



SEND
INFORMATION REPORT



Stronger together . . . every child in a great school

School: Hele's Secondary School

Reviewed: February 2020

This information report answers some of the most frequently asked questions about the school's provision of children with special educational needs or disabilities.

It is reviewed annually or when necessary throughout the year.

What does having special educational need or disability mean?

A child or young person has SEND (Special Educational Needs and Disabilities) if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability which 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.

(SEND Code of Practice 2015)

The four broad areas of need are:

- 1) Communication and Interaction
- 2) Cognition and Learning
- 3) Social, Emotional and Mental Health difficulties
- 4) Sensory and / or physical needs

Special Educational Needs



How does Hele's School identify if a child has a special education need?



- A student's achievements and progress are continually assessed throughout the year and subject staff raise concerns should they arise
- Student progress is tracked and children who are not making the expected progress are identified
- After formal interim assessments, Student Progress meetings are held with subject and pastoral middle leaders
- If concerns are raised in one subject area, the SENCo (special educational needs coordinator) will gather feedback from all the student's subject teachers to identify if there is a common area of difficulty coming through

What could you do if you think your child has a special education need?

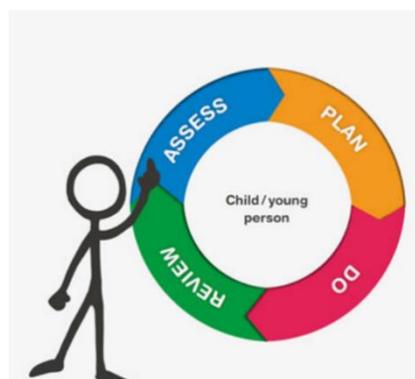
If you have any concerns, we would welcome you to share them with us as soon as you can

If you would like to talk to a member of staff or make an appointment, then please contact the school office on 01752 307193 or email mcnamara@heles.plymouth.sch.uk

At Hele's School, who could you discuss your concerns with?

| | |
|--------------------------------|-----------------|
| Form Tutor | |
| Pastoral Support Manager | |
| Head of House | |
| SEND Administrator | Mrs K. Lamerton |
| Inclusion Manager/Deputy SENCo | Miss Bryce |
| SENCo | Miss McNamara |

How are children with special educational needs or disabilities (SEND) supported?



Within Hele's school we have SEND area and an Inclusion area that are a part of the Supportive Education Department. The Inclusion Unit primarily supports students with Social, Emotional and Mental health needs (SEMH).

We are aware that the range of needs vary from each child therefore an individual tailored package would be created to meet the needs of a child with SEND.

Students with an Education Health and Care Plan (EHCP) will be supported to achieve the desired outcomes stated in their EHCP. More information on an EHCPs can be found via Plymouth City Council. <https://www.plymouth.gov.uk/>

If appropriate, a Learning Support Assistant (LSA) may be used to assist a student in lessons. Our aim is to encourage independence as students' progress through the school to enable them to effectively access adulthood.

EVERY CHILD CAN LEARN



JUST NOT IN THE SAME WAY

Other students with SEND are catered for within their lessons by high quality teaching and when appropriate interventions may be implemented to support a student with SEND further.

Below is a range of support that we put in place within school for students with SEND:

- Homework Club after school
- Reading Intervention
- Handwriting Intervention
- Spelling Catch-up
- Student support base
- Staffed rooms at break time
- Enhanced home/school communication
- Literacy Intervention
- Read Write Inc classes
- Enhanced transition from primary school
- Help with transitions from year to year
- Enhanced transition to Post 16 education
- Adapted equipment for students where needed
- First aiders
- The classrooms and school environment are continually assessed to meet student's needs
- The SEND governor at Hele's School meets with the SENCo throughout the year to discuss the schools SEND provision

How does Hele's School involve others in meeting the needs of pupils with SEND and support their families?

For students:

- Careers South West
- Educational Psychologist
- Communication Interaction Team
- Educational Welfare Officer
- Child and Adolescent Mental Health Service
- Occupational Therapist
- Counsellor
- Harbour
- Speech and Language Therapist
- Outreach
- Visual Impairment services
- Hearing Impairment services
- ACE – Health and Welfare
- Multi-agency Support Plans



For families:

Plymouth Information Advice service (PIAS) is an independent and impartial organisation who can support parents with Statutory Assessments, preparing for and attending meetings and accompanying them on school visits. They are also able to support parents to reach agreement when issues are faced at school. For Devon children, the Devon Information and Advice service (DIAS) offers easily accessible information and advice in a similar way to PIAS.

The Plymouth Online Directory (POD) has an Early Help Assessment Tool (EHAT). Early Help means taking action to support a child, young person or their family early in the life of a problem, as soon as it emerges. It can be required at any stage in a child's life from pre-birth to adulthood and applies to any problem or need that the family cannot deal with or meet on their own. The Early Help Assessment Tool (EHAT) is an assessment for multi-agency support.

For more information see Plymouth's Local offer:

<https://www.plymouthonlinedirectory.com/kb5/plymouth/directory/home.page>

How are pupils at Hele's School supported to share their views?

- All pupils and parents are encouraged to communicate regularly with the school via phone or email
- The SENCo, Deputy SENCo and Inclusion Manager will ensure that communication is regular
- Where appropriate the SENCo and Inclusion Manager will join Heads of House for meetings involving pupils with SEND
- For students with EHC plans, reviews are held and are carried out as person centred planning meetings
- Students on the SEN register will have a pen portrait that they can review and amend. The pen portrait is shared with all staff to ensure purposeful strategies are used to support students in the classroom
- The SEND base is open break and lunchtimes for informal chats

How are pupils with SEND and their families supported when they join or leave Hele's School.

We recognise that transitions can be difficult for a young person with SEND and take steps to ensure that any transition is as smooth as possible. The supportive education team are actively involved in all areas of transition across phases of education, ensuring the support is available for students who require it at key points in their education.

As children approach transition points we will help their children and their families with more detailed planning.

Where can I find further information about Hele's School's approach to supporting children with SEND.

[Link to SEN policy](#)

[Link to accessibility policy](#)

What training or specialist expertise have any of the staff at Hele's School had?

Hele's School places great value in the professional development of all staff. All staff receive a comprehensive induction to working at the school and SEN training is part of this staff development. The SENCo works closely with the Senior Leadership Team to ensure that a range of training opportunities are available to both teaching and support staff throughout the year. This training is adapted to ensure that it addresses the needs of current students.

Where can I go for further support or advice?

Parent Information Advice service (PIAS) is an independent and impartial organisation who can support parents with Statutory Assessments, preparing for and attending meetings and accompanying them on school visits. They are also able to support parents to reach agreement when issues are faced at school.

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As a school we have regular planning meetings to discuss whether a multi-agency approach is appropriate

How can I find out more information about Plymouth's local offer for children with SEN and their families?

For more information see Plymouth's Local offer:

<https://www.plymouthonlinedirectory.com/kb5/plymouth/directory/home.page>

What can I do if I am not happy with the school's provision? How can I share my concerns?

- Subject teacher or form tutor is the first point of contact
- The SENCo can be contacted via phone or email
- Any formal complaints should be made through the Complaints Procedure (on school website)

Many thanks to Mrs A. Kohler (parent) for her input (February 2020)