



Special Educational Needs and Disabilities (SEND) Local Offer and School SEN Information Report

Holyport College

Name of Headteacher:	Mr W Boyle
Name of SEN Co-ordinator (SENCO):	Mrs H Bunn
Name of SEN Governor:	Mrs E Goble
School address:	Holyport College Ascot Road Holyport Berkshire SL6 3LE
Contact telephone number:	01628 640150
School email address:	info@holypportcollege.org.uk
School website:	http://www.holypportcollege.org.uk/
Type of school:	Free School Mainstream Secondary

1. Identifying special educational needs and disabilities (SEND)

a. What kinds of special educational needs and disabilities does the school provide for?

At Holyport College our ethos is that of inclusion. We recognise the importance of providing an environment where every student, irrespective of their ability, can achieve to their full potential. Every effort is made to ensure that students with SEND are fully integrated into the life of the school. Additional educational needs are identified as early as possible and we work together with parents and carers to ensure appropriate support is in place to achieve this goal.

We have some experience in working with children with Autistic Spectrum Disorder (ASD), speech and communication language needs, specific learning difficulties, visual impairment and those with social and emotional needs.

b. How does the school know if children and young people have special educational needs and disabilities and need extra help?

On entry to the school each student completes The *Cognitive Abilities Test (CAT)*, a suite of tests that assesses a student's reasoning (thinking) abilities in key areas that support educational development and academic attainment. Students also complete baseline assessments in both reading and spelling.

Students identified as scoring significantly below the average expected for their peer group will be assessed further and offered support as appropriate. All teachers are also expected to refer students making less than expected progress (relative to their baseline assessment and in comparison to their peer group) for timely further assessment by the SEN department. In some circumstances referrals to other professionals (e.g. Educational Psychologist) will be made if considered appropriate. Where further assessment is required, parents and carers will be consulted prior to the assessment being conducted and contacted following the assessment to discuss the outcomes and subsequent plan of support for their child.

For students with identified SEN prior to joining the school, the Special Educational Needs Co-ordinator (SENCO), in collaboration with other staff, will use information from the previous school to shape the student's curriculum and pastoral provision in the first few months. Student skills will be identified and areas requiring support noted.

c. What should I do if I think my child/young person may have special educational needs/disabilities?

If you think your child has SEND, contact the Special Educational Needs Co-ordinator (SENCO) or their form tutor. We are always happy to discuss your concerns and the SENCO will work closely with your child's form tutor/subject teacher to ensure that appropriate support and monitoring is put in place.

2. Support the school provides for children and young people with SEND

a. What teaching strategies do you use to support children with special educational needs and disabilities?

Students with SEND are provided with a graduated response to need through high quality first teaching which is differentiated and personalised. Following assessment and constant review, students are targeted with additional interventions to enable them to work at age expectations or above. In the event that this does not meet the needs of students with SEND then specialist additional and personalised interventions are put in place.

b. What additional support is available to help my child with their learning including specific interventions provided and adaptations to the curriculum and learning environment?

The SEN department consists of a SENCO, who is also a specialist teacher, and seven learning support assistants (LSAs), two of whom are full time. The LSAs work in class and whilst may be assigned to a student with a Statement of Special Educational Needs or an Education Health Care (EHC) Plan also support learning within the classroom environment or on a one to one/small group basis.

- Small group literacy programmes are provided based on the Ruth Miskin Fresh Start model.
- Small group numeracy programmes are provided based on Numicon.
- Visual timetables are used on an individual basis and work stations in the science block have been designed for wheelchair use.
- Dragon, Clicker, Wordshark and Numbershark are used to support students with SEN.
- Lexia and Symphony Maths, which are online programmes, are used to supplement student's skills in literacy and maths.

c. How is the decision made about what type and how much support my child/young person will receive?

For students who have a Statement of Special Educational Needs or an EHC Plan, the objectives in those documents as well as in-house testing are used to decide where and how much support is needed.

Where students have received support in a previous educational setting, support will be provided based on baseline screening on entry, previous school liaison and the needs identified by the SENCO.

For students identified from initial baseline testing when they start at the college, the area of need is identified and support put in place dependent upon the needs determined by the SENCO.

A provision map is used to keep track of students with SEND and details the type and level of support given to each student. There is also a list which ensures students who have received support previously are still monitored or who are in the initial stages of 'cause for concern'.

LSAs are deployed to support the learning of students with SEND dependent upon their own expertise and knowledge. LSAs are not linked to departments or specific students.

d. How will I (the parent) be involved in planning for and supporting my child/young person's learning?

Your child/young person's form tutor or the SENCO will contact you if we have any concerns about their needs. You will be involved in prioritising needs, discussing targets and the progress made towards these targets. You will be able to communicate with the SENCO who will also give you advice as to how you can help your child at home, as necessary.

e. How will my child be involved in his/her own learning and decisions made about his/her learning?

Students are regularly involved in assessing their progress, during lessons and have an opportunity to express their views at reviews/progress meetings in person or through discussion in advance with a member of staff. Students are encouraged to recognise their own targets and assess their progress towards these. We listen carefully to their opinions to ensure activities and personalities are matched to maximise learning.

3. Children and young people's progress

a. How do you check and review my child/young person's progress?

A student's learning is tracked individually through departments and through year groups as part of a 6 week data tracking cycle. Parents will receive feedback on progress made against their individual targets. Their reports are discussed with form tutors and any barriers to learning identified (if any). Specific SMART targets are shared at review meetings held within the SEN department to ensure consistent support strategies are in place, to determine success criteria and to share any concerns/successes.

Students with a Statement of Special Educational Needs or EHC plan will have a formal annual review in addition to this, and depending on the needs of the child, may have interim reviews throughout the year.

b. How do you involve my child/young person and parents in those reviews?

For the annual review of a student who has a Statement of Special Educational Needs or an EHC Plan the parents and any other professionals involved with that student's progress will be invited to attend along with a representative from the local authority and the student themselves (for part of the time, as appropriate).

Where the progress of a student with SEND is being reviewed the parents and any other professionals will be invited to attend and invited to make contributions prior to the review. Should they see fit, parents may bring other people (e.g. other professionals or family friends) to these review meetings.

The parents may be given a record of their review meetings.

If students are looked after, they will be reviewed as frequently as the local authority deems necessary, or in the event of circumstances requiring an earlier review. Personal Education Plans are reviewed with the student (where appropriate) during the annual review and a representative from the virtual school will be invited.

c. How do you know if the provision for children and young people with SEND at your school is working?

All students are assessed prior to and at the end of an intervention programme. In some cases this may involve asking the child questions to assess their emotional well-being, in other cases there may be an assessment of reading or spelling ability.

The progress towards agreed targets is measured and in the event intervention does not provide the desired progress, modifications to the approach are made.

4. Support for overall well-being

a. What support is available to promote my child/young person's emotional and social development?

At Holyport College, there is a house system consisting of vertical tutor groups. These tutor groups provide a friendly, cohesive social environment with a 'family' feel, where the older students 'look out' for the younger students and the older ones develop a responsibility for the younger ones. Form tutors are the first point of contact within the school, with each form being a large family providing emotional and social support through the ability to discuss issues as they arise.

We have a part time Emotional Literacy Support Assistant (ELSA).

Peer mediators ensure the emotional welfare of students during break times and are there to support students across the school.

When students come in to Year 7, should they be considered vulnerable they will be asked to join a nurture group during form time.

5. Preparation for new and next steps

a. How will you help and prepare my child to join your school?

We have a transition programme for all students joining Holyport College. If your child has SEND we will attend a transition review held at your child's current school (where possible) and invite you and any other professionals. During the meeting any arrangements above and beyond those all children receive will be discussed. Such arrangements may include any additional staff training that may be required, additional resources we may need to purchase, pre-visits to our school for your child, and information to make the transition as smooth as possible.

We provide maps, a tour and/or a buddy to ensure these students will be successfully able to familiarise themselves with their new surroundings.

b. How will you prepare my child young people to join their next year group/school/college/ stage of education or life?

Students remain with the same tutor throughout their time at Holyport College and this aids smooth transition from year group to year group. The tutor over time becomes very familiar with the student's educational needs and acts as a family's port of call for wider issues relating to the student.

When students transition to another provider from Holyport College, all paperwork (review records, progress levels, school and professionals reports) will be handed over to them.

For students with statements or EHC Plans, we will involve external careers advisors to help identify potential career pathways.

6. Accessibility and specialist equipment

a. How accessible is the school environment?

(A link to the School's Accessibility Plan can be found in section 8b)

• Is your school wheelchair accessible?

The school is partially accessible to wheelchair users. There are a variety of rooms in the old part of the school which are only accessed via stairs.

- **Have adaptations been made to the auditory and visual environment?**
Doorways, stairways and skirting boards have all been painted in contrasting colours.
- **What changing & toilet facilities does the school have for children and young people with SEND?**
There are 5 toilets accessible for the disabled toilets and a changing facility.
- **Do you have disabled car parking for parents?**
We have 4 designated disabled car parking spaces for parents.

b. What if my child needs specialist equipment or facilities?

We will make every effort to provide the equipment and resources your child needs and make any reasonable adjustments.

c. How will my child/young person be included in activities outside the classroom including physical activities, school clubs and school trips?

As part of our inclusive ethos we want all students to take part in activities outside the classroom. All co-curricular lessons are made accessible for SEND students, with additional support provided if needed.

When planning school trips we consider the needs of the students and will talk to you in the early stages of planning to make sure your child will be able to participate and be safe.

7. Training for staff, specialist services and further support

a. With regard to staff who support children with SEND, what expertise do they have and what training have they undertaken?

The SEN team consists of a SENCO who has a level 5 certificate in SpLD and is currently studying for the National SENCO Award. We have an ELSA and LSAs with a variety of experience. All staff attend courses as and when they are available.

b. What other agencies do you involve to meet the needs of my child/young person and how can I access support from these agencies?

We will regularly involve other agencies to help us meet the needs of your child. Whenever we do so, we will inform you beforehand and ask for your permission to discuss your child with them. Agencies we often use include the Educational Psychology Service, Berkshire Sensory Consortium, the school nurse and SHINE (for students with an ASD diagnosis). We also have contact with CYPITs (Children and Young Persons Integrated Therapies) which includes occupational therapy and speech and language therapy, behaviour support and the Child and Adolescent Mental Health Service (CAMHS).

c. Who should I contact to find out about other support for parents/carers and families of children and young people with SEND?

You can contact the Information, Advice and Support Service for Windsor and Maidenhead who provide impartial information and advice on matters relating to Special Educational Needs and Disabilities for children and young people aged 0-25 and their families

Tel: 01628 683182

Email: IAS@rbwm.gov.uk

Website: <http://ias-rbwm.co.uk/>

Please follow this link to the Royal Borough of Windsor and Maidenhead's Local Offer for information about other services that might be available to support your child/young person: www.rbwm.gov.uk/localoffer

8. Policies

a. Are you aware/familiar with the requirements of the Disability Discrimination Act 1995 (Special Educational Needs & Disabilities Act 2001) and the Equality Act 2010?

Yes

b. Where can I find other school policies relating to SEND?

The following SEND policies are available on the school website using the following links:

- SEN Policy (Sep. 2014).
[http://www.holyportcollege.org.uk/media/cms_page_media/41/HC%20SEN%20Policy%20September%202014%20CI%20\(02-07-2014\).pdf](http://www.holyportcollege.org.uk/media/cms_page_media/41/HC%20SEN%20Policy%20September%202014%20CI%20(02-07-2014).pdf)
- Accessibility Plan (Nov. 2014).
[http://www.holyportcollege.org.uk/media/cms_page_media/41/HC%20Equality%20policy%20CI%20\(06-11-14\)_2.pdf](http://www.holyportcollege.org.uk/media/cms_page_media/41/HC%20Equality%20policy%20CI%20(06-11-14)_2.pdf)
- Safeguarding Policy (Nov. 2015).
http://www.holyportcollege.org.uk/media/cms_page_media/41/FGB24%20HC%20Child%20Protection%20September%202015.pdf
- Behaviour Policy (Oct. 15).
http://www.holyportcollege.org.uk/media/cms_page_media/41/HC%20Promoting%20Positive%20Behaviour%20Policy%202015-10-08.pdf
- Equality & Diversity Policy (Nov. 2014).
[http://www.holyportcollege.org.uk/media/cms_page_media/41/HC%20Equality%20policy%20CI%20\(06-11-14\)_2.pdf](http://www.holyportcollege.org.uk/media/cms_page_media/41/HC%20Equality%20policy%20CI%20(06-11-14)_2.pdf)
- Whistleblowing Policy (March 2015)
http://www.holyportcollege.org.uk/media/cms_page_media/41/HC%20Whistleblowing%20Policy%2005-03-2015%20.pdf

9. Additional Information

a. Do you provide any other resources for children and young people with SEND?

In keeping with our inclusive ethos, provision is made to ensure all activities during the school day are accessible to children with SEND.

10. Feedback and complaints

a. What do I need to do if I have a concern or complaint about the school and its provision for my child/young person?

The College hopes that you will be happy with the way in which we work with you and your child and will not feel the need to complain. However, we recognise that there may be occasions when you feel that you wish to make a formal complaint.

If, you feel you need to do this then please follow the procedure detailed in our policy which can be accessed through this link.

[http://www.holyportcollege.org.uk/media/cms_page_media/41/HC%20Complaints%20Policy%20CI%20\(04-06-2015\)_1.pdf](http://www.holyportcollege.org.uk/media/cms_page_media/41/HC%20Complaints%20Policy%20CI%20(04-06-2015)_1.pdf)

11. Glossary

Terms used in this document	Description/explanation of term
Annual Review	The Review of a Statement of Special Educational Needs (SEN) or Education, Health and Care Plan that a local authority must make within 12 months of making a Statement of SEN/EHC Plan or of the previous review.
Autism Spectrum Disorder (ASD)	Autism is part of the autism spectrum and is sometimes referred to as an Autism Spectrum Disorder, or ASD. The three main areas of difficulty which all people with Autism share are sometimes known as the 'triad of impairments'. They are: <ul style="list-style-type: none"> • difficulty with social communication • difficulty with social interaction • difficulty with social imagination.
Behaviour Support	Behaviour Support Behaviour Support & Wellbeing outreach workers are part of RBWM Psychology, Wellbeing and Schools Support Service. They work with a number of RBWM schools in a variety of ways, supporting staff, children and their families to understand and manage difficult behaviour to improve emotional wellbeing.
Child and Adolescent Mental Health Service (CAMHS)	An NHS service who support children with mental health difficulties and their families
Children and Young People Integrated Therapies (CYPIT)	An NHS team who provide Occupational Therapy, Physiotherapy, Speech and Language Therapy and Specialist Dietetics services throughout Berkshire.
Clicker	Literacy software to enable children to develop their reading and writing skills
Continuing Professional Development (CPD)	Refers to training by school staff to keep their skills and knowledge up to date
Co-writer	Word prediction software to support children's writing
Differentiation	The process of adapting the curriculum to suit the needs of learners of a range of abilities.
Dragon	Speech recognition software
Education, Health and Care (EHC) Plan	An EHC Plan is a legal document that states what support a child or young person with special educational needs aged 0-25 should have. EHC Plans have replaced the Statement of Special Educational Needs.
Educational Psychologist (EP/Ed Psych) Educational Psychology Service (EPS)	Educational Psychologists are part of RBWM Psychology, Wellbeing and Schools Support Service. They work with schools and the local community to improve children and young people's aged 0-19 years (up to 25 years with significant SEND) learning, well-being, development and achievement.
Emotional Literacy Support Assistant (ELSA)	Teaching assistants who have received extra training to support the emotional wellbeing of children and young people.
Lexia	Intervention to support children with literacy
National SENCO award	A Master's level qualification which is required for all new Special Educational Needs Co-ordinators (SENCOs) from 2009
Number Shark	Intervention to support children with maths
Numicon	Intervention to support children with maths
Nurture groups	Small group intervention for supporting children with social, emotional or behavioural needs to access learning
Occupational Therapy (OT)	A service who support the assessment and intervention of young people with health conditions
Provision map	A way of a school showing the resources and provision available, including whole class teaching, group work and individual interventions, for identifying and overcoming barriers to

	learning and meeting the needs of all students. It includes provision which is 'additional to' and 'different from' that which is offered through the school's curriculum.
Read Write Inc	Intervention to support children with literacy developed by Ruth Miskin Training
Royal Borough of Windsor and Maidenhead (RBWM)	The Local Authority/Council
Ruth Miskin	A number of interventions to support children's literacy and language
SEN Support	Support that is provided to children and young people with Special Educational Needs within a school or setting's own resources. This used to be called School Action or School Action Plus.
SEND	Special Educational Needs and/or Disabilities
Sensory Consortium Service	Berkshire Sensory Consortium Service is a specialist education support service for hearing impairment, visual impairment and multi-sensory impairment.
SHINE	An outreach service supporting children on the autism spectrum in mainstream schools
SLCN	Speech, Language and Communication Needs
SMART targets	Targets set with young people's progress in mind, which are Specific, Measurable, Achievable and Realistic, and set against an appropriate Timescale
Special Educational Needs Co-ordinator (SENCO)	This is the member of staff of a school who has responsibility for co-ordinating special educational needs provision within that school.
Specific Learning Difficulty (SpLD)	Difficulties a student may have which are restricted to a particular area of learning, for example Dyslexia.
Visual Impairment (VI)	Students with visual impairment (VI) may be blind or partially sighted
Visual timetable	Timetable for an individual or class with pictures which clearly shows the activities which will be happening
Wave 1/2/3	A 'wave' approach to supporting children and young people to make progress primarily in literacy and maths. Wave 1 is the involvement of all children in a high quality literacy hour and daily mathematics lesson. Wave 2 is catch-up interventions for children working just below age-related expectations. Wave 3
Wordshark	Wordshark is a computer programme with, multi-sensory games to help children learn to read and spell.

Date of last update of this document: 21.01.16

Date of next review: January 2017