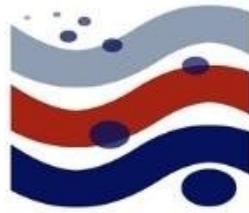


Brighthouse High School



Document Name:	Special Educational Needs and Disability: Information Report
Policy Date:	October 2021
Reviewer:	CH

Brighouse High School

Special Educational Needs and Disability: Information Report

Introduction

- This SEND Information Report details how Brighouse High School will meet the needs of young people identified as having special educational needs. The contents of the report adhere to the guidance presented in the SEND Code of Practice (2014). The information report will be updated regularly, at least annually, to reflect changing practices within the school.
- The Information Report is specific in that it details practices and strategies deployed within the school setting to meet the needs of young people with special educational needs. However, to gain a full understanding of the resources available to meet the needs of young people designated as having special educational needs, young people and parents should also refer to Calderdale Local Authority's 'Local Offer', available on the Local Authority's website: www.calderdale.gov.uk. In addition, the school's SEN Policy provides further information, setting out the school's values and vision, structures, and procedures with regard to special educational needs students.

DATA:

<u>No on roll:</u>	1330
<u>Current EHCP:</u>	28 + 3 pending
<u>CURRENT SEND SUPPORT:</u>	254
<u>YEAR GROUP RATIOS:</u>	7: 46
	8: 55
	9: 36
	10: 39
	11: 48
	12&13: 57
%age of SEND pupils at Brighouse High School:	21%

Special Educational Needs: Information Report

- Section 1:** Who should I contact if I have a concern regarding my child's special needs?
- Section 2:** What kinds of special needs are provided for in Brighthouse High School?
- Section 3:** How does Brighthouse High School identify and assess pupils with special needs?
- Section 4:** What arrangements are in place for parents of children with special educational needs to consult with school? How are parents involved in their children's education at Brighthouse High School? What opportunities do pupils have to discuss their education / support provision?
- Section 5:** What are the arrangements for assessing and reviewing pupils' progress towards outcomes, including the opportunities available to work with parents and pupils as part of this assessment and review?
- Section 6:** What are the arrangements for supporting pupils in moving between phases of education and in preparing for adulthood?
- Section 7:** What is the school's approach to teaching pupils with SEN?
- Section 8:** How is the curriculum and learning environment adapted to meet the needs of pupils with SEN?
- Section 9:** Do the school staff have the relevant expertise and training to meet the needs of pupils with SEN?
- Section 10:** How does the school evaluate the effectiveness of the provision for pupils with SEN?
- Section 11:** How does the school enable pupils with SEN to engage in activities alongside peers who do not have SEN?
- Section 12:** What support is available for improving pupils' emotional and social development?
- Section 13:** What links does the school have with External Support Services and how are these involved in helping the school to support SEN pupils and their families?

1. Who should I contact if I have a concern regarding my child's special needs?

School Details:

School:	Brighouse High School (11-18 Academy)
Headteacher:	Mr Horsfield
SEND Department Line Manager:	Mrs C Horsfield
SEND Co-ordinator (acting):	Mrs C Horsfield
Assistant SENCo:	Mr G Bates
Lead teacher of SEND:	Miss D Hanner
Governor with responsibility for SEND:	Fiona Roberts
Contact Address:	Finkil Street Brighouse West Yorkshire HD6 2NY
Telephone:	01484 710408
Email (Admin):	z.jenkinson@brighouse.calderdale.sch.uk
Email (SENCO):	c.horsfield@brighouse.calderdale.sch.uk
Website:	www.brighouse.calderdale.sch.uk

2. What kinds of special needs are provided for in Brighouse High School?

- Admission arrangements for pupils are set out in the School's Admissions Policy. Equal value is given to all children; children with special educational needs receive the same consideration as all other children with regard to admission.
- At present the school caters for children who have a diverse range of needs. The 'broad areas of need' catered for include:
 - Communication and Interaction
 - Cognition and Learning
 - Social, Emotional and Mental Health difficulties
 - Sensory and / or Physical Needs.

Within these 'broad areas' students on roll at Brighouse display more specific special needs, which include:

- Attachment Disorder
- Attention Deficit Disorder (ADD)

- Attention Deficit Hyperactive Disorder (ADHD)
 - Auditory Processing Difficulty (APD)
 - Autistic Spectrum Disorder (ASD)
 - Cerebral Palsy
 - Dyspraxia
 - Dyspraxia / Sensori-motor and co-ordination difficulties
 - Hearing Impairment
 - Literacy and Numeracy Difficulties
 - Physical Disability
 - Speech, Language and Communication Needs (SLCN)
 - SpLD (Dyslexia)
 - Visual Impairment
- Brighthouse High School is an inclusive school and is keen to address and accommodate all pupils' needs as best it can. The school is mindful of the demands that the secondary mainstream classroom can impose on pupils with special needs. Therefore, the school is committed to doing all that it can to accommodate a student by modifying, adapting, and making reasonable adjustments to the curriculum.
 - In cases where parental preference indicates Brighthouse High School as the preferred secondary school, and the young person concerned has profound learning needs, the school will engage fully with the parents, the young person, and the Local Authority in determining whether Brighthouse High School is the best provision to meet the young person's needs.

Current number of EHCPs: 27 (plus 4 pending)

Current SEND support register: 202

- We have 12 Learning Support Assistants who are deployed both in class and leading intervention groups. They primarily work with those pupils who are in receipt of an EHCP, but by no means exclusively.

3. How does Brighthouse High School identify and assess pupils with special needs?

- The procedures adopted at Brighthouse High School for the identification and assessment of students' needs are comprehensive.

Year 7

- For pupils entering the school in Year 7 data from a number of sources is used to identify students who have a special need; for example, KS2 transfer documents and SATS results, assessment reports (where applicable) from agencies involved with the young person (for example, SALT, EP, ASD, OT, etc.), Local Authority information / reports.

In the first few weeks of Year 7 students undertake a Cognitive Abilities Test (CAT Test). The CAT Test assesses a pupil's verbal, quantitative, non-verbal reasoning skills and spatial reasoning. Spatial reasoning is a skill important for success in STEM

subjects and an ability that is not measured by any other reasoning test. The results provide teachers with valuable information about individual children's underlying cognitive skills. In addition the Standardised Scores provide teachers with a benchmark against which to monitor progress and achievement.

Identified pupils will also sit The New Group Reading Test (NGRT). This enables the school to obtain an objective measure of individuals reading with understanding skills. The Standard Scores and the Reading Ages obtained enable the school to identify those students who would benefit from extra tuition to develop reading skills.

- The results obtained from in-house screening tests (CAT Test), together with KS2 Reports and Results and (where appropriate) Agency Reports and Assessments, enable pupil profiles (detailing pupils' abilities) to be compiled.

Years 7 to 13

- In addition to the specific 'baseline assessments' which are administered to Year 7 pupils on intake to the school at the beginning of the Autumn Term, all pupils' learning and progress is monitored and tracked. Subject teachers set subject-specific targets, which are used to judge progress and achievement on a quarterly basis. Three times in the academic years 10, 11, 12 and twice in years 7, 8 and 13, parents/ carers receive a tracking report detailing their child's level of achievement, the target level they are working towards and an indication of the effort that they are putting into their work. Consequently, parents (and pupils) are kept informed of their progress.
- The school's comprehensive monitoring and tracking system of pupils' learning enables subject teachers / departments to identify pupils who are not making expected progress. In the first instance, subject teachers will consult departmental colleagues / Heads of Department to discuss a pupil's learning needs and the possible strategies to action to enhance the pupil's learning / progress. If 'Quality First Teaching' is unable to resolve the pupil's learning difficulties, the pupil is referred to the SEND Co-ordinator for further assessment.
- Assessments include: a one-to-one meeting with the pupil to determine his / her views of the situation; assessment with Standardised Tests, for example, Reading and Spelling Tests, Non-Verbal Reasoning Tests, etc. The results of these 'in-house' assessments can lead to intervention strategies being implemented; for example, withdrawal from mainstream class for specific support sessions to enhance reading, spelling skills, language-based work, social and behavioural skills work, etc. In addition, subject teachers can be advised as to practices and strategies to adopt in the classroom to support the pupil's learning.
- In cases where 'in-house' intervention strategies do not bring about expected outcomes, in terms of the pupil's learning and progress, the SEND Co-ordinator will consult relevant Support Agencies for advice and support. In cases where 'entrenched' learning difficulties are identified, or where the nature and extent of the learning difficulty requires expertise beyond school personnel, a formal referral is made to the relevant support agency (for example, Educational Psychology Service, Speech & Language Therapy Service, Occupational Therapy Service, Autistic Spectrum Support Team, Specialist Inclusion Service, Child & Adolescent Mental Health Team, etc.).

Note: Parents / Guardians / Carers are consulted (and consent received) if it is necessary to refer a pupil for assessment.

4. What arrangements are in place for parents of children with special educational needs to consult with school? How are parents involved in their children's education at Brighouse High School? What opportunities do pupils have to discuss their education / support provision?

- Partnership with parents is integral to the ethos of Brighouse High School. The School has an effective working relationship with parents; the school operates an 'open door policy' of consultation and liaison. It is well recognised that a child's progress will diminish if their parents are not partners in the educational process. Consequently, the school will make every effort to encourage parents to recognise that they have both rights and responsibilities towards their children and that working in partnership with the school will provide the best conditions for success when working with special needs pupils.
- To enable parents to be fully involved in their children's education, and for children to have a say in their education, strategies and practices are in place to ensure clear lines of communication exist between home and school and with the pupils themselves:
 - The monitoring and tracking reports give details of a pupil's progress. Progress is judged against the targets set. Parents have the opportunity to comment on their child's reports and, if necessary, they can arrange to meet with the SEN Co-ordinator, Form Tutor, or Head of Year to discuss any concerns that they have regarding progress, attainment, etc.
 - The Pupil Planner provides teachers and parents with the opportunity to communicate freely on a day-to-day basis, so ensuring that information is shared with relevant personnel without delay.
 - Email is also proving to be an effective channel of communication between school and parents, with many parents raising concerns (as and when they arise) with relevant members of staff; for example, SEND Co-ordinator, SEND Administrator, Pastoral Administrator, Heads of Year, Heads of Departments, etc.
 - Appointments at Parents Evenings provide the ideal opportunity for parents to consult with and discuss their children's learning / progress / achievements with subject staff, Heads of Departments, Heads of Year, SEND Co-ordinator, SLT.
 - Pupils provided with specific Intervention Programmes (for example, literacy, numeracy, social skills, anger management, mobility work, etc.) are assessed before and after the Intervention Programme to enable outcomes and the success of the Intervention to be measured. Parents receive written feedback on outcomes and are always given the opportunity to discuss in person pupil outcomes / progress, etc.

Note: Parents are fully informed of planned intervention programmes and a discussion is had before withdrawing pupils from mainstream classes.

- The SEND Department conducts termly Monitoring Meetings with all pupils with EHC Plans. Pupils' key workers meet one-to-one with their pupils, discussing support arrangements, classwork, homework, etc., and taking note of the pupil's concerns / worries, etc. The pupils themselves complete the Monitoring Report, which ensures the 'Pupil Voice' is acknowledged and valued. The SEND Co-ordinator peruses all SEND Monitoring Reports, meeting as necessary with pupils to discuss and act upon concerns raised.
- Pupils with EHC Plans are actively involved in the Annual Review Process. Prior to the Annual Review Meeting pupils with EHC Plans meet with SEND Co-ordinator or assistant SENDCO to discuss support provision and also to review learning / achievements from the perspective of the pupil. The 'Pupil Report' generated from this meeting with the Key Worker is an important part of the documentation presented at the Annual Review Meeting.
- Pupils with EHC Plans attend the Annual Review of Statement Meeting, contributing to the discussions by sharing the information on their "Annual Review – Pupil Report". In addition, pupils hear the input and discussions from parents and (where applicable) Support Agency Personnel. Pupils are fully involved and consulted in discussions regarding their learning and achievements; "Pupil Voice" is acknowledged and valued at Brighthouse High School. SEND Pupils' comments, in particular, enable the SEND Co-ordinator to monitor and evaluate the effectiveness of support, as well as helping to tailor learning support to meet the pupil's specific needs.
- Learning Support in the classroom is used 'flexibly' to enable SEND pupils to access lesson information effectively and also to help them to develop independent learning skills. This 'flexible' and collaborative working arrangement provides SEND pupils with the opportunity to take an active role in their day-to-day education and learning. Pupils are encouraged to discuss learning opportunities, difficulties, and challenges and to suggest ways in which their learning experience in the classroom can be enhanced.

5. What are the arrangements for assessing and reviewing pupils' progress towards outcomes, including the opportunities available to work with parents and pupils as part of this assessment and review?

(See also Section 3, page 4 for details regarding specific procedures regarding identification of pupils' special educational needs.)

- A graduated approach (from general classroom provision to specific individual provision) to assessing and reviewing a pupil's progress and achievement is at the heart of whole-school practice, as the school is continually assessing, planning, implementing, and reviewing its approach to the teaching of all children. However, where a potential special educational need has been identified this process becomes increasingly personalised, as it responds over time to a growing understanding of the young person's barriers to and gaps in learning and an increasingly individual assessment of need.
- The cyclical process of assessing and reviewing a pupil's needs (Asses – Plan – Do – Review) enables the school to reflect on approaches to meeting the pupil's needs. This

necessitates that the school plans for enhanced opportunities to engage with parents and carers and the pupils themselves in a growing understanding and awareness of needs and approaches that enable good progress and good outcomes. (See Section 4, page 5, which details the school's practices for working collaboratively with parents, carers, and pupils.)

- A pre-requisite for pupils' achieving planned learning outcomes is 'Quality First Teaching'. The Teachers' Standards 2012 make it clear that it is every teacher's responsibility to 'adapt teaching to respond to the strengths and needs of all pupils', a point reinforced by the SEND Code of Practice (2014).

Subject teachers at Brighthouse High School are at the heart of the provision provided for all pupils, driving the four stages of action (Assess – Plan – Do – Review). The school's SEND Co-ordinator, and where appropriate other specialist staff, provides support, guidance, and leadership, working collaboratively with subject teachers to help SEND pupils to achieve planned outcomes.

All teachers at Brighthouse High School have the highest aspirations for pupils with Special Educational Needs and Disability (SEND). Consequently, an identification of special educational need is not an excuse for lack of appropriate progress or a lowering of expectations.

- Brighthouse High School's Graduated Approach to meeting the needs of SEND pupils comprises four stages of action:
 - i. Assess A range of sources of information are used to establish a pupil's needs. These include:
 - Teachers' assessments and experiences of the pupil.
 - Pupil progress, attainment and behaviour.
 - The pupil's individual development / progress in comparison with their peers.
 - The views and experience of parents.
 - The pupil's own views.
 - Advice from external support services (where applicable).
 - Standardised tests.
 - Examinations access arrangements assessments
 - ii. Plan Once the need for SEND Support has been identified the first step in responding to a pupil's identified need is to ensure that high quality teaching (Quality First Teaching), differentiated to the pupil's needs, is in place. The SEND Co-ordinator, Assistant SENDCO and Lead teacher for SEND help subject teachers to plan adjustments to teaching and also how to make best use of resources and support (for example, best use of Learning Support Assistants).
 - Pupils who require help and support over and above that which can be provided by 'Quality First Teaching' are provided with 'targeted provision'. 'Targeted provision' can involve the pupil working in a small group or even on a one-to-one basis, outside the mainstream classroom.
 - 'Targeted provision' is based on evidence of need; assessment results and teacher feedback determine the nature of the 'targeted provision'.
 - 'Targeted provision' is organised for a specific length of time (for example, half a term); specific outcomes are set for the pupil to work towards.
 - Subject staff are informed of the 'Targeted provision'; they are kept informed of the skills learnt so that these can be practised back in class.

- Parents understand and agree on the intervention and support and the expected impact.
- Pupils are informed of the key aspects of learning that they will be working on during the 'targeted provision'.

Planning 'Targeted Provision' for a pupil with a Statement or EHC Plan

- The process of planning targeted provision for a pupil with a Statement or EHC Plan is the same as that indicated above, with the addition that the approach is based on organising provision around the planned outcomes written in the pupil's EHC Plan.

iii. Do

- Once the 'targeted provision' has been planned and agreed with parents / carers, the SENDCO ensures that the intervention is implemented as planned.
- Subject teachers are kept informed of the pupil's progress and the strategies being used to develop the pupil's skills. This helps skills learnt and developing to be deployed in the classroom.
- In cases where the pupil has the support of a LSA in class the subject teacher works closely with the LSA so that the most effective use is made of the LSA support. In addition, the subject teacher and LSA can adopt a 'team approach' to assess the impact of targeted interventions.
- An essential element of moving through the graduated approach is to ensure that teachers are regularly reflecting on how they enable pupils to develop their skills and confidence, to share their aspirations and goals, and to understand the best ways to remove any barriers to their learning and participation. Consequently, subject teachers at Brighthouse High School, with the help of LSAs, engage pupils in class, checking on their understanding and at the same time discussing and tackling identified difficulties / challenges.

iv. Review

- Subject teachers are continually reviewing the progress of all pupils on a daily, albeit informal, basis in every lesson through marking and feedback.
- In addition to the above informal review and tracking of pupils' progress the school has a comprehensive monitoring and tracking and reporting system (See Section 4, page 5 which gives details of the school's reporting system.)
- The school's monitoring and tracking and report system enables pupils' learning and progress to be clearly monitored and evaluated. For example, to determine:
 - * Are pupils on track to meet their end of year / key stage targets?
 - * Is there an improvement in the pupils' previous rates of progress?
 - * Is the gap narrowing (attainment and progress) between pupils with SEND and all pupils?
- Pupils who have been following 'targeted provision' intervention programmes are also assessed to determine if the desired outcomes have been achieved. In many cases (for example, regarding spelling and reading) standardised test results are used to assess objectively the effectiveness of the intervention.
- When reviewing pupils' progress subject staff, Heads of Departments, Heads of Years, SEND Co-ordinator, SMT use a variety of indicators to assess success; for example:

- * Has Quality First Teaching and ‘targeted provision’ been effective in relation to achieving the planned and expected outcomes?
- * Have pupils achieved agreed targets?
- * Has there been a generalisation of skills transferring back into class work?
- * How have the pupils and parents responded to ‘targeted provision’?
- * What are the views of support staff, pupils, and parents?
- * How does evaluation of pupil progress / achievement feed back into the analysis of pupils’ needs?
- * What changes to support provision and targets are necessary following evaluation?

Note. Brighouse High School engages positively with parents / carers when reviewing pupils’ progress. While for many pupils, particularly those at ‘SEND Support’ Stage, the main channel of communication is by formal report or letter the opportunity is available for parents to meet face-to-face with school staff / SEND Co-ordinator.

Parents / Carers of pupils who have a EHC Plan are guaranteed, at least, an annual review meeting to discuss their children’s SEND provision / progress / achievement.

6. What are the arrangements for supporting pupils in moving between phases of education and in preparing for adulthood?

- The school is committed to ensuring that pupils moving between phases of education and beyond are fully supported, to ensure that the transition is effective and efficient and reduces the pupils’ stress and anxiety levels to a minimum.
- The school has established practices which have proved successful over the years. Note. The SEND Code of Practice makes clear the key role that schools have in using the curriculum and extra-curricular activities to encourage young people to develop social skills, friendships, and independence and to think about their aspirations for the future. Brighouse High School will continue to strive to ensure that curricular and extra-curricular experiences support Preparing for Adulthood (PfA) outcomes: employment, good health, independent living, and friends, relationships and community inclusion.
- We have excellent links with CK Careers service and we operate a differentiated RSE / PHSCE curriculum to support the individual needs of our young people. Three Super Learning Days every academic year focus closely on issues pertinent to the young person’s age and stage in their education.

Transition from KS2 (Primary School) to KS3 (Secondary School)

- The following arrangements are in place to support pupils moving from Primary to Brighouse High School, movement through Key Stages 3, 4 and 5, and on to adulthood, including FE and HE:
 - The Head of Year 7 visits feeder primary schools to brief pupils regarding the transition to High School. This visit takes place before ‘Transition Day’ (the day designated for all Year 6 pupils to visit their receiving secondary school).
 - SEND children, particularly EHC pupils, are provided with additional support to ease transition.

- In the Summer Term of the Academic Year Year 6 Pupils with EHC Plans and a small number of pupils on the SEND support register are invited to attend the Brighthouse High School 'Year 6 Transition Programme'. This consists of four two-hour visits held on consecutive weeks; for example:
 - Visit 1: Monday 9.15 am to 11.15 am
 - Visit 2: Tuesday 10.15 am to 12.15 noon
 - Visit 3: Wednesday 11.30 am to 1.00 pm
 - Visit 4: Thursday 1.15 pm to 3.00 pm.
 - Transition Day: Friday 9.00 am to 3.00 pm.
- The 'Year 6 Transition Programme' ensures that Pupils with EHC Plans experience all aspects of the school day, including morning break and lunch in the dining room. Activities and exercises delivered on the four visits focus on school practices, routines, and familiarisation of the school building.

Note. Some pupils at 'SEND Support' Stage also attend the Transition Visits'. Pupils at 'SEND Support' Stage are nominated by the Primary School and are identified as pupils who would benefit from the programme.

- At the beginning of the Summer Term the SEND Co-ordinator writes to all Primary Schools who have pupils transferring to Brighthouse High School, to determine pupils who have SEND and who are on the Primary School SEND Register. Pupils on the SEND Register at Primary School are automatically transferred to the SEND Register at Brighthouse High School. This strategy ensures that Brighthouse High School subject teachers are mindful of Year 6 SEND pupils from the outset (Autumn Term of Year 7). Pupils on the SEND support register at primary school will have an IEP disseminated to all their teachers on entry to Brighthouse High School to ensure continuity of provision.
- Where necessary, members of Brighthouse High School's SEND LSA Team also visit Year 6 Pupils with EHC Plans in situ at Primary School. These visits help to build relationships and have proved useful in easing pupils' stress and anxiety levels, regarding transfer to Secondary School.

Transition from KS3 (Year 9) to KS4 (Year 10)

- All pupils moving from KS3 (Year 9) to KS4 (Year 10) are subject to the school's in-house Transition Programme. Special Assemblies and Tutorial Sessions are held for Year 9 pupils, explaining procedures, etc. regarding KS4 Curriculum Option Choices and KS4 Routes of Study. A Parents Evening (Year 9 Guided Choices) is held in late January for Year 9 pupils and their parents, the purpose of which is to inform and advise parents and pupils of KS4 Curriculum Routes and Option Choices.
Note. Calderdale & Kirklees Careers Service personnel are in attendance to offer advice, help, and support.
- Prior to the Year 9 'Guided Choices Parents' Evening' all Year 9 pupils with EHC Plans will have had their Annual Review of Statement Meeting. The SEND Co-ordinator arranges Year 9 pupils' Annual Reviews prior to the 'Guided Choices' Evening so that all possible Routes / Options are discussed fully with parents and the pupils. Careers Service Personnel and External Agency Personnel (where applicable) attend the Year 9 Annual / Transition Reviews.

Note. An important component of the Year 9 Annual / Transition Review is a personalised transition plan. This plan makes explicit decisions / provision, actions to be taken, and key personnel taking the lead for the various transition aspects identified.

- All Year 9 pupils attend a 'KS4 Taster Day'; this is usually held late in the Spring Term of Year 9. Pupils attending KS4 courses off school site are also (where possible) provided with Taster Days, for example, at Calderdale and Kirklees FE Colleges, etc.

Transition from KS4 (Year 11) to Key Stage 5 (Sixth Form) or FE / Employment / Training

- A similar in-house Transition Programme to that offered at the end of KS3 is provided for pupils due to transfer to the school's Sixth Form at the end of Year 11. Assemblies and tutorial sessions are organised for pupils intending to transfer to Sixth Form. An Open Evening is held at the Sixth Form Centre in Spring Term, where parents and pupils can discuss Sixth Form Courses / Options with Sixth Form staff. Again Careers Service Personnel are in attendance.
- Pupils identified as moving out of the school educational system into FE / Training / Work are provided with advice and guidance, regarding appropriate FE Courses, Apprenticeships, Training Courses, Specialised Provision, etc. All Year 11 pupils leaving Brighouse High School at the end of KS4 have interviews with the school's Careers Officer; parents are encouraged to attend these interviews.
- Year 11 pupils with EHC Plans and their parents receive advice, guidance, and support over and above that given to their Year 11 peers. Year 11 pupils with EHC Plans' Annual Reviews are held early in the Spring term. The timing of Year 11 Annual Reviews enables discussions regarding Post 16 Options to commence relatively early in Year 11. Parents, Careers Service Personnel, and External Agency Personnel are all involved in Year 11 Reviews; the pupil's Transition Plan is updated. In most cases, Post 16 destinations are decided and confirmed early in the Summer Term.
- Where applicable (and necessary) Year 11 pupils with EHC Plans are supported by members of the school's LSA Team, visiting Post 16 provision/Open Days, etc.
- Year 13 pupils with EHC Plans and their parents receive comprehensive advice, guidance, and support regarding transition to HE / Employment / FE, etc. In addition to specific advice and guidance provided by the SEND Co-ordinator, Careers Officer, and External Agency Personnel at the pupil's Year 13 Annual Review of Statement Meeting (Autumn Term), the school's Sixth Form Leadership Team provide detailed guidance and support regarding the HE Application Process during the latter part of Year 12 and the Autumn Term of Year 13.

7. What is the school's approach to teaching pupils with SEND?

- The philosophy at Brighouse High School is one which values all pupils equally, regardless of disability. SEND pupils are fully integrated into all aspects of school life, including being taught alongside their peers.
- Subject teachers are aware and mindful of pupils with special educational needs; the school's SEND Register provides details of SEND pupils' specific needs. In addition, the Learning Plans assigned to each pupil provide subject teachers with advice and guidance on the specific teaching strategies to adopt to meet the pupils' needs. In

addition to the general learning targets identified in the Learning Plans subject teachers set subject-specific targets. The outcome of subject teachers having this information to hand is that they are able to provide SEND pupils with appropriate differentiated learning activities and resources.

- Subject teachers are responsible for differentiating / modifying learning activities and resources to meet the pupils' specific needs. Differentiation takes a variety of forms and is subject-specific. Aspects of differentiation include the following:
 - Delivery (teaching style)
 - Tasks / Activities
 - Outcomes expected
 - Resources
 - Use of LSA Support
 - Peers groupings / setting
 - Teaching strategies; for example, modelling, scaffolding, reporting and recording, style of questioning.
 - etc.
- While SEND pupils are taught for the vast majority of the time alongside peers in the mainstream classroom, with appropriate support, it is the case that some pupils are taught either in small groups or occasionally on a one-to-one basis. The latter is usually in response to specific provision detailed in a pupil's EHC Plan.
- In KS3 (Years 7 to 9) small withdrawal groups, for pupils identified with specific weaknesses (for example, weak literacy and / or numeracy skills), are common; basic skills are targeted. Pupils are set specific outcomes (for example, to enhance reading skills, assessed via standardised tests) and once these have been achieved pupils return to mainstream classes.
- In Year 7 pupils who have below average levels of achievement in Maths and English participate in the school's foundation timetable. Pupils operating around 80-83 in Mathematics and English (SAT's) will follow a 'Foundation Timetable' where a number of lessons per week (up to five) will focus on the development of the pupils' literacy and numeracy skills.
- SEND pupils at KS4 (Years 10 and 11) continue to be taught alongside peers in mainstream classes, again with appropriate support. However, the structure of the KS4 curriculum is such that a number of routes are available, enabling the school to match pupils' cognitive abilities to appropriate courses of study. While this system has worked well over many years, serving the specific needs of SEND pupils, the school is constantly looking to enhance the educational opportunities for SEND pupils. However, one needs to be mindful that developments need to reflect and address Department of Education Directives.

8. How is the curriculum and learning environment adapted to meet the needs of pupils with SEN?

- The school building and facilities at Finkil Street are on three levels. A small lift enables access to the two upper levels, making wheelchair access possible to all classrooms. However, the Sixth Form Centre, which is also on three levels, does not have a lift and, therefore, movement around the building and access to all classrooms

is not possible for wheelchair users. The school is mindful of this and continues to seek funding to modify the building, making it accessible to all students. At present access to the upper floors at the Sixth Form Centre is by means of the present stairways.

- Disabled and access toilet facilities are adequate at both the Finkil Street site and the Sixth Form Centre.
- Entry, access, and movement around the Finkil Street site, both inside and outside, is possible by wheelchair users, making it possible for pupils with physical disabilities to be included alongside peers at all times.
- The PE Department (Finkil Street site) has changing and toilet facilities, enabling disabled pupils to be accommodated.
- The school has a number of pupils who have a visual impairment; the school environment has been modified to accommodate our VI pupils, including Braille signage on classroom doors.
- The school is mindful that some students require specialist equipment / furniture to enable them to learn alongside peers. Students who require specialist equipment are provided with them as part of their entitlement; for example, wobble cushions, reading pens, specialist writing equipment, writing slopes, lap-top computers and specialist software to assist storage and recording of work.
- At times some students require 'time out' from the classroom to relax and rest; this may be due to a medical condition or a physical disability. There are facilities to accommodate such students' needs at the Finkil Street site in the nurture room.
- Within the classroom, subject teachers have responsibility for complying with Teacher Standards and the Equality Act, providing pupils with appropriate learning resources. Subject teachers are provided with information on all SEND pupils and, therefore, are able to make appropriate and reasonable adjustments to the learning environment.
- Pupils with EHC Plans who have specific learning needs (for example, Hearing Impaired pupils, ASD pupils) are provided with specific help and support from the relevant Support Agencies. This help and support can be delivered in a number of ways; for example, direct work with the pupil; advice / guidance given to subject staff; help with the production of specific learning resources tailored to pupils' specific needs.

9. Do the school staff have the relevant expertise and training to meet the needs of pupils with SEND?

- Brighthouse High School has had a high number of EHC pupils on roll for many years. These pupils have had and continue to have, diverse needs. The result of this diversity is that school staff have grown to be aware of and knowledgeable about a wide range of special educational needs. Day-to-day involvement with pupils who have a wide range of special needs has enabled staff (teaching and non-teaching) to develop their expertise, knowledge, and skills, enabling them to teach, support, and deal with the challenges of our special needs pupils.

- The SLT are responsible for overseeing the professional development of school staff and are instrumental in providing whole-school INSET to meet the needs of all pupils. An important part of the school INSET Programme is to provide staff with training to meet the needs of special needs pupils. The SLT are mindful of the changing nature of our special needs pupils and, therefore, organise relevant INSET as and when required. For example, in recent years whole-school INSET has addressed a number of special needs, including visual impairment, hearing impairment, speech and language, Autism, attachment disorder, SpLD (Dyslexia).
- The SEND Co-ordinator provides staff with advice / guidance on how to address the needs of the school's SEND pupils. The school's additional needs register, pupil IEPs and BromCom planning system provides school staff with specific information and strategies on the special needs of our pupils. Not only does the information contain advice on how to address the pupils' needs in the classroom, but it also provides specific learning strategies which subject teachers can refer to when planning and delivering lessons for special needs pupils. This advice / guidance continues to prove to be of benefit in raising the knowledge and awareness of staff with regard to special needs.
- The school's Performance Management process enables staff to identify specific INSET that they would like to undertake in order to meet the daily challenges of teaching / supporting children. Teachers and LSAs do elect to attend SEND INSET courses as a means of enhancing their expertise and skills.
- The LSA Team have considerable expertise and experience in meeting the needs of SEND students. In addition to individual LSAs attending specific INSET courses, the SEND Department organises INSET for the LSA Team. INSET can be either in-house (led by the SEND Co-ordinator) or involve specialists; for example, from the LA's ASD Team; Visual Impairment Personnel; Speech & Language Therapist; Occupational Therapist; Hearing Impairment Team; CAMHS, etc.
- Both Teaching and Non-Teaching staff are experienced and knowledgeable about many SEN issues. Teachers and LSAs have the necessary expertise and skills to meet the needs of the school's SEND pupils. However, both the SMT and SEND Co-ordinator are mindful of the need to keep up to date and informed on how best to meet the needs of the school's SEND pupils. Consequently, INSET on special needs remains on the school's Training Needs Agenda.

10. How does school evaluate the effectiveness of the provision for pupils with SEND?

- All pupils, including pupils on the SEND Register, are closely monitored and tracked with regard to their progress and achievement. The 'School Report' and the termly 'Monitoring and Tracking Reports' indicate the extent to which pupils are meeting the subject-specific targets set. If SEND pupils are not meeting their targets it is the responsibility of the subject teacher (with the support of the Head of Department) to assess the situation and to take action to remedy the situation. The SEND Co-ordinator is on hand to offer advice, as and when required.
- SEND Pupils withdrawn from mainstream classes for Intervention Support (for example, literacy / reading / numeracy workshops) are assessed before and after the

Intervention. The results of the 'before' and 'after' assessments are a good indicator as to the effectiveness of the provision provided.

- The termly SEND Monitoring Meeting (EHCP pupil and Keyworker) is useful in that the pupils are able to comment directly on the provision and support that they are receiving. The SEND Co-ordinator peruses all SEND Monitoring Forms, taking appropriate action to follow up pupils' concerns.
- The School Planner is a useful mechanism for home / school liaison; parental comments on Homework, LSA provision, etc. can indicate if there are issues to do with the effectiveness of the pupils' provision.
- The SEND Co-ordinator welcomes parental feedback (letter, telephone, or email) throughout the school year. Issues / concerns are acted upon immediately in an effort to ensure that that the pupil is receiving the best possible education and support.

Note. The SEND Code of Practice (September 2014) stipulates that SEND pupils should be assessed according to how successful they are in achieving set outcomes. Consequently, the effectiveness of SEND provision will be judged against pupils' achievements.

The SEND Co-ordinator will work with Heads of Departments on devising a mechanism to evaluate the effectiveness of provision (curriculum and LSA support) for SEND pupils.

11. How does the school enable pupils with SEND to engage in activities alongside peers who do not have SEND?

- SEND pupils are encouraged and invited to take part in all school activities, both curricular and non-curricular. Disability does not exclude SEND pupils from taking part in activities alongside peers who do not have SEND. However, in cases where a pupil's disability could place him / her at significant risk of injury / danger, if he / she were to engage in certain activities with peers, the advice and guidance of 'specialists' (for example, Doctors, Physiotherapists, Local Authority's Disability Officer, etc.) are sought before decisions are made.

Note. The views and opinions of parents / carers and the pupils themselves are sought in all cases. As is the case with all pupils, parental consent is required for a pupil to take part in school trips.

- Party Leaders of School Outings / Trips are mindful of the need for all pupils, including SEND pupils, to have the opportunity to be included in school activities / outings / trips. As a result of this relevant Party Leaders, in collaboration with the SEND Co-ordinator, parents, and relevant External Agency Personnel, hold Planning Meetings in advance of trips, etc. to ensure that SEND pupils' needs are addressed.
- To enable SEND pupils to have the opportunity to be included in all activities alongside peers the school will ensure that relevant members of staff, who accompany SEND pupils on activities / trips, have the required training. For example, moving and handling training, how best to support ASD pupils, etc. If staff involved in supporting SEND pupils on school trips / outings, etc. do not have the relevant skills / expertise to support the pupil (for example, moving and handling training) then the school will

arrange for the member(s) of staff to receive professional training in the required area(s).

- In cases where school outings / trips, etc. include activities which are beyond the physical capability of the pupil then the activities are adapted / modified appropriately so that the pupil can be involved. For example, the Year 7 Residential Trip to the Lake District involves Hill Walking and Water Sports. Pupils with a disability, which prevents them from taking part alongside peers, are presented with modified activities which they can access. Disability alone is not a reason to exclude a pupil from engaging in school activities.

12. What support is available for improving pupils' emotional and social development?

- Support is available not only to enhance SEND pupils' emotional and social development, but to enhance pupils' overall well-being.
- Emotional and social development, for all pupils, is embedded within the school's existing curricular and extra-curricular practices. In the classroom, subject teachers are mindful of SEND pupils' personal and social needs, taking these into account when planning and delivering lessons.
- On a day-to-day basis a pupil's Form Tutor is a key person, with him / her being responsible, in the first instance, for addressing issues to do with a pupil's emotional and social wellbeing. If required the Form Tutor can (and does) call upon the help and support of the Head and Assistant Head of Year and the Year Group's Pastoral Administrator.
- The school's learning for life programme is all-encompassing with pupils' social, emotional, and personal development at the heart of the programme. Issues (for example, school attendance, punctuality, bullying, behaviour difficulties) which can impact upon pupils' social and emotional development are dealt with in an empathetic and professional manner.
- Pupils who are experiencing difficulty in acquiring the necessary personal, social, and emotional skills to cope with day-to-day routines and relationships, both in and out of school, are offered extra support and help. This support can be short, infrequent informal discussion with the Year Pastoral Administrator, the Head / Assistant Head of Year, the Form Tutor, or with the SEND Co-ordinator. However, if a pupil's difficulties are complex and entrenched then the pupil, with parental consent, can be provided with a more formal, structured programme, focussing on the pupil's specific personal, social, and emotional needs. The latter programmes tend to be delivered by the Head of Year, SEND Co-ordinator or other external agencies.
- In cases where school personnel are finding it difficult to enhance a pupil's personal, social, and emotional well-being, and the pupil's difficulties are having a negative impact on learning and social situations, the school, with parental consent, will refer the pupil to the relevant agency for specialist, professional help; for example, Educational Psychology Service, CAMHS, etc.

- Pupils who are experiencing difficulty in achieving full attendance / punctuality are offered support, as are parents. In the first instance the school's pastoral administrator liaises with the family in an attempt to resolve issues. If the involvement of the Attendance Officer does not bring about desired outcomes then the Head of Year and SLT tend to intervene and work closely with the pupil and the family.
- The SEND Co-ordinator is mindful that for some SEND pupils emotional and social development is identified in their EHC plans as in need of attention. In these cases, the SEND Co-ordinator takes the necessary course of action, in the first instance, usually an in-house intervention programme to address the issue. If it is clear that 'specialist' input is required to help to support school practices in meeting the needs of the pupil referrals are made to the relevant Support Agencies; for example, Educational Psychologist, Speech Therapist, Behaviour Support, CAMHS, etc.
- The school has an enhanced nurture provision for those KS3 pupils who may need a fully differentiated SEMH curriculum. Pupils are educated within this setting at the discretion of the SENDCO.
- Pupils who require help with self-care skills are catered for; the School's Intimate Care Policy makes clear practices to be adopted.

13. What links does the school have with External Support Services and how are these involved in helping the school to support SEND pupils and their families?

- External Support Services play an important part in helping the school to identify, assess, and make provision for pupils with SEND. The SEND Co-ordinator, Heads of Years, Child Protection / Additional Needs Co-ordinator, and the SMT liaise with regard to involving External Support Services to support the needs of pupils and their families.
- Referrals to External Support Agencies usually occur after the school has attempted to address the pupil's needs in-house; for example, targeted intervention / support. However, in cases where pupils enter onto the roll of the school and they are already accessing External Support Services, the school ensures that contact with the Service(s) is maintained; this ensures continuity of support to meet both pupil and family needs.
- The school has good links with many External Support Services, calling on their advice, help, and support as and when necessary. External Support Services are extensive and include:
 - Educational Psychology Service
 - The Local Authority's Specialist Inclusion Service, who support pupils with a diagnosis of ASD, Hearing Impairment, Visual Impairment, and Physical Impairment
 - Virtual School – educational support for Looked After Children (CLA)
 - Vulnerable Children's Education Team– educational support for children and young people subject to a Child Protection Plan
 - Children's Therapy Service – Physiotherapy, Occupational Therapy, Speech and Language Therapy
 - School Nursing Team
 - Medical Needs Team
 - Epilepsy Nurse
 - Diabetic Outreach Nurse
 - CAMHS (Child and Adolescent Mental Health Service)

- Behaviour Support Services
- Education Welfare Service
- Early intervention Panel (Early intervention single assessment)
- MAST – (Multi Agency Screening Team)
- Calderdale and Kirklees Careers Service
- Parent Partnership – impartial support and advice for parents, carers, and young people
- Calderdale Parents and Carers – support for disabled children and young people and their families
- Independent Travel Training

Note. The involvement of External Support Services to meet the needs of pupils (and families) usually results from discussion between the school and parents / carers and, where appropriate, the pupils themselves. However, in certain cases (for example, Child Protection / Safeguarding issues) the school will take responsibility for the referral.