



Haberdashers' Adams SEND School Offer

How does the school know if pupils need extra help and what should I do if I think my child may have Special Educational Needs (SEND)?

- All pupils' progress and attainment levels are assessed by their teachers and reviewed by their Form Tutors and Heads of House at the end of each half term. Using the attainment data, the Heads of House, Head of Learning Support, and the SENCO identify which pupils may require additional support and intervention.
- Aside from each half-termly reporting period, the school has a defined SEND referral process that enables Teachers, Form Tutors, Heads of House, and Heads of Boarding to highlight pupils who may be experiencing difficulties and need extra support or assessment. As all teachers are teachers of SEND, they are fully aware of the types of difficulties pupils with SEND may encounter and as such are well-placed to address their thoughts using the internal referral process.
- When pupils transfer to the school information is requested from their previous placement and their parents/ careers so that any SEND or learning difficulties are identified in advance of their start date. This information is reviewed by the SENCO and Head of Learning Support to ensure that identified needs are appropriately planned for and supported.
- All pupils in years 7, 8, 9 and the Lower 6th undergo baseline testing during the Autumn Term and the results are used as part of the school's monitoring process to ensure difficulties are identified and responded to.

Can I as a parent/carer raise my concerns?

- If you are concerned about your child's attainment and progress and feel it is due to possible underlying difficulties please email Tanya Atkins, Head of Learning Support at tanya.atkins@adamsgs.uk

What does the school do once a referral has taken place?

- Pupils identified through the SEND referral process may be assessed in school by the SENCO or Head of Learning Support. Full details of this assessment can be found in the school's SEND policy on the school website. A decision will be made internally as to whether external specialists need to be involved such as a qualified assessor, a Learning Support Advisory Teacher or if a pupil has complex issues, an Educational Psychologist.

How will the school staff support my child?

- Your child will experience high quality, differentiated teaching to ensure their learning needs are met. They will receive monitoring and support through the House System and Boarding House (where appropriate). The teachers work closely with the Head of Learning Support and SENCO to ensure pupil's needs are identified and supported. Every teacher is a teacher of SEND and receive regular and appropriate training and information to support children in their classes with SEND.
- If your child is experiencing specific difficulties that cannot be fully met by their classroom

teacher alone, they may receive additional, personalised support or intervention from the Learning and Intervention Centre (LINC).

- The school's internal systems and SEND referral process mean that pupils with possible SEND are identified and assessed; this ensures additional needs are appropriately supported including when exam access requirements are appropriate.
- Some pupils with specific difficulties may require the support of Information Technology, or other forms of individual intervention to support their learning needs; the school is guided by specialist advice and assessments in such cases.

How will the curriculum be matched to meet my child's needs?

- Your child will be supported through high quality, differentiated teaching across the curriculum, where appropriate resources and activities will be modified to meet their individual needs.
- If your child has specific difficulties that require additional intervention the school will respond appropriately to support them in accessing the full and varied curriculum on offer. We actively support the inclusion of all our students and reasonable adjustments are made to the curriculum to support students with SEND. Pupils with SEND are not denied access to aspects of the curriculum.
- Additional intervention for some pupils includes social skills support, handwriting support, revision techniques and homework support. The school responds to difficulties as they present, and individually focused learning activities are put in place as needed by specialist staff either in a small group or one-to-one setting.

How will both you and I know how my child is doing and how will you help me to support my child's learning?

- Parents and carers are kept informed about their child's progress through half-termly grade reports, Parents' Evenings, and the School Report. Additional communication may also happen through planned review meetings or reactively via telephone conversations or e-mail.
- Your child's teachers, Form Tutor, Head of House and Boarding Tutors (where appropriate), Learning and Intervention Centre, Head of Learning Support and SENCO are able to suggest how you could support their learning at home depending on each individual situation.

What support will there be for my child's overall well-being?

- When your child starts at the school, they will be allocated to a House with a Form Tutor who they will meet with on a minimum of a daily basis. The House system forms the basis of the Pupil Welfare System and this system monitors and supports pupil's academic needs as well as looking after their overall well-being.
- The Form Tutor, Head of House, Boarding staff (where appropriate), Learning and Intervention Centre, Head of Learning Support and SENCO work alongside the academic departments to ensure a comprehensive support system.
- Additional support for specific social/emotional and mental health difficulties is provided through the school's counselling service on an internal-referral basis.

What specialist services and expertise are available at or accessed by Haberdashers' Adams?

- The school take great pride in its employment of specialist teachers and form tutors that are able to meet the vast majority of SEND requirements

- The school's Learning and Intervention Centre (LINC) is staffed by four experts who are skilled and experienced in providing additional learning support to those whose needs cannot be fully met in a normal classroom environment:
 - Mrs. Tanya Atkins – Head of Learning Support
 - Ms. Kerry Kemp – Teaching Assistant Mentor
 - Mr. Amandeep Johal – Teaching Assistant
 - Mrs. Jane Hawkins – Teaching Assistant Mentor
- When necessary, the school may feel it appropriate to access specialist support through external agencies including Learning Support Advisory Teachers, Educational Psychologists, Occupational Therapists, Speech, and Languages Therapists or Teachers of the Deaf/Visually Impaired or any other specialists it is deemed appropriate to request service support from.
- The school will actively seek the views of pupils, parents /carers in the process to access additional support.

What training is in place for staff supporting children with Special Educational Needs and Disabilities (SEND)?

- All staff directly involved with the education of the pupils receive on-going training on specific learning difficulties such as Autistic Spectrum Conditions, ADHD, and Dyslexia. Training is conducted during inset training or on a one-to-one basis led by the SENCO, Head of Learning Support, or other qualified professionals.
- When a pupil with a very distinct need is at the school or is due to start at the school, bespoke training will be sought with experts in that field to meet the needs of that individual pupil.
- All teaching staff are updated on a half-termly basis to ensure they have current information on how to support the SEND pupils at the school. This information is personalised and includes specific strategies to support each pupil with SEND that they teach across the curriculum.
- Additional training is delivered in line with national guidelines, including Safeguarding and Child Protection, the use of Auto-Adrenaline Injectors, and Evac Chair training (this is not an exhaustive list).
- Staff are provided with information readily available to them through the school's internal computer network based on both generic strategy for diagnosed SEND and difficulty that a potentially undiagnosed SEND pupil may be facing.

Training needs are monitored by The Deputy Head (Pupil Welfare)/SENCO and responded to as appropriate.

How will my child be included in activities outside the classroom including school trips?

- When organising activities outside of the classroom and school trips, it is the responsibility of the member of staff leading the activity to ensure that an appropriate level of support and supervision is in place.
- Support would include making arrangements for members of staff to support pupils with SEND and carrying out a Risk Assessment for the activity. This also will be put in place for any on-site activity such as break and lunchtimes, navigating around the site, assemblies etc, as appropriate.
- The school works closely with parents to ensure that children with SEND are fully included in activities outside the classroom and where appropriate reasonable adjustments are made.

How accessible is the Haberdashers' Adams building environment?

- The majority of the buildings are accessible to children with SEND, including lifts and disabled toilet facilities.
- Due to the nature of some of our older buildings, lifts and disabled facilities may not be available (e.g., in the case of listed buildings). In such cases, room changes will be made to ensure full access to activities for all pupils is achieved.

How will Haberdashers' Adams prepare and support my child to join the school or transfer to the next stage of education and life?

- Prior to joining the school year 6 and year 11 pupils are offered the opportunity to attend a structured induction programme to support their transition.
- Pupils with specific SEND are able to make arrangements for extra visits to the school to familiarise themselves with the building, and the staff they will be working with, including the Head of Learning Support and/or SENCO. It may be the case that these members of staff visit the pupil in their current school in the first instance.
- Year 6 pupils are given the opportunity to attend the Summer School which runs during the summer holidays in order to familiarise themselves with the environment and some members of staff.
- Pupils with an EHCP receive additional support prior to their post-16 placement or post-18 to help the transition into Post-16 education, Higher Education, training courses or the workplace.
- Pupils with SEND receive appropriate additional support according to their individual needs.

How is the decision made about what type and how much support my child will receive?

- The type and level of support for pupils is based upon their individual need and difficulties, this will include the views of teachers, the Head of House, Form Tutor, Boarding Tutors, professionals (where appropriate), Head of Learning Support and SENCO. We will always include the views of pupils and parents in such decisions, but the final decisions will be taken by the school.
- A 'graduated response' recognises that all children learn in different ways and can have different types and levels of SEND. By adopting a step-by-step approach to meeting the needs of pupils with SEND, the school is able to access the relevant support and expertise needed to address the difficulties a pupil may be experiencing.
- The progress of all pupils is monitored closely, and additional/modified support is put in place for those who are not making the expected level of progress.

The SEND Register is reviewed and updated on a half termly basis to ensure it reflects the pupils who require additional support or intervention, including those pupils who are in receipt of examination access arrangements. The SEND Register is underpinned by detailed Pupil Provision Plans (PPP) giving information about a pupil's needs and relevant support strategies.

How are children with SEND consulted about their education?

- Pupils with SEND are provided with opportunities to give their views about their education through planned mentoring sessions within the Pastoral System as well as intervention sessions with a member of LINC staff on a minimum of a termly basis.
- The pupils are able to speak informally to all the staff supporting them as well as through targeted mentoring by Departments, The House teams, and Boarding Tutors (where appropriate).
- The school actively encourages students, including those with SEND to provide feedback on all aspects of their school experience through the school council and annual pupil survey.
- Pupils with an Education, Health, and Care Plan (EHCP) are able to give their views as part of the annual review process and at the regular meetings they have within the Learning and Intervention Centre.

How are parents / carers involved?

- The school actively encourages support from parents and carers; there are events held throughout the year to support key academic activities. The Head of Learning Support is also available at all parents' evenings. Two-way communication plays a crucial role in supporting pupil progress; this happens formally through planned reviews and meetings as well as informally when required throughout the year.

Who can I contact for further information or if I have concerns about the support my child is receiving?

- Please contact Mrs. Tanya Atkins, Head of Learning Support or Mr. Daniel Biggins, Deputy Head(Pupil Welfare) and SENCO for further information about how the needs of children with SEND are met.
- Information about the SEND Local Offer for Telford & Wrekin can be found at:

www.telfordsend.org.uk

SEND SCHOOL OFFER	
Named Responsibility of SEND School Offer	Mr. D Biggins - Deputy Head (Pupil Welfare) and SENCO Mrs. T Atkins – Head of Learning Support
Date of this review	September 2023
Date of next review	31 st August 2024