

Special Educational Needs and Disabilities (SEND) Local Offer – Honywood School

School ethos for SEND:

Honywood School is an 11-16 comprehensive secondary school that believes all children and young people are entitled to an education that enable them to:

- Be successful and happy
- Become confident individuals living fulfilling and ambitious lives
- Make a successful transition into adulthood, whether into employment, further or higher education or training
- Becoming lifelong learners
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We take an inclusive whole school approach to learners with special educational needs, recognising that the aims of the school are the same for all learners whatever their abilities. The school recognises that a child or young person has SEND if they have a learning difficulty or disability which calls for special educational provisions to be made for them and, as defined in the 2014 Code of Practice, the school accepts that a young person has a learning difficulty or disability if they:

- Have a significantly greater difficulty in learning than the majority of others of the same age; or
- Have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

Every learner is encouraged to learn at their own pace with learning personalised by teachers. In addition the SEND team offer additional support as needed.

The principles which guide the support offered by the team are:

- All learners must have full access to the curriculum, and that curriculum must be designed and planned to meet all needs
- A supportive framework, which the curriculum should provide, minimises the need for withdrawal or removal in many cases
- The flexibility necessary to reinforce subject concepts may include the need to work with small groups or individuals; this will be done through My Learning Choices appointments (MLC) where the youngster has requested this support
- Learners who have a Statement of SEND of Education, Health and Care Plan (EHCP) are mentored regularly to identify and reinforce MLC opportunities
- A wide range of staff including teachers and support staff form the MLC team. They are available to work with all learners

At all times, the aim will be to deliver high Quality First Teaching (QFT) to overcome learning difficulties experienced by youngsters. This is underpinned by a focus on skills, attitudes, behaviours and dispositions for learning. The school will look to develop strategies which enable learners to succeed.

Information is shared amongst colleagues as needed. All learners at Honywood have a bespoke learning plan and One Page profiles are in place for Learners with SEND. Progress is reported termly and learners have at least one face to face review with their families every year. Learning points are then identified in conjunction with the youngster and their family. Further reflection on these learning points is built in across the curriculum. At each reporting point, families are offered the opportunity of coming into school for further discussion about any of the learning points raised in reviews and reports or to raise their own concerns about learning and progress. Our approach to reviewing learners' progress fully meets the requirements of the SEND Code of Practice.

At Honywood we have taken the view that the most important aspect of our SEND provision is its inclusiveness. The school's curriculum does not segregate learners into ability groups and, as a result, puts a strong focus on providing bespoke learning opportunities and guidance that is focused on individual learners. To that end we have ensured that we have:

- 100 minute Learning Sessions – these enable teachers to design sessions in which learners can explore concepts in more depth, and allows teachers time to discuss learning with individuals
- iPad tablet devices for all learners – the range of applications available offers great benefit for learners in terms of, for example, choice of approach, independent research and creativity. Extensive research has demonstrated the transformative effect of using these devices with all young people, and especially those with Special Educational Needs.
- My Learning Choices sessions available for all learners to access – learners book individual, pair or small group appointments which are bespoke to need
- One-to-one tuition in English and Maths can also be put into place and is offered where individual need has been identified.

Learning is designed in such a way that youngsters have a choice in how to approach their learning; consequently they have real ownership of their learning. We focus on designing authentic learning experiences that youngsters can either relate to or be intrigued about. There is a strong focus on nurturing personalisation that allows teachers to recognise the requirement for support with learners with additional needs.

In summary, we pride ourselves at Honywood that we have systems that are personalised to young people's individual needs. However, even more important that this is the strategic approach we use to ensure that we make effective relationships with families. Our philosophy as regards to SEND is that we do not use it as a label to ensure young people are clear about what they *cannot* do. Through our analysis of learning we are able to address barriers to learning.

Special Educational Needs are identified in terms of learning, communication, interaction, and emotional health, physical and sensory needs. The school believes that young people have a right to be involved in making decisions and exercising choices. They have a right to receive and impart information, to express an opinion, and to have that opinion taken into account in any matters affecting them. Consequently, the school is committed to working in partnership with the

youngster, parents, and carers and outside agencies to identify needs, provide support for them and monitor the progress of all learners.

Arrangements for consulting parents/carers of learners with SEND:

From making an application for a place and throughout their child's time at the school, parents are given regular opportunities to discuss their child's needs, progress and concerns. These opportunities can occur, for example, through:

- Meetings to agree transition arrangements and support
- Families and carers receive a termly update on their youngster's progress and they are welcome to meet with the SENCo should they wish to discuss any specific areas of their learning. The key assessment points in the year are the Learning Review, Progress Grade Review and the Summative Report, as well as Statutory meetings and reviews

Arrangements for consulting young people with SEND about, and involving them in, their education:

The views and opinions of learners at school are highly valued, and many opportunities are provided for them to discuss these with their teachers and support staff. An inclusive approach is a central part of the school ethos.

The school's curriculum encourages choice and self-reflection. Self-reflection is key within the school's curriculum and on-going learning conversations help learners to develop their self-awareness. MLC can also be used as a vehicle to support learners in making effective choice. Learners with more complex needs are able to speak with members of the SEND team due to our open door policy.

This team is comprised of 3 SENCos; two experienced SENCoS and one who recently passed the National Qualification for SEND coordination. A Nominated Family Learning Team member (FLT SEND) who also acts as the SEND administrator, My Learning Choices staff who run one-to-one and small group sessions with learners and 11 MLH/SEND support workers.

The SENCos meet regularly with members of the Senior Leadership Team who have oversight of the SEND/MLH team.

The name and contact details of the SEND Coordinator (SENCO):

Our school SENCOs are:

Miss Clarissa Vaughan

Miss Vaughan (BSc Hons Biology – 1st), joined the school in 2005, under the graduate teacher programme where she completed her training to qualified teacher status in 2007. As an experienced teacher she has recently completed her Masters in Education (November 2017) this has included the study of the psychology of children's development and learning (2011/12) and the National Award for SEND Coordination (2013/14). Miss Vaughan has also undertaken the CPT3A course which she successfully completed in 2017 gaining qualification as a competent assessor of psychometric testing and Assessor of Access Arrangements she is a member of the British Psychology Society registration NO: 424044. Miss Vaughan has oversight of Whole School learners

with High needs SEND/EHC plans and oversight of Access Arrangements. Miss Vaughan can be contacted via email at cvaughan@honywoodschool.com or by telephone on 01376 561231.

Mr. Henry Cordy-McKenna

Mr. Cordy-McKenna joined the school in 2005 as a Science teacher, and has worked in a number of different roles. He qualified as an AST (Advanced Skills Teacher) in 2008 and moved into the role of AST for Whole School Learning in 2013. He studied for the National Award for SEND Coordination during 2013/14. He is currently studying for a Masters degree in Autism (Children). Mr. Cordy-McKenna has oversight of autistic learners, in particular those with high or complex needs (with or without an EHCP). He is also lead teacher for the autism support centre. Mr. Cordy-McKenna can be contacted via hcordy@honywoodschool.com or 01376 561231.

Mrs Anne Mitchell

Mrs Anne Mitchell joined the school in 2004 as a Modern Foreign Languages teacher. She also qualified as an AST (Advanced Skills Teacher) in 2010. She joined the SEND team in 2016 in the role of pupil premium coordinator and qualified as a SENCO in October 2017. Mrs Mitchell can be contacted via amitchell@honywoodschool.com or 01376 561231.

Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with SEND concerning the provision made at the school:

As a school we work hard to be in effective communication with youngsters and their parents/carers, and to listen and respond positively to any concerns brought to our attention. We are committed to taking all concerns seriously.

If the situation arises where parents have a concern about the provision being made for their child or the impact of that provision, and feel that the SENCO has been unable to reassure them that needs are being met effectively, then the school's Complaints Procedure – which is available on our website or by request – sets out clearly what they steps are to draw these concerns to the school's attention.

Information on where the Local Authority's local offer is published:

The Essex County Council Local Offer is available on the following website:

www.essexlocaloffer.org.uk

In creating the Honywood SEND Offer we have ensured that we are line with the Essex Local Offer.

Information about the school's policies for the identification, assessment and provision for pupils with special educational needs, whether or not pupils have EHC Plans, including how the school evaluated the effectiveness of its provision for such pupils:

As a school we recognise and share with parents, that they analysis of special educational needs and provision can be considered as falling under five broad areas:

- Learning difficulties and disabilities
- Social, emotional and mental health difficulties

- Autism and social communication difficulties (*see additional information below*)
- Physical and neurological impairment
- Sensory: hearing, visual, multi-sensory impairment
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All interventions put into place to support the young person will be regularly monitored and analysed to judge their effectiveness and impact on the younger's learning. This review process will be used for both new and existing interventions. If our interventions repeatedly fail to meet the needs of the young person we will seek specialist help from our associated Specialist Teacher Team/Educational Psychologist as appropriate to find alternative ways of supporting the young person.

Information on the kinds of special education provision made in the school:

In order to fulfil its commitment to fully support every child into success, the school already has in place a full range of specialist interventions and always continues to seek new ways of providing support. Examples of the kind of support we can signpost are:

- Input from the specialist teacher with regard to specific equipment requirements
- Access to the Speech and Language Therapist, Occupational Therapist or the Educational Psychologist
- Family Learning Team
- 1:1 counselling (Sycamore)
- 1:1 mentoring
- Young Carers
- EWMHS
- The junction
- CBT therapists
- YOTS
- EYS
- CYO (Christian Youth Officer; mentoring)
- Well-Being Ambassadors
- Learning Group Leaders
- Family Learning Team Mentoring Programme
- Mindfulness intervention
- Managing Anxiety intervention course

Information about the schools policies for making provision for pupils with SEND including, evaluating of effectiveness, assessment and reviewing progress, adaptations to curriculum, additional support and wider support:

The school is committed that all teaching is personalised and creates an authentic learning experience. We aim that all teaching will be at least good and much is outstanding. The high quality teaching that the school aspires to achieve is that which is differentiated and personalised to meet the needs of the majority of the young people in our school. We aspire to develop lifelong learning skills, ownership of learning and self-awareness for all youngsters at our school.

Information about how equipment and facilities to support children and young people with special educational needs will be secured:

The school works hard to ensure that no learner is disadvantaged in terms of facilities and equipment dependent upon need. To ensure that we achieve this goal we regularly evaluate the effectiveness of our existing provision. We work closely with an Educational Psychologist to support staff with on-going training and act on the advice of outside professionals such as Specialist Teachers or Educational Psychologists.

The school site is accessible to all learners; ramps provide alternative access to steps, and a lift is installed to provide access to the second floor. A specialist sterile room and disabled toilet was recently installed. Alternative seating is provided for learners who cannot use backless chairs/stools.

All learners are provided with an iPad which they can personalise with apps that best suit their learning needs. The iPad's inbuilt accessibility tools enables colour tints to be applied and written text spoken. Apps utilising voice recording, dictation and text magnification are also available. Specialist equipment such as writing slopes, pen grips and coloured overlays are available or purchased when required. A bank of laptops is provided for learners who require them for examination.

Learning is not restricted to the classroom and takes place in many areas around the school. Learners who prefer quieter areas have the opportunity to work in our specialist-learning zone (FS20), corridors or external benched/covered areas.

How the Governing body involves health and social care bodies, local authority support services and other bodies in meeting the needs of pupils with SEND:

We have a dedicated SEND Governor: Chair of the Curriculum Committee

The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with clause 32:

www.face-essex.org/links/6.html

www.cafamily.org.uk

School arrangements for supporting pupils transferring between stages of education and preparing for independent living:

Through our inclusive approach the school aims that all of our youngsters should be supported at all stages of transition and should be supported to make a successful transition into adulthood. In order to achieve this, the school works in partnership with a variety of different organisations to help support youngsters with additional needs to make a positive transition. The transition process for these youngsters is designed to be a bespoke to the point of need and one that reflects the unique circumstances of the youngster. The transition process may include:

- Close liaison with the primary feeder school to ensure the transition into secondary school is a positive and personalised process
- Liaison and partnership working with the Transition Pathways Service (cohort 9/10/11)
- The organisation of mobility training and/or travel training
- The provision of a personalised work experience
- Alternative KS4 curriculum, which incorporates skill-based college courses
- Liaison with post-16 education providers to ensure a smooth transition