

Nower Hill High School- SEN information report

There are further details on the SEND page of the web site. You can follow the links to pages that give more detail about our provision.

<p>What types of SEND are provided for?</p>	<p><u>Communication and interaction</u> Speech & Language and Communication Needs (SLCN), Speech & Language Impairment (SLI), Autism Spectrum Disorder (ASD) including Asperger’s Syndrome.</p> <p><u>Cognition and learning</u> Moderate Learning Difficulties (MLD) Severe Learning Difficulties (SLD), Profound and Multiple Learning Difficulties (PMLD) Dyslexia, Dyscalculia, Dyspraxia.</p> <p><u>Social, Emotional and Mental Health Difficulties</u> Mental Health Difficulties (anxiety, depression, self-harming, substance misuse, eating disorders) Attention Deficit Disorder (ADD), Attention Deficit Hyperactive Disorder (ADHD), Attachment Disorder (AD)</p> <p><u>Sensory and/or physical needs</u> Vision Impairment (VI), Hearing Impairment (HI), Multi-Sensory Impairment (MSI), Physical Disability (PD)</p>
<p>How do we identify children and young people with SEND and assess their needs?</p>	<p>Identification of students with SEND results from:</p> <ul style="list-style-type: none"> • Information from either the primary or previous school which is passed to the SEND team • The school’s own baseline assessments (CATs scores) • KS2 SATs scores • Progress based on data collections • Teacher referrals • Year Co-ordinator referrals • Parent referrals • Student self-referrals • Referral from an outside agency • Use of EP if needed • Use of a range of tests • Use of NHS and in-house SALT <p>A diagram showing how we identify is provided HERE</p>
<p>What is the local offer?</p>	<p><u>Harrow’s Local Offer</u></p>
<p>What is the name and contact details of our SENCo?</p>	<p>Bruce Wooding wooding.bruce@nowerhill.harrow.sch.uk</p>

<p>How do we consult with parents of children with SEND and involve them in their child's education?</p>	<p>We believe that regular and effective engagement with parents by schools often leads to improved student outcomes, attendance and behaviour. Where a student is receiving support, we talk to parents regularly to set clear outcomes and review progress towards them; discuss the activities and support that will help achieve them; and identify the responsibilities of the parent, the student and the school. In addition to parents' evenings we meet parents of students with and EHC plan at least three times each year. These are to review the progress students are making in relation to the targets in the student's student passport and for their annual review.</p>
<p>How do we consult young people with SEND and involve them in their education?</p>	<p>We consult with SEND students. Examples of consultation processes are below:</p> <ul style="list-style-type: none"> • Year co-ordinators speaking to targeted groups of students including SEND students • Faculties collecting student views on their work and progress in the classroom. • Students with an EHCP have an opportunity to tell us what they think as part of the review process. • SENCO meets with EHCP and high need SEN students on Parents' Evenings. • School council • The school's Well Being group • Via the House system • The Governors have meetings with students including those with SEND from all years to hear their views on the way the school is run • Students views are considered when creating their "student passport"
<p>How do we assess and review children and young people's progress towards outcomes?</p>	<ul style="list-style-type: none"> • The details of the school's approach to assessment and the Assessment Policy can be found HERE • The progress of children with an EHC Plan is formally reviewed at an Annual Review with all adults involved with the student's education • The SENCO will review the progress of students on the SEN register after the relevant data drops • For some students Access Arrangements are made for external exams. Students can be screened online and if there is an indication that they may qualify, further tests are undertaken in school. Details can be found HERE
<p>What opportunities are there to work with parents and young people as part of any assessments and reviews?</p>	<ul style="list-style-type: none"> • The student and parent voice are captured ahead of and during Annual Reviews to review outcomes and set new goals • Students views are considered when creating their "student passport" • The SENCO meets with all EHCP and high need SEN students on Parents' Evenings • Families can make appointments to meet with the SENCO or Deputy SENCO if the need arises
<p>How do we support children and young people in moving between phases of education and in preparing for adulthood?</p>	<ul style="list-style-type: none"> • How will the school help prepare my child for transition to Y7? (FAQ 1) • How will the school help prepare my child for transfer to post 16 education or to another school? (FAQ 11)

<p>What is our approach to teaching children and young people with SEND?</p>	<ul style="list-style-type: none"> • Our overall school SEND offer • If a child has difficulties with communication and interaction • If a child has difficulties with cognition and learning • If a child had Social Emotional and Mental Health needs • If a child has sensory and/or physical needs • Further details on interventions
<p>How are adaptations made to the curriculum and the learning environment of children and young people with SEND?</p>	<ul style="list-style-type: none"> • Further details are given in FAQ 5 HERE • The Accessibility Plan can be found HERE • Details of the Inclusion Faculty facilities can be found HERE • Details of Inclusion Faculty Interventions can be found HERE
<p>How do we train staff to ensure that they are fully able to support children and young people with SEND?</p>	<ul style="list-style-type: none"> • As a school we value CPD. Further details of Professional Development for staff at Nower Hill can be found HERE • Examples of recent training for Inclusion staff may be found HERE • We also use staff briefings, some slots in our weekly CPD for all staff and inset days to train our staff on SEND. All TAs have an induction programme and training for 45 minutes per week.
<p>How do we evaluate the effectiveness of the provision made for children and young people with SEND?</p>	<p>We believe that regular and systematic monitoring and evaluation is vital to ensure effective SEND provision.</p> <p>Further details are given in FAQ 4 HERE</p>
<p>How do we ensure that children and young people with SEN are enabled to engage in activities available with children and young people in the school who do not have SEND?</p>	<p>We make every effort to include all students in school trips. If an individual risk assessment is required, we will write this to ensure that reasonable adjustments are carefully considered.</p> <p>We also help prepare students for any changes in their school day, such as school trips, awards ceremonies and sports day.</p>

<p>What support does the school provide for improving emotional and social development?</p>	<p>We support children to develop socially and emotionally in the following ways:</p> <ul style="list-style-type: none"> • PRE lessons • Tutor periods • Report card monitoring • Assemblies • Learning mentor sessions • Counselling services • Circle of Friends • Transition Group (timetabled sessions)
<p>What arrangements are there for listening to the views of children and young people with SEND?</p>	<ul style="list-style-type: none"> • Year Co-ordinators speak to targeted groups of students including SEND students • Faculties collect student views on their work and progress in the classroom • Students with an EHCP have an opportunity to tell us what they think as part of the review process • School council
<p>What measures are there to prevent bullying?</p>	<p>Nower Hill High School has adopted a range of strategies to prevent and reduce bullying, to raise awareness of bullying and support victims and those displaying bullying behaviour</p> <p>You can find further details of our Anti-Bullying Policy on pages 8-11 of the Student Support Guidance 2018-19</p>
<p>How does the school involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, to support children and young people with SEND and their families?</p>	<p>The school aims to work in partnership with other agencies to provide effective support based on the needs of the student. Such specialist services include:</p> <ul style="list-style-type: none"> • Educational Psychologists • Child and Adolescent Mental Health Services (CAMHS); • Specialist teachers or support services for learning and behaviour • Therapists (including speech and language therapists, occupational therapists and physiotherapists) <p>We also hold regular Inclusion meetings with Assistant Headteacher Student Support KS3 (Y7-Y9) and Designated Teacher Key Stage 3, Assistant Headteacher Student Support KS4 (Y9-Y11) and Designated Teacher Key Stage 4 and Year Co-ordinators and the Inclusion team. The SENCO has meetings with external experts from outside agencies in assessing more complex cases and making provision for the most vulnerable students.</p>
<p>What arrangements are there for handling complaints from parents of children with SEN about the provision made at the school?</p>	<p>We seek to promote an active partnership with parents/guardians and to involve them fully at every stage. Most concerns and complaints can quite properly be resolved on an informal basis. Formal complaints are resolved through our Complaints Process.</p>