

## **SEN Information Report September 2024**

The vast majority of pupils referred to Hambleton and Richmondshire Pupil Referral Service (HRPRS) have some degree of special educational need.

In addition HRPRS hold the roll for the Targeted Mainstream Provision (for pupils with a primary need of SEMH) in Thirsk School. This has been open since September 2022 and after a slow start we now have an established placement where we are able to work with pupils who have an EHCP with SEMH identified as their primary need. We are consulted by the local authority for placements and this provision is a long term offer until the end of Year 11 or until the pupil can manage a mainstream placement without the TMP support.

The staff team will aim to make provision for these needs accordingly.

HRPRS is a fully inclusive learning environment, which works towards developing successful individuals and supports pupils to achieve their potential personally, socially, emotionally, academically and physically. As an alternative provision, we work with pupils in KS3 and KS4 from the Hambleton and Richmondshire districts of North Yorkshire who have been permanently excluded from mainstream education or require additional support and alternative provision in order to meet their needs and prevent permanent exclusion.

All staff at HRPRS are experienced in working with pupils with special educational needs and attend regular CPD. We work to support all pupils to access education and make progress, breaking down barriers to learning.

We consult with pupils and their families on provision by having an initial meeting between pupil, parent/carer, any other supporting adults and the head teacher or deputy head teacher/SENCO and the key tutor. At this meeting, information is shared and plans are made for the educational provision of the pupil. Reviews are held, as needed and parents/carers are invited to meet key tutors to discuss pupils' progress. We welcome and value contact with parents/carers and we have regular contact through text message, telephone calls, emails and face-to-face meetings. The SENCO is always available to talk to or meet with parents to discuss any concerns around SEN.

### **The kinds of SEN that we provide for**

Our school currently provides additional and/or different provision for a range of needs, including:

- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD) - this is the main area of need for our pupils
- Communication and interaction, for example, autistic spectrum disorder, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate and multiple learning difficulties

### **Identifying pupils with SEN and assessing their needs**

We will assess each pupil's current skills and levels of attainment on entry. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline

- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

We will also use Thrive assessments to ascertain any gaps in social or emotional learning.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will consider the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed. We believe that all children should have access to quality first teaching, differentiated and scaffolded to meet their needs, in accordance with our statutory duties under the Children's and Families Act 2014 and the Equalities Act 2010.

### **Consulting and involving pupils and parents**

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

All information is recorded on an individual learning plan.

We will let families know of any concerns about the pupil's learning through regular contact with home; emails, phone calls, face to face meetings and written reports. We have an open door policy and welcome parents/carers in to HRPRS to discuss issues. We also liaise closely with pupils' own schools if they are dual-registered and other external agencies and professionals. Some pupils may be identified as needing an EHCP (Education Health and Care Plan). The SENCO works to prepare a comprehensive referral and collect information from other services. We work in partnership with the Local Authority SEND caseworkers, the pupil and parents/carers. Where an EHCP is issued HRPRS cannot be named as the educational provision, pupil's may stay on roll with us until a suitable long term provision is agreed.

For pupils who will attend the TMP we will meet with parents, Thirsk School, their current school and caseworker to discuss and plan for meeting needs within this provision. My support plans will summarise their needs, provision and targets as stated in the EHCP.

### **Assessing and reviewing pupils' progress towards outcomes**

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The key tutor or subject teacher(s) will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data

- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly. We have a rewards and sanctions system that works and takes into account pupils' SEND. The system is based upon our three rules of pride, respect and safety, they all have a personalised targets in addition to these.

The quality of teaching and support for pupils is quality assured through performance management and continued professional development.

The "my support plan" documents are reviewed three times per year - this is week 3 of Autumn 1 half term, Spring 1 half term and Summer 1 half term.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We are then able to deliver specific, targeted and specialist interventions on a number of levels, with support from outside agencies where necessary. Records of interventions are kept, this enables us to keep a record of the "assess, plan, do, review" process.

### **Supporting pupils moving between phases and preparing for adulthood**

We will share information with the school, college, or other setting the pupil is moving to. Information shared is pupil overview, academic progress data, Thrive assessment information, risk assessments, attendance information, intervention records and "my support plan".

All pupils have access to careers advice through our vocational pathways leader. We work hard to ensure all pupils have a realistic and aspirational post-16 placement in education, training or employment. All pupils are supported on a personalise level with advice, supported work experience and visits to FE providers with staff support. Transitions are supported by staff and information appropriately shared. Any pupils with EHCPs will have plans made in their annual review for post-16.

### **Our approach to teaching pupils with SEN**

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to pupils who have SEN. This will be differentiated and/or scaffolded for individual pupils.

We will also provide the following interventions:

Thrive approach

That Reading Thing

Success@arithmetic

Lego therapy

### **Adaptations to the curriculum and learning environment**

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc
- Use of practical resources to regulate the vestibular system

This list is not exhaustive

### **Additional support for learning**

We have two higher level teaching assistants (HLTAs) who are trained to deliver the above interventions and will work in class or 1:1 with pupils to provide support as required.

We have one HLTA who is primarily based at the TMP who is key tutor for these pupils and another HLTA has been recently appointed to join the staff team.

We also have a number of external agencies who provide support for our pupils and work closely with the SEND hubs and SEND caseworkers.

### **Expertise and training of staff**

Our SENCO has five years' experience in this role and has worked within alternative provision for 19 years. The SENCO achieved the NASENCO qualification in February 2022.

They are allocated three lessons (45 minutes each) a week to manage SEN provision.

At HRPRS **ALL** teachers are teachers of SEN. We believe all pupils, regardless of ability, deserve access to a broad and balanced curriculum which is differentiated to their needs.

Staff undergo regular training to support their understanding and develop their quality first teaching.

In the last academic year, staff have been trained in:

LGBTQIA+

Understanding regulation and supporting SEMH needs

Reading solutions

Mental Health Lead

Thrive Approach

We can put referrals in to the North Yorkshire SEND hubs for specialist support. This year we have had support for one pupil from communication and interaction specialist practitioner.

### **Securing equipment and facilities**

Equipment is secured through department budgets or through Thrive budget. There is a small budget for SEND and it is planned this is spent on practical equipment to support the sensory needs of pupils and staffing to deliver interventions. Some pupils may have a personal budget attached to their EHCP. This budget and plan is considered on a personalised basis to support the pupil in working towards agreed outcomes.

## **Evaluating the effectiveness of SEN provision**

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after 6 weeks
- Monitoring by the SENCO
- Holding annual reviews for pupils with EHC plans

## **Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND**

All of our outdoor education activities and school visits are available to all our pupils both at HRPRS and the TMP in Thirsk School.

All pupils are encouraged to take part in visits, trips and special events

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

Our accessibility plan details the steps taken to prevent disabled pupils from being treated less favourably than other pupils, it covers:

- Improving the physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services you provide
- Improving the availability of accessible information to disabled pupils

## **Support for improving emotional and social development**

All pupils have a key tutor. They are an advocate for the pupil and work to support them and their family. Key tutors liaise with external agencies

We provide support for pupils to improve their emotional and social development through the Thrive approach and pivotal approach to behaviour management

We have a Thrive trainer, three Thrive practitioners and an SLT member who has completed the senior leader Thrive training. We also have two members of staff who have completed mental health first aid training.

Pupils with SEN are encouraged to participate in pupil voice activities

We have a zero tolerance approach to bullying.

## **Working with other agencies**

All staff work collaboratively with external agencies, in meeting pupils' SEN and supporting their families.

There are a number of agencies who come into HRPRS to work with pupils, or work with pupils off site. They include:

Educational Psychologists

Child and Adolescent Mental Health Services (CAMHS)

Health Services

Mind

Healthy Child Team  
Early Help Team  
Children's Social Care  
SEND caseworkers  
Youth Justice Service  
Virtual schools  
Police  
Fire Service  
Communication and Interaction Service  
Safer Neighbourhood team  
Compass  
AEGIS

*(This list is not exhaustive).*

### **Complaints about SEN provision**

Complaints about SEN provision in our school should be made to the SENCO in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

### **Contact details of support services for parents of pupils with SEN**

Any parent (or in the case of Looked After Children - designated carer) who wishes to make a complaint about SEN provision at HRPRS should, in the first instance, make an appointment to meet with the SENCO or Head Teacher. We will make every effort to resolve issues informally and accommodate parental wishes. If a parent feels that the issue has not been resolved to their satisfaction they should approach the Head teacher and/or the Chair of Management Committee; Tom Kelly. Representatives of Looked After Children can also approach the Head of the Virtual School for Looked after Children; Julie Bunn.

We are happy to provide copies of the school's SEN policy on request.

Contact Details:

SENCO: Mrs Victoria Milne email: [vmilne@hrprs.n-yorks.sch.uk](mailto:vmilne@hrprs.n-yorks.sch.uk) Tel: 01609 710443

Head Teacher: Mrs Sarah Morrison email: [smorrison@hrprs.n-yorks.sch.uk](mailto:smorrison@hrprs.n-yorks.sch.uk) Tel: 01609 710443

**SEND Local Offer:**

The North Yorkshire Local Offer can be found at:

<https://www.northyorks.gov.uk/send-local-offer>

The Directory of alternative provision can be found at:

<https://cyps.northyorks.gov.uk/sites/default/files/SEND/Alternative%20Provision/NYC%20Alternative%20Provision%20Directory.pdf>

The NYCC Strategic plan for SEND education provision can be found at:

<https://www.northyorks.gov.uk/send-specialist-support-and-inclusion>

North Yorkshire's Special Educational Needs (SEN) Service is situated in County Hall. The main work of the service is to co-ordinate statutory assessment procedures, and to arrange for appropriate special educational provision to be put in place for children and young people with Statements of Special Educational Needs or Education, Health & Care Plans and to keep them under review.

If you think your child has Special Educational Needs you should contact the SEN Team on 01609 780780, or your child's school. If you would like further advice regarding Special Educational Needs, you can contact the Special Educational Needs Information, Advice and Support Service (SENDIASS) on: 01609 536923 or find out more information at <http://sendiassnorthyorkshire.co.uk/>