SEND INFORMATION REPORT

The following information briefly outlines the SEND Provision at Hookstone Chase School.

This is North Yorkshire LA's minimum expectations of good practice	**This is what we provide in our school**
1. What kinds of SEND are provided for in your school?	
Children and young people (CYP) with a wide range of SEN are welcomed into the school. If a parent of a pupil with an EHCP requests a place at the school, the CYP is welcomed and strategies sought to meet needs.	We welcome all children to our school regardless of their needs. We will use our best endeavours to meet the needs of children with SEND. All needs are catered for in order to provide an inclusive education for all, something we are very proud of at Hookstone Chase. Our school aim is to inspire and challenge all pupils to achieve their best and achieve their full potential. Hookstone Chase is an Enhanced Mainstream school for children with Speech, Language and Communication difficulties and as such we have a high level of understanding of these areas. We are a highly inclusive school and welcome all pupils into our community and endeavour to provide the necessary support for all to achieve their very best.
2 What policies do you have for identifying children and young people with SEND? How do you assess their needs? What is the SENCo's name and how can I contact them?	
The name and contact number of the SENCo should be readily available for parents. Where the school feels that something additional or different is needed to support your child because they have SEND they will discuss this carefully with you.	We pride ourselves on our "open door" policy. Parents and carers are encouraged to speak with their child's class teacher about any concerns they may have. Hookstone Chase recognises that all teachers are teachers of SEND and your child's teacher will be able to discuss any support your child is receiving.

This information may well be recorded in a document for you and your child, known as an individual provision map or an individual education plan. This should include:- • details of any strategies being used to support your child in class; • details of any extra support or interventions for your child; • your child′s learning targets and their long term desired outcomes; • the next date when your child′s progress will be reviewed. Most pupils will benefit from SEN support, but some pupils who need high levels of support, or who have complex needs will need to be referred for an education, health and care plan.	If you wish to discuss your child's needs further please contact the Headteacher, Miss V Watson, Special Educational Needs Coordinator (SENCo), Mrs Michelle Henley or Inclusion Manager, Mrs Gill Kingston who will all be able to talk about how we can support children with SEND. Hookstone Chase also has a SEND Governor, Mrs Victoria Fisher who oversees the development of special needs in our school. Children are assessed regularly to ensure that they are making the expected progress. Some children can be identified as 'stuck' and will therefore receive some extra help and support. The class teacher is usually the first person to notice that the child needs extra help. If this is the case then they will discuss with the SENCO to identify appropriate strategies. If these strategies are not working and the gap is becoming significantly wider than their peers in any area then a discussion with parents/carers about the possibility of putting the child on the SEN register will take place. Once a discussion has taken place, a final decision will be made by parents/carers, the class teacher and the SENCO regarding the next appropriate steps. An Individual Provision Passport (IPP) will be written with specific targets and strategies to help your child make progress This will also outline strengths, areas of need and record additional and different provision made. There will be meetings to discuss the progress of the targets. This will be arranged by the class teacher.

	Sometimes children may not make progress despite receiving additional support in school and from external agencies. In consultation with parents and other agencies, the school may decide to request additional support to help meet a child's additional needs. A request for an Education, Health and Care Plan (EHCP) may be made if parents and professionals supporting a child feel that the young person's needs cannot be provided from within the resources normally available to mainstream schools. An EHCP assessment will not always lead to an EHCP. This is a statutory process and there are timescales to adhere to.
3 What arrangements do you have for consulting with parents of children with SEND and involving them in their children's education?	
Schools communicate regularly with parents, usually once a term, to discuss how well their child is doing. They listen to what parents have to say and respond to it. For pupils with SEND it is often desirable that there is more frequent communication as it is vital that parents and school work together closely. Your knowledge and understanding of your child's needs is essential to support the school in making the best provision for them. This should also take account of your and your child's hopes, personal goals and interests. This will allow the school to regularly explain to you where your child is in their learning, and to work with you to ensure the most appropriate targets are set to ensure progress. On-going communication with school may include: • regular contact through a home-school book or by e-mail to keep you informed of things that are going well or particular successes;	Regular contact with parents is really important for children with SEND. All parents have the opportunity to discuss their child's progress and targets at Parent/Teacher Consultation evening and at review meetings. For some children, regular communication takes place on a daily basis through the use of a home/school book or contact with the class teacher before or after school. Our SENCo may also schedule in meetings to review intervention outcomes or to check in with parents regarding their child. Many parents with children who are transported by taxi to Hookstone Chase are encouraged to email or have regular telephone contact in addition to the home/school book. Additional meetings may also be booked in with EMS staff to review progress in school for those children receiving EMS support.

• more regular meetings to update you on your child's progress and whether the support is working; • clear information about the impact of any interventions; • Guidance for you to support your child's learning at home.	Mrs Kingston is our school based Parent & Pupil Support Advisor and will assist and signpost parents as requested and will provide pastoral care for children in our school. A range of leaflets are available in school to support parents with strategies and guidance for children with SEND. Progress is reviewed termly by class teachers at parents evening. Parents are also invited into school to observe intervention groups and chat with staff about how best to support their child at home.
4 What arrangements do you have in place in your school to consult with young people with SEND and how do you involve them in their education?	
School will obtain the views of all children (pupil voice) to shape provision in school. Your child's school may have a school council. In addition, it is vital that the views and aspirations of children and young people with SEN are listened to and they are supported to achieve their aspirations as far as possible. You school will be able to describe how this is undertaken and the frequency with which the child is consulted.	The children are consulted in a variety of ways to gain pupil voice. We ask all children for their views on topics they have done in class and after school clubs. Various other things to do with school life are discussed through school and class councils. Each class identifies priorities for, and produces a class charter at the beginning of the year. Every class member contributes to this. All pupils with SEND are included in discussions about their learning (where appropriate). Their views will be heard and this is a good opportunity for them to discuss things that help them in school as well as things that might not help. Their views are recorded on the Individual Provision Passports. (IPP).
5. What arrangements are in place for assessing and reviewing children and young *people's progress towards outcomes.* Please can you explain what opportunities are available to enable you to work with parents and young people as part of this assessment and review.	
All pupils with SEND should make at least expected progress, in line with their peers. Your school will be able to explain how it will be monitoring your child's progress to ensure that it is at least in line with expectations.	The progress of all pupils is monitored rigorously by the Headteacher, SENCo and Class teachers. Progress of all children is reviewed regularly to make sure that they are making expected progress.

This will usually include progress made with personal targets, and overall progress on the National Curriculum. Many schools use inclusion passports. This is a document that summarises the support that has been given to a pupil over a period of time, and the difference that this support has made. You may like to ask your child's school whether an inclusion passport would be useful for you and your child. Your child may well have their own version which they can share with staff and which can help to explain their interests and things that help them learn and to enjoy school.	Where pupils are not making expected levels of progress this is investigated and if appropriate, steps are taken to provide additional support. You will have the opportunity to discuss formally your child's progress at the parent/teacher consultation evenings and at review meetings, however Hookstone Chase operates an open door policy for parents to meet with Class Teachers throughout the year. PIVATS are occasionally used to monitor the progress of pupils with SEND. This allows staff to record steps of progression at a more detailed level. Currently all schools nationally are in the process of reviewing frameworks for assessment in light of the changes made to the national curriculum. The progress of pupils with identified SEND will continue to be monitored against national expectation. The progress of all children is monitored on a regular basis as part of an established whole school framework.
6. What are the arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood? How do you ensure that as young people prepare for adulthood the desirable outcomes reflect their ambitions, which could include higher education, employment, independent living and participation in society	
Your SENCo should arrange an appropriate transition review in plenty of time before any move. Staff from the receiving school should be invited to attend. Transition meetings and visits should be arranged for the pupil or student, often accompanied by a well-known member of staff. The pupil should receive as much transition work as they feel necessary.	At Hookstone Chase school, Individual Provision Passports are used for some children in order to summarise the support that has been provided for a child over a period of time. The documentation also highlights individual strengths and achievements and notes strategies which don't work as well as noting the difference particular support has made to the child's learning. This passport is used as a working document and will follow the child as they move on to a new school, class or Key Stage. In year 6 we invite the SENCo from the relevant Secondary School to discuss specific needs of the pupils and a transition plan will be put into place. Children with SEND will also have extra visits to their new setting in order for them to become familiar with the routines of the day.

	Once the secondary school place has been confirmed then a meeting will be set up with parents, the current school SENCO and the SENCO from the secondary school to discuss how the transition for the child will take place to ensure a smooth and relaxed change occurs.
7. What is your School's approach to teaching children and young people with SEND?	
High quality support for learning within mainstream lessons is the most important factor in helping pupils with SEND to make good progress alongside their peers. There may be occasions when the school feels that some additional support within lessons may help your child to make better progress. This is by no means always the case. However, if some additional small group or one to one support within lessons is planned, the school will explain how this will work, what the aims of this support will be and how and when the impact of this support will be reviewed. Most importantly, this support should be aiming to make your child more independent in lessons Schools use a range of evidence based interventions to support pupils with SEND to make better progress. Interventions are structured learning programmes. Your school will be able to explain to you: • what interventions your child is receiving and what are the intended learning outcomes; • when during the week any interventions will be delivered and for how many weeks; • who will be delivering the interventions (usually a well trained teaching assistant) and where (e.g. in class or outside the classroom);	Our Whole school provision map documents clear expectations and Universal provision made for all children to access. Lessons are designed with precise objectives, which incorporate effective differentiation and appropriate levels of support and challenge for all pupils. Pupils will engage in lessons with high levels of interaction and an emphasis will be placed on learning through dialogue, with regular opportunities for pupils to talk individually and in groups. All pupils will be assessed regularly to analyse "gaps" and ensure "target teaching". All staff approach lesson organisation thoughtfully led by the needs of individual children/class. All staff share the expectation that pupils will accept responsibility for their own learning and strive to work with independence. All staff at Hookstone will praise and encourage children in order to motivate them further. Our Marvellous Me app allows school to communicate effectively and frequently to keep parents up to date with achievements and recognise success. Hookstone Chase are also committed to ensuring that class teachers are able to support the skills delivered in intervention groups so that skills are transferred and embedded in the main classroom. Staff receive regular training and support provided by a number of different agencies.

• how the interventions will relate to and support learning in the classroom; • how they will be monitored closely to make sure they are helping your child to make accelerated progress.	All interventions are recorded on an Intervention map each term. All interventions are recorded on our needs based whole school provision map and this document is reviewed regularly Hookstone Chase school has a large number of skilled teaching assistants who support both individual and groups of children throughout school. Although, from time to time, children may need a high level of individual support, our aim is always to help children to be more independent in lessons. Staff receive regular training in different areas of SEND.
8. What sort of adaptations are made to the curriculum and the learning environment of children and young people with SEND?	
Your school will be able to describe some of the approaches that classroom teachers and other staff will be using throughout the day to help address your child's needs within lessons. They may also be able to share with you the school's overall plan of support (provision map), which outlines many of these strategies. Some children with a high level of need will also need a care plan or a health care plan which may include a risk assessment.	Hookstone Chase has achieved the Inclusion Quality Mark (IQM) Level 3 – Evidencing Inclusion. This achievement demonstrates the importance that our school places upon the presence, participation and progress of all learners, whilst meeting the needs of all learners. All staff have high expectations of all children and will put relevant adaptations in place to ensure they achieve this. The learning environment is dyslexia friendly which means it is accessible to all. Further adaptions could be necessary for more specific needs such as partially sighted children, children with mobility issues and hearing impaired children. These are specific to individual children and will be addressed accordingly. Risk assessments are in place for children who require them.

9. What sort of expertise for supporting children and young people with SEND do you currently have in school? How do you ensure that the expertise and training of staff to support children and young people with SEND is current? How do you access and secure further specialist expertise?	
All staff should receive regular training to enable them to meet a range of SEN. Teachers and teaching assistants should have regular generic training and specific training to meet individual needs as necessary. Schools must make good use of their SEN funding to meet a range of need. However, if a pupil has particular needs and the school has exhausted its repertoire, specialist support should be sought promptly.	Staff who deliver focused interventions such as narrative therapy and reading intervention have all had the necessary training. As a whole school, we have refresher training for all the different areas of need. All our staff are highly trained and they are observed delivering the interventions. In doing this we can ensure that all the staff are consistent in their approach. Any staff who feel they need more training in a specific area have the opportunity to attend relevant training sessions. In addition to being school SENCo, Mrs Henley also is the Teacher in Charge of our EMS and has a wealth of experience and knowledge which is shared regularly at staff training sessions and staff meetings. Every member of staff is valued and encouraged to share experience and knowledge gained from teaching both children with SEND and those without.
10. How do you evaluate the effectiveness of the provision made for children and young people with SEND?	
The progress and attainment of all children is carefully monitored and reported to parents. Your school will be able to explain how they track pupil progress in their school. If a child is provided with additional and different provision/interventions, the school will carefully monitor the impact by a variety of methods; such as: measuring how the intervention accelerated progress over a given time – known as a ratio gain or the before and after impact on self-confidence, behaviour etc. During the planning meeting with parents and where possible the child or young person, the teacher will explain what the expected impact will be by the time the intervention is reviewed and how this will be measured. Many schools use Individual Provision Maps (IPMs) to capture this information, which is written during your meeting.	Progress of children with SEND is monitored through pupil progress meetings, analysis of the data, teacher reports on progress of SEND pupils and intervention records. Individual provision maps are kept for all children with SEND. These are reviewed every half term to ensure that the provision is having an impact. Quality first teaching will be evaluated every half term through teacher observations. Provision for SEND is also evaluated for effectiveness.

This meeting with you and your child is often described as a 'learning conversation'. The school will evaluate the impact of all interventions and whether they have a strong evidence base of effectiveness. Other provision, for example provision regularly used in-class (known as Quality First Teaching), will be evaluated regularly by the Senior Leadership Team. Your school will be able to describe how this is undertaken.	
11. How are children and young people with SEN enabled to engage in activities available with children and young people in the school who do not have SEN?	
The school's policies should all state how all pupils are actively included in a wide range of curriculum and extra-curricular activities, including school trips. Pupils with SEN should be equally represented in positions of responsibility e.g. the school council.	All of our children with SEND have the same opportunities as everybody else in school. Provision is made for all children to take part in extra-curricular activities, trips, school productions and sporting events. We pride ourselves with the provision we make to ensure children with SEND can take part in everything we have to offer. Children with SEND have positions of responsibility in school such as school council, school eco group
12. How do you support children and young people with SEND to improve their emotional and social development? Please explain the extra pastoral support arrangements for listening to the views of children and young people with SEND and measures to prevent bullying.	
Some of the interventions implemented should be for emotional support e.g. SEAL nurture groups, the provision of a key worker.	Mrs Kingston is employed as our Inclusion Manager and is available to provide additional support in the form of one to one sessions, small group work or time spent with parents/carers and pupils. All children know they can talk to someone they trust within school at any time. The Inclusion Team, incorporating an Inclusion Manager, Teacher in Charge EMS, SENCo and 3 teaching assistants work closely together to provide cohesive and seamless support for all pupils.

	The school uses Thrive, a social emotional and well-being tool to identify activities to close any gaps within children's emotional landscape. These activities can be delivered as a whole class, small groups led by 3 identified Teaching assistants or as one to one sessions. All children participate in PSHCE/SEAL lessons and circle time activities, as well as whole school assemblies which tackle issues such as relationships, bullying etc. We run support groups for more vulnerable children, such as Time to Talk in Early Years and Socially Speaking in KS2. Hookstone Chase operates a Buddy Scheme with year 6 children trained according to Childline Principles, which encourages peer support and assistance to provide emotional support and advice particularly in the playground. Two Teaching Assistants have been nominated as Pupil Premium Champions and regular meetings with Pupil Premium pupils are held to support aspects such as reading, barriers to learning, homework and attending.
13. How does the School involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEND and supporting their families?	
The Local Authority offers a range of specialist support and outreach services, including educational psychologists and local enhanced mainstream schools, to help schools to deliver appropriate support and interventions, Other specialists such as speech and language therapists can also support schools in this. If the school feels that the involvement of another agency will help them to meet your child's needs you will be informed and asked to give your consent	Sometimes it will be helpful for school to request some additional support from an outside agency. Hookstone Chase school has established excellent working relationships with professionals from the following agencies: o The Educational Psychologist & Early Years Support Service o School Nurse and Health Visitor o Educational Social Worker o Sensory, Physical and Medical Teaching Team o Speech and Language Therapist o Physiotherapist o Occupational Therapists o Paediatrician

	○ EMS schools for Speech, Language and Communication /Cognition and Learning difficulties and Social and Emotional Mental Health . ○ ASCOSS – Autistic Spectrum Condition Outreach Service ○ Young Carers ○ CAMHS ○ Just B ○ Severe Learning Difficulties Team ○ Healthy Schools ○ Prevention Team Professionals from all the above agencies regularly support staff and children in school. School would only contact an outside agency after consultation with parents. Hookstone Chase school is an Enhanced Mainstream (EMS) school for children with Communication and Interaction Difficulties (C&I). Staff from the EMS supports both children and staff in school and also provides training opportunities for schools and parents alike. Sometimes, if several outside agencies are involved, school will request a TAC (Team around the Child) Meeting.

14. What are the arrangements for handling complaints from parents of children with SEND about the provision made at the school?	
There must be a designated governor for SEN in the school and complaints about SEN should follow the general complaints procedure. It is always best to approach the teacher or the Headteacher first, to see if your concerns can be immediately addressed. If you still feel that your view has not been listened to or answered to your satisfaction you can make a formal complaint by writing to the chair of governors at the school.	If you are not satisfied with the provision made for your child in school regarding SEND your first point of contact should be the class teacher or SENCo. Explain your worries or concerns to them first. If you are not satisfied that your concern has been addressed, speak to the Head Teacher and ask for a school Governor representative. Finally, if you do not feel that the issues have been resolved then you will need to follow our formal complaints procedure as outlined in the Complaints procedure policy, which is available via the SEND page of the website.

Code of Practice 6.79

" The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools have a legal duty to publish information on their websites about the implementation of the governing body's or the proprietor's policy for pupils with SEN. The information published MUST be updated annually and any changes to the information occurring during the year must be updated as soon as possible. The information required is set out in the draft Special Educational Needs (Information) Regulations and reflects the information required for the local offer."

Schools should ensure that the information is easily accessible by parents and is set out in clear, straight forward language. This should include information on the school's SEN policy, named contacts within the school where parents have concerns and details of the school's contribution to the local offer.

In setting out details of the broad and balanced curriculum provided in each year, schools should include details of how the curriculum is adapted or made accessible for pupils with SEN.

The North Yorkshire local offer can be found at:
https://www.northyorks.gov.uk/send-local-offer

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