

**SENCO: Richard Griffin**

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Our SEND information should be read in conjunction with the following policies:

[SEND](#)

[Child Protection & Safeguarding](#)

[Promoting Good Behaviour](#)

[Complaints Policy](#)

[Admissions and Managed Transfer](#)

[Accessibility Policy](#)

[Personal and Intimate Care Policy](#)

DATA PROTECTION POLICY

### Contents

[2](#).....School Background and Special Needs Definition

[3](#).....Categories of Special Educational Needs

[4](#)..... Identifying students with special education needs

[5](#)..... Rationale for Identifying 'Special Needs'

[6](#).....The Graduated Response

[7 – 10](#)... Intervention as part of the Graduated Response

[11](#)..... Emotional Wellbeing at HVC

[12](#)..... Enrichment and Extra-Curricular Opportunities

[13](#).....Teaching Assistants

[14](#)..... Additional Help for Students

[15](#).....Staff training in SEN

[16](#).....Preparation for Post-16

[17](#).....Post-16 Provision at Hope Valley College

[18](#).....SEN Development

[19](#).....If you are not happy with existing school provision

[20](#)..... Further Information and Resources

### **School Background**

We are a small, comprehensive community college in a rural setting with a distinct ethos and clear philosophy that underpins everything we do.

Our mantra is nurture, enrich, achieve and this is apparent in every aspect of our policy.

### **'Special Needs' Definition**

All students should find some aspects of their learning challenging: this helps to keep them engaged in their learning and results in them making progress.

However there are times when the challenge is too much and the student's progress stops.

At this point the student is highlighted and we begin to identify the barriers to their learning and/or personal development. Sometimes these barriers are easily removed and the student continues to make progress.

When this is not the case we may decide that the student would benefit from extra support which is **additional to** and **different from** their peers. At this point parents will be notified that the college has identified their child as needing extra help and they will be invited into college to meet me in order to begin to plan how we can start to remove those barriers.

### **Categories of Special Educational Needs**

The SEN Code of Practice (2014), defines four different categories of SEN:

**1) Communication and Interaction - CI**

Students with Communication and Interaction difficulties. Students in this category may experience difficulties in saying what they want to say, not fully understand what is being said to them or not understand the social rules of communication. Students with ASD are likely to have particular difficulties with social interaction.

**2) Cognition and Learning - CL**

Students who learn at a slower pace than their peers, despite their work being appropriately differentiated, would fall into the category of Cognition and Learning difficulties. These learning difficulties cover a wide range of need including moderate learning difficulties, severe learning difficulties through to profound and multiple difficulties. This category also includes students with specific learning difficulties including dyslexia, dyscalculia and dyspraxia.

**3) Social, Emotional and Mental Health - SEMH**

Some students may experience a wide range of social and emotional difficulties that result in different behaviours. It may result in them becoming withdrawn or isolated. These behaviours may reflect underlying mental health issues. Students with ADD, ADHD and attachment disorder will also fall into this category.

**4) Sensory and Physical - SP**

Students who have Sensory and/or Physical needs. This includes students with Visual Impairment, Hearing Impairment and Physical Impairment. They may also have medical problems.

### **Identifying students with special education needs**

It is important to gather a full picture of a student's educational journey before they join us. All Year 6 students complete two standardised tests, one for word reading (NFER 4) and one for writing (DASH). These tests are conducted in their primary school by the SENCO. Upon entry to school, students sit Cognitive Abilities Tests (CATS); this gives the school a picture of underlying ability and allows the school to see if there are any discrepancies with existing information.

Visits are conducted with the Year 6 teacher to gather each student's educational history. A student who has been on the special needs register at primary school will initially transfer to our SEN register.

For students who are already at Hope Valley College we have a growing knowledge and understanding of them as individuals. Student data sheets are produced and sent home on at 3 points in the year. The progress coordinator analyses this data and raises concerns regarding students who are not making expected progress with the Senior Guidance Team and the SENCO. If staff feel that the student may need support *additional to and different from* their peers then parents will be contacted by the tutor and invited to a meeting to discuss the issues.

Whilst lack of progress is the fundamental indicator of a special educational need there are other factors which experienced staff observe, highlight as a concern and monitor the impact on the students learning. These can include changes in behaviour, lack of engagement with learning activities, lowering of self-esteem and unexplained deterioration in attendance.

### **Rationale for Identifying 'Special Needs'**

Students whom we have identified as needing extra support will be recorded on our SEN register. At this point they will be recorded as 'K', i.e. receiving SEN support.

We do not identify students with special educational needs in order to give them a label. This is not always a helpful process. To illustrate, we currently have many students in college who have autism spectrum conditions or dyslexia. However, each of these young people has their own cluster of needs. What is important is that we identify what each student needs and how best to support them. The label serves little use within the learning environment.

It is also important that we recognise that many students, despite having a diagnosed condition, continue to make expected progress without extra help. For example, teaching strategies identified as dyslexic-friendly are strategies which all teachers use in their lessons for all students. It is therefore possible to be dyslexic but not be on the SEN register.

By identifying the student's individual learning need we are able to offer them appropriate support in order to ensure that they are able to access the full curriculum at their level.

If we feel that your child has special educational needs, after sharing our initial thoughts with both the student and yourselves, we will begin to plan the appropriate support. Our focus is on outcomes: what does the child, the parent and the college want to achieve as a result of the support? This will begin the Graduated Response to addressing a gap.

## **The Graduated Response**

After a student has been assessed as having SEN, the desired outcomes have been agreed upon with parents and a plan has been drawn up with identified SMART goals, it is important to put the plan into action allowing opportunity for some progress to be made. All staff teaching the child will be made aware of the desired outcomes, the agreed plan and the role they will play in order to maximise the impact of the intervention. This will be done through meetings, email, our management system and updating the student information profile.

When the goal has been decided on and the plan has been put into action we will also agree on a review date. This will happen within a term of the initial meeting. We will use the college goal-setting process for an interim review of how well the student is progressing towards their identified outcome. This will be done informally with the tutor during timetabled sessions in tutor time. The child's tutor will be responsible for holding the review meeting and wherever possible this will coincide with calendared parent consultation meetings.

This process – Assess, Plan, Do, Review – is referred to in the new SEN Code of Practice as the Graduated Response. At all times the student and their family will be at the heart of the process and we will apply an outcome-focused approach.

## **Intervention as part of the Graduated Response**

The first intervention (Wave 1) to put in place is to adapt teaching to respond to the strengths and needs of all pupils

Teachers have a duty to have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and are able to use and evaluate distinctive teaching approaches to engage and support them.

We believe that ALL young people have a right to

- An appropriate broad and balanced curriculum
- Receive high quality teaching from subject specialists in mainstream lessons
- Experience success through appropriately differentiated work
- Have high aspirations, recognising their full potential

Wave 1 describes quality first inclusive teaching which takes into account the learning needs of all the children in the classroom. Wave 1 support can also include teaching assistants within a classroom

We use effectively rated Wave 1 strategies such as:

Variety of tasks	Real-life connections
Time-limited tasks	Humour
Group variety	Clear, chunked targets
Practical element	Thinking / investigations
Roleplay	Big tasks broken into small
Alternate recording means	Task choice
Quizzes	Competitions
Interesting extensions	Creative risks
Individual workstation	Modelled exemplars
Mindmaps	Wordmats

## 8 **SEN Information Report**

Use of ICT	Kinaesthetic strategies
Avoid excessive copying	Scaffolded reading
Growth mindset task	Computer aided reader
Home contact	Print off slides
Extra time to process	Scaffold oral responses
Pre-warn students	Reduce text clutter

No matter what the background of the students engagement is the 'single best predictor of successful learning for children with learning disabilities' (Iovannone et al., 2003).

'Without engagement, there is no deep learning (Hargreaves, 2006), effective teaching, meaningful outcome, real attainment or quality progress' (Carpenter, 2010).

### **Additional Intervention – Waves 2 and 3**

If there are still gaps, we then move into specific, additional and time-limited interventions provided for some children who need help to accelerate their progress to enable them to work at or above age-related expectations.

**At HVC we offer a range of interventions designed to close a gap somewhere with a learner under the 4 headings:**

- **Academic**
- **Social**
- **Personal**
- **Emotional**

### **Reading Interventions**

Reciprocal Reading  
Accelerated Reader  
Paired Reading  
Sound linkage approach  
Precision teaching

**Writing Interventions**

Paired Writing  
Handwriting recovery  
Cued spelling  
Grammar for writing

**Numeracy Interventions**

Numicon  
Precision teaching  
1-to-1 boosters

**Life Skills**

Typing tuition  
Money skills  
Motor skills interventions  
Forest schools

**Self-esteem**

Think Good, Feel Good  
Happy Being Me  
Positive Play  
Mentoring

**Autism & Communication**

Sensory Diet  
Comic Strip Conversations  
5 point scale  
Lego Therapy  
Positive Support  
Support with augmented communication  
EKLAN – Upcoming...

**Coping in School**

Growth Mindset – Chimp Approach  
Positive Support  
Draw and Talk  
Resilience intervention

### **Anxiety**

Talkabout for Teenagers  
Mentoring  
Yoga  
Breathing  
Mindfulness  
ELSA (Emotional Literacy) – Upcoming

### **Dyslexia**

Paired Writing  
Mind mapping for dyslexia  
Tutoring for Clicker / Dragon / Laptop  
Wordshark  
Word Wasp  
Metacognitive strategies for dyslexia

*Students may also have targeted, personalised intervention & long running wave 2/3 intervention based provision mentioned in their EHC Plan or GRIP Plan.*

### **The most important thing to remember is:**

*not everyone fits into a neat 'category'! And 'hammering' types of intervention only gives the appearance of something working!*



## **Emotional Wellbeing at HVC**

It is important that all of our students are happy as we recognise a disengaged child will never fulfill their potential. At times their disengagement may be college-related, they find work difficult or are having problems within their peer group. At other times their wellbeing will be dependent upon things outside college such as bereavement or changes in family situations.

We pride ourselves on the excellent standard of pastoral care available to all our students. Each young person is a member of a tutor group and has a tutor who is responsible for their happiness and wellbeing as well as their learning. If they have concerns with regard to a student in their care, having shared these concerns with the parents, they will refer them to their Senior House Tutor.

The student will then be discussed at the Senior Guidance Team meeting in order to decide what help and support would best meet their needs.

At this point they may receive some extra support from one of our Pastoral Officers, This may take the form of intervention, emotional support in lessons or a referral to an outside agency. Parents will be kept informed of any such support.

### **Do we seek advice from other professionals?**

Sometimes it is important to seek help and advice from other professionals outside college. Where we believe that we need additional expert input from specialists we establish links with:

- The Educational Psychology Service
- Behaviour Support Service
- Autism Outreach
- The Multi Agency Team
- Social Services
- Physical, Visual and Hearing Impairment Services
- Child and Adolescent Mental Health Service (CAMHS)

### **Enrichment and Extra-Curricular Opportunities**

We provide a range of enrichment activities which include:

- lunch and after-school activities – including sports, arts, drama, science, tech club, climbing club etc.;
- an extensive range of organised trips and visiting specialists.

We believe all students at HVC should have access to the full range of opportunities on offer despite their additional needs. This includes residential opportunities, extra-curricular activities including Duke of Edinburgh, Outdoor Education and the college productions.

All of these activities are available to all of our children. If there is an activity that you would like your child to take part in but you are unsure how we can support them with this, please contact your child's form tutor.

If there is an activity a student wants to set up, we fully support students in their self-advocacy. Students have set up their own clubs in the past, including: Boccia, Fencing and Basketball.

## **Teaching Assistants**

The Teaching Assistants are a team of talented individuals who have a wealth of experience supporting young people in an educational environment.

Each TA is a key worker for a number of students who currently have an EHC Plan or Wave 3 funding. In this role they support that student's emotional and social needs, attend their annual review and work with any external professional involved with that child.

During lesson time, however, they support a range of students with varying needs in order to help them reach their full potential. We do not allocate a specific TA to a specific child for all their lessons. This widens the circle of adults the child is comfortable working with and lessens the impact of a TA being absent. Considerable thought, planning and preparation goes into utilising the skills of our TA team to ensure students achieve the best possible outcomes, gain independence and begin to prepare for adulthood.

Each member of the team is able to offer Interventions and they have a specialised area of intervention which they will further develop in the upcoming years.

### **Additional Help for Students**

Occasionally a student with more complex needs requires more support than can be provided by college alone. In these cases either the college or the parent can request the LEA to make an assessment of the student's needs. The LEA will still carry out this assessment despite the fact that HVC is an academy.

All students who had a Statement will continue to do so. We currently have 27 students in our 11-16 provision with EHC Plans/ additional funding. These are for ASD, ADHD, Attachment Needs, Dyslexia, Medical and FAS.

Students with an EHC plan will be recorded as E on our SEN register.

The college, on behalf of the authority, is committed to carry out an annual review of Statements/EHC plans to ensure that they reflect the young person's current needs. As part of this process we create a transition plan for Y9 students, ensuring that the young person is fully prepared for their education beyond age 16. We are developing a person-centred approach to our annual reviews.

Students who have a specified additional need are monitored by the SENCo and Pastoral Team. Students who do not have an EHC plan, but are getting help which is *additional to and different from* other students are recorded as 'K'. Some students with an SEN 'K' code are in receipt of top-up-funding, known as Graduated Response for Individual Pupil (GRIP) funding. This funding is reviewed every year and is subject to change, depending on individual circumstances.

### **Staff training in SEN**

When reviewing our SEN policy we also complete a staff training audit which aims to ensure that:

- all members of staff have taken part in SEN awareness-raising sessions and are familiar with all aspects of our SEN policy;
- we have at least one member of staff who specialises in more specific areas of SEN such as attention deficit hyperactivity disorder (ADHD), dyslexia, autism, mental health needs;
- all staff have received training in identifying and referring potential students with SEN;
- all staff have received additional training and guidance (through student specific in class teaching instructions) in supporting pupils with SEN as need is identified.

Our lesson observations identify where there is a particular need for additional training for a member of staff, and all staff are expected to know the SEN students in their care.

The SENCo and SEN Team are encouraged to attend courses to supplement their knowledge as more information about individual needs becomes available.

The SENCo makes recommendations for further whole-staff training which is incorporated in our school improvement plan. The overall effectiveness of training is reviewed by the SENCo, the participant and the linked member of the Leadership Group.

### **Preparation for Post-16**

During Year 9 all students decide which option subjects they would like to study at Key Stage 4. All students, along with their parents, receive help and guidance through this procedure from their tutor. Some students receive additional help from their Senior House Tutor and a member of the College Management Team. It is important that these choices reflect a student's strengths and interests whilst also considering the national picture which will have some impact on their future careers.

During Year 10 all students are encouraged to find a work experience placement with the support of a team within college. They will also meet with our independent careers advisor, Mr Kevin Lennox, about their career aspirations, pathways open to them post-16 and entry requirements to chosen destinations. He will record this meeting and follow it up with a repeat interview in Year 11. Some students will require further support which will be provided from a variety of sources including their tutor, Senior House Tutor, the PSHE program and the College Management Team.

During Key Stage 4 there will be opportunities for students to visit appropriate post-16 destinations. Providers will also visit college and meet our students. Some students will require extra transition visits which will be organised through the provider and these visits will be supported by a member of the TA team where appropriate. It is our aim to ensure all our students have a suitable position in either education or employment when they leave us.

In the last academic year all our students moved on to college placements, sixth form provision, employment or apprenticeships.

## **Post-16 Provision at Hope Valley College**

Hope Valley Pathways is a Post 16 provision for students with specific learning needs and abilities. We have a person-centred approach to the education of our youngsters and our aim is to encourage learning, opportunity and independence. We aim to produce a curriculum that is tailored to the needs of each individual student and moves them towards the next stage of their life. This could mean that we help them onto further education, to engage with supported education or to make steps towards independent living.

We look to help our students to develop the key skills within our curriculum with a clear focus on functional literacy, numeracy and ICT skills. All students have the opportunity to take up extended work experience placements and we have close links with local colleges which are students are able to access.

Within Hope Valley Pathways we foster an atmosphere of mutual support which we believe helps to bring out the best of the learning opportunities. We are passionate about the work we do with students and are ambitious for them, encouraging them to set themselves high standards.

Pathways staff team are lead by Mrs Debbie Petts, Assistant Principal and Head of Centre.

Helen Fisher is the Pathways administrator.

Martin Spencer is the Senior Community Mentor.

Alex Cochrane, Vicky Cochrane, Liz Eastwood, Cassie Roberts, Susannah Thompson and Hannah Shaw are community mentors.

Amada Grego, John Heath, Hannah Shaw, Lisa Beeden, Pete LeGrice and Ian Bailey all provide teaching in both Hope Valley College and Hope Valley Pathways providing a link for students moving from mainstream to this provision.

### **SEN Development**

We aim to continually update our SEN register and intervention list ensuring all students on it are receiving care additional to and different from their peers in order to support their progress and development.

We plan to develop a more accurate system of profiling Special & Additional Needs students, via a Learning Passport, so it is easier for staff, governors and cover staff to digest. On top of that, we would like to improve our progress monitoring for students with EHC Plans to ensure that students' targets are addressed regularly and that support given is apt.

We will continue to encourage students and staff to make the most of modern technologies in order to enhance the learning experiences of our students.

With the move towards a more 'interventionist' approach becoming more rapid in education, we will be utilising Teaching Assistants, Teachers and Pastoral Officers in this way more frequently.

We would also like to develop or expertise in teaching students who have poor communication skills and who lack in basic emotional regulation. This will require a more strategic approach and will need input from students, teachers, support staff, governors and parents alike.

### **If you are not happy with existing school provision**

We try very hard to meet the needs of every student but there may be times when you are not happy.

If this is the case please make an appointment to come into college and discuss the problem with the tutor, SENCo or Pastoral Department in the first instance.

If we are unable to solve the problem then it is possible to make an appointment with the college Principal, Mr Paul Dearden, to discuss your concerns further.

Mrs Suzanne Gillot is our link governor for SEN and she is available to share your complaints. She will represent your views to the governing body through Mr. Steve Dawson, Chair of Hope Valley College governing body.

Although we are an Academy it is also possible to discuss issues with regard to SEN provision directly with Derbyshire LEA. Our SEND Lead Officer is Ms. Lisa Smith.

If your complaint remains unresolved, you can share it with the current Secretary of State for Education:

Damian Hinds  
Ministerial and Public Communications Division  
Department for Education  
Piccadilly Gate  
Store Street  
Manchester  
M1 2WD  
Email: [ministers@education.gsi.gov.uk](mailto:ministers@education.gsi.gov.uk)  
Telephone: 0370 000 2288

## **Further Information and Resources**

The Derbyshire Local Offer

<http://www.derbyshiresendlocaloffer.org>

Parents' guide to Special Educational Needs and Disability

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/344424/Special\\_educational\\_needs\\_and\\_disabilites\\_guide\\_for\\_parents\\_and\\_carers.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/344424/Special_educational_needs_and_disabilites_guide_for_parents_and_carers.pdf)

Derbyshire Information, Advice and Support Service for SEND

<https://www.derbyshireiass.co.uk/>

Special Needs Jungle – A Parent-led Resource

<https://specialneedsjungle.com/>

SOS!SEN is a national charity, which offers advice and workshops for parents

<https://www.sossen.org.uk/>

Independent Parental Special Education Advice (known as IPSEA) offers free and independent legally based information, advice and support

<https://www.ipsea.org.uk/>

Derbyshire Autism Services a charity, working right across Derbyshire which offers information, advice and guidance but above all support to children, young people and adults affected by autism - with or without a diagnosis - and their families.

<https://www.derbyshireautismservices.org/>