

The Howard of Effingham School SEN Information Report June 2016

	Questions	School Response
1	<p>How does the school know if young people need extra help and what should I do if I think my child may have special educational needs?</p>	<ul style="list-style-type: none"> • The school has a SEN policy in place which can be found on our website http://www.thehoward.org/sen • We have rigorous monitoring in place that tracks the progress our learners make in all areas of the curriculum. • Our staff are vigilant at supporting and raising any concerns identified through this monitoring or through classroom observations. The Inclusion team meet on a daily basis to discuss the progress, engagement and conduct of learners within the school. As a result of these meetings and termly tracking, decisions are made as to the most appropriate steps to take in order to support learners and these decisions tie in with the school's graduated approach to meeting needs (see SEN policy for further information). • We use data and other forms of assessment to identify additional needs and celebrate achievement. • Parents/carers are encouraged to speak to the class teacher/tutor about any concerns they have. They are also able to contact the SENCo in school or by email to raise any concerns they may have about how their child's additional needs are being met in school. The SENCo at the Howard is Mrs J Menhennett, Assistant Head Inclusion, who can be contacted at menhennett_j@thehoward.org • We have in-house specialist expertise in a number of areas of special educational needs, including ASD and dyslexia and this is recorded on our provision map.
2	<p>How will school staff support my child?</p>	<ul style="list-style-type: none"> • We are a mainstream, inclusive school that fully complies with the requirements outlined in the Special Educational Needs Code of Practice (2015). Staff have been trained so that they are able to cater for learners who may have difficulties with Cognition and Learning, Communication and Interaction, Social, Emotional and Mental Health and/or Sensory and/or Physical. We make reasonable adjustments to our practices in line with the Equality Act (2010). • Our governors/trustees play an active role in monitoring the quality of our special educational needs provision. Mrs Long is the link SEN governor and she works closely with the SENCo throughout the year, meeting with her on at least a termly basis. The Head of School, senior leadership team and

		<p>SENCo also play an important role in this area.</p> <ul style="list-style-type: none"> • All interventions we put in place are research informed and evidence based and are measured to monitor impact against expected rates of progress for your child. • Where we feel something is not working, we are quick to respond and find alternatives through talking with your child and you. All our additional support programmes are overseen by the SENCo and all our teachers are teachers of inclusion and special educational needs. • We pride ourselves on providing quality first teaching in the classroom which includes differentiation, high quality teaching, active learning and effective feedback, ensuring that the majority of children's needs are met within the classroom environment. For those children identified as needing some extra support, we run time bonded support programmes which are closely matched to their needs. These programmes could range from working memory groups to social skills groups and will depend on the child's need and resources available.
3	<p>How will the curriculum be matched to my child's needs?</p>	<ul style="list-style-type: none"> • Differentiation is embedded in our curriculum and practice. We ensure that we tailor our teaching to the needs of the young people. We regularly assess the quality of our teaching to ensure that all students are receiving a high standard of teaching and learning. • We have a tailored curriculum to ensure that we have the right courses available for the individual child. In some cases, it will not be possible to run these courses as it is necessary to have a minimum number of students on the course to make it viable. Within KS3, all students participate in a wide and varied curriculum to ensure that they are able to use their skills of literacy and numeracy in a wide variety of subjects. Quality first teaching ensures that students are able to access this curriculum. • Through termly tracking and identification, we identify students who would benefit from time-bonded sessions to support them in areas such as working memory and literacy skills. In addition, we offer the toe by toe programme (which helps students with their phonological awareness) and digit by digit in Year 7 and paired reading in Year 8. All these programmes have been proven to increase the students' reading ages and mathematical skills to give them more confidence in the classroom. Students are identified for these programmes through early testing using Lucid Exact, which is a literacy assessment. • We hold meetings with parents before options at key stage 4 are chosen so that parents and young people are fully aware of the options and challenges each route will pose for them.
4	<p>How will both you and I know how my child is doing and how will you help me to support my child's learning?</p>	<ul style="list-style-type: none"> • We regularly share progress feedback with all our students and their families. In Year 7, parents/carers have the opportunity to meet with their child's tutor in October and there is then a parents evening in the summer term. Every other year group has one parents evening a year in addition to other information evenings. At these meetings, you will have the opportunity to share your

		<p>child's progress and discuss ways in which you and the teacher can further support your child's learning.</p> <ul style="list-style-type: none"> • You will also receive a termly report on your child which will show what level or grade they are currently working at, if there is an issue with the completion of homework and what their attitude to learning is. This enables parents/carers to have a clear idea about the progress that their child is making. • Every student at the Howard has the opportunity to have a student planner. You can use this to find out more information about the school and to make contact. In addition, all parents and students have a log in for Frog, the school's virtual learning environment (VLE). This enables you to keep up to date with your child's homework, achievements and behaviour marks and to contact school. There is also an area for every department which contains information about the curriculum your child will be studying and additional resources. • Regular updates on the curriculum are provided through Ship's Log, the half termly newsletter and Frog. We host a number of curriculum evenings/learning events to help families understand what learning is expected and how they can best support their child need. Should more regular contact be required, our staff will make suitable arrangements to ensure this is put in place. • The first point of contact should you have concerns about your child's progress is their form tutor or subject teacher. • We believe in supporting the development of parenting skills. We have two home school link workers who work with families across the Effingham Learning Partnership Schools (Howard of Effingham, St Lawrence, The Dawnay, The Raleigh, Eastwick Junior, Eastwick Infants, Polesdon Lacey, St Matthews, Oakfield, Royal Kent, Fetcham Village Infants) and they run workshops and work alongside other agencies to provide access to other parenting courses.
5	<p>What support will there be for my child's overall well-being?</p>	<ul style="list-style-type: none"> • At the Howard, we value the students' well-being above all. We have a strong pastoral system – in the main school (Years 7-11), there are 8 tutors in each Year group, a Year Manager (a member of the support staff), assistant Year Leader (teacher) and a Year Leader (teacher). Within the Sixth form, there are two assistant Year Leaders (teachers) and a Head of Sixth Form (teacher) in addition to tutors. This ensures that you and your child will always have someone to talk to if there is something that is concerning you. • All our staff are regularly trained to provide a high standard of pastoral support. • Relevant staff are trained to support medical needs and in some cases, such as the use of epipens, all staff receive training. We have a medical policy in place which ensures that students with medical needs are fully supported and are able to access their learning. • Our Behaviour Policy, which includes guidance on expectations, rewards and sanctions is fully

		<p>understood by all staff. We follow a Behaviour for Learning Policy in all lessons which can be seen in the student planner.</p> <ul style="list-style-type: none"> • We have a zero tolerance approach to bullying at the Howard which addresses the causes of bullying (including online bullying) as well as dealing with negative behaviours. Our Citizenship programme (which includes PSHE) develops students' emotional and social development. • We regularly monitor attendance and take the necessary actions to prevent prolonged unauthorised absence. • Student voice is central to our ethos and this encouraged regularly in a variety of ways. School council meets once a term with representatives from every year group. They are democratically voted onto the council by their year group. Students run the ABC (Anti-Bullying Campaign) and the Green Armada (that focuses on issues in school affecting the environment). All students have the opportunity to become members of these groups and suggest other groups that they think would improve the running of the school. • The Inclusion department run homework clubs every lunchtime and from Monday-Thursday after school for half an hour. Whilst this is an opportunity for students to complete their homework it is also a time for them to share their worries and concerns as this is a much smaller learning environment. • The Student Support Centre runs a variety of support groups and 1-1 sessions that are tailored to the students' needs – these have included anger management, social skills and self-esteem. We constantly review our programme of support to ensure that it meets the needs of the students at the Howard. • Students in Year 10 act as mentors for Year 7 students to aid their transition to secondary school. • The school has a part-time counsellor and youth relational worker to support students' well-being.
6	<p>What specialist services and expertise are available at or accessed by the school?</p>	<ul style="list-style-type: none"> • Our staff receive regular training in order to support students with additional needs in the classroom and our teachers all hold qualified teacher status. • We have a number of established relationships with professionals in education, health and social care and these are recorded on our provision map. • All external partners we work with are vetted in terms of safeguarding and when buying in additional services we monitor the impact of any intervention against cost, to ensure a value for money service. • We work with a number of external partners depending on the needs of our students. These include the Educational Psychology Service, Education Welfare Service, REMA (Race Equality and Minority Achievement) – both (EAL) English as an Additional Language and Traveller Services, Occupational Therapists and Speech and Language Services. Parents and young people will be consulted and consent sought so that external partners are able to work in supporting the overall development of the young person.

		<ul style="list-style-type: none"> We have a particular duty in ensuring that Looked After Children are given the appropriate support and care to help support their progress and engagement within the learning environment. Our designated teacher, Mrs Menhennett (menhennett_j@thehoward.org) meets with social services and the virtual school to ensure the child's wider needs are being met. A Personal Education Plan (PEP) is produced to help support the child.
7	What training are the staff supporting children and young people with SEND had or are having?	<ul style="list-style-type: none"> Our Special Needs Co-ordinator (SENCo) has obtained the National SENCo Award and is a qualified teacher and a member of the senior leadership team. We regularly invest time and money in training our staff to improve quality first teaching and develop enhanced skills and knowledge delivery of additional interventions. All staff receive a weekly Inclusion bulletin that includes advice and guidance on working with students with additional needs. At staff meetings, our staff are regularly updated on matters regarding special educational needs and disability. This has included training on quality first teaching and additional provisions. We identify areas where staff require additional training and we work with our qualified staff and external partners to provide this. This has included training on working with students with dyslexia, ASD, attachment differences and brain injury. We also focus on effective provision in the classroom, including differentiation of resources and teaching strategies. We aim to ensure that all staff working with learners who have SEN possess a working knowledge of the difficulty to help them in supporting their access to the curriculum.
8	How will my child be included in activities outside the classroom including school trips?	<ul style="list-style-type: none"> We have a whole school approach to inclusion which supports all learners engaging in activities together. Our SEN Policy promotes involvement of all our learners in all aspects of the curriculum including activities outside the classroom. All students have the opportunity to participate in educational visits. Where there are concerns of safety and access, further thought and consideration is put in place to ensure needs are met; where applicable parents/carers are consulted and involved in planning.
9	How accessible is the school environment?	<ul style="list-style-type: none"> We have an Accessibility Plan in place which shows how adaptations are made to the built environment, the curriculum and how information is accessed by learners and their parents. All our staff are fully aware of the requirements of the Equality Act (2010), ensuring that policy and practice follow these requirements. Parents of learners in our school are able to download Read and Write onto their home computer which will read out word and web based documents. We are vigilant about making reasonable adjustments, where possible. Our policy and practice follows the equality Act 2010. We value and respect diversity in our school

10	How will the school prepare and support my child/ to join the school / transfer to a new setting or the next stage of education and life?	<ul style="list-style-type: none"> • We have an Induction programme in place for welcoming new learners to our setting. This involves an Induction day for all young people and additional days, as required, for the young people to become comfortable with their new school. We also communicate with our feeder schools to ensure that we have the correct provision in place before your child starts at the Howard. We provide an additional transition package for those that require for support moving from Year 6 to Year 7. • Our Provision Management systems records what aspects of our environment help young people learn and this information is passed on in transition. We have very good relationships with any feeder settings as well as settings our young people move onto. • Careers talks and guidance are given to young people to help them to informed choices about what they would like to do in the future. • All students with a statement or educational health care plan (EHCP) have additional support regarding future pathways.
11	How are the school's resources allocated and matched to young people's special educational needs?	<ul style="list-style-type: none"> • We review the needs of our learners within the school and endeavour to put in place provisions in order to be able to cater for these needs. • Some of the funding that the school receives may go towards funding training so that in-house provision is targeted at identified need. • The SENCo carries out regular learning walks to review how provision is given and ensure that high standards are maintained. • Our finances are monitored regularly and we utilise resources to support the strategic aims of our setting as well as individual learner needs. • We seek to ensure a value for money service, so all interventions are costed and evaluated. Our budget is allocated according to our Provision Management system.
12	How is the decision made about what type and how much support my child will receive?	<ul style="list-style-type: none"> • Quality First Teaching is clearly defined in our setting and we expect all staff to deliver this. • The SENCo liaises with key staff in the school where there are concerns about progress and engagement. • Should additional support be required, this is undertaken after consultation with the relevant staff, the learner and their families. • All additional interventions are monitored for impact and outcomes are defined at the start of any intervention. • The SENCo oversees all additional support and regularly shares updates with the SEN Governor. • Support Plans are produced in consultation with learners so that staff have a clear overview of the whole child including their needs and strategies that work well for them.
13	How are parents involved in the	<ul style="list-style-type: none"> • We believe it is vital to work with you to support your child's learning, needs and aspirations. It is

	<p>school? How can I be involved?</p>	<p>important that you feel able to talk to the school if you have any concerns or would like to share positive news.</p> <ul style="list-style-type: none"> • We take every opportunity to strengthen this dialogue and we run a drop in clinic on the last Tuesday of every month (see Frog for the dates). • Parents /Carers are invited to contribute though a number of means including the Parent Council which is held once a term. • Our Governing Body includes Parent Governors/representatives. • Parents can join the Friends of the Howard who run events to support the school.
<p>14</p>	<p>Who can I contact for further information?</p>	<ul style="list-style-type: none"> • In the first instance, parents/carers are encouraged to talk to their child’s form tutor or class teacher. Further information and support can be obtained from the school’s SENCo, Mrs J Menhennett, who is contactable at menhennett_j@thehoward.org • Surrey Parent Partnership offer impartial and independent information, advice and support to parents of children with SEN and can be found at http://www.surreyparentpartnership.org.uk • Contact a Family offer advice and guidance for families with disabled children and can be found at http://www.cafamily.org.uk/ • The following organisations offer information and support for students with specific SEN: • The British Dyslexia Association – http://bdadyslexia.org.uk • The National Autistic Society – www.autism.org.uk • Please visit https://www.surreysendlo.co.uk/kb5/surrey/localoffer/home.page to view the Surrey Local Offer