



HENLEY BANK HIGH SCHOOL

SEND INFORMATION REPORT

1. Our School

1.1. Henley Bank High School is a comprehensive school with around 550 students on roll. The school is in Brockworth and provides education for young people from Brockworth and surrounding areas: 24% of our students are currently registered on the SEND Code of Practice.

1.2. Henley Bank High School provides support for students with a wide range of Special Educational Needs and Disabilities (SEND) including those with; Communication and interaction needs: this includes students who have speech language and communication difficulties and autistic spectrum conditions; Cognition and learning needs: this includes students who have specific learning difficulties e.g. dyslexia, dyspraxia and dyscalculia as well as those with moderate learning difficulties; Social, emotional and mental health needs: this includes students who have anxiety or ADHD; Sensory and/or physical needs: this includes students who have visual or hearing needs or a physical disability that affects their learning.

2. Who should you contact at the school to discuss a concern relating to special educational needs?

2.1. If you have any concerns about your son / daughter having a special educational need, please contact the Special Educational Needs and Disabilities Coordinator (SENDCo), Ms Rhian Williams on 01452 863372 or via email rwilliams@henleybankhighschool.co.uk Alternatively, you can speak to our SENDCo during Academic Review Days or by appointment. You can also contact your son / daughter's Head of Year or a member of our Early Help team if you prefer.

2.2. The school's Special Educational Needs and Disabilities Policy can be found on our website www.henleybankhighschool.co.uk or a hard copy will be sent to you on request. Other related policies, such as our Equality and Diversity Policy are also on the website.

HENLEY BANK HIGH SCHOOL

SEND Information Report



2.3 The school has a newly appointed SEND governors, Mrs Nicole Hastie. The contact details are: nhastie@greenshawlearningtrust.co.uk

3. How does Henley Bank High School know/identify that students have special educational needs?

3.1. The school refers to the Children and Families Act 2014, the SEND Code of Practice (January 2015) and the Gloucestershire Local Authority protocols around the Graduated Pathway.

3.2. When a special educational need is being considered, the SENDCo will audit the needs of the individual student in order to assess whether there is a potential special educational need and use information gathered from one or more of the following: transition information from primary school; observations made by teachers or members of the SEND or Early Help team in the classroom and during social periods; reports prepared by professionals; assessments undertaken in class or by the SEND team. In addition, whole school testing is carried out three times a year to provide an extra layer of identification and progress.

4. How does Henley Bank High School work with parents and students in order to involve them in their child's education?

4.1. At Henley Bank High School we recognise the importance of co-production to ensure that every child's needs are accurately identified and information shared between the students, parents/carers and the school. This is especially important in the development of a provision that will successfully support students with special educational needs. Every parent/carer will be invited to a meeting with a member of the SEND team to write a student passport and co-produce their learning plan using the school's provision map 'Edukey', which provides parents and carers with their own log in to visit their child's page and see the SEND information shared with all teachers at the school.

4.2. Henley Bank High School develops partnerships with parents/carers in many different ways and always welcomes suggestions as to how we can improve further. Some of the activities that parents are already involved in include Virtual meetings with the SENDCo or a member of the SEND team, Academic Review Days, induction and information evenings, SEND parent forums, governors' meetings.

4.3. Parents and students receive regular data and progress. There will be three Academic Review Days every year where teachers, tutors, learning support staff and members of the school's leadership team are available to discuss any issues you may have. However, parents and students are welcome to talk to staff at any stage of the school year.

4.4. Additional meetings also take place at specific times throughout the year to review progress and assess the impact of the support students have received and plan for the future. These may take the form of formal Education Health Care Plan review meetings, or informal contact with

HENLEY BANK HIGH SCHOOL

SEND Information Report



either our SENDCo, Early Help team, or contact with SEND team.

4.5 We gather views of the individual student via a student voice meeting either completed with a member of the SEND team, or if preferred, with a 'trusted adult'. This information is then disseminated via the Edukey provision map in the form of a student passport. This is reviewed at regular intervals throughout the year.

5. How will Henley Bank High School will teach and support students with special educational needs so that they can access the curriculum?

5.1. All students have an entitlement to a broad, balanced and relevant curriculum. Henley Bank High School believes that all students with special educational needs should be taught wherever possible, with their peers in mainstream classes by subject specialists who use a range of teaching methods and strategies to develop students' knowledge, skills and understanding. However, where access to the curriculum is impaired by low literacy levels, low working memory skills or other needs, students may be withdrawn from some lessons in order to provide one to one or small group tuition. These interventions will generally be targeted and time limited.

5.2. Teachers are responsible for the progress of all students in their classes, including those with special educational needs. The school also employs a team of Teaching Assistants (TAs) to support students in the classroom by further differentiating the lesson content or providing the appropriate support, prompts or questions to maintain or accelerate academic progress.

5.3 The school recognises the importance of the findings by the Education Endowment Fund on Maximising the Impact of Teaching Assistants (MITA) and any in-class support by a member of the SEND team adheres to their recommendations. This means that we advocate against having a teaching assistant, or other support staff, sit next to a student with an identified SEND, unless this provision is specifically identified in their SEND learning plan for example, if used as a scribe or a prompt. Class teachers and support staff collaborate closely to ensure that the progress of students with SEND make rapid progress in each curriculum area.

6. What is the school curriculum and how is it adapted to meet the needs of students with special educational needs?

6.1. All Students, including those with special educational needs, are taught the school's broad and balanced curriculum which can be found on the school website in Key Stage 3 (Years 7, 8 and 9). For students with specific needs there are also targeted withdrawal groups; speech therapy groups, socially thinking groups, mindfulness sessions, homework clubs as well as targeted literacy and numeracy intervention groups, guided reading groups one to one reading and maths support using highly qualified intervention teachers.

HENLEY BANK HIGH SCHOOL

SEND Information Report



6.2. In Key Stage 4 (Years 10 and 11) all students are enrolled in GCSE and/or equivalent qualifications at Level 2. To allow students to have a tailored curriculum that meets their individual needs a very small number of students may follow a reduced timetable to enable specific support to be provided.

6.3. The school has a Personalised Learning Centre (PLC) and a Early Help Hub where our Student Support and Early Help Team are based. These provide additional support for students with varying needs. These resources are accessible in both Key Stage 3 and 4. Students may be withdrawn from some lessons in order to be given access to one to one or small group tuition. These interventions will generally be targeted and time limited. Students are able to access the PLC at break and lunchtimes which provides a safe and happy environment for students to eat, choose to play chess or one of the other games available, build Lego or simply sit and chat with their friends or one of the members of staff. Members of the SEND team supervise this provision. Breakfast club is available daily in the Personalised Learning Centre. For invited students this provides a safe and calm start to the school day supervised by members of the SEND team.

7. What expertise does Henley Bank High School and its staff have in relation to special education needs and disabilities, and how does the school use other services to support students with special education needs?

7.1. The SENDCo has extensive experience of working with students in mainstream schools and has a Masters of Education, specialising in supporting students with literacy and language and communication needs. The SENDCo is a specialist assessor qualified to award exam access arrangements. The school employs a highly specialised Speech therapist who is in school one day a week as well as a Mindfulness specialist teacher who is in school two days a week supporting individuals and groups of children who struggle with anxiety and with managing their emotions. For students who require specialist emotional support, the school has a qualified counsellor who is in school two mornings a week.

7.2. All teaching and support staff are aware of the different categories of special educational needs and receive advice on how to support these in the classroom. Staff attend weekly 'Best Practice' sessions which focus on improving quality first teaching for all students, including those with SEND. Every Monday staff briefing has a SEND focus with the SENDCo sharing a SEND Snapshot highlighting a specific area of need. The SENDCo carries out termly book looks which serve to share strategies for supporting SEND students across the curriculum. All staff receive personal, regular feedback on improving their classroom practice through the Developmental Drop In process (DDI). This process has proven to rapidly improve the Quality First Teaching (QFT) for SEND students.

7.3. Henley Bank High School's SEND team is strategically developed to ensure that there is growing expertise in each of the four broad areas of SEND. There are two highly specialist

HENLEY BANK HIGH SCHOOL

SEND Information Report



cognition and learning TA's who work alongside the English and Maths department. The school's HLTA is a literacy and English specialist, whereas the Maths TA is a qualified maths teacher. As a trauma informed school, we have a TA who is Level 4 trauma trained to support students who have experienced Adverse Childhood Experiences (ACE's). We have a TA who works alongside our speech therapist to support children with Speech, language and communication needs and a further member of the team who supports students with social communication difficulties, including those on the autistic spectrum.

7.4. Where the needs of a student require expertise that is not available in the school, Henley Bank High School uses (via a traded services agreement), Gloucestershire Local Authority to provide access to professional services such as the Educational Psychologists (EP), Occupational Therapy (OT) and Advisory Teachers on specific areas of special educational need. This is undertaken in full consultation with parents.

7.5. We work very closely with external services such as The Children and Young People Services (CYPS) and Gloucestershire's Mental Health Support Team (MHST). The SENDCo meets with a senior mental health practitioner once a month to discuss the needs of any young person who is presenting with poor mental health, including students with anxiety disorder. Our Early Help team works very closely and seeks the advice of the local authority's Early Help Coordinator who supports referrals to other agencies such as the youth support team to support our students and their families overcome any barriers that may jeopardize our students achieving success. Any referrals or discussions with external professionals are always undertaken in full consultation with parents.

8. How does Henley Bank High School measure and evaluate the outcomes and impact of the support provided to a student; as well as evaluate the effectiveness of the provision made for students with special educational needs?

8.1. Henley Bank High School routinely tracks the progress of all students. Progress in reading and comprehension ages, writing ability and other skills are tested and measured against age related expectations from Key Stage 2. Currently in Key Stage 3, the school uses its own personalised flight path to track and establish the rate of progression students make in subject specific areas and this is measured against national expectations. In addition to subject assessments, students with SEND are assessed using standardised progress tests in English and Maths, these are used to inform their personalised interventions and to monitor their progress. In Key Stage 4 we use prior attainment data to estimate expected academic grades for all students and measure success against these.

8.2. During the annual review process, staff responsible for students with special educational needs consider the progress of each student in order to assess the impact of the support they have received and plan for the future. This may take the form of an Education Health Care Plan review led by our SENDCo.

HENLEY BANK HIGH SCHOOL

SEND Information Report



8.3. The progress of students with special educational needs is regularly monitored by our SENDCo, Subject Leaders and members of the Senior Leadership Team. There is an annual report to Governors who carefully monitor and evaluate the effectiveness of our provision for students with special educational needs.

9. How are students and young people with special educational needs and disabilities helped to access activities outside the classroom?

9.1. Students with special educational needs are actively encouraged to engage in the full range of extra-curricular and our Legacy offer. In addition to the statutory curriculum the school provides a wide range of additional activities including a variety of sports clubs, arts clubs, drama clubs, the KS3 choir and many others. Additionally, there is a Homework Club which is run by Teaching Assistants and targeted to those students who require support with their Independent Study tasks. Year 11 students are able to attend ICT rooms every lunchtime to complete Independent Study Tasks. This is supervised by members of the SLT and other teaching staff, providing additional support for students with SEND. There is a weekly 'Fun Friday' event, open to all students which is proving very popular with all students and provides the opportunities for students across the year groups to mix in a safe and fun environment. There are several opportunities for students to develop their leadership skills. Students with SEND have been selected to represent the school during open evenings; lead parent/student tours; participate in student voice activities as well as serving on student panels to help inform the important decision of selecting new teaching and support staff.

9.2. The school is aware of the duties required of it by the Equalities Act 2010 and follows Gloucestershire Local Authority Guidance for risk assessment protocols when planning a visit, excursion or trip. This guidance assists the school to assess risks and support any planning required to enable students with special educational needs to participate in a visit, excursion or trip.

10. How does the school provide support to improve the emotional and social developments of our students with special educational needs students?

10.1. Henley Bank High School's Early Help Team provides a comprehensive range of support. Each student has a form tutor whom they see each day. Students are able to access further support from their Heads of Year.

10.2. The school's weekly assembly programme reflects social, moral, spiritual and cultural aspects of learning. All students have access to CRS (Citizenship, Religion in Society) and PCSHE (Personal, Citizenship, Social and Health Education) lessons. The school has anti-bullying and positive behaviour policies.

HENLEY BANK HIGH SCHOOL

SEND Information Report



11. How does Henley Bank High School prepare the school to welcome and support students with special educational needs and how do we arrange and support a transfer to another school/educational establishment?

11.1. To support the process of transition into the school:

- The SENDCo attends Year 5 and Year 6 Education Health Care Reviews (for those students intending to come to Henley Bank High School);
- Henley Bank High school is always ready to welcome children and families to come and look around our school or meet with our SENDCo and an open evening for students in Year 5 and Year 6 in the Autumn term of each academic year;
- Henley Bank High School holds Induction Days for all upcoming Year 7 students in July, in addition to a parent's meeting.
- Henley Bank High School provides additional time during Year 6 summer term, when students with SEND and other students identified as benefiting from additional support during their transition, come and spend some time in school before starting in Year 7.
- Henley Bank High School holds a transition meeting for parents of SEND students who come to Henley Bank High School with the SENDCO or key worker from their primary school.
- The Head of Year 7 or a member of the Senior Leadership Team visits all our feeder primary schools to meet with the Year 6 teacher to discuss the needs of all students, including those with special educational needs.
- The SENDCo visits primary schools to liaise with the primary SENDCo and meet students. In addition, members of the Early Help Team visit the students to meet and observe them in their primary class environment, and strategies of support are discussed with the Year 6 class teacher and primary teaching assistant.

11.2 Many children transfer into Henley Bank High School as 'In year admissions'. It is essential that this process is student centred and as supportive as possible, so that staff can ensure that any SEND needs are met and arrangements are in place to ensure a smooth transition. If a child already has an identified SEND or additional need, then the SENDCo will meet with both the child and parent/carers before a start date is agreed. Please refer to the school's In year admission process found below:

<https://docs.google.com/document/d/1leuNFagXrLrUaYx6dVtcK4h9rVAwkU7o/edit>

11.3. To support the process of transition into post 16, all students attend careers interviews with an impartial external consultant, have supported visits to a range of local providers and additional support through the application process. Students with specific needs will be seen in Years 9, 10

HENLEY BANK HIGH SCHOOL

SEND Information Report



and 11 by the external consultant. Some students with special educational needs may also have more formal transition plans that may include accompanied visits to post 16 providers.

12. Dealing with Complaints

12.1 Where a concern exists, students or their parents should raise it with our SENDCo in the first instance. If the SENDCo is unable to resolve the concern satisfactorily, it should be referred to the Head Teacher

12.2 If the Head Teacher is unable to resolve the concern, students or their parents should follow the schools Complaints Procedure which can be found on the school's website.

12.3 As a school we signpost independent and free advice. SENDIASS is a support group facilitated by Gloucestershire Local Authority which works on behalf of parents and students. They can be contacted via www.sendiassglos.org.uk or 0800 158 3603.

13. Local Offer

13.1 The Local Offer can be found on our website:

www.henleybankhighschool.co.uk

13.2 The Local Authority's Local Offer can be found on their website

www.gloucestershire.gov.uk or

<http://www.glofamiliesdirectory.org.uk/kb5/gloucs/glofamilies/family.page?familychannel=2>