



Hednesford Valley High

SEND Information Report

Reviewed by: Emma Perry

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Next review due by: June 2024

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Introduction School Context and SEN Provision

At Hednesford Valley High School, we are committed to providing a supportive and inclusive educational environment for all students. This policy outlines our approach to meeting the needs of students with SEND, in accordance with legislation and best practices.

Our aims are:

- To create an inclusive and nurturing learning environment where all students feel safe, valued, and respected.
- To promote equal opportunities, preventing discrimination and ensuring that students with SEND are not disadvantaged.
- To foster the development of independence, self-esteem, and self-advocacy skills among students with SEND.
- To work collaboratively with parents/carers, outside agencies, and relevant professionals to support students with SEND effectively.
- To regularly assess, monitor, and review the provision and progress of students with SEND, ensuring appropriate adjustments and interventions are implemented.

Identification, Assessment, and Provision

Hednesford Valley High is a generic secondary special school providing education for students aged 11- to 19-year-olds.

We have 177 students, years 7 to 11 are based on the Hednesford site. The Sixth Form (Years 12-14) class is based in a satellite classroom in Cannock Chase High School in Cannock.

- SEN percentages etc

Legislation and Compliance References

This report ensures compliance with the legislative requirements for SEN information reports, which are set out in schedule 1 of the Special Educational Needs and Disabilities (SEND) Regulations 2014 and paragraphs 6.79-6.81 of the SEND Code of Practice.

Definition of SEND

SEND refers to a wide range of learning difficulties or disabilities that may require additional support to access education and reach their full potential. This includes but is not limited to:

Specific learning difficulties (SpLD)

Specific Learning Difficulties (SpLD) refer to a group of learning disorders or challenges that affect a person's ability to acquire and use certain academic skills effectively. These difficulties are specific to certain areas of learning, such as reading, writing, mathematics, or language processing, while other areas of cognitive functioning remain unaffected.

Some common examples of specific learning difficulties include:

- **Dyslexia:** A learning difficulty that primarily affects reading and spelling skills. Individuals with dyslexia may have difficulty decoding words, recognizing letters or words accurately, and understanding written text.
- **Dysgraphia:** This refers to a difficulty in handwriting and written expression. People with dysgraphia may struggle with letter formation, spacing, legibility, and overall written communication.
- **Dyscalculia:** Dyscalculia is a specific learning difficulty related to mathematics. Individuals with dyscalculia may have challenges understanding numerical concepts, performing calculations, and grasping mathematical reasoning.

- Attention Deficit Hyperactivity Disorder (ADHD): While ADHD is not solely an SpLD, it can contribute to learning difficulties. It affects a person's ability to concentrate, stay organized, and manage time effectively, which can impact academic performance.
- Auditory Processing Disorder (APD): APD affects how the brain processes and interprets auditory information. Individuals with APD may have difficulty understanding and remembering spoken language, distinguishing between sounds, and following verbal instructions.

Speech, language, and communication needs (SLCN)

Speech, Language, and Communication Needs (SLCN) refer to a range of difficulties or disorders that affect a person's ability to understand, use, or express spoken or written language effectively. These needs can impact various aspects of communication, including speech production, language comprehension, vocabulary development, and social interaction.

SLCN can manifest in different ways and may include the following:

- Speech Disorders: These involve difficulties with producing sounds or forming words correctly. Examples include articulation disorders (e.g., substituting or omitting sounds), fluency disorders (e.g., stuttering), or voice disorders (e.g., hoarseness).
- Language Disorders: Language difficulties may affect understanding (receptive language) or expressing thoughts and ideas (expressive language). Language disorders can involve difficulties with grammar, vocabulary, sentence structure, or using language in social contexts.
- Communication Disorders: These encompass challenges in using and understanding verbal and non-verbal communication. This includes difficulties with turn-taking, maintaining conversation, understanding body language, or interpreting social cues.

Autism spectrum condition (ASC)

Autism Spectrum Condition (ASC), also known as Autism Spectrum Disorder (ASD), is a neurodevelopmental disorder that affects how individuals perceive and interact with the world around them. It is characterised by a range of challenges in social interaction, communication, and repetitive or restrictive patterns of behaviour. ASC is considered a "spectrum" because it varies widely in its presentation and severity, with individuals experiencing symptoms on a continuum from mild to severe.

Key features and characteristics associated with ASC:

- Social Interaction Challenges: Students with ASC often struggle with social interactions and relationships. They may have difficulty understanding social cues, reading facial expressions, maintaining eye contact, or interpreting non-verbal communication. They may also have difficulties with sharing interests, taking turns in conversation, or understanding social norms and expectations.
- Communication Differences: Students with ASC may have unique communication patterns. Some may have delayed language development or difficulty with speech and language skills.
- Repetitive Behaviours and Special Interests: Many Students with ASC engage in repetitive behaviours or have intense, specific interests. These behaviours can include repetitive body movements (e.g., hand flapping, rocking), adherence to routines or rituals, or a strong focus on specific topics or objects. They may have difficulty with changes in routine or transitions.
- Sensory Sensitivities: Sensory sensitivities are common in Students with ASC. They may be hypersensitive or hyposensitive to sensory stimuli, such as sounds, lights, textures, tastes, or smells. Certain sensory experiences that are tolerable to others may be overwhelming or distressing for individuals with ASC, leading to sensory-seeking or sensory-avoidant behaviours.

Social, emotional, and mental health difficulties (SEMH)

Social, emotional, and mental health difficulties (SEMH) refer to a range of challenges that Students may experience in their social interactions, emotional well-being, and mental health. These difficulties can affect a person's ability to manage their emotions, form positive relationships, and engage effectively in social situations.

Sensory impairments (visual or hearing impairments)

Sensory impairments, specifically visual impairments, and hearing impairments, refer to conditions that affect an individual's ability to see or hear. These impairments can have a significant impact on a student's daily life, communication, and access to information.

Physical disabilities

Physical disabilities refer to conditions that affect a person's physical functioning and mobility. These disabilities can result from congenital conditions, accidents, injuries, or illnesses, and they vary in severity and impact on an individual's daily life.

How we identify and Assess Pupils with SEN

All students on roll have an EHCP (Education, Health and Care Plan) stating their special needs, desired outcomes and necessary provision.

We will use a range of strategies and assessments to identify students with SEND, including information from parents/carers, previous schools, observations, and assessments by professionals.

Early identification and intervention are key to supporting students with SEND, and we will closely monitor their progress and well-being.

Our school's SENCO (Special Educational Needs Coordinator) will oversee the identification and assessment process.

Students identified with SEND will undergo a comprehensive assessment to determine their specific needs, strengths, and areas requiring additional support.

Assessment methods may include observations, standardised assessments, consultations with professionals, and input from parents/carers.

Our approach to teaching students with SEN

To provide a high-quality education that meets the individual needs of students with SEND, enabling them to achieve their full potential academically, socially, and emotionally. We do this through Quality first teaching and including these teaching strategies:

- 1) **Differentiation:** Differentiating instruction to meet the diverse learning needs of students with SEND. Modifying content, tasks, and assessments to match individual abilities, interests, and learning styles. Providing additional support, scaffolding, or enrichment as needed.
- 2) **Multi-sensory Approaches:** Incorporating multi-sensory teaching techniques that engage multiple senses (visual, auditory, kinaesthetic) to enhance learning and comprehension. Using visual aids, manipulatives, hands-on activities, and technology to reinforce concepts and improve retention.
- 3) **Clear Communication:** Use clear and concise language when delivering instructions or explanations. Break down complex information into smaller, more manageable parts. Provide visual cues, gestures, or visual aids to support understanding. Encourage students to ask questions and seek clarification.
- 4) **Collaborative Learning:** Encouraging collaborative learning opportunities where students with SEND can work together with their peers. This promotes social interaction, peer support, and the development of teamwork skills. Assigning group projects, cooperative learning activities, or buddy systems to facilitate inclusive learning environments.
- 5) **Multi-modal Instruction:** Presenting information through a variety of methods to cater to different learning styles. Combining visual aids, verbal explanations, demonstrations, and hands-on experiences to enhance understanding and engagement. Incorporating videos, interactive online resources, and real-world examples to make learning more accessible and relatable.
- 6) **Positive Reinforcement and Feedback:** Providing regular positive reinforcement, specific feedback, and encouragement to students. Recognising their efforts, progress, and achievements. Focus on their strengths and celebrate small successes to build confidence and motivation.
- 7) **Chunking and Sequencing:** Breaking down complex tasks into smaller, manageable steps. Clearly outlining expectations and providing visual or written guides to help students navigate through tasks more independently.
- 8) **Flexible Assessment:** Adapted assessment methods to accommodate the diverse needs of the students. Offering alternative assessment formats, such as oral presentations, demonstrations,

portfolios, or projects, to allow students to showcase their understanding and skills in ways that suit their strengths.

- 9) **Building Relationships:** Fostering positive and trusting relationships with students. Showing empathy, patience, and understanding. Getting to know their individual strengths, interests, and challenges. Creating a supportive and inclusive classroom environment where students feel safe, valued, and comfortable to ask for help or express their needs.
- 10) **Ongoing Professional Development:** Engaging in ongoing professional development opportunities focused on understanding and supporting students with SEND. Staying informed about the latest research, best practices, and technological advancements in the field of special education. Collaborating with colleagues and attending training sessions to enhance teaching strategies.
- 11) **Creating Individual Education Plans (IEPs)** will be developed in collaboration with parents/carers, students, and relevant professionals. IEPs will outline specific targets, strategies, and interventions tailored to meet the student's needs.
- 12) Provision will be differentiated and personalised, taking into account the student's learning style, abilities, and aspirations.
- 13) Reasonable adjustments will be made to the curriculum, learning environment, and teaching methods to accommodate the needs of students with SEND.
- 14) Supportive resources, such as assistive technology, specialised equipment, and additional personnel, will be provided when necessary.
- 15) Where appropriate, students with SEND will have access to specialist support services, external agencies, and therapeutic interventions.
- 16) Regular reviews and evaluations of provision will take place, involving all relevant stakeholders, to ensure its effectiveness and make necessary adjustments.

How we evaluate the effectiveness of our SEN provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Regular learning walks
- Lesson observations
- SEND pupil observations
- Pupil voice surveys
- Tracking and analysis of data for children and young people with SEND
- Cooperative work between the SENCo and curriculum leaders
- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions following conclusion of programme (usually half termly)
- Monitoring by the SENDCo
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans

How we assess and review students' progress towards their outcomes

We conduct a termly assessment of the progress made and attainment achieved by our students. This information is collated and analysed to inform pupils, parents, teachers, school leaders, governors and school improvement stakeholders of the successes and areas for development with regard to student progress.

We set and review Individual Educational Plans termly that are set based on the Educational Health Care Plans and adjust as accordingly.

How we enable students with SEN to engage in activities

All of our extra-curricular activities and school visits are available to all our pupils, including after-school clubs.

All pupils are encouraged to go on our residential trip(s)

All students in 6th Form have opportunities to partake in Work experience

It is the aim that students in KS4 or KS5 have the opportunity to attend College one day per week.

How we adapt the curriculum and learning environment

All students with SEND will have access to a broad, balanced, and relevant curriculum that is appropriately differentiated and modified to meet their needs.

Teachers will provide additional support, accommodations, and adaptations to enable students with SEND to fully participate in classroom activities and engage with the curriculum.

Reasonable adjustments, such as extra time, rest breaks, or modified assessment methods, will be made during examinations and assessments to ensure equal opportunities for all students.

How we consult parents of students with SEN and involve them in their child's education

We recognise the importance of collaborative partnerships with parents/carers in supporting students with SEND.

We consult with Parents / Carers termly with the setting and evaluation of Individual Education Plans (IEPS) Annual review meetings take place to review the EHCP targets and make changes where necessary.

Regular communication, information sharing, and consultation opportunities will be provided to involve parents/carers in their child's education and decision-making processes.

Parental views and feedback will be considered when planning and reviewing provision for students with SEND.

Parents/carers will be signposted to relevant support networks, workshops, and training opportunities.

Home / school communication happens through the use of the Communication diary, phone calls home and Parents / Carers evenings.

How we consult students with SEN and involve them in their education

School Council:

A council of school students meets monthly to discuss their views on school provision. This covers safety and well-being as well as wider resource and provision requests. The school's senior leadership team review information raised by the school council and take the necessary actions. The School Council represent on the interview panels for the recruitment process of any management and teaching posts within school and residence.

Student Voice Activities

All students are involved in regular surveys and give feedback on all aspects of their education and wellbeing. They reflect on their progress and identify strategies to help them learn. Students are consulted with regards to the vocational curriculum offer in KS4 and 5.

Input into EHCP reviews

Students are all invited to communicate their views throughout the annual review of EHCP process.

Expertise and training of staff to support pupils with SEN

Our school is committed to providing continuous professional development opportunities for all staff to enhance their knowledge, understanding, and skills in supporting students with SEND.

Staff training will cover areas such as identification and assessment of SEND, effective teaching strategies, differentiation, and working with external professionals.

Staff are trained in administering medication and specialised training for administering health care for specific students.

Regular updates and dissemination of best practices in SEND will be shared among staff members.

Our Headteacher holds the Nation SENCo qualification and our SENCo is currently working towards achieving this.

In the last academic year, staff have been trained in (not exhaustive); safeguarding level 1, behaviour, supporting students with SEMH, acute childhood experiences, attachment aware and trauma informed training.

We use specialist staff for behaviour support, counselling, support and guidance

As a specialist school, we have close working relationships with local support and specialist service providers such as Educational Psychology, Occupational Therapy, Social Care Disability teams, CAMHS, and CYP Autism.

We offer vocational and work-based learning offer for our older students, which enable them to access work and skills development via Wolverhampton Vocational Training Centre. This involves include a range of vocational courses are led by qualified and experienced teachers and instructors. Accreditation is offered in a wide range of vocational areas.

We have a part time school nurses who oversees care plans, medication reviews and supports pupils and their parents with advice regarding physical and emotional wellbeing

How we secure specialist expertise

Hednesford Valley High is a specialist school for pupils with a range of special educational needs. We work closely with our physiotherapy and Speech and Language Therapy colleagues to ensure that our school provides the appropriate physical and communication support for each child. This ensures that each child can access a relevant and challenging education curriculum while making sure that their wider health needs are also being met. We work closely with different health and social care agencies, and support families to access the services they need.

How will we secure equipment and facilities to support pupils with SEN?

Any specialist equipment required in school for a pupil will be assessed and agreed with other professional agencies and parents as necessary and purchased by the school where the equipment is generic, or purchased by the Health Authority where the equipment is prescribed and unique to the child. Equipment can include specialised seating or specialised workstations or desks.

Hednesford Valley High is funded through a pupil needs-led formula. The school is modelled and resourced to meet a wide range of learning needs.

Individual assessments of need are made so that wherever specialised and personalised resources are required (that are reasonable and practicable) then these are provided. Some children qualify for additional funding through government Pupil Premium schemes or Student Bursary. These funds are allocated appropriately to ensure all vulnerable groups identified across our school population have their needs appropriately met.

How we support students moving between different phases of education

Smooth transitions between different educational phases (e.g., from primary to secondary school) will be

facilitated for students with SEND.

Transition plans will be developed, including visits, induction programs, and sharing of relevant information between schools and agencies involved.

Students' needs, strengths, and support strategies will be communicated to receiving schools, ensuring continuity and consistency in provision.

How we support pupils preparing for adulthood

We will make every effort to communicate relevant information to the receiving school, college, or any other educational setting that the student is transitioning to. In doing so, we will strive to reach an agreement with parents and students regarding the specific information to be shared. For students in Year 11, comprehensive post-16 advice, information, and guidance (AIG) will be provided by the school's dedicated careers advisor, who will schedule meetings with the students as required. Students with an Education, Health, and Care Plan (EHCP) will receive additional support through the annual review process. A similar procedure will be followed for students in Year 14. In cases where a child is identified as a looked-after child and also has SEN, further considerations will be taken into account during the pupil's Personal Education Plan (PEP) meetings.

How we assess and review students' progress towards their outcomes

Our school will maintain a robust system for monitoring, evaluating, and reviewing the effectiveness of our SEND provision.

Regular reviews, involving staff, parents/carers, students, and external agencies, will be conducted to assess the impact of interventions, identify areas for improvement, and ensure compliance with legislation and best practices.

This policy links to the following documents, which some can be found on the school's website

<https://www.hvh.staffs.sch.uk>

Accessibility plan Information Report (Local Offer)

HVH Behaviour policy

HVH Safeguarding and Child Protection Policy

Accessibility and Equality

We are committed to promoting equality of opportunity and eliminating discrimination against students with SEND.

Reasonable adjustments will be made to the physical environment, communication systems, and resources to ensure accessibility for all students.

Our school will actively promote an inclusive ethos, fostering positive attitudes towards diversity and celebrating the achievements of students with SEND.

How we involve other organisations in meeting the needs of pupils with SEN and supporting their families

At Hednesford Valley High School, we recognise the importance of accessing external agencies that can provide valuable support to students with Special Educational Needs (SEN) and their parents/carers. While the following list is not exhaustive, it offers potential support services. We strongly advise considering Staffordshire's local offer (refer to section 5.18) for comprehensive assistance.

Action for Children

<https://www.staffordshireconnects.info/kb5/staffordshire/directory/service.page?id=M0L UXiR7V7M>

Staffordshire Autism outreach team

<https://www.staffordshireconnects.info/kb5/staffordshire/directory/service.page?id=hS9EI TNMhoo>

CAMHS <https://camhs.mpft.nhs.uk/south-staffordshire>

Family Support Services

<https://www.staffordshireconnects.info/kb5/staffordshire/directory/service.page?id=1Ooy Fonzl5M>

Midland Partnership Foundation Trust <https://www.mpft.nhs.uk/> ➤ SENDIASS <https://www.staffs-iass.org/home.aspx>

Staffordshire Early Help <https://www.staffsscb.org.uk/working-together-to-safeguard-children/earlyhelp-strategy/staffordshire-early-help/>

Staffordshire SEND

<https://www.staffordshire.gov.uk/Education/SpecialEducationalNeeds/Home.aspx> Walsall SEND Local Offer <https://go.walsall.gov.uk/the-send-local-offer/>

Additional support for learning - include interventions and pastoral system

At Hednesford Valley we employ a number of addition strategies to support a student's learning. These come in the form of:

- 1:1 support sessions with our Inclusion assistants
- Emotional support within the Emotional support Unit
- ELSA sessions with our specialised ELSA trained staff
- Friendship Groups
- Nurture Groups
- YESS counselling service
- Dedicated sensory rooms

Who is our special educational needs coordinator (SENCO) and how can he/she be contacted?

For general questions and concerns please contact:

The SENDCO: Mrs E Perry

(01543) 423714

e.perry@hvh.staffs.sch.uk

The role of the SENCO at Hednesford Valley High school is to work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school

Have day-to-day responsibility for the operation of this SEND policy and the co- ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans

Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high- quality teaching

Advise on the graduated approach to providing SEND support

Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively

Be the point of contact for external agencies, especially the local authority and its support services

Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements

Ensure the school keeps the records of all pupils with SEND up to date

Monitor and track the performance data of students and provide guidance or intervention as required

The local authority local offer

Our local authority's local offer is published here:

<https://www.staffordshireconnects.info/kb5/staffordshire/directory/home.page>

How we handle complaints from parents of children with SEN about provision made at the school

If you have a complaint regarding SEN provision, please refer to the school's complaints policy on the school's website.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

Exclusions

Provision of education and associated services

Making reasonable adjustments, including the provision of auxiliary aids and services

Contacts for young people and parents if they have concerns?

Support and guidance can also be provided by other services, including SENDIASS

<https://www.staffs-iass.org/home.aspx>

Review of the Policy

This policy will be reviewed on a regular basis, taking into account changes in legislation, guidance, and the evolving needs of our student population.

Revisions and updates to the policy will be made in consultation with staff, parents/carers, and relevant stakeholders.

Hednesford Valley High's Special Educational Needs Schools Policy for SEND reflects our commitment to meeting the individual needs of students with SEND, promoting inclusion, and ensuring every student has equal opportunities to succeed.

The policy will be disseminated widely both to Staff and Governors through appropriate meetings. The policy will be shared with Parents / Carers and displayed on the school website.

The policy will be reviewed April 2024.