Service)- call 0300 1239296 or email [tewv.camhscountydurhamdarlington@nhs.net](mailto:tewv.camhscountydurhamdarlington@nhs.net)
- **Speech and Language Therapy** 01429 522471
- **Low Incidence Needs Service** Hearing and visual impairment support, based at Hurworth Primary School 01325 720028 [admin@hurworthprimary.com](mailto:admin@hurworthprimary.com)
- **NHS Physiotherapists** and LINS to support physical disability
- **Children's Occupational Therapy** Tel: 0191 387 6359 email: [cdda-tr.childrensoccupationaltherapy@nhs.net](mailto:cdda-tr.childrensoccupationaltherapy@nhs.net)
- **Hospital Outreach** for staff training to support medical conditions

## **8. What training and expertise do the staff supporting children and young people with SEND have?**

Over recent years, staff within the SEND department have undertaken training the following training:

- Safeguarding Level 1 and 3
- First Aid
- Autism in children– post graduate certificate
- Anaphylaxis training
- Language & Communication impairment in children - post graduate certificate.
- Promoting Mental Health in School
- Level 3 Award in supervising food safety in catering
- Reciprocal Reading training
- Autism Education Trust - Leading Good Autism Practice
- Attachment awareness
- Understanding ADHD
- Autism and Sport – theory and practical
- The challenges to emotional regulation in pupils with Autism
- AQA Unit Award Scheme coordinator and centre based training
- Negative Behaviours in school - A Sensory Perspective on ADHD
- Hearing Voices – SEMH
- Supporting Looked After young people
- Teaching reading using synthetic phonics
- Identifying dyscalculia and supporting weak maths ability
- Associate Member of the British Dyslexia Association
- Post Graduate Certificate in ‘Difficulties developing literacy’
- NASENCo
- Emotional Literacy Support
- Cognitive Behavioural Therapy
- Thinking Bricks
- Breathing for anxiety
- Trauma and Adverse Childhood Experiences
- Foetal Alcohol Spectrum Disorder

### **9. How will my child be included in activities outside the classroom including school trips?**

All students have the opportunity to participate in extra-curricular activities which provide enriched experiences during their time at Hurworth School. Hurworth Staff plan appropriate



support to ensure SEND pupils can participate alongside pupils who do not have SEND. SEND staff may accompany pupils on school trips as required.

There are a number of after-school clubs on Tuesdays, Wednesdays and Thursdays, organised and run by the Teaching Assistants in the department. There is homework support on each of these nights.

#### **10. How accessible is the school environment?**

Hurworth School is an inclusive school and we are privileged to have an additional Resource Provision to support students with social and communication needs. The school's Equality, Diversity and Community Policy is supported by an Accessibility Plan to ensure Hurworth School continues to work towards increasing the accessibility of provision for all pupils, staff and visitors to the school.

The school has made a number of improvements to the physical environment including:

- installation of ramps for wheelchair access
- installation of wheelchair lifts to improve access to dining hall and stage areas
- increased number of disabled toilets across the school

The school's SEND Policy document provides more detailed information on the approaches used to support inclusion through adaptations to the curriculum and environment.

#### **11. How will the school prepare and support my child to join the school or to transfer to a new school or the next stage of education and life?**

Miss Minshull oversees transition into Year 7. She visits the primary schools and gathers the information available on all Year 6 students due to transfer into Hurworth School. All information on SEND pupils is passed to the SENCo. An enhanced package of transition support is offered to support those students who are identified as needing additional support, and this is organised in liaison with the student, parents, other agencies and relevant primary school staff. This type of support can include additional 1:1 visits and visual resources (i.e. transition booklet) to familiarise the child with their new setting.

There is additional support for students with SEN who are preparing for adulthood and the move into the next phase of their education, employment or training. Preparing for adulthood is included in every EHCP and Support Plan and focusses upon independence, community involvement, healthy living as well as transition to Further Education and work. Support for

FE transition is coordinated in liaison with the school's careers advisor. It includes support and guidance with choosing career paths, visiting colleges with support staff, preparing CVs and application forms, preparing for interviews and enhanced packages of support to prepare for work experience placements in Year 10. If work experience is not appropriate, an alternative, more supported package is created around individual strengths and interests, 'Experience of Work'. Staff within the SEND department work closely with pupils with SEND and parents to build their confidence throughout the process of this preparation.

**12. Darlington Local Authority's SEND Local Offer can be found at**

[www.livingwell.darlington.gov.uk](http://www.livingwell.darlington.gov.uk)

**13. Complaints from parents of pupils with SEND concerning the provision made at the school:**

Please see the Hurworth School website for the Complaints Procedure

**14. Provision for students with SEND is in accordance with:**

Children and Families Act 2014

Equalities Act 2010

Education Act 1996