

Holmfirth High School SEND Information Report

Rationale

Holmfirth High School is fully inclusive, providing every opportunity for all students to develop their potential personally, socially, spiritually, emotionally and academically in all areas of the curriculum, regardless of gender, ethnicity, religious affiliation, social background, SEND or disability. Holmfirth High School is an older building which has, where possible, been modified to provide facilities to students with a wide range of needs.

The following document provides current and prospective parents and carers with information regarding the ways in which we support all of our students in order that they realise their full potential, whatever that may be. It must be stressed that this document is continually developing to meet the changing requirements of individual students as the need arises.

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- *has a significantly greater difficulty in learning than the majority of others of the same age, or*
- *has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.*

Special Educational Needs Code of Practice: for 0 to 25 years (January 2015)

In order to support children with an identified additional need, plans are developed by school in partnership with families and outside agencies/specialist professionals if appropriate. These plans are reviewed regularly.

Summary of provision

Our primary aim as a school is to provide quality first teaching for all of our students. Each class teacher will have the highest possible expectations for your child and for all students in their class. All teaching is based on building on what each student already knows, understands and can do. Different teaching methods are used so that all students are fully involved in learning in lessons.

In addition to quality first teaching, Holmfirth High School offers many different forms of additional provision. These can include: additional in-class support; additional out-of-class support; one-to-one support; flexible grouping (including small group work); access to specific resources; mentoring; counselling; and access to a wide range of outside agencies, following which specific strategies will be implemented to enable your child to access learning to the best of their ability. The most important point is that additional provision depends on the needs of each individual with plans implemented accordingly.

For students with complex needs, the frequency of such provision may result in the school applying for additional funding to support a child or group of pupils, this is known as High Needs Funding. This additional funding can be used in a variety of different ways to ensure that the student's needs are met, and appropriate progress is made.

How is the curriculum and extra-curricular provision adapted to meet individual needs?

The curriculum is constantly monitored, modified and personalised to ensure that individual needs are met, and pathways structured to ensure that each individual accesses a curriculum appropriate to their needs. As part of quality first teaching subject teachers differentiate lessons to ensure that an individual's barriers to learning are addressed and work is pitched to ensure access and achievement for all. Holmfirth High School is an inclusive school, and as such extra-curricular and enrichment activities are available for all students in school, irrespective of need.

Who are the best people to talk to about my child's difficulties and how can I talk to them?

Step 1	Step 2	Step 3
<p>Contact your child's subject or form teacher via telephone call to reception (01484 691460)</p>	<p>Contact your child's Head of House or Deputy Head of House via reception or by email:</p> <p>Paxman House Mr Battye j.battye@holmfirthhigh.co.uk Mrs Edwards e.edwards@holmfirthhigh.co.uk</p> <p>Barson House Mr Speat m.speat@holmfirthhigh.co.uk Mrs Hunt f.hunt@holmfirthhigh.co.uk</p> <p>Wainwright House Ms Geisel l.geisel@holmfirthhigh.co.uk Mr Mitchell g.mitchell@holmfirthhigh.co.uk</p> <p>Taylor House Mr Widdall s.widdall@holmfirthhigh.co.uk Mrs Burrell w.burrell@holmfirthhigh.co.uk</p>	<p>Contact the Inclusion Administrator via reception or by email:</p> <p>Joanne Battye jo.battye@holmfirthhigh.co.uk</p> <p>Contact one of the Assistant SENDCOs via reception or by email:</p> <p>Key Stage 3 Mrs Haigh e.haigh@holmfirthhigh.co.uk</p> <p>Key Stage 4 Mrs Nixon c.nixon@holmfirthhigh.co.uk</p> <p>Contact the school's SENDCO via reception or by email</p> <p>Claire Ellis c.ellis@holmfirthhigh.co.uk</p>

How can my child get help in school?

Step 1	Step 2	Step 3	Step 4	Step 5
Quality first teaching	Small group work/intervention provided in class	Short term, targeted intervention in small groups or individually	Specialist intervention following advice from outside agencies	Specialist intervention led by outside agencies

What different types of support are available for students with SEND in this school?

A number of tailored intervention programmes run in school as and when required. Further information about these is shared with parents of the students who are participating where necessary.

How will the school let me know if they have any concerns about my child?

Step 1	Step 2	Step 3
Telephone call from subject teacher/form teacher.	Telephone call from Head of Department or your child's House Team.	Telephone call from: SLT Link or School SENDCo (Claire Ellis)

The school has specific criteria which is used to identify students who may have SEND. These criteria are referenced following data collection points to ensure that students who may require additional support are identified.

How is extra support allocated to students at Holmfirth High School?

The school budget includes money for supporting students with SEND. The Head Teacher and Senior Leadership Team discuss all of the information they have about SEND students within the school and then decide what training, resources and support is required. All resources, training and support are reviewed regularly, impact measured, and future funding allocations adjusted accordingly.

Who are the other people providing services for SEND students at Holmfirth High School?

Holmfirth High School	Local Authority	Health Service	Voluntary Agencies
SENDCO Assistant SENDCOs SEND Team Educational Teaching Assistants Mentors Pastoral Team	SENACT Educational Psychologist (Statutory work) Disabled Children's Team Social Care	Occupational Therapy Physiotherapy CAMHs/CHEWs School Nursing Thriving Kirklees	Voluntary agencies are involved in school as need or opportunities arise.

How does Holmfirth High School ensure that staff are fully equipped to meet the wide ranging needs of individual students?

Stage 1	Stage 2	Stage 3
Class teachers and ETAs are supported in providing quality first teaching via data on sims, SEN register information and student passports (for high needs individuals).	Informal support requested from ETA team/SENDCo to enable class teachers to meet individual needs where students are not making progress appropriate to their starting points or are experiencing difficulties of any nature.	Individual/team/whole school training facilitated for staff as common areas for development arise.

How does Holmfirth High School ensure that provision for students with SEND is effective?

The progress of all students is monitored by Heads of House, Curriculum Team Leaders and the Senior Leadership Team following data collection points. This allows key staff to ensure that all groups and individuals are making progress appropriate to their starting points. Where a specific need is identified staff training is implemented accordingly to ensure that all needs are met.

The school has an experienced SENDCo, Claire Ellis, who is a member of the Senior Leadership Team and holds the NASENCO qualification. She has been in post since September 2018. In addition, the school has a member of its governing body who oversee SEND provision in school. This is Janet Blissett and she can be contacted via school reception.

How will school measure progress of individuals in school and how will I know what progress my child is making?

All students	School Support students	Students with statements of SEN/EHCP
<p>Progress for all students is tracked following data collection points - three times annually for KS3 and four times annually for KS4 students. Class teacher and form teacher interventions are then put into place as appropriate.</p> <p>Reports sent to parents following data collection points.</p> <p>Annual parents evening.</p>	<p>Progress tracked for all SEND students following each data collection window. Programmes of intervention implemented accordingly.</p> <p>Reports sent to parents three times annually (one full report and two interim).</p> <p>SENDCo to review attainment and progress of students in line with identification criteria and adapt provision as required.</p>	<p>As for SEND students, plus:</p> <p>Annual review process which includes reports from school staff and key worker, information from outside agencies where appropriate, and student and parent voice to ensure a person centred approach.</p>

What support does the school have for you as a parent of a child with SEND?

Stage 1	Stage 2	Stage 3	Stage 4
Form/subject teachers	House Teams Pastoral Team	SEND Team Claire Ellis (SENDCo) Emma Haigh (Assistant SENDCo KS3) Cerys Nixon (Assistant SENDCo KS4) Joanne Battye (Inclusion Administrator) ETA Team	Outside agencies See Local Authority offer: https://www.kirklees.gov.uk/beta/local-offer/the-local-offer.aspx

In situations where a child has SEND and is looked after by the local authority the school will work with all agencies involved to ensure that the needs of the individual are met.

How will my child's voice be heard?

Students with an Education Health and Care Plan have a key worker who they meet with regularly to review provision, set targets and to ensure that their opinions are heard and any issues arising are addressed. Members of House Teams and pastoral staff are available at break and lunchtimes on a 'drop-in' basis to deal with any bullying incidents. There is an open-door policy and positive relationships between staff and students mean that students are comfortable and confident in speaking about any issues which arise.

How does the school support transition for students with SEND?

Holmfirth High School recognises that moving on, both between and within settings, can be a challenge for students with SEND. We aim to ensure that any periods of transition are carefully managed and are as smooth as they can possibly be.

Moving into Holmfirth High School	Moving within Holmfirth High School	Moving into post 16 provision
<ul style="list-style-type: none"> • Meetings with primary SENDCos. • Transition documents completed by primary schools. • Liaison with outside agencies. • Production of student passports where appropriate to include key data. • Attendance at annual reviews for students with statements of SEND in year 5 and 6 (where invited). • Additional transition visits for students with high needs. 	<ul style="list-style-type: none"> • Key information relating to individual students passed on to new teachers. • Key worker support for high needs students at times of transition. 	<ul style="list-style-type: none"> • Careers Advice for all students is provided by Careers Inc. There is a particular focus on supporting students who have additional needs or vulnerabilities via C&K Careers if required. • Additional 'taster sessions' at chosen provider arranged for high needs students. These can be supported by school staff where appropriate.

What kinds of special educational needs can be met at Holmfirth High School?

Special educational needs fall into four broad categories as defined by the SEN Code of Practice (January 2015). These are:

Communication and interaction	Cognition and learning	Social, emotional and mental health	Sensory and/or physical needs
<p>This area includes students with speech, language and communication needs and those with an Autistic Spectrum Disorder.</p>	<p>This area Includes students with, amongst others, moderate learning difficulties (MLD), severe learning difficulties (SLD), profound and multiple learning difficulties (PMLD) and specific learning difficulties (SpLD) which encompasses dyslexia, dyscalculia and dyspraxia.</p>	<p>This area includes, amongst others, social and emotional difficulties which can present in many different ways, ADHD, attachment disorders, challenging behaviours, anxiety and depression, self-harm, substance misuse and eating disorders.</p>	<p>This includes:</p> <ul style="list-style-type: none"> Hearing Impairment (H.I.) Visual Impairment (V.I.) Multi-sensory Impairment (M.S.I.) Physical Difficulties (P.D.)

Holmfirth High is an inclusive school which aims to provide for the individual needs of all students. However, if the student's needs are found to be more significant than can be met within the setting a more specialised provision may need to be considered. There are a number of specialist schools across the borough which are equipped to meet a range of needs.

Our Accessibility Plan can be found at the following web address: <https://holmfirthhigh.co.uk/special-educational-needs/>

What should I do if I am not happy with the provision my child is receiving?

Holmfirth High School welcomes the opinions of parents and aims to deal with any issues arising effectively using the channels outlined above. If you continue to have concerns a copy of our Handling Complaints procedure can be found at the following web address: <https://holmfirthhigh.co.uk/about-us/policies/>