

SEND Information report 2018-19 AHS

Regulation	Question	School Response
<p>1. The kinds of Special Educational Needs for which provision is made at the school.</p>	<p>What kinds of SEND do pupils have in your school?</p>	<p>A pupil has a learning difficulty or disability if he or she: has a disability, which prevents or hinders the child from making use of facilities of a kind generally provided for others of the same age or has a significantly greater difficulty in learning than the majority of pupils of the same age.</p> <p>Some pupils with disabilities may have learning difficulties that require special educational provision. However, not all children defined as having a disability will require this provision.</p> <p>Pupils at Abbot's Hill may have a range of difficulties including:- communication and interaction; cognition and learning; social, emotional and mental health difficulties and sensory and/or physical needs</p> <p>The SENCo has 20 years' experience in the field of SEND. She has taught from Reception aged children and up to GCSE. She has taught in a number of different schools in Hertfordshire and also for Hertfordshire County Council in specialist provision. She is a qualified specialist dyslexia teacher and assessor and has completed the National SENCo Award.</p> <p>The Head of Pupil Progress and Welfare also has 25 years' experience in the field of SEND and supports the SENCo in her work.</p> <p>The Learning Support team take part in cluster group meetings with other independent and maintained schools and regular training is provided with groups such as the Helen Arkell Dyslexia centre. Department meetings each term include short presentations by the each member of the team disseminating information gained through courses or reading and also share good practice.</p> <p>All teaching staff and support staff that work with pupils in the school will be provided with general or specific training on meeting the needs of pupils with SEND. Occasionally, specialised training will be necessary to support the needs of a particular pupil. This will be provided to those staff most directly involved with the pupil. Training may be delivered in school, by specialist services working with a particular pupil.</p> <p>There is an expectation that staff who receive training will disseminate their knowledge to others to benefit all working in SEND.</p>

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		<p>The school recognises the needs for staff INSET on issues of SEND provision and incorporates this within the plans for full staff INSET. In addition an awareness of SEND issues is part of all new staff induction and addressed appropriately at regular staff and pupil assessment meetings. The Head of Pupil Progress and Welfare and the SENCo also provide INSET to Trainee teachers and Newly Qualified Teachers on the staff.</p>
<p>2. Information, in relation to mainstream schools about the school's policies for the identification and assessment of pupils with special educational needs.</p>	<p>How do you know if a pupil needs extra help?</p>	<p>Every pupil's skills and attainment will be assessed on entry to Abbots Hill. At the same time, the school will consider whether a young person has a disability under the Equality Act 2010 and, if so, what reasonable adjustments may need to be made.</p> <p>All teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants and specialist staff. High quality teaching, differentiated for individual pupils is the first step in responding to pupils who have or may have Special Educational Needs.</p> <p>Subject teachers' regular assessment of pupils will help identify those who are making less than expected progress. Reviews of the quality of teaching should include teachers' understanding of strategies to support pupils.</p> <p>In deciding whether a pupil has SEND, information should be gathered on pupil progress from baseline assessments and standardised screening or assessment, as well as information from parents, teachers and the pupil.</p> <p>Pupils with a recognised need are given access arrangements in Key Stage 3 and all pupils are screened at the end of Key Stage 3 (normally at the end of Year 9) for access arrangements according to the Joint Council for Qualifications exam regulations.</p> <p>Where a pupil is identified as having SEND, action should be taken to remove the barriers to learning. This support should take a four part cycle. This is known as the 'graduated approach'. The four parts to the cycle are: Assess, Plan, Do, Review.</p>
<p>3a. How the school evaluates the effectiveness of its provision for such pupils</p>	<p>How will I know that my child is making progress?</p>	<p>All pupils receiving extra provision have an Individual Education Plan (or Pupil Passport).</p> <p>Electronic copies of these are available to staff on the school network. The IEPs are sent home at the start of each term outlining the provision for coming weeks and targets that the pupils are working towards. Occasionally (usually for a medical need) the pupil will have an information IEP which does not have targets.</p>

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		<p>Reviews of the IEPs take place at the end of each term. Pupils are consulted and parents are invited to comment on the progress made. All targets are SMART (Specific, Measurable, Achievable, Realistic and Timed).</p> <p>IEPs are put into action for all pupils on the SEND register and targets are monitored through book scrutiny, lesson observations, reports, learning walks and departmental tracking as well as discussion with subject teachers or class teachers (Prep).</p>
	How do you evaluate provision	Provision for SEND pupils is monitored through book scrutiny, lesson observations, reports, learning walks and departmental tracking as well as discussion with subject teachers or class teachers (Prep).
3b. The school's arrangements for assessing and reviewing the progress of pupils with special educational needs.	How do you check and review the progress of my child and how will I be involved?	<p>Parents and pupils are kept informed of progress through termly IEPs and through discussion at Parents' Evenings. They are encouraged to discuss and contribute towards targets and to comment on the IEP and be part of the 'assess, plan, do and review' cycle of support. EHC Plans/Statement Reviews will be held annually for all professionals involved with the pupil to come together to discuss progress and future support.</p> <p>The department operates an "open door" policy, allowing both parents and pupils to come into the Rose Garden (Learning Support Centre) to discuss their concerns. An appointment is recommended if the problem is likely to take some time to sort out. We always take into consideration the views of the pupils in forming and reviewing targets and the recommendations for subject teachers.</p>
3c The school's approach to teaching pupils with special educational needs.	How do teachers help pupils with SEND?	<p>Our teachers have high expectations of all pupils. Individual needs are highlighted to all relevant staff and reinforced on the IEP and on the school MIS. Recommendations for teaching staff are clearly outlined on the IEP for staff and regular consultation at staff briefing takes place.</p> <p>School staff can drop into the Rose Garden to seek the advice of our specialist staff. We have a library of information books that can be borrowed and electronic information sheets are also held on the school network. Observations of pupils in class can be requested and advice given to the teachers as appropriate.</p>
3d. How the school	How will the	Abbot's Hill School is an educationally inclusive school, where the teaching and learning

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<p>adapts the curriculum and learning environment for pupils with special educational needs.</p>	<p>curriculum be matched to my child's needs?</p>	<p>achievements, attitudes and well-being of every pupil matter. Through appropriate curricular provision, we recognise that pupils have different educational needs and abilities. They learn and acquire knowledge in different ways and at varying rates. Accordingly, teaching provision is adapted to the individual's needs, including those with disabilities, those with special educational needs, those from all cultural backgrounds and pupils with English as an additional language. Parents are fully involved in the education of their children and are fully informed when special educational provision is made for their child.</p> <p>Appropriate alternative communication methods are implemented if necessary and in response to individual need. This could include, for example, access to enlarged print texts and examination papers, modified conditions or special equipment for pupils with a hearing impairment in oral examinations and in the examination hall, Braille materials etc. All staff are expected to differentiate their lesson plans and materials to accommodate children with particular communication needs or other special educational needs.</p>
	<p>How accessible is the school environment?</p>	<p>Under SENDA the school has a planning duty to audit access to buildings and facilities. Such access audits are incorporated in the school's plans for future development.</p> <p>We have considered the implications of a large site which is not uniformly flat, and recognise that any child with impaired mobility will face some difficulties in moving around the grounds. While reasonable adjustment will always be made, the site is not suitable for children with severe physical impairments or disabilities.</p>
<p>3e. Additional support for learning that is available to pupils with special educational needs.</p>	<p>Is there additional support available to help pupils with SEND with their learning?</p>	<p>We have an experienced team of staff to support pupils and address additional needs they may have. These include the Learning Support teachers, Classroom Assistants and School Counsellor. Support for pupils is allocated where there is a particular need and suitable intervention would benefit the individual.</p>
	<p>How are the school's resources allocated and matched to children's special educational needs?</p>	<p>The school will carefully plan the pupils' needs and endeavour to allocate resources based upon evidence of need, effectiveness of the support available and where the adjustments required are reasonable. Pupils with a EHCP have resources allocated as outlined in the plan or statement. Classroom assistants are allocated to support pupils in lessons. Staff liaise closely with them to maintain effectiveness. Pupils may have additional support outside the classroom. Those pupils with an IEP have targets that help them overcome some of their difficulties.</p>

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	How is the decision made about how much/ what support my child will receive?	IEP reviews will determine the level of provision we can offer to support the pupil. The decision is based on evidence of need and impact.
3f. How are the school enables pupils with special educational needs to engage in the activities of the school (including physical activities) together with children who do not have special educational needs.	What social, before and after school, and other activities are available for pupils with SEND?	A large range of academic and interest clubs are available at AHS. They are open to all pupils, including pupils with SEND. The Rose Garden (our Learning Support centre) is open from 8-5 daily for pupils to drop in to seek additional support.
	How can my child and I find out about these activities?	The Extra-Curricular timetable is available in the school calendar which is published to parents termly. Printed timetables can be found in tutor bases and in the Common Rooms.
	How will my child be included in activities outside the classroom, including school trips?	All pupils in the school are encouraged to take part in activities at break time, lunchtime and after school. Day and residential trips are open to all children and your child's specific needs can be discussed if they wish to join such a trip.
3g. Support that is available for improving the emotional, mental and social development of pupils with special educational needs.	What support will there be there for my child's overall well-being?	The school as a whole aims to teach the value of integrity, morality and a concern for others and to develop pupils' self-confidence and the Code of Conduct explicitly states that pupils should show courtesy, respect and consideration for others. Vulnerable learners at the school have an adult in the SEND department that leads their provision. The very small teaching groups for this provision are centred round an individualistic approach and this nurturing relationship should also develop the pupil's confidence to alert staff to situations which are not in line with the ethos of the school. Opportunities in assemblies and PSHCEE are taken to address individual needs of pupils and pupils will talk openly about their difficulties and steps they have taken to overcome these. Our Learning Support Captains are chosen carefully so that they can help mentor pupils that are having difficulty in accepting their individual needs. Our counselling service allows pupils to seek individual expert support when they are experiencing difficulties with issues that are more complex.
4. The name and	Who should I contact	Mrs B Manning is the school's SENCo and is responsible for managing Abbot's Hill's

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<p>contact details of the SEN co-ordinator.</p>	<p>to find out more about how Abbot's Hill supports pupils with SEND?</p>	<p>response for the provision we make for children and young people with SEN. She is part of the Senior Management Team as part of her role of SENCo. She is a qualified and experienced teacher (BEd) and a specialist dyslexia teacher (certificate/level 4) and assessor (level 5). She is currently completing the current national SENCo qualification). Contact details – bmanniing@abbotshill.herts.sch.uk 01442 240333.</p>
	<p>What should I do if I think my child may have a special educational need or disability?</p>	<p>In the first instance please contact your child's form tutor (seniors) or class teacher (Prep).</p>
<p>5. Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.</p>	<p>What training have the staff supporting children and young people with SEND had or are having?</p>	<p>School staff can drop into the Rose Garden to seek the advice of our specialist staff. We have a library of information books that can be borrowed and electronic information sheets are also held on the school's network. Observations of pupils in class can be requested and advice given to the teachers as appropriate.</p> <p>The SEND team take part in cluster group meetings with other independent and maintained schools and regular training is provided with groups such as the Helen Arkell Dyslexia centre. Department meetings each term include short presentations by the each member of the team disseminating information gained through courses or reading.</p> <p>All teaching staff and support staff that work with pupils in the school will be provided with general or specific training on meeting the needs of SEND. Occasionally, specialised training will be necessary to support the needs of a particular pupil. This will be provided to those staff most directly involved with the pupil. Training may be delivered in school, by specialist services working with a particular pupil.</p> <p>There is an expectation that staff who receive training will disseminate their knowledge to others to benefit all working in SEND.</p> <p>The school recognises the need for staff INSET on issues of SEND provision and incorporates this within the plans for full staff INSET. In addition an awareness of SEND issues is part of all new staff induction and addressed appropriately at regular staff and pupil assessment meetings. The Head of Pupil Progress and Welfare also provides INSET to Trainee teachers and Newly Qualified Teachers on the staff.</p>
<p>6. Information about</p>	<p>What happens if my</p>	<p>Appropriate alternative communication methods are implemented if necessary and in</p>

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<p>how equipment and facilities to support children and young people with special educational needs will be secured.</p>	<p>child needs specialist equipment or other facilities</p>	<p>response to individual need where it is possible and reasonable to do so. This could include, for example, access to enlarged print texts and examination papers, modified conditions or special equipment for pupils with a hearing impairment in oral examinations and in the examination hall, Braille materials etc. All staff are expected to differentiate their lesson plans and materials to accommodate children with particular communication needs or other special educational needs.</p>
<p>7. The arrangements for consulting with parents of children with special educational needs about, and involving such parents in, the education of their child.</p>	<p>How will I be involved in his/her learning and decisions made about his/her education?</p>	<p>Parents and pupils are kept informed of progress through termly IEPs and through discussion at Parents' Evenings. They are encouraged to discuss and contribute towards targets and to comment on the IEP and be part of the cycle of assess, plan, do and review cycle of support. EHC plans will be held annually for all professionals involved with the pupil to come together to discuss progress and future support. The department operates an "open door" policy, allowing both parents and pupils to come into the Rose Garden (Learning Support Centre) to discuss their concerns. An appointment is recommended if the problem is likely to take some time to sort out.</p>
<p>8. The arrangements for consulting young people with special educational needs about, an involving them in, their education.</p>	<p>How will my child be involved in his/her own learning and decisions made about his/her education?</p>	<p>We always take into consideration the views of the pupils in forming targets and the recommendations for subject teachers. We review targets with pupils termly.</p>
<p>9. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents with special educational needs concerning provision made at the school.</p>	<p>Who can I contact if I have a complaint?</p>	<p>Parents who have concerns about any aspect of their SEN provision should discuss these in the first instance with the pupil's Learning Support teacher and the SENCo. If the issue is not resolved, parents should follow the school's Complaints Policy.</p>
<p>10. How the governing body involves other bodies, including</p>	<p>What specialist services and expertise are</p>	<p>We access to a range of services including Child and Adolescent Mental Health Service (CAMHS) Educational Psychology Service; Connexions; Speech and Language Service; Hearing Impairment Advisory Service.</p>

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<p>health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils.</p>	<p>available at or accessed by the school?</p>	<p>The implementation of the SEND policy is reviewed by the Governors' Education Committee.</p>
<p>11. The contact details of support services for parents of pupils with special educational needs, including those for arrangements in accordance with section 32.</p>	<p>Who should I contact to find out about support for parents and families of children with SEND?</p>	<p>The Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS) provide information, advice and support to young people and children with SEN or disabilities aged 0-25, and their parents, about education, health and social care.</p> <p>They provide legally based, impartial, confidential and accessible information, advice and support and offer face to face, telephone and electronic information and advice as well as casework and representation when needed. SENDIASS Information Officer 01992555847 sendiass@hertfordshire.gov.uk</p> <p>HPCI – Herts Parent Carer Involvement is the Parent Carer Forum for Hertfordshire. http://www.hertsparentcarers.org.uk/category/education admin@hertsparentcarers.org.uk</p>
<p>12. The school's arrangements for supporting pupils with special educational needs in a transfer between phases of education or in preparation for adulthood and independent living.</p>	<p>How will the school prepare and support my child when joining your school or transferring to a new school or post 16 provision?</p>	<p>We liaise closely with feeder schools and provide additional transition support both before your child starts and afterwards, if needed.</p> <p>The SENCo and Head of Year 7 visit the feeder schools to meet with the children and their teachers to gather information and answer any questions they may have. An induction day is held in June each year where the girls have taster lessons, a family picnic is held on the last Sunday of the Academic School Year. An induction afternoon is held at the beginning of the academic year which is supported by our Year 11 Prefects. Additional visits will be arranged where required.</p> <p>Pupils starting at other entry points will have two days in school for assessment and taster purposes.</p> <p>Transition events are held in the Spring and Summer Terms to help our Year 6 pupils</p>

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		<p>transition into secondary education for example visits from drama companies exploring the issues that are raised.</p> <p>Two evenings are held to help pupils transition to their post 16 education. A Sixth Form Forum is held each September so girls can look at the range of schools, colleges and other institutions. A Post 16 Information Evening is held and attended by visiting speakers from different providers.</p> <p>A range of suitable careers advice will be given to pupils as part of the PSHCEE programme and we are continually updating our knowledge regarding suitability of courses and providers for post 16 education. We have excellent links with a wide range of local schools and colleges.</p> <p>We aim to give the pupils impartial help and guidance regarding future choices for post 16 education. They complete Morrisby testing at the end of Year 10 which gives them suggested career paths and they can chose to have the follow up Morrisby Interview. All girls have a practice interview with the Career department on successful completion of their Personal Statement and CV.</p>
<p>13. Information where the local authority's local offer is published.</p>	<p>Where can I find out about the other services that might be available for our family and my child?</p>	<p>http://directory.hertsdirect.org/kb5/hertfordshire/directory/localoffer.page</p>