



SEND Information Report

The SEND Department at Hinchingsbrooke School

What is the SEND code of practice?

The Code of Practice provides statutory guidance on duties, policies and procedures relating to Part 3 of the Children and Families Act 2014 and associated regulations and applies to England.

It relates to children and young people with special educational needs (SEN) and disabled children and young people. A 'young person' in this context is a person over compulsory school age and under 25.

Special Educational Needs – what does this look like at Hinchingsbrooke School?

We successfully cater for students with an ever widening range of need, including those on SEND support and those with Education, Health and Care Plans. Our provision is in line with all aspects of the Special Educational Needs Code of Practice 2014 and the Children and Families Act 2014.

We have a number of students with disabilities including physical impairments, hearing or visual impairments. Each year we have a number of students with diagnoses of specific learning difficulties such as dyspraxia, dyslexia, Autistic Spectrum Disorders and ADHD.

Also, within the school community are students with Speech, Language and Communication difficulties and with Social and Emotional and Mental Health difficulties.

Identification and Assessment of SEND

Often, we become aware of a child's special educational needs before they come to us, because we have close links with a great number of primary schools. Sometimes our specialist Transition Assistant SENDCO will go out to visit SEND children in their primary schools so that by the time they come to us, we already know them. In some cases, we arrange for children to visit the school several times in the run up to transition so that they are comfortable with their new surroundings. Where a student has an existing EHCP, we endeavour to attend Annual Reviews and/or Person Centred Reviews to enable us to implement a smooth and personalised transition from primary school into Hinchingsbrooke School.

Sometimes, the first concern is raised by parents. In this case, we investigate whether our staff share your concerns. We will share the results with you, and keep you informed of the next steps. Every teacher in the school also has the facility to refer a student to us if they have a concern about a particular child.

We may undertake a range of activities to assess whether your child needs some form of additional support. We may observe them in lessons or gather evidence from the work they complete over a number of subject areas. We will often use a series of tests; we have many assessments at our disposal, and will use those most appropriate for your child. Again, you will be kept informed of the process and the outcome of our findings.

We may feel that it is necessary to involve specialists from other agencies, such as SEND Services, in order to seek advice. Specialists may include an Educational Psychologist or a Speech and Language Therapist. We will always seek your permission before doing this. At Hinchingsbrooke School, we put



the child at the heart of all that we do. In line with this, we seek the views of all children who have entered our school with an EHC Plan, or on SEN support. We do this in the form of a person centred review, and we conduct this after the first term of entering the school and we repeat the process at regular intervals.

The Director of SEND is Rebecca Bierteron, who can be contacted on 01480 420548 or reb@acesacademies.co.uk

The Assistant SENDCO – Statutory and Admin provision is Alex Scott who can be contacted on 01480 375700 extension 5763 or as@hinchbk.cambs.sch.uk

The Assistant SENDCO – Transition and Exam Access provision is Simon Parker who can be contacted on 01480 375700 extension 5763 or scp@hinchbk.cambs.sch.uk

Other members of the SEND team are available on 01480 375700 extension 5763 in the SEND office.

If you have any concerns or questions, then please feel free to contact any member of the team.

How are children with SEND taught in Hinchbrook School?

Our core principal and our mission statement is **'Inspiring Potential, Achieving Excellence'**. We believe that in order for personal excellence to be achieved, each student has to be viewed as an individual; this is at the heart of all that we do. All students, irrelevant of their SEND needs, have access to high quality teaching from a committed team of teaching staff, all of whom receive regular staff training regarding the best ways to make sure that all children can access the learning in their classrooms.

Teaching Assistants will be able to differentiate to more personal levels to ensure that all students are able to learn in a supportive and inclusive classroom environment.

The vast majority of students with SEND will be taught in mainstream groups, sometimes with additional support from Teaching Assistants. We do have the facility to offer a range of curriculum models for various groups of students within school, however. At both Key Stage Three (Years 7 and 8) and Key Stage Four (Years 9, 10 and 11) we have a variety of routes available. You will be a key part of any conversations regarding your child's inclusion in any alternative setting within the school.

At Key Stage 3 we have a Nurture Group, where a very small number of students may be educated. They spend their time together as a group where work is highly differentiated and tailored to their needs. Further information on this provision can be found within our Nurture provision handbook.

At Key Stage Four we have a foundation route of study. Within this, we have two distinct groups – Supported Study and Foundation Learning Group. Alongside traditional GCSEs, students on this route are able to achieve a range of alternative qualifications, such as ASDAN, Functional Skills, English, Maths or ICT.

There is another distinct group of students who may need additional help with some aspects of their education – such reading comprehension or phonic awareness. For these students we offer intensive lessons over a short period of time – typically six weeks. At the end of the process, we review whether progress has been made, and the individual child may then be exited from the process due to excellent progress having been made, or they may remain in the withdrawal group for a further



block of lessons. We will always seek your permission before your child is placed in a withdrawal group, and will keep you informed of the results at the end of the process.

Information about individual students who have a SEND will be circulated to staff, along with any advice for optimum learning to take place. This may include advice and strategies suggested by colleagues from other agencies such as the EP service and will be updated as necessary to implement the latest advice. We use the **Pen Portrait** system to share this information with staff in an organised way and a Pen Portrait is always drawn up in conjunction with pupils and parents so that the pupil voice is central to the information that is shared.

What additional support is offered to students with special educational needs?

This depends entirely on what the individual need is, but additional support can take on the following forms:

TAs to support individuals or groups of students within classes

Invitation to reading or support clubs before school and at lunchtimes

Pen Portraits may be written and circulated to all staff so that an overview of an individual's needs are clear, along with helpful strategies to ensure that your child achieves the very best that they can

Online learning schemes such as accelerated reader or IDL

Access to a Learning Mentor

Personal Care Assistants available

Access to a range of lunchtime activities to build upon social and other skills

Individual care plans are available to all staff for any pupil with a medical need

Support to access enrichment activities

Supported student base (Basecamp) to use in free time

Access to a range of appropriate qualifications to build on strengths, interests and future aspirations of pupils

Support from non-teaching Student Support Officers

Assistive technology such as laptop computers or reading pens

Alternative Provision for pupils with SEMH or behaviour needs

Study Skills support

Pupil attitude to self and school surveys (called 'A Room with a View')

Access to bespoke work experience placements

Access arrangements (ie reader and/or scribe provision) for all examinations.

An onsite counselling service.



What about extra-curricular activities?

All students, with or without special educational needs, are valued members of our school community and as such are able to participate in a wide range of activities, from sporting practices and teams to taking part in the school's drama productions or playing a musical instrument. We have strong links with Hunts Sports Partnership and each year we have a number of teams participating in a range of inter-school sports including Boccia.

We have educational visits, including experience days with a collapsed timetable, reward trips and residential trips. Students with SEND have equal access to all of these activities; support to access these activities can be provided where reasonable.

Is additional support in place for moving on to the next phase of education?

We have strong links with the local colleges and post 16 providers as well as a Sixth Form Centre on site. We have a robust transition plan in place. Students can be offered mock interviews and are guided through the application process by tutors and SEND support staff.

We work hard to ensure that all SEND pupils go on to the most appropriate form of post 16 education. For many, this process may begin during Year 10 as we start to consider, with the student and their parents, which providers can best cater for their child's needs.

Support is in place through the annual review process for those students who have an EHC Plan. You should be assured that changes in legislation mean that young people with SEND will be much better supported as they make the transition to further education. The Local Authority (LA) must make young people aware of the support that is available through the 'Local Offer'.

How can I be involved in my child's education?

There are lots of opportunities for you to come into school. Parents of pupils with an Education and Health Care Plan, will be invited to come and meet to review their progress at least annually. You will also be invited in to engage with your child's Personal Learning Targets and meet your child's teachers on Parent's evening. Both of these happen once every year. Of course, you can also contact the SEND Team to arrange a separate meeting should you feel it necessary at any time.

Who will support my child?

The SEND team consists of 17 SEND Teaching Assistants and the 2 Assistant SENDCO's, SENDCO and the Director of SEND and the Apprentice SEND Administrator. All staff undergo regular training in various aspects of their roles. We also have a LA family worker and we have counsellors employed by the school within the wellbeing team, who are available for all students should they need support.

Each year group has a non-teaching Student Support Officer who is available throughout the day to support all pupils. These officers are part of the Pastoral support team and work closely with the Head of Year in each Year group.

We have a group of staff who form the school's Inclusion Group, which meets on a weekly basis. The group is led by Mr Tandy (Vice Principal – Behaviour) and attended by Mr Heath (Assistant Principal - Inclusion), Mrs Berton (Director of SEND), Mr Panther (Alternative Provision Manager), Mr Pape



(Assistant Principal – Pastoral), Mrs Setchfield (Wellbeing Manager) the LA Education Inclusion Officer and all Head of Years and Student Support Officers. There, pupils with high needs or who are causing concern are discussed and provision reviewed. Through the Inclusion Group we endeavour to ensure that the most appropriate strategies are in place to support your child to flourish at Hinchingsbrooke School.

If your child needs help with a medical condition, or with personal care, we have a School Nurse and Personal Care Assistants available. Regular training is undertaken, often linked to the needs of a particular student.

Sometimes we need to access support for a student from external agencies, and this may come from one or a combination of the following services:

SEND Services

Educational Psychologists (EP)

Occupational Therapy (OT)

Social Care

The Speech and Language Therapy Team (SALT)

Specialist providers such as The Unity School

School Nurses

This is not, however, an exhaustive list, and we will actively seek support from the agency or agencies best equipped to provide advice and support for individual students.

How will my child's progress be reviewed, and who by?

Each term you will receive a progress report for your child. Progress will be reviewed by subject teachers. Where there is a concern regarding lack of progress, the SEND team will be contacted to review the child's SEND support and possible SEND needs. At this point, we may arrange to observe the child in lessons or review the internal data and ask for staff feedback relating to their progress in class.

Where a child is supported in class by a Teaching Assistant, their progress will be constantly under review; any sign of a lack in progress will be identified as early as possible and strategies implemented immediately, after dialogue with the student and the class teacher. Likewise, Teaching Assistants are encouraged to keep parents updated when a student has made progress, even small step progress. They do this by sending home positive postcards or making phone calls or sending emails to share what the achievement is.

Where an intervention is required, either from internal or external sources, this will operate on an assess-plan-do-review cycle. Targets will be set for progress after thorough assessments have been undertaken. The intervention will then take place, after which there will be a review to ascertain whether progress towards the targets has been made. At this point, decisions will be made about the next course of action. You and your child will be an important part of this process, and all interventions will be recorded to ensure accountability.



If your child has an EHCP, progress will also be reviewed against the targets from their individual report. This will be discussed and shared at your child's annual review meeting. From time to time, an emergency or additional review may become necessary; you will, of course, be kept informed of, and involved with, this.

Which other agencies may be involved with my child?

We have strong links with colleagues from many agencies including those from Health, Education and Social Care. During your child's school career, it can become necessary to involve one or more of these services, and you will usually be part of a discussion before this occurs. For many agencies, we cannot involve them without your written permission, so we may ask for this from time to time.

How do I complain about the provision made for my child?

We would seek to rectify any issues promptly and with minimum disruption to a child's education. Your first point of contact should be your child's tutor, Head of Year or the Director of SEND. You should explain your concerns to them in the first instance. In the unlikely event that you are not entirely satisfied that your complaint has been addressed, you should follow the school's complaints procedure.

What is the school's policy on bullying?

The school's behaviour and anti-bullying policy can be found on the school website - <https://www.hinchingbrookeschool.net/page/?title=Policies+A%2DC&pid=44>

What is the admissions policy for disabled students?

Disabled students apply to the school in exactly the same way as all other students. The admissions policy can be found at <https://www.hinchingbrookeschool.net/page/?title=Policies+A%2DC&pid=44>

How does the school ensure that disabled children are not treated less favourably than other students?

Disabled students are fully immersed into life at Hinchingsbrooke School, and have involvement in all aspects of events and education at the school in the same way that a child without a disability has. Reasonable adjustments are made in all areas of curricular and extra-curricular activities to ensure that all students, regardless of their special educational need and/or disability are able to access all aspects of school life.

The School's Accessibility Plan ensures that adjustments are made to facilitate access to school buildings for those who are disabled. When students enter the School with specific disabilities identified, the SEND Department ensures that the requirements of the students are passed on to all staff. This may involve support from external agencies; wherever possible, any additional staff training, linked to a special educational need or disability which is required is undertaken prior to transition.

Please follow <https://www.hinchingbrookeschool.net/page/?title=Policies+A%2DC&pid=44>

to the school's accessibility plan.

How can I find out what Cambridgeshire's Local Offer is?



The Cambridgeshire local offer directory can be found at:
<https://www.cambridgeshire.gov.uk/localofferdirectory>

SEND Information Report compiled by Rebecca Bierton

Director of SEND – ACES Trust

BA (Hons), Post Graduate Certificate in Education (PGCE), Masters in Special Educational Needs (MEd), National Award for SEN Co-ordination (NASENCO), Certificate of Competence in Educational Testing (CCET) Certificate of Psychometric Testing, Assessment and Access Arrangements (CPT3A)
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