

Hazel Grove High School - SEND 'School Information Report' for Mainstream Students

Type of School	11 – 18 High School Specialist School for Maths, Science and Technology
Specialist Provision on Site	Resource Centre for students with Complex or Severe Learning Difficulties See separate information under the Heading 'Resourced Provision' for the criteria for a place in the Resource Centre

All Stockport Secondary Schools have a similar approach to meeting the needs of students with Special Educational Needs and Disabilities (SEND) and are supported by the Local Authority to ensure that all students, regardless of their specific needs make the best possible progress in school. All schools are supported to be as inclusive as possible, with the needs of students with SEND being met in a mainstream setting wherever possible, where families want this to happen.

Admissions

Students with SEND are allocated places in two separate and distinct ways:

Students with Education, Health and Care Plans (EHCPs) have a separate admissions procedure overseen by Stockport LA's SEN Team. This applies to both placements in the Resource Centre and in the Mainstream setting.

Students who have SEND but do not have an EHCP are admitted via the normal school admissions criteria.

Detailed information and guidance of how to apply for a place at Hazel Grove High School can be found on the school website under the headings: 'Main School' → 'About HGHS' → 'Policies and Prospectus' → 'HGHS Admissions Policy'.

Initially posted on website:	September 2014	Updated to Version 2:	December 2015
Updated to Version 3:	October 2016	Updated to Version 4:	October 2017
Updated to Version 5:	December 2018		

People who support students with Special Educational Needs /Disabilities with Learning in this school:

Questions on Provision for SEN	Staff	Summary of Responsibilities
<p>Who are the best people to talk to in this school about my child's difficulties with Learning / Special Educational Needs?</p>	<p>The Special Needs Coordinator (SENDCo) Ms S Crofts.</p> <p>The Deputy Head Ms C Franklin.</p> <p>Heads of Year. Form Tutors.</p>	<p>They are responsible for:</p> <ul style="list-style-type: none"> • coordinating the support for all students with SEND • ensuring that all students get a consistent, high quality response to meeting their needs in school. • updating the school's SEND register (a system for ensuring that all the SEND needs of students in the school are known) and making sure that there are excellent records of your child's progress and needs. • ensuring that all staff working with your child in school are supported to deliver the planned work/programme for your child. This may involve the use of additional adults, outside specialist help and specially planned work and resources. • liaising with all the other people who may be coming into school to help support your child's learning, e.g. Speech and Language Therapy, Educational Psychology etc. • providing specialist support for teachers and support staff in the school so that they can help your child (and other students with SEND in the school) achieve the best possible progress in school. • ensuring that parents/carers are: <ul style="list-style-type: none"> ○ involved in supporting their child's learning ○ kept informed about the support their child is getting ○ involved in reviewing how they are doing ○ part of planning ahead for their child. <p>Each year group is led by a non-teaching Head of Year. They and the Form Tutors are responsible for:</p> <ul style="list-style-type: none"> • promoting your child's well-being and ensuring the pastoral needs of your child are met. • celebrating progress and achievement at all levels.

	<p>Heads of Curriculum Areas.</p> <p>Head Teacher, Mr M Sibson.</p> <p>SEND Governor, Ms Keyworth</p>	<p>Each Subject Area is led by a Head of Curriculum Area. Within their subject area, they are responsible for:</p> <ul style="list-style-type: none"> • checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support, specific intervention sessions etc.) and letting the SENDCo know as necessary. • ensuring that the school's SEND advice and the Teaching and Learning Policies are followed in their classrooms and for all the students, including those with SEND. <p>He is responsible for:</p> <ul style="list-style-type: none"> • the day to day management of all aspects of the school, including the support for students with SEND. He will give responsibility to the SENDCo, Pastoral Team and Subject Teachers but is still responsible for ensuring that your child's needs are met. • ensuring that the Governing Body is kept up to date about any issues in the school relating to SEND. <p>She is responsible for:</p> <ul style="list-style-type: none"> • Making sure that the necessary support is in place for any child who attends the school who has SEND.
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How could my child get help in school?

Students in school will get support that is specific to their individual needs. This may all be provided by the Form Tutor and Subject Staff or may also involve:

- Other staff in school, such as: Heads of Year; SENDCo; Specialist Teachers; Learning Support Assistants (LSAs) or Resource School Integration Assistants (RSIAs) for students in the Resource Centre; Directors of Learning linked to each Year Group.
- Staff who will visit the school from the Local Authority Central Services such as the ASD Partnership, the Sensory Service (for students who have a visual or hearing impairment), the Psychology Service etc.
- Staff who visit from Outside Agencies such as the Speech and Language Therapy Service, Occupational Therapy Service

Questions on Provision for SEN	Types of support provided, showing the Stage on the SEN Code of Practice (the document that school use to plan their SEN input) students will be at when receiving this input.	What would this mean for your child?	Who can get this type of support?
What are the different types of support available for students with SEND in this school?	Subject teacher input via excellent targeted classroom teaching, also known as 'Quality First Teaching'.	<ul style="list-style-type: none"> • Ensuring that the teacher has the highest possible expectations for your child and all students in their classes. • Ensuring that all teaching is based on building on what your child already knows, can do and can understand. • Putting in place different ways of teaching so that your child is fully involved in learning in class. This may involve things like using more kinaesthetic learning and personalised teaching and learning approaches. • Putting in place specific strategies (which may be suggested by the SENDCo or Outside Agencies) to support your child's learning. 	All students in school should be getting this as part of outstanding classroom practice.
	<p>Where appropriate, specific group work with a smaller group of students. This group may be:</p> <ul style="list-style-type: none"> • intervention sessions run by the subject teachers outside of lesson times • run in the classroom or through a withdrawn lesson • run by a teacher / LSA who has had training to run these groups <p>Stage of SEN Code of Practice: <i>If taking part in a shorter, fixed term</i></p>	<ul style="list-style-type: none"> • Your child's teachers will have carefully checked on your child's progress and will have decided that your child has gaps in their understanding /learning and needs some extra support to help them make the best possible progress. • Your child may be invited to support or 'boost' sessions by the subject teacher for their subject area. • A Learning Support Assistant/Specialist Teacher may run fixed-term (usually 6 – 8 week) small group sessions focussing on a targeted area – e.g. 	Any child who has specific gaps in their understanding of a subject/area of learning.

	<p><i>intervention, may be on SEN Monitoring. If longer term intervention(s) needed, then may be placed at 'SEN Support' which means that they have been identified as needing some on-going, longer-term extra support in school.</i></p>	<p>spelling, reading fluency, reading comprehension etc.</p>	
	<p>Longer Term Specialist Teaching (often incorporating guidance from Speech and Language Therapy);</p> <p>AND/OR targeted in-class support for your child of less than 16 hours</p> <p><i>SEN Stage of Practice:</i> <i>'SEN Support'</i> which means they have been identified as needing some extra specialist support either from school-based staff or from a professional outside the school. This may be from:</p> <ul style="list-style-type: none"> • The Sensory Service (for students with a hearing or visual need) • ASD Partnership for students on the Autism Spectrum • HYMs (formerly CAMHS) for social and emotional needs • The Speech and Language Service (for assessment and advice) • Psychology Service for assessment and guidance. 	<ul style="list-style-type: none"> • Your child will have been identified by the subject teachers /SENDCo (or you will have raised your worries) as needing more specialist input in addition to outstanding classroom teaching and fixed-term intervention groups. • We will contact you to discuss your child's progress and, together plan possible ways forward. All discussions and decisions involving the young people at HGHS will involve them directly. We will always engage with the young person in the most appropriate manner and respect their views on how they wish to participate. • In some cases, you may be asked to give your permission for the school to refer your child to a specialist professional, e.g. a Specialist SEN teacher, the Behaviour Support Specialist, a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself understand your child's particular needs better so as to support them better in school and at home. • The Specialist Professional will work with your child to understand their 	<p>Children with specific barriers to learning that cannot be overcome through Quality First Teaching and short-term intervention groups.</p>

		<p>needs and make recommendations, which may include:</p> <ul style="list-style-type: none"> ○ making changes to the way your child is supported in class, e.g. some individual support or additional guidance to subject staff to support your child's learning ○ further, longer-term intervention sessions with school staff: e.g. weekly specialist teaching; individual or small group work with Behaviour Support Specialist; a social skills group; a motor-skills group ○ ongoing group or individual work with outside professional: e.g. HYMs; Psychology Service 	
	<p>Specified Individual Support for your child of more than 16 hours in school.</p> <p><i>This is usually provided via an Education, Health and Care Plan (EHCP). This means your child will have been identified as needing a particularly high level of individual or small group teaching (more than 16 hours a week), which cannot be provided from the budget available to the school.</i></p> <p><i>Usually your child will also need specialist support in school from a professional. This may be:</i></p> <ul style="list-style-type: none"> ● Specialist Teacher ● ASD Partnership 	<ul style="list-style-type: none"> ● The school (or you) can request that the Local Authority carry out a Statutory Assessment of your child's needs. This is a legal process and you can find more details of this in the Stockport Local Offer: www.sensupportstockport.uk ● After the school have submitted the request to the Local Authority (with a lot of information about your child, including your views and your child's views), the Local Authority will decide whether they think your child's needs (as described in the paper work provided), seem complex enough to need a Statutory Assessment. If this is the case, they will meet with you 	<p>Children whose learning needs:</p> <ul style="list-style-type: none"> ● are severe, complex and lifelong ● require more than 16 hours support in school.

	<ul style="list-style-type: none"> • <i>Sensory Service (for students with a hearing or visual need)</i> • <i>Psychology Service</i> • <i>Outside Agencies such as Speech and Language Therapy Service (SALT)</i> • <i>Occupational Therapy/ Physiotherapy</i> • <i>HYMs (Healthy Young Minds)</i> 	<p>and also ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the support at 'SEN Support'.</p> <ul style="list-style-type: none"> • If the Local Authority (LA) feel that your child's needs are severe, complex and lifelong and that they need more than 16 hours of support in school to make good progress, they will write an Education, Health and Care Plan (EHCP). • If an EHCP is issued, this will outline the level of support your child will receive, advice on how the support should be used and what strategies must be put in place. It will also have long and short-term goals for your child. • The additional adult may be used to support your child with whole-class learning, small group programmes or in specialist teaching. 	
<p>How can I let the school know I am concerned about my child's progress in school?</p>	<ul style="list-style-type: none"> • If you have concerns about your child's progress in a particular subject, you should speak to the subject teacher or Head of Curriculum Area in the first instance. If you have concerns across a number of subjects, you should speak to Ms Franklin (Deputy Head). Your child may at this point receive support from one of the Directors of Learning. • If, following further monitoring and any intervention resulting from the discussions above, your child is still not making progress, a referral may be made to the SENDCo and further assessments will be carried out. You will be invited to a meeting to discuss the findings of these assessments and to plan to next steps. • If you continue to feel that your child is still not making progress and you are not happy with the support that has been put in place, you should speak to the SENDCo or the Head Teacher. 		

<p>How will the school let me know if they have any concerns about my child's learning in school?</p>	<ul style="list-style-type: none"> • All students are set challenging targets in all subject areas based on their prior attainment. • Students' progress in all subjects is carefully assessed and monitored. Monitoring reports are completed each Term which indicate if your child is making expected progress. You will receive a copy of these reports. • Following each monitoring period, we carefully analyse the information gathered to identify any students who may be under-achieving and they may be placed on a mentoring programme with the Directors of Learning for these students. You will be informed of any additional support being provided. • In addition, individual subject teachers may contact you through the year if they have any concerns about your child's progress in their subject. • Finally, you will have opportunity at the Annual Parents' Evening to speak with all of your child's teachers and discuss the progress they are making.
<p>How is extra support allocated to children and how do they move between the different levels?</p>	<ul style="list-style-type: none"> • The school budget includes money for supporting students with SEND. • In additional, the school receives some 'Top-Up Funding' for a few individual students with an EHCP whose needs are severe and complex. This includes all of the students in the Resource Centre and some of the students with a 'Mainstream' EHCP. • The Head Teacher decides on the budget for Special Educational Needs in consultation with the School Governors on the basis of the needs in the school. • The Head Teacher and the SENDCo discuss all the information they have about SEND in the school, including: <ul style="list-style-type: none"> ○ the students getting extra support already ○ the students needing extra support ○ the students who have been identified as not making as much progress as would be expected and decide what resources/training and support is needed. • All resources / training and support are reviewed regularly and changes made as needed.

<p>Who are the other people providing services to children with SEND in the school?</p>	<p>a) Directly funded by the school</p>	<ul style="list-style-type: none"> • Special Educational Needs Coordinator (to coordinate the provision and support for students with SEND and to support the teachers in planning for meeting the needs of the students with SEND) • Specialist SEN Teacher (mainstream) and Specialist teachers in the Resource Centre • Learning Support Assistants • Resource School Integration Assistants (for students in Resource Centre) • Heads of Year and Director of learning for each Year Group
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		<ul style="list-style-type: none"> • Beacon Counsellor • Additional sessions from Psychology Service
	b) Paid for by the Local Authority but delivered in school	<ul style="list-style-type: none"> • Sensory Service (for students with hearing or visual needs) • Speech and Language Therapy (provided by Health, but paid for by LA for students with EHCP) • ASD Partnership (for students on the Autism Spectrum) • Outreach from the Pendlebury Service (for students with emotional needs)
	c) Provided and paid for by the Health Service	<ul style="list-style-type: none"> • School Nurse • Occupational Therapy – if needed for students with EHCP • Physiotherapy – if needed for students with EHCP • HYMs – including secondary Jigsaw Service

How are teachers in school supported to work with children who have SEND and what training do they have?	<ul style="list-style-type: none"> • The school has a training plan for all staff to improve the teaching and learning of all students including those with SEND. This includes whole-school information and training on SEND issues such as ASD, Dyslexia, ADHD, etc. • Individual teachers and support staff are fully aware of the additional needs of students within their classes and of a range of strategies for supporting the students with their learning. • Where appropriate, additional specific training or guidance with respect to the specific needs of individual students is put in place for teaching and support staff working with the student.
How will the teaching be adapted for my child with learning needs (SEND)?	<ul style="list-style-type: none"> • Teachers plan lessons according to the specific needs of all groups of students in their classes and will ensure that your child's needs are met. • Where needed, support staff will support your child's learning in the classroom. • Specific resources and strategies will be used to support your child individually and/or in groups. • Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs.
How will we measure the progress of your child on school?	<ul style="list-style-type: none"> • Your child's progress is continually monitored by the subject teachers, Form Tutor and Heads of Year and Directors of Learning. • Progress is reviewed formally every Term against each student's targets using GCSE/BTEC grades where appropriate. • The progress of students with an EHCP is formally reviewed at an Annual Review with all adults involved in the student's education. • The SENDCo will also check that your child is making good progress with any individual work and in any group that they take part in.

<p>What support do we have for you as a parent of a child with SEND?</p>	<ul style="list-style-type: none"> • We would like you to talk to the SENDCo, Specialist Teacher, Form Tutor and Head of Year regularly so we know what they are doing at home and we can tell you about what we are doing in school. We hope this will make sure that we are doing similar things to support your child both at home and in school and can share what is working in both places. • The SENDCo is available to meet with you to discuss your child’s progress or any concerns/worries you may have. • All information from professionals will be discussed with you directly, or where this is not possible, in a report. The SENDCo and specialist teacher will arrange to meet with you for Annual Review meetings and they are also available at all Parents’ Evenings. • Homework may be adjusted as needed to your child’s individual needs.
<p>How have we made Hazel Grove High School accessible to children with SEND?</p>	<ul style="list-style-type: none"> • We ensure that equipment used is accessible to all students, regardless of their needs. • We provide support with a weekly homework club for students with SEND. • Key words and literacy resources are used across the school to support learning. • Ramps and physical adaptations are in place to allow access to all ground floor rooms. In recent years, additional ground floor classrooms have been created. • When needed, additional training and support is put in place for staff with respect to an individual student's needs.
<p>How will we support your child on transition to and from Hazel Grove High School</p>	<ul style="list-style-type: none"> • We recognise that ‘moving on’ and change can be especially difficult for a student with SEND and take steps to ensure that any transition is as smooth as possible: • If you child is moving to HGHS: <ul style="list-style-type: none"> ○ If your child has an EHCP, the SENDCo will usually be invited to Year 5 and Year 6 Annual Review meetings at the Primary School. This means that information on the support needs of your child can be gathered and detailed information about their strengths, areas of difficulty and strategies for supporting their progress is then issued at the very start of the school year to all of your child’s subject teachers. ○ Where appropriate, as well as the Induction Day for all new students, additional visits are arranged to enable your child to meet some key people at HGHS and to begin to get to know the layout of the school etc. ○ Prior to starting at HGHS, students with a high level of need and especially students with ASD will be given a booklet with photographs of places around the school and of key staff members they will be working with when they join the school. ○ You will have several opportunities to speak with the SENDCo / Pastoral Staff at Open Evenings and Year 5 and Year 6 Parents' Evenings.

	<ul style="list-style-type: none"> • If your child is moving to another school: <ul style="list-style-type: none"> ○ We will contact the school SENDCo and ensure that he/she knows about any special arrangements or support that needs to be put in place for your child. ○ We will make sure that all records about your child are passed on as soon as possible. • If your child is moving up to the next year in school: <ul style="list-style-type: none"> ○ Information about your child will be shared with their new teachers. This includes information about their strengths, learning needs and strategies to support their learning and progress. • Transition to 6th Form, College or Further Education: <ul style="list-style-type: none"> ○ If your child has an EHCP they will meet with the Young Person’s Advisor from Year 9 onwards. They will work with the student and parents/carers to create a plan for their Post-16/Post 18 education. ○ The SENDCo and Young Person’s Advisor will support your child in finding a new school/College. ○ If necessary, the SENDCo will help arrange visits to the new school / College for your child. ○ If your child does not have an EHCP they will still meet with a Career's Guidance Officer during the course of KS4 to explore the opportunities available and to draw up an Action Plan. Further guidance and information on applications to College is given through the Tutorial Programme.
<p>Who do I contact if I am not happy about the support my child is receiving?</p>	<ul style="list-style-type: none"> • If your child is currently at the school and you are worried about their progress or have something you would like to discuss, please contact the SENDCo, Ms Crofts. She will arrange to meet with you to discuss your concerns in order to find solutions and a positive way forward. • If, following this meeting and the implementation of any actions agreed, you are still not happy about your child’s support and progress, you would contact Mr Sibson, Head Teacher. • If, following these further discussions, and if your child has an EHCP, you may wish to contact the Disagreement Resolution Service. Use of this Service is voluntary and has to be with the agreement of all parties. The Service is commissioned by, but independent of, the Local Authority. Referrals should be made to Mel Blackburn on Tel: 01625 549800
<p>Who can I contact for further information?</p>	<ul style="list-style-type: none"> • If you are considering whether your child should join HGHS and would like to discuss their support needs and the provision we offer, please contact the Special Needs Coordinator, Ms S Crofts either by ringing the school on 0161 456 4888 or by email on s.crofts@hazelgrovehigh.co.uk • If you would like some independent advice and support with finding out more about support available for students with additional needs, you can contact the Information, Advice and Support Service by ringing 0161 480 3189 or by emailing stockport@kids.org.uk KIDS provide independent and impartial support directly to children and young people with SEND and to their parents/carers to ensure their views are

foremost in planning support.

- If you would like to find out more about Support Services available in Stockport, you can access the Stockport Local Authority Offer at: www.sensupportstockport.uk
This site gives information about the process for making referrals for an EHCP; arrangements for Travel Assistance; contact details for Support Agencies and Specialist Services within Stockport and links to the 'School Offers' of all schools and educational settings within Stockport.