

## The school's SEND Provision

	<b>Introduction</b>	This information report gives details of the school's contribution to the Local Offer. Further information on Surrey's Local Offer can be found on the Local Offer website ( <a href="https://www.surreysendlo.co.uk/">https://www.surreysendlo.co.uk/</a> )
	<b>Questions</b>	<b>School Response</b>
1	<b>How does the school know if young people need extra help and what should I do if I think young person may have special educational needs?</b>	<ul style="list-style-type: none"> <li>• When students join the school we make use of a range of data including reading and spelling ages, ability tests and information from feeder primary schools in order to identify students who need extra help. The progress of all students is monitored regularly by teachers, middle leaders and the senior leadership team so that when a student is not making expected progress in a particular area of learning the school can identify the area of need and plan appropriate interventions. We also have weekly panel meetings to discuss the progress, engagement and conduct of learners within the school.</li> <li>• If parents/carers have concerns about their child they should in the first instance make an appointment to speak to the class teacher/form tutor to discuss their concerns or alternatively they can contact our Special Needs Coordinator (SENCo). The school also has an SEND policy which can be found on the school website.</li> </ul>
2	<b>How will school staff support my child?</b>	<ul style="list-style-type: none"> <li>• Heathside is a mainstream inclusive setting which fully complies with the requirements outlined in the Special Educational Needs Code of Practice 2014. We make reasonable adjustments to our practices so as to comply with the Equality Act 2010. We cater for a range of students who may have difficulties with:</li> <li>• Cognition and Learning</li> <li>• Communication and Interaction</li> <li>• Social, Emotional and Mental Health</li> <li>• Sensory and/or Physical Needs</li> <li>• All staff adhere to the principle of 'Quality First Teaching' which aims to ensure that all learners' needs are met through use of a wide range of teaching and learning strategies (see website for further information).</li> <li>• When the school identifies the need for additional intervention the parents/carers will be contacted by the school to discuss possibilities for further support. A Pupil Profile document may be drawn up which summarises the area(s) of need and provides strategies which are effective for that student.</li> </ul>

		<p>This plan will detail what sort of provision is in place, what outcome is expected, who is providing it and for how long. Examples of support include the use of Teaching Assistants in class, one to one or small group intervention programmes or study support in the Learning Zone</p> <ul style="list-style-type: none"> <li>• We will monitor the progress of all students receiving additional support to ensure that the provision we have put in place is having the impact we are expecting.</li> <li>• All interventions are research and evidence based and are regularly evaluated to monitor the impact on progress.</li> <li>• Termly Progress Monitoring meetings for all students with a member of staff and Annual Reviews for statemented students ensure that the progress and well-being of students are tracked.</li> <li>• Governors are responsible for monitoring the effectiveness of the provision in place for students identified with Special Educational Needs and Disabilities (SEND) and they receive a termly report from the SENCo on the progress of pupils with SEND.</li> </ul>
3	<p><b>How will the curriculum be matched to my child's needs?</b></p>	<ul style="list-style-type: none"> <li>• Differentiation is embedded in our curriculum and practice. Quality First Teaching ensures that the majority of additional needs are met through this practice. If, for example, a student has Speech, Language and Communication Needs, teachers may use simplified language and pictures to support his/her understanding. We also have an Accessibility Plan which is available on the school website.</li> <li>• In addition the curriculum may be adapted to meet the needs of identified students.</li> <li>• During Year 9 all learners receive guidance on the appropriate pathway to follow in KS4.</li> </ul>
4	<p><b>How will both you and I know how my child is doing and how will you help me to support my child's learning?</b></p>	<ul style="list-style-type: none"> <li>• We regularly share progress with all our learners and their families. There is a termly reporting cycle and there are regular opportunities to discuss students' progress. At the beginning of each academic year parents are invited to an information evening. At these meetings information is shared with parents to inform them of the curriculum and key events for each year group. Strategies and advice are also provided to help parents support their children's learning.</li> </ul>

		<ul style="list-style-type: none"> <li>• There is a twice yearly Progress Monitoring meeting with each student's mentor as well as a yearly Parent/Teacher consultation evening. Should more regular contact be required, suitable arrangements will be made.</li> <li>• We deliver parenting workshops in collaboration with other agencies. We also provide a Home School Link Worker service.</li> </ul>
5	<b>What support will there be for my child's overall well-being?</b>	<ul style="list-style-type: none"> <li>• All our staff are regularly trained to provide a high standard of pastoral support. Each year group is supported by a Head of Learning and a Student Support Co-ordinator (SSCo) who is able to address daily needs. We also employ a School Counsellor to provide additional support for students who are experiencing difficulties.</li> <li>• Relevant staff are trained to support medical needs and in some cases all staff receive specific training. We have a medical policy in place.</li> <li>• Our Behaviour for Learning Policy, which includes guidance on expectations, rewards and sanctions, is fully understood and in place by all staff. We provide Sixth Form and Year 11 mentors to support younger students. We do not tolerate bullying and take swift action when any incidents occur.</li> <li>• We regularly monitor attendance and take the necessary actions to prevent prolonged unauthorised absence. Student voice is central to our ethos and students are fully involved in reviewing their own learning and progress.</li> </ul>
6	<b>What specialist services and expertise are available at or accessed by the school?</b>	<ul style="list-style-type: none"> <li>• Our staff receive regular training and our teachers all hold qualified teacher status. We have a number of established relationships with professionals in health and social care and these are recorded on our provision map. Specialist services we may involve include the Educational Psychologist, Child and Adolescent Mental Health (CAHMS), Speech and Language specialists, the Education Welfare Officer and Family Support Worker. We have a particular duty in ensuring that Looked After Children are given the appropriate support and care to help their progress and engagement within the learning environment. Our designated teacher is Miss Balson, Assistant Principal (<a href="mailto:hbalson@heathside.surrey.sch.uk">hbalson@heathside.surrey.sch.uk</a>).</li> </ul>

		All external partners 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.
7	<b>What training are the staff supporting children and young people with SEND had or are having?</b>	<ul style="list-style-type: none"> <li>• Our Special Needs Co-ordinator (SENCo) has completed the mandatory National SENCo Award and is a qualified teacher. We regularly invest time and money in training our staff to improve Quality First Teaching and more specialist interventions such as Speech and Language.</li> <li>• At staff meetings, our staff are updated regularly on matters relating to special educational needs and disability.</li> <li>• Teaching Assistant provision includes two members of staff qualified with the ELKLAN (specialist Speech and Language training) qualifications. We also have a specialist ELSA (Teaching Assistant who specialises in emotional literacy).</li> </ul>
8	<b>How will my child be included in activities outside the classroom including school trips?</b>	<ul style="list-style-type: none"> <li>• Our inclusion principles promote involvement of all our learners in all aspects of the curriculum including activities outside the classroom. Where there are concerns of safety and access, further thought and consideration is put in place to ensure needs are met; where applicable parents are consulted and involved in planning.</li> </ul>
9	<b>How accessible is the school environment?</b>	<ul style="list-style-type: none"> <li>• We have a full Accessibility Plan in place and as such we consider our school environment to be fully accessible with the exception of the sixth form block. We have disabled lavatories in 3 areas of the school, including ramp and lift access to all areas. We have a physiotherapy room with a plinth adjustable bed and hoist facility. We are vigilant about making reasonable adjustments where possible so that learners can join in with activities regardless of their needs.</li> <li>• Our policy and practice embraces The Equality Act 2010.</li> <li>• When required, translators are asked to attend school meetings.</li> </ul>
10	<b>How will the school prepare and support my child to join the school, transfer to the school or move on to the next stage of education and life?</b>	<ul style="list-style-type: none"> <li>• We have a robust Induction programme in place for welcoming new learners into the school. We also hold meetings with staff at our feeder primary schools and run a specialist programme (Hurry to Heathside) for identified students who may struggle with the transition to secondary school.</li> </ul> <p>We maintain strong links and liaise regularly with feeder schools, schools offering alternative provision and post-16 providers.</p> <p>Careers information and guidance is provided to all students so that they can make appropriate choices about the next stage in their education and training.</p>

11	<b>How are the school's resources allocated and matched to children's/young people's special educational needs?</b>	<ul style="list-style-type: none"> <li>• Our finances are monitored regularly and we utilise resources to support the strategic aims of the school as well as individual learner needs. We seek to ensure value for money service, so all interventions are costed, evaluated and reviewed. Decisions are then made as to whether specific interventions are proving to be effective both in terms of the time spent on them and the finance used in providing the intervention. Some of the funding the school receives may go towards funding training so that in-house provision is more targeted at needs.</li> </ul>
12	<b>How is the decision made about what type and how much support my child/young person will receive?</b>	<ul style="list-style-type: none"> <li>• Quality First inclusive teaching practice is clearly defined in our school setting and we expect all staff to deliver this. Should additional support be required, this is undertaken after consultation with the relevant staff, the learner and their families. Following the sharing of information, decisions are made as to the most appropriate type of support to put in place for the learner. All interventions are monitored for impact and outcomes are defined at the start of any intervention.</li> <li>• The SENCo and Assistant SENCo oversee all additional support and regularly share updates with the SEND Governor.</li> </ul>
13	<b>How are parents involved in the setting/school/college? How can I be involved?</b>	<ul style="list-style-type: none"> <li>• We believe in involving parents in a two-way dialogue to support a student's learning, needs and aspirations. We operate an open door policy and take every opportunity to strengthen this dialogue. We host regular parental forums in order to inform and consult parents. We also have an active Parent Teacher Association which regularly organises fund-raising events to support the school. Details of how to get involved are available on the school website.</li> <li>• Our Governing Body also includes Parent Governor representatives.</li> </ul>
14	<b>Who can I contact for further information?</b>	<p>If parents have a concern, they are encouraged to talk to their child's Form Tutor in the first instance. Further information can also be obtained by contacting the SENCo Miss White (<a href="mailto:hwhite@heathside.surrey.sch.uk">hwhite@heathside.surrey.sch.uk</a>) or Assistant SENCo Mrs McDougall (<a href="mailto:lmcdougall@heathside.surrey.sch.uk">lmcdougall@heathside.surrey.sch.uk</a>) Staff can be contacted by phone or by email (see website for further information on staff email addresses).</p> <p>If we have not been able to resolve a parental concern, the school's complaints procedure can be found on our website.</p>