



HAZEL
GROVE
HIGH SCHOOL

Parent Handbook

Contacting School

Address

Hazel Grove High School
Jacksons Lane
Hazel Grove
SK7 5JX

Contact

Tel: 0161 549 7700
enquiries@hazelgrovehigh.co.uk
sendleads@hazelgrovehigh.co.uk
www.hazelgrovehigh.co.uk

Please see below the names of people you may wish to contact at Hazel Grove High School.

Mrs Buckley-Dibben
SENDCO at Hazel Grove High School
jocelyn.buckleydibben@hazelgrovehigh.co.uk

Miss Joanne Devine
Assistant SENDCo at Hazel Grove High School
joanne.devine@hazelgrovehigh.co.uk

Miss Emma Warrington
Assistant Head of School - Trust Director of Inclusion
emma.warrington@chhs.org.uk

Mrs Cherry Franklin
Deputy Head Teacher – Safeguarding Lead
cherry.franklin@hazelgrovehigh.co.uk

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1. Our SEND Team



Mrs J Buckley Dibben
SENDCo
Responsible for:
Year 10
Year 11
Overseeing SEND Department
Transition



Miss J Devine
Assistant SENDCo
Responsible for:
Year 7
Year 8
Year 9

All of our SEND Leads are highly trained members of staff with an aptitude for developing close working relationships with students and their parents. Our SEND Leads are your key point of contact for any questions or concerns you have about your son/daughter's specific needs. Our SEND Leads work alongside the Heads of Year and Heads of House to monitor student progress and will ensure that our students have every opportunity to become the best they can be. Our SEND Leads will liaise with parents, students and the appropriate outside agencies to make sure that reasonable adjustments are in place to allow students be fully included and supported in every aspect of school life.

Contact details:

We understand that communication is key when working with children with SEND. We would welcome you contacting us to ensure your child has a smooth transition into high school.

Year 7 SEND link: Miss Devine

joanne.devine@hazelgrovehigh.co.uk

For enquiries regarding SEND, interventions, and support plans

Learning Support Assistant (LSA)

Our Learning Support Assistants support students in lessons and around school. In primary school, they may have been called a Teaching Assistant or TA. Our LSAs are attached to specific year groups, which allows them to become really familiar with the students that they support and gain a deep understanding of their specific needs.

Our LSAs support all of the students in a classroom; support is given to any student who requires it on a lesson by lesson basis. LSAs try to not make any student stand out as needing more support than others. They work alongside the teacher to support the class as a whole and collaborate effectively to ensure that every student in the class makes good progress.

LSAs will provide feedback for student reviews on progress within specific lessons and will communicate any issues or successes that arise throughout the school day directly to our SEND Leads. Our LSAs may also do some intervention with students on a one to one basis or mentor students where necessary. Our LSAs support designated form groups during registration time to help students to settle into the new school day and they also provide homework support after school.

Specialist Roles

There are several specialist roles within the team which include:

- Literacy Specialists
- Numeracy Specialists
- Intervention and Inclusion Specialist
- Social, Emotional and Mental Health Specialists
- Psychometric Testing and Intervention Specialist

Our specialist staff will carry out one to one interventions and/or small group sessions with our students where necessary. They will also track and monitor progress data to ensure that students make progress within their respective areas.

2. Our Ethos

“Our vision is for every student, regardless of background or circumstance to achieve the grades and develop the qualities which will open the door to the future of their choice”.

We believe that all children and young people are entitled to an effective education that enables them to achieve the best possible outcomes academically, socially and emotionally. Our highly trained and experienced team are passionate about doing whatever it takes to support students to overcome their individual barriers to learning. We work collaboratively with parents and with students; we value your input and believe this approach is essential in securing excellent outcomes for our students.

Unashamedly Academic – what does this mean for children with SEND?

Being academic isn't about being good at Maths, English and Science. It's about individual students meeting or exceeding their own personalised targets and expectations. We have a comprehensive intervention offer to help students achieve this.

We understand that every student is unique, and every student has their own talents and interests. At Hazel Grove High School, we want to instill a love of learning, regardless of ability.

We believe not only in progressing our students in the classroom, but also in developing life skills, no matter how small, to turn each of our students into independent members of our community.

We recognise a number of achievements through our reward system. We distribute house points and badges for effort and behaviour, celebrating achievements in all their guises.

3. Identifying and Supporting SEND

Not every child with SEND comes to us with a diagnosis or support plan in place from Primary school.

We regularly screen students to identify literacy and numeracy needs, as well as having an open communication with teachers to help identify potential areas of need. We support students regardless of whether they have a diagnosis.

Parents may also refer to us if they feel their child may have a specific difficulty. This might include seeking referrals or putting support plans in place.

We take a personalised approach, collaborating with parents and students to put support plans in place, ensuring your child gets the highest quality teaching using strategies bespoke to their needs.

We regularly review support plans with both students and parents to ensure that everyone gets the right support at the right level.

Year 7 students on the SEN register, alongside parents who express a concern in relation to a potential SEN need, will have a Welcome Review meeting after 6 weeks to check how they are settling in, followed by a review meeting in April.

If you have any concerns about your child between these meetings, please do not hesitate to contact Miss Devine in the first instance.

We support many different types of SEND across the school. We welcome diversity at Hazel Grove and encourage students to mix. Students that require extra support from LSAs will be part of a class including students without SEND or additional needs. There may be up to 5 or 6 students with SEND in a class of 30 with LSA support. We do not create 'SEND classes.'

The level of SEND support we offer is split into the following three categories:

- SEND Monitoring
- SEND Support
- Education and Health Care Plan

These are described on the next page.

Level	Description
Monitor	<p>These students DO NOT necessarily have a special educational need and/or a disability. These students have a long term additional need that requires awareness from staff, but their needs can be catered for through effective quality first teaching strategies and without regular and direct input from our Learning Support department. Should a student in this category fail to make adequate progress despite the right support being implemented in the classroom, the decision might be made to increase their support to SEND support.</p> <ul style="list-style-type: none"> - Examples can include students who require a low level of pastoral support from their Head of Year to help them to stay on track
SEND Support	<p>These are students who have special educational needs and/or disability. These students receive provision which goes significantly above and beyond what goes on within the normal classroom. They do not have additional funding designated specifically to support their needs, but the school will spend some of its SEND budget to support these students to achieve their full potential.</p> <ul style="list-style-type: none"> - Examples are students who have intervention from Learning Support, via small group/one to one intervention, or via LSA support within the classroom or... - Students who have a high level of social/emotional support from other members of the school's pastoral team and/or outside agencies
Education and Health Care Plan (EHCP)	<p>These are students who have complex special educational needs and/or disability. These students receive a designated pot of money to provide additional educational provision above and beyond what can be provided from within the school's budget. The type of provision that is required to meet a young person's special educational needs is defined within the EHCP.</p>

4. Provision

Learning Support Room (E5)



E5 is a teaching area where interventions and small group sessions take place. Students with identified needs sometimes use E5 to complete assessments if this is part of their agreed Access Arrangements and to receive additional intervention. E5 is a quieter area to work, and some students respond well to the familiar and

comfortable surroundings.

E5 is a safe space for students, and can be accessed at break and lunch time where students can socialise and play a range of games. E5 also has computer access, and students can use the space to complete PP&R (homework) with staff support.

Additional rooms for interventions are available across the school site – for example, for meetings with specialists from outside agencies.

Intervention

All staff are dedicated to ensuring that the curriculum for students with SEND is tailored appropriately to meet their individual needs. We educate students with SEND alongside their peers in the classroom, using a differentiated curriculum that provides a variety of learning opportunities for all students. We provide LSA support in class where necessary. We believe that students should remain in the classroom where possible, so most interventions are offered before or after school. We will only withdraw students from lessons for targeted intervention. The type of intervention that a student receives is based on their specific needs but can include:

- Additional numeracy lessons
- Additional literacy lessons
- Social Skills intervention
- Counselling
- Anger/Anxiety management
- Meetings with member of Stockport ASD team

Key workers

Some students will be assigned a Key Worker. This is a member of the Learning Support Team, who will hold regular meetings with the student and be another point of contact for the parent, student and teachers. These staff usually support the student in class and have good knowledge of their needs and their progress within lessons. During their meetings, staff will discuss how the student is getting on with their studies and check in on any social or emotional difficulties they may be having.

A Key Worker might help with things like arranging parents evening appointments or supporting a student to attend an extra-curricular club for the first time. If a Key Worker has any concerns about a student, they will inform parents, their Head of Year or Safeguarding Lead to ensure that the appropriate support is received.

Social time support

During break and lunchtimes, some students will be invited to access a supervised social time in E5, known as Lunch club. Students need permission from their SEND Lead or Head of Year to access this support and if you feel your child would benefit, please feel free to let us know. Students can relax, draw, read, meet a friend or play board games.

After school homework support

We call homework 'PP&R' which stands for Preparation, Practice and Retrieval. Students will receive homework on a fairly frequent basis, but it is often just a small amount to complete and it will be something that they need to *prepare* for a lesson, *practice* from a lesson or remember from a lesson (*retrieval*).

Homework Club is available after school every day except Wednesday and takes place in E5. This club is staffed by members of our Learning Support Team, who can offer help and guidance with homework and organisation. If your child is struggling with managing their workload then please let us know so that we can offer additional support and guidance.

External Support

The school relies on the expertise of external agencies to provide support and guidance where necessary. A referral to an outside agency would always be made in consultation with parents and with their consent. These external agencies will often come into school to work closely with the students to carry out specialised schemes of work, whether that be from the Autism Team, Educational Psychology Service, Speech and Language or Secondary Jigsaw, to name a few. Where a parent wishes to access a support service that we do not have direct links with, the school are more than happy to support them or direct them to the appropriate professional.

PACTS (Parents and Carers Together, Stockport) is Stockport's official local parent carer forum, run by parents for parents who have a child/young person between the ages of 0 & 25 years with special educational needs and disabilities. They work in collaboration with the Stockport's Education, Health & Social Care providers and local support groups to ensure the collective voice of parents and carers are heard during the design, development, delivery and review of services to ensure best outcomes for children and young people and their families. PACTS

offer an opportunity for families to come together, receive the latest training, share information, experiences and to provide support to each other.

This service can be accessed via: www.pactstockport.co.uk

Useful links for parents

Stockport's 'Local Offer'

www.sensupportstockport.uk

The Stockport Local Offer provides advice, information and services to young people with Special Educational Needs or Disabilities (SEND) and their families.

SENDIASS

<https://www.togethertrust.org.uk/SENDIASS>

Stockport Special Educational Needs and Disabilities Information Advice and Support Service (SENDIASS) - The Together Trust offer free, confidential and impartial support to parents and carers of young people aged between 0 and 25 in Stockport who have or may have Special Educational Needs and Disabilities. Young people can access the service in their own right or with the support of their parents.

Parents and Carers together Stockport (formally known as PIPS)

<http://www.pactstockport.co.uk>

PACTS is Stockport's official local parent carer forum run by parents for parents, carers and family members who have a young person between the ages of 0 & 25 years with special educational needs & disabilities.

Stockport Information and Childcare Directory

<https://stockport.fsd.org.uk/>

This directory includes information regarding services available for children, young people and adults in Stockport.

Dyslexia

<https://www.bdadyslexia.org.uk/>

This is a link to the British Dyslexia Association which provides lots of useful information and advice.

National Autistic Society

<https://www.autism.org.uk/>

This is the UK's leading charity for people on the autism spectrum and their families. They provide support, guidance and advice, as well as campaigning for improved rights, services and opportunities to help create a society that works for autistic people

ADHD Foundation

<https://www.adhdfoundation.org.uk/>

This is the UK's leading neurodiversity charity, offering a strength-based, lifespan service for the 1 in 5 of us who live with ADHD, Autism, Dyslexia, Dyspraxia, Dyscalculia and Tourette's syndrome.

SEMH

<https://semh.co.uk/>

A site designed in 2016 to bring education staff together on the topic of SEMH and explore the best methods to support children and young people with social, emotional and mental health needs.

COVID-19 Support

<https://www.annafreud.org/coronavirus-support/support-for-parents-and-carers/>

Other than direct support from www.gov.uk, the Anna Freud National Centre for Children and Families provides direct information and guidance for support tailored directly to COVID-19.

5. How needs are communicated with staff

The transition process begins in Year 6 where we gather information from Primary schools and meet with Year 6 teachers with the Primary's SENDCo. There will be a number of potential opportunities to meet our team during the transition process. The Learning Support Team produce a 'School Focused Plan' (SFP) for each student with SEND, to outline specific strategies to be used by their teachers to support and plan for their individual needs. The plan also includes information on the student's strengths, difficulties and interests as well as targets for improvement. These documents are produced in collaboration with the student and their parents to ensure that they are highly personalised. These are working documents that are reviewed and amended on a continuous basis to ensure that they remain relevant.

The SFP is securely stored on the school's system and any staff working with the student can access it. Each month an updated SEND register is sent to all staff so that they are continuously up to date on the students requiring extra support. When any changes are made to the SFP, an email is sent to the student's teachers to inform them that there has been an update.

Where needed, face-to-face meetings with subject teachers and the SEND Lead are held. This gives the opportunity for staff to share strategies that work well for the student and to discuss any concerns.

If students have input from any outside agencies such as the Sensory Support Service or Educational Psychologist, any reports and strategies are added to the SFP and shared with the teachers.

An example of an SFP can be found on the following pages:

School Focused Plan

Name: John X		Date of birth: DoB.	
SEND Lead Professional: SEND Lead: Miss Warrington		Other adults involved: Head of Year: Mrs R	
Identified needs: <input type="checkbox"/> Cognition and learning <input type="checkbox"/> Communication and interaction <input checked="" type="checkbox"/> Social, emotional and mental health <input type="checkbox"/> Sensory/physical Description of needs: ADHD		Outside Agencies (including names): Dr Joe Bloggs - Psychiatrist	
SEND Status: EHCP	Funding level: Hours: Band F - 20	PP: No	LAC: No
Date needs identified at HGHS: Sept 2018		KS2 scaled score: English - 108 Maths - 102	

Student Background

John has ADHD for which he takes medication to control some of the symptoms. John is bright but he can lose concentration easily and finds it very hard to focus in class. John has social communication difficulties; he may appear rude when talking to you, looking away or presenting himself as aloof. This is part of his specific difficulties and he should not be reprimanded for such behaviour and instead, diverted to the right type of behaviour. John is very impulsive and struggles to regulate his reactions towards people if he perceives that he is being treated unfairly and this can cause some behaviour issues in class. John benefits from clear, firm and consistent boundaries.

Current SEN interventions

Shared in class LSA support
SEMH check in

Click here to see [Access Arrangements](#)

Strengths and interests

- Good sense of humour
- Very sociable
- P.E
- Bright
- Determined
- English
- Very articulate and willing to become involved in
- Football
- Rapping

Difficulties

- Concentration - John finds it hard to focus in class
- Impulsivity – John will often say and do things without thinking
- Organisation - John struggles with his organisation of equipment and work load
- Presentation - John struggles to keep his work neat and tidy
- Social communication – John struggles to modify his responses to adults and can appear rude.
- Anxiety – when John feels stressed he can get tics – at the moment he turns his head to the side
- John struggles to stay still and quiet, often moving around and fidgeting.

QFT Strategies

- Pass all behaviour issues on to John’s HOY rather than directly home- this will ensure that parents are not contacted by too many people in one day
- John does not like to stand out as different in front of his peers – follow all of the strategies below but please be subtle in your approach
- John needs to be seated where he can be easily monitored with positive role models
- When issuing John with warnings keep your language clear, calm and simple – don’t get into a debate with John
- Set clear guidelines for what you expect from each lesson in a positive way
- Clear and consistent rules and boundaries; John needs a very firm approach but delivered in a calm way
- Get to know John – build a relationship with him so that he feels you are on his side
- Ensure tasks broken down – short clear instructions written down on the board in bullet points where necessary
- Prompts to start and to bring John back on task
- Resolve conflicts at the end of each lesson; use a restorative approach
- Ensure John has recorded his P&P in his journal
- Give John lots of praise and use incentives – postcards and house points
- John responds very well to humour
- Allow regular rest and movement breaks

6. School Behaviour Policy

At Hazel Grove High School our climate is positive and optimistic. We have a learning and success culture where individual achievement and effort are rewarded; where all are challenged to do their best and where all are valued and respected. Our Behaviour Policy is designed to support this aim. The basis of our policy is positive: we wish to “catch students being good” and reward them for it. This is not just for academic ability, but individual success and progress. Reasonable adjustments are made for students with additional needs, to ensure that everyone gets a fair chance at achieving rewards. However, on occasions, students may behave inappropriately.

The Learning Support Department will monitor incidents of poor behaviour with a view to identifying potential causal factors which can be supported with the right intervention. Due consideration is given to those students who have conditions that make it difficult for them to conform to our behaviour policy, and reasonable adjustments are made accordingly.

We do not tolerate anti-social behaviour in any form. However, we realise that such behaviour could be attributed to a combination of inter-related factors. Therefore, we will work closely students and parents/carers to develop strategies which can be adopted by both home and school to help our students to overcome their difficulties within a supportive environment. Please do communicate with your SEND year link and make us aware of incidents at home that may impact on your child’s school day, so we can support as appropriate.

We aim to be approachable and work in partnership with parents. If there is anything you want to discuss to support you or your child, please do contact us by phone or email.

7. Progress monitoring

Each student's progress is assessed by their subject teachers. This is done continuously via internal in-class assessments. This information is used to produce a termly progress check which is sent home to parents. Each year group has an annual parent evening for parents/carers to discuss their child's progress in more detail, and to discuss how they can be further supported at home.

The Heads of Year, Heads of House and the Learning Support Team are responsible for monitoring, evaluating and reviewing the progress of learners within their respective areas. This team of people collaborate and communicate concerns regarding the progress of identified learners, and decide on the best form of action to take to ensure that each student has the support necessary to achieve their full potential.

Parents with concerns throughout the course of the academic year are welcome to contact the Head of Year for their son/daughter's year group, subject teacher, Head of House or SEND Lead.

8. Parent/Carer Collaboration

As a school we are completely committed to co-production with children and their families. Despite the size of a high school, we do want you to feel that you have a voice and can contribute to our policies and procedures. We know that you as parents/carers are the experts on your child and we hope that you are able to share your lived experience and feel that we have actively listened to you. We want to work together in a positive way and work respectfully and responsively. We understand that often our families have had to fight the SEND system to get the support that they require. We hope that becoming part of our school community means that you no longer feel like this and that our partnership will drive forward positive changes for your child.

Your voice, your child's voice

Please use the school focused plan to express your experiences in a formal way. We will also hear your voice during any review meetings. Following reviews, we also send out a short online questionnaire and we value your feedback through this process.

SEND information events

Parents/carers are invited to attend numerous events throughout the year which are designed to help them to support their children at home.

This includes the following events:

- Literacy and Numeracy Evening
- SEND Welcome Evening
- Year 6 Parent Induction Evening
- Year 9 Options Evening
- Annual Parents' Evening for each year group (two for Year 11s)

SEND Parent Champions

We run a half termly meeting with parents of students with SEND, where we work collaboratively with parents to improve our SEND provision across the Trust.

SEND Parent Champions is open to all who wish to be involved, please contact the SENDCo, Jocelyn Buckley-Dibben, if you are interested.

Examples of work produced collaboratively with the SEND Parent Champions includes this booklet!

9. Uniform and Travel

A high standard of personal appearance is expected of all students. Our uniform policy is as follows:

- Hair colour and style must be appropriate for school: no shaved heads (minimum number 2); no patterns in the hair; no bright or unnatural hair colours.
- For reasons of health and safety we do not allow students to wear jewellery in our school. We are aware that there may be occasions when some students request to wear religious symbols. These will be considered on an individual basis.
- Watches may be worn.
- Make up should not be worn in Years 7 – 9.
- Acrylic nails and nail varnish are not allowed in school.
- Coats and outdoor clothing must not be worn inside school.
- Students must wear suitable shoes in school at all times. Boots, trainers and canvas footwear are not allowed, including sports branded footwear.

FAQ's

Q - is my child allowed to wear Airforces?

A - Yes, we allow full black Nike Airforce (no air bubbles), full black leather converse, all black Adidas Superstars, black Dr Marten shoes, and any other full black leather style shoe

Q – can I buy uniform from supermarkets?

A – Yes, plain black jumpers and skirts from supermarkets are allowed. Amazon also stock clip on ties that follow our school colour scheme.

The Stockport Uniform Project on Facebook is also a great place to source second hand and pre-loved uniforms.

Q – my child has sensory issues. Do they have to follow the same uniform policy?

A – we can make reasonable adjustments on a case-by-case basis in discussion with parents and students. This is for both uniform and PE kit. Please contact us with any concerns.

Bus Travel

We operate a number of buses to and from school. For more information on bus routes and passes, please visit

<https://www.hazelgrovehigh.co.uk/wp-content/uploads/Hazel-Grove-HS.pdf>

For information on obtaining a free bus pass and to check eligibility, please visit

<https://www.stockport.gov.uk/travel-to-school>

10. Reviews

If your child is on SEND Support or has an EHCP, they will have a formal review at least once a year with their SEND Lead. Students who are in the monitor category do not have a formal review, but parents are welcome to request one at any time should they feel it is necessary. The frequency of review meetings will depend on the progress of your son/daughter and the complexity of their current needs; there is no set number. These meetings will look at the progress of your child with a specific focus on their strengths and areas for development.

Co-production and planning with parents and students is absolutely fundamental to what we do. In order to ensure that we are able to meet the needs of our students, we need to have a thorough understanding of any factors that may have an impact on their life. To this end, parents and students are asked to attend review meetings. We will ask for your feedback and you will be invited to share any concerns you have with us. We ask students to share what is working well, what aspects of school they enjoy, and what areas they are finding challenging. Teachers will provide feedback on the progress of your son/daughter in their subject in time for this review. If your child has any input from an outside agency or any of our specialist members of staff, we ask for their input into the review documentation.

This process of information sharing allows us to adapt and refine our provision in response to each student's individual needs. We will then set some realistic and achievable targets based on the discussion for the child to work on within a set timeframe. Any updated information is then disseminated to teaching staff and the wider Learning Support Team through updating the students' SFP, so that the student receives continuity of support. These actions are then reviewed as part of the next review meeting.

This academic year, reviews for each year group will be scheduled as follows (subject to change):

Y7	October 2022 and February/March 2023
Y8	April/May 2023
Y9	January 2023
Y10	December 2022
Y11	November 2022

If we know that something isn't working, please be assured we don't have to wait for the student's review date to change or update their provision. We continuously monitor the support of our students to ensure they get what they need to succeed.

11. Glossary of terms

ADD	Attention Deficit Disorder
ADHD	Attention Deficit Hyperactivity Disorder
ASD / ASC	Autistic Spectrum Disorder / Autistic Spectrum Condition
CAMHS	Children and Adolescent Mental Health Service
EHCP	Education, Health and Care Plan
EP	Educational Psychologist
EWO	Education Welfare Officer
HI	Hearing Impairment
SpLD	Specific Learning Difficulties such as dyslexia and dyscalculia
IASS	Information, Advice and Support Services
KASH	Knowledge, Attitude, Skills and Habits
LSA	Learning Support Assistant
ODD	Oppositional Defiance Disorder
OT	Occupational Therapy
PDA	Pathological Demand Avoidance
SALT	Speech and Language Therapy
SEMH	Social Emotional and Mental Health
SEND	Special Educational Needs and Disabilities
SENDCo	Special Educational Needs and Disabilities Co-ordinator
SFP	School Focused Plan
SSS	Sensory Support Service
VI	Visual Impairment