

Local Offer: Template for Education Providers – Updated September 2021

Every early year setting, school and college must outline what their local offer is to children and young people with special educational needs and/or a disability (SEND).

To help you do this the local authority will publish your responses to the following questions. The responses need to be jargon free, ensure clarity of language and provide information about where to go to get further advice or guidance if needed.

1. What is the name of your educational provision?

What is the address?

What is your phone number and email address? **NB The email address provided below will be used for all future correspondence regarding the Local Offer website. 0114 2438486**

Who is your SEND Governor? What are their contact details?

Who is your SENDCO? What are their contact details? Are they full or part time?

Hinde House 2-16 School

Address:

Primary Phase: Bracken Road, Sheffield. S5 6FH : Tel 0114 2426874

Secondary Phase: Shiregreen Lane, Sheffield S5 6AG : Tel 0114 2438486

Phone:

Primary Phase: 0114 2426874

Secondary Phase: 0114 2438486

Email: enquiries@hindehouse.net

SEND Governor: Alison Warner c/o Hinde House School, Shiregreen Lane, Sheffield S5 6AG

SENDCO Hinde House - Secondary: Louise Fox

DEPUTY SENCO Hinde House - Primary: Rachel Grice

2. Please give a brief overview of your educational provision

Hinde House 2-16 School is a multi-cultural inner- city through school, educating children from the ages of 2 to 16 years. It is one of a small number of similar schools across the country. It has a school population of approximately 1306 of whom 36% are in the Primary Phase. During 2014-15, provision for two – three-year-old children began in a separate building adjacent to the Primary Phase, which has relocated in 2021 to be in the existing primary phase building.

The Primary admission number is 60. The Secondary admission number in each year is between 160 and 180.

The Primary and Secondary schools are located on separate sites approximately 0.5 km distance from each other.

3. What is your current Ofsted rating (if applicable)?

Good, based on the Section 8 Inspection in 2016.

4. Who is your educational provision for?

The provision is available for:

0-3 Years	4-7 Years	8-11 Years	12-16 Years	Post 16 age
X	X	X	X	

The provision supports learners with:

Education	Health	Social care	Preparing for Adulthood
X			X

The provision primarily supports (or has supported) learners with:

Cerebral Palsy	ADHD/ADD	Social & communication difficulties including Autism	Behavioural Emotional or Social Difficulties	Down's Syndrome
X	X	X	X	X
	Hearing Impairment	Medical Needs or Long-term Illness	Mental Health Difficulties	Moderate Learning Difficulty
	X	X	X	X
	Multi-Sensory Impairment (vision & hearing)	Physical Disability / Mobility Issues	Profound & Multiple Learning Difficulty	Severe Learning Difficulty
	X	X		X
	Specific Learning Difficulty (e.g. Dyslexia)	Speech, Language & Communication Needs	Visual Impairment	Waiting for diagnosis
	X	X	X	X

The provision is accessible as a:

Mainstream service	Specialist service
X	

If you are a specialist setting what other admissions criteria do you use?

N/A

Please state the number of pupils on your roll and your average class size

At present, Primary Phase has 496 pupils on roll. Average class size is 30. Secondary Phase has 851 pupils. Average class size is 25. Due to Covid 19 restrictions September 2020 pupils are in smaller bubbles of up to 20 where possible.

5. How does the setting identify learners with SEND?

Does your school / setting / post 16 provision offer specialist assessments by school staff and/or external professionals?

All teachers are teachers of pupils with special educational needs or disabilities. Teaching such pupils is therefore a whole school responsibility. At the heart of the work of every class is a continuous cycle of planning, teaching and assessing which takes account of the wide range of abilities, aptitudes and interests of pupils. The majority of pupils learn and progress within these arrangements. Those pupils whose overall attainments or attainment in specific subjects fall significantly outside the expected range may have special educational needs.

Before entry to the Primary Phase, the school assesses each pupil's current levels of attainment in order to ensure that they build upon the pattern of learning and experience already established during the pupil's pre-school years. If the pupil already has an identified special educational need or disability, the child's class teacher supported by the SENDCO use this information to:

- Provide starting points for the development of an appropriate curriculum.
- Identify and focus attention on action to support the pupil within the class
- Use the assessment processes to identify any learning difficulties
- Ensure ongoing observation and assessment provide regular feedback about the pupil's achievements and experiences to form the basis for planning the next steps of the pupil's learning
- Involve parents/carers in implementing a joint learning approach at home.

In the Early Years` Setting, the Government's Early Learning Goals set out what most pupils will have achieved by the end of the foundation stage/school reception year. Pupils progress at different rates during the foundation stage. By the end of this stage some pupils may still be working towards the goals. Such pupils will need differentiated learning opportunities to help them progress and need regular monitoring of their progress.

Once practitioners have identified that a pupil has special educational needs, the setting intervenes. If this intervention does not enable the pupil to make satisfactory progress the SENDCO may need to seek advice and support from external agencies. An essential initial step is to ensure that parents/carers contribute their knowledge and understanding of their child and raise any concerns they may have about their child's needs and the provision that is being made for them.

Each member of staff acts as a key-worker for a group of children, and this facilitates communication with parents and other professionals involved with the family. However, all members of staff are responsible for observing the behaviours and skill development of children with SEND, and these observations are then discussed at review meetings. The nursery has a behaviour management policy, which ensures that children receive consistent handling. The Head of the Nursery also takes responsibility for communicating with outside agencies, and she is in regular contact with health visitors, communication therapists and the Under-fives Team at Ryegate.

From Year 1, baseline measures are established for every pupil and progress is measured from that point.

On entry to the Secondary Phase: throughout the y6 to y7 transition period, Y6 class teachers and Primary Assistant SENDCO will share any concerns with our secondary team. This information will be reviewed alongside the SATS results. Once settled, if pupils are below expected in an area of literacy and numeracy, diagnostic tests are given, which **may** include some of the following:

the Macmillan Reading Analysis, the Corrective Reading Placement Test, the British Picture Vocabulary Test, a Fresh Start placement test and a battery of tests for aspects of Specific Learning Difficulties.

Regular meetings are held between the Inclusion Team and individual class teachers (Prim) and Subject staff groups and Year Leaders (Sec) to discuss progress made and identify any pupil needs not being met. Plans are agreed and reviewed at these meetings. Teachers are asked to contribute to the three yearly SEND reviews by evaluating their progress against the outcomes. All staff are asked to continually examine the teaching strategies suggested on the profiles and to share positive working ideas that are personalised with other staff members.

All pupils undertake half-termly progress reviews in curriculum subjects. Pupils who follow a literacy programme are re-tested at least twice during each year or at the end of an Intervention programme.

Maths interventions are also undertaken. Pupils may be identified before entry at transition, or by the class teachers through Quality First Wave teaching in the classroom setting. In the Secondary establishment, this is run by a HLTA (Higher level Teaching Assistant) under the direction of the Head of Maths. This is a specific programme designed as a catch up around basic numeracy skills.

In addition, reviews are held with parents/carers of pupils with SEND three times a year in both Primary and Secondary Phases. These conversations include a review of pupil progress. All parents/carers receive information about pupils` progress throughout the year.

Assessments are also available from Sheffield Local Authority Services including Early Years Inclusion, Fusion Learning Support Service, Speech and Language Service, Community Paediatrics, Ryegate and the Educational Psychologist.

The identification and assessment of the special educational needs of pupils whose first language is not English requires particular care. Where there is uncertainty about an individual child, teachers look carefully at all aspects of a child's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of the language that is used there or arise from special educational needs. Interventions will then be set accordingly.

In order to help pupils who, have special educational needs, the school adopts a graduated response that recognises there is a continuum of special educational needs and brings increasing specialist expertise to bear on the difficulties that a pupil may be experiencing.

In response to Covid-19 meetings will be held virtually where possible and we will continue to engage with outside agencies and support parents. Interventions in the Secondary site will be more limited due to the nature of the bubble timetable.

6. Is your setting physically accessible to all learners?

- What are the physical facilities like? For e.g.
- Is the building fully wheelchair accessible? How many buildings are there?
- Have there been improvements in the auditory and visual environment? (including for children who need a low sensory environment)
- Do you use visual aids such as visual timetables?
- What equipment & facilities do you offer to support learners with SEND and how do you secure new equipment & facilities?
- Are there disabled changing and toilet facilities?
- Primary schools: How secure is the playground – is there a fence?
- Do you provide a quiet / safe space, and how do learners access this?
- Is there a quiet place for learners to eat if they cannot cope with a noisy dining hall?

Primary Phase:

- The Primary Phase, opened in 2006, is fully wheelchair- accessible with a lift between the two floors. There is a disabled toilet and changing facility with a hoist and use of a portable hoist.
- Visual timetables are used by all classes.
- Small groups of pupils are withdrawn for extra support with speech, literacy, numeracy, social skills. From September 2020 interventions will continue run on a smaller scale following the Trust's CV 19 guidance, we will adapt this as we receive more guidance.
- Personalised approaches and resources are used using Communicate in Print, PECS (picture exchange communication system), Social Stories.

- A Personal Care Worker supports any medical needs. In response to Covid 19 government and Trust guidelines, any staff providing close personal care will need to wear PPE.
- A Behaviour welfare officer provides support for pupils and their parents/ carers
- Pupils have supported activities at lunchtimes, if needed, in quieter areas within school.
- There are separate and secure outside areas for First steps (2-year-old provision) Nursery (3 year old provision) and Primary with climbing frame, grassed areas and large equipment. The school is surrounded by a high fence and entry is restricted for all visitors.

Secondary Phase:

- The Secondary Phase, opened in 2006, is fully wheelchair- accessible with a lift between the three floors. There are disabled toilets and a changing facility with a hoist.
- Visual timetables are used where needed by individual pupils.
- Small groups of pupils are withdrawn for extra support with speech, literacy, numeracy, emotional and/ or social skills.
- The Inclusion area is central within the school and includes The Centre, a nurture / life skills base and sanctuary for quiet and 'time out' sessions, and two further class rooms used for literacy, maths, speech and language, emotional regulation sessions and multi-sensory work.
- The Centre provides support for pupils with social, emotional, and mental health difficulties – any pupil who finds it difficult to manage the full mainstream curriculum. Placements may be for single lessons or longer periods, as needed.
- A team of five Behaviour and Welfare Officers provide support for individual pupils, alongside our Teaching Assistants
- Our school Nurse and Counsellor supports the team with her work around Emotional Regulation and Wellbeing. This could be part of drop-in sessions, when needed, or signposted times for completing mood diaries and supporting a positive start for the day.
- Thrive sessions run in various rooms to address mental health issues facing our pupils, particularly due to the pandemic. Thrive provides the tools, skills and insights needed to help children become more emotionally resilient
- Grounded in established neuroscience, attachment theory and child development, the Thrive Approach has been developed over the past 25 years and draws on a wealth of experience in social work, psychotherapy, and education. As a result of implementing the Thrive Approach, children and young people are better placed to engage with their learning and with life. 7 Thrive counsellors across the academy work with our young people from 1:1 to small group therapy sessions.
- Lunchtime activities (Film Club, Quiet games room and Homework Club are supervised by the Teaching Assistant Team in the Centre. Homework club is also available after school.
- If needed, pupils are able to go to the Dining Room before the rest of the school for a few minutes to access this area whilst it is quiet
- If needed, pupils are able to leave lessons slightly early or late in order to avoid large crowds.
- The site is secure – surrounded by a high fence and entry is controlled.

7. How does your setting adapt the curriculum for learners with SEND?

- Who will oversee and plan the education programme for a learner with SEND?
- What are the setting's approaches to differentiation?
- What is the setting's stance on changing some parts of the provision's routine to help learners with SEND?
- What activities are available to learners with SEND in addition to those available through the curriculum? E.g. social skills groups

Teaching pupils with special educational needs and disabilities is a whole school responsibility. All teachers are teachers of pupils with special educational needs and disabilities.

Action to meet SEND tends to fall within four broad strands:

- assessment, planning and review

- grouping for teaching purposes
- additional human resources
- curriculum and teaching methods

For some pupils, it is necessary to choose work from earlier key stages so they are able to progress and demonstrate attainment e.g. very occasionally, a pupil has been placed with a year group below their chronological age in both Phases

On entry to the Secondary Phase, pupils who are well below age related expectations in English and/or Maths follow Interventions which include extra sessions to boost attainment and cover the basics. Some pupils below age related expectations receive catch-up sessions to enable them to make good progress and thus be better equipped to access the secondary curriculum.

The current emphasis on literacy across the curriculum helps to achieve consistency in handwriting, spelling, punctuation, presentation, key reading retrieval skills and vocabulary enrichment

Class and subject teachers, across both phases, value the spiralling model of the 'Plan, Do, Assess, Revisit' approach and differentiate, within their class teaching, according to the needs of the class by:

- choosing materials from earlier key stages or year groups
- maintaining and reinforcing previous learning as well as introducing new knowledge, skills and understanding
- focusing on one aspect or a limited number of aspects in depth
- chunking learning down into the skills required and reinforcing these in a variety of contexts
- tuning all the class into the learning by reminding them of previous learning and the skills / context already covered through engaging activities

Wherever possible, students with SEND are not a separate group. As far as is appropriate for their own needs, within the school's finite resources and compatible with the efficient education of other pupils, they are integrated into mainstream classes and supported within them.

Students are only withdrawn from mainstream groups on a regular basis:

- to receive help with literacy, numeracy, behavioural, emotional, social skills and communication skills
- to work with Educational Psychologist or other Local Authority Support Teams

Pupils with SEND are encouraged to take part in activities outside classes alongside all pupils, e.g. they are encouraged to join in lunchtime activities, residential experiences, Junior Leadership Team, Student Ambassadors and Peer Mentor schemes and sporting activities. (some of these activities are not available in the 1st term due to CV 19 restrictions)

The Centre (secondary) and the Inclusion team (primary & secondary) offer advice to staff on strategies to support pupils in lessons and on the production of differentiated materials.

A team of Teaching Assistants is used throughout the school to work alongside teaching staff in meeting the needs of pupils. They may support pupils with SEND by giving help within class, offering smaller group support or working with individual pupils. There is an allocation from the school budget to supply materials and resources to support the work with students with SEND throughout the school.

When special educational needs are identified, subject teachers and Inclusion staff devise interventions that are additional to, or different, from those provided as part of the school's usual differentiated curriculum.

Subject and Pastoral staff remain responsible for working with a pupil on a daily basis and for adapting their programmes and approaches to allow the pupils to make progress but also the Senior leadership team, the Deputy Heads (Primary) or the Inclusion Team, pupil and parents/carers are part of the process when devising an individualised programme for each pupil when needed.

All interventions are monitored by the Senior leadership team and SENDCO/SEND teacher, in discussion with Phase Leaders and Class Teachers.

The SENDCOs, Inclusion Teams and Senior leaders take the lead in:

- Planning future interventions for the pupil, in discussion with staff
- Monitoring and reviewing the action and
- Ensuring that parents/carers are involved at all stages

The Inclusion Team and subject/pastoral staff, in consultation with parents/carers, seek advice or support from outside specialists, as part of a graduated approach e.g. from the Educational Psychologist

They can support any further assessment of the pupil by:

- Planning further interventions for the pupil in discussion with staff
- Monitoring and reviewing the action taken but responsibility for the day-to-day teaching still lies with the class or form teacher.

An Education, HealthCare Plan may indicate that the support given needs to be over and above that of other pupils to support significant needs in order to enable the pupil to make adequate progress. Teaching Assistants are attached to each class in Primary Phase. A pupil who has an EHC Plan or has a high level of need or complex needs has some support in core subjects from a Teaching Assistant in the Secondary Phase.

The school's system for observing and assessing the progress of individual pupils provides information about areas where a pupil is not progressing satisfactorily. Under these circumstances, teachers may need to consult the SENDCO, Inclusion Team or Senior leaders to consider what else might be done. This review may lead to the conclusion that the pupil requires help over and above that which is normally available within the particular class or subject. The key test of the need for action is evidence that current rates of progress are inadequate. Adequate progress can be defined in a number of ways. It might be progress which:

- Closes the attainment gap between the pupil and their peers
- Prevents the attainment gap growing wider
- Is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers

- Matches or betters the pupil's previous rate of progress
- Ensures access to the full curriculum
- Demonstrates an improvement in self-help, social, emotional, communication or life or personal skills

In both Phases, all pupils receiving an additional intervention are identified and their progress is monitored and evaluated throughout the year or the length of the programme.

Regular meetings are held between the Inclusion Team and individual class teachers (Prim) and Subject Teams/Year Leaders (Sec) to discuss progress made and identify any pupil's needs not being met. Plans are agreed and reviewed at these meetings.

All pupils undertake half-termly progress reviews in curriculum subjects. Pupils who follow a specific intervention programme have a baseline test at the start and a further assessment at the end to identify any progress made or if any further support is needed. In addition, reviews are held with the parents/carers of pupils with marked SEND three times a year in both Primary and Secondary Phases. These conversations include a review of pupil progress. Also, all parents/carers receive information about pupils' progress throughout the year (Primary) and half termly (Secondary)

Strategies/ Interventions used across both Phases may include:

- Teaching Assistant support into classes
- Computer-based programs - Lexia to support reading
- Thinking and memory skills - Turnabout
- Multi-sensory literacy program based on the Hickey approach (dyslexia)
- Spelling mastery or spelling workshops
- Group work on a range of topics e.g. anger management, relating well to others, anti-bullying
- Behaviour modification programmes emphasising praise and reward Individual counselling
- Study skills programmes outside school hours including holidays
- Homework club daily
- Vocational courses in Y10 and Y11.
- Individual programmes to improve targeted behaviours
- Negotiated timetables: modified or reduced
- Half-termly reviews of progress by Inclusion Team and development of further strategies
- Support for tests in and for GCSE exams.
- Cross-phase working
- Support around transition points into Nursery, Nursery to Reception, Foundation Stage

to Y1, Y6-7, 11-12 in particular

- Access to Educational Psychologist

Primary Phase: please see table below for further intervention details

Learning needs:

- 1:1 or 1:3 Phonics catch up
- Speech and Language
- LEAP – language enrichment
- VIP – vocabulary improvement
- VIP – vocabulary improvement
- NIP – narrative improvement
- Pre theme vocabulary teaching
- Precision teaching
- Reciprocal reading
- Access to Speech and Language Service, Learning Support, Visual and Hearing Teams

Social, Emotional and Behavioural needs:

- Group work – Getting Ready to Learn
- Thrive
- Support into classes – outreach from behaviour welfare officer/ thrive champion
- Home visits
- Family Support
- Support from Attendance Workers
- Support from Home-School Worker
- Access to Autism Team,
- Liaison with MAST, CAMHS, Ryegate, CYP, Social care, Health

Physical/ Health:

- Physio program organized by Ryegate staff
- Take ten
- Support from Personal Care Worker
- Liaison with Health Visitor, School Nursing Service

Secondary Phase: please see table below for further details

Learning:

- Lexia
- Speech and Language
- Numeracy

- Access to Speech and language Service, Learning Support (when needed), Visual and Hearing Team
- Special arrangements may be made to support students in GCSE exams
- Application for Special Considerations/ access arrangements may be made to support GCSE exams
- Additional support from Sheffield Futures' staff into post-16 placements
- Visits to post-16 placements, link courses, additional interviews

- Additional support with applications for post-16, telephone calls, additional periods of work experience
- Personalised timetables if required
- Liaison with post 16 providers and support from a school Careers Adviser
- Support for Work Experience, Post 16 applications and visits where needed

Social, Emotional, Behavioural:

- Time in The Centre (nurture/ calm down time)
- Thrive
- Group work – social skills, sexual health
- Support into classes = Teaching Assistants/ outreach from behaviour welfare officer/ thrive champion
- Family support
- Home visits
- Support from Attendance Workers and Family Advocacy Worker
- Access to Autism Team
- Liaison with MAST, CAMHS, Ryegate, Social Care, Health
- THRIVE Programme

Physical/ Health:

- Physio program
- Lift access
- Support from Personal Care Workers
- Liaison with School Nursing Service and specialised nurses

Please be aware that due to Government and Trust Advice around CV 19 restrictions we may not be able to offer the full list of interventions during 2020-21

8. What training have your staff received to support learners with SEND?

- This should include past and planned training including Makaton, PECS etc.
- How do you ensure that all relevant staff (including peripatetic teachers, supply teachers, welfare supervisors, office staff) are aware of learners' needs?
- Do you access specialist expertise?
- Are there staff trained in the administration of medicines, feeding and providing personal care?
- Please include details of any relevant kite marks or accreditations

Training for staff is extensive. This is agreed half termly at both Primary and Secondary Phases and depends on the current cohorts and current needs of staff. The programme centres around ensuring daily high quality first teaching by all staff and includes sessions on specific needs and the progress of each pupil. Both 2-16 teams have been trained to use the Sheffield Support Grid Exemplification Document (SSGe) which supports the clear identification of need and where to access further agency support.

In addition, the Inclusion Team attends a wide range of Inset which has included

- Learning – SEND Code of Practice, dyslexia, phonics
- Social, Emotional, Behavioural – sexual exploitation, Mental Health, Team Teach, Bill Rogers, Autism
- Physical/ Health – Moving and Handling,
- Prevent training
- Thera play
- Lego therapy
- Pre teach Vocabulary
- Emotional Resilience support
- Mighty Minds

Profiles are completed for all pupils with marked SEND and these are available for all staff including supply/ temporary staff. The profiles provide suggestions for teaching approaches and an outline of a pupil's strengths and difficulties.

9. How do you communicate with and involve families?

- How does the setting communicate with parents about their child? E.g. email, home-school book, parents' evenings?
- How does the setting involve parents in reviewing progress and setting targets for learners with SEND? How often do you do this? E.g. termly structured conversations □ Do you offer any parent training or learning events in relation to SEND?
- Do you have an SEND group for parents?
- How do you communicate with families whose first language is not English?

Partnership with parents/carers is essential for enabling children and young people with SEND to achieve their potential. Parents/carers hold key information and have knowledge and experience to contribute to the shared view of a pupil's needs and the best ways of supporting them. Parents/carers of pupils with SEND are treated as partners and supported to play an active and valued role in their children's education. The school tries to provide user-friendly information for parents/carers.

Children and young people with special educational needs have a unique knowledge of their own needs and their views about what support they would like to help them make the most of their education are ascertained. They are encouraged to participate in all the decision-making processes and contribute to the assessment of their needs, the review and transition processes.

Parents/carers should have knowledge of their child's entitlement within the SEND framework. They must be told when a SEND is first identified. They are consulted and involved in the review of progress, target setting and planning the programme until the next review.

Permission must be sought from parents/carers before any individual programme is begun or before any external agency works with their child.

Parents/carers are invited to attend all reviews of students. Reviews occur each term. They are centred on seeking the views of the parents/carers about their child before school staff add their views. These reviews are in addition to the school annual cycle of parents/carers' meetings.

The Inclusion Team tries to ensure that parents are clear about aspects of the Code of Practice and the procedures involved in it. They try to liaise closely with the parents/carers of any pupil with SEND who is experiencing difficulties with learning and communication. This liaison may be managed by letter, phone, email, meeting or visit.

Parents/carers are contacted when their child is absent from school by phone or text unless they have contacted school already

Contact with home is very regular if parents request support or problems emerge. This contact may be via home visits, phone calls, home-school book (Primary), email, daily report or meetings in school. School staff try to be flexible with timings to minimise disruption for parents' working hours. The Parent-Carer Forum have met with parents of pupils with EHCPs in both Primary and Secondary Phases. Parents are signposted to the support of SENDIAS. Post Covid 19 we are now inviting parents and carers into school for a termly parent drop in.

Parents of families whose first language is not English are supported by Teaching Assistants or teachers who have the same language, wherever possible.

10. How does the setting evaluate the effectiveness of its provision for learners with SEND and how often does it do this?

The effectiveness of the school's policy and practice is reviewed annually by monitoring those pupils' achievements that are identified as having SEND. Numbers of pupils identified as having special needs are also monitored and reported to parents/carers and governors annually.

Pupil progress is monitored and evaluated against success in meeting their targets and also the progress they have made through any intervention programme.

In both Phases of the school, there is half-termly scrutiny of the progress of each pupil by teachers, departments/ Phases and Senior Leaders.

SATS and GCSE results are rigorously scrutinised; SEND groups are part of this process. If this group is not showing positive results for the school and against personal predictions, we will review the policy of support and interventions on offer.

11. What support do you provide for the learners' overall wellbeing?

- How do you monitor and provide support for the social and emotional wellbeing of learners?
- How do you teach disability awareness to learners?
- How do you help learners who struggle to make friends?
- How do you support vulnerable learners during unstructured periods?
- How do you support learners for whom school is a cause of anxiety?

There is a wide range of provision to support the wellbeing of pupils in both Phases.

- Personal and Social Education is taught across the school by specialist staff. This programme includes disability awareness, online safety, building successful relationships and British Values.
- Behaviour Welfare Officers and keyworkers are available to support pupils as needed and remove barriers to their learning. They support pupils if they are having difficulties making and keeping friendships and also help when disagreements occur. In addition, Thrive champions and Learning Centre offer programmes to support individual pupils with social, emotional, medical and behavioural problems. They work with pupils who are anxious, angry, lack confidence, are on the autistic spectrum, find it difficult to comply with the school organisation and other difficulties. Teaching Assistants offer support throughout the day. At present, due to CV 19 restrictions, we may not be able to offer this full range of support
- Some pupils have early dinners and have arrangements to move around the school avoiding busy times.
- Support is offered at breaks and lunchtimes for pupils who need this. Supervised structured activities including indoor games, outdoor sports and a quiet room are available each day.
- Circle of Friends is used to encourage peer support for individual pupils with SEND/ disability and the Friends` intervention.
- Careful discussions may be held with a class/ tutor group about an individual`s needs.
- Thrive Mental Health Program –Working on a whole school and individual level build student's emotional and social wellbeing and resilience.
- In addition to Thrive we have included a special session of recovery and rehabilitation (R&R) at the end of the school day. In KS4 this concentrates on exam preparation for GCSE with fun and engaging activities to close the gap of lost learning. In our KS3 years the sessions focus on practical activities. All year groups will expect to receive a tailored diet of activities that aim to build individual mental health and wellbeing back up whilst allowing some of the lost learning time to be recovered.

12. What kind of behavioural interventions do you use?

□ What support is there for behaviour, avoiding exclusions and increasing attendance? □ How do you manage extreme behaviour?

- The Centre (HHS) and Learning Mentors provide a strong basis to support behavioural difficulties and avoid exclusions. School works hard to avoid external exclusions and uses an internal exclusion facility where pupils are supervised but work singly instead of being sent home.
- Welfare Officers may visit homes and meet with families to prevent problems with attendance.
- Past ways alternative provision

13. How do you ensure learners with SEND are included in non-classroom based activities?

- Are learners with SEND able to access all of the activities and how will the setting assist them to do so?
- How do you involve parent/carers in planning activities and trips?

School is committed to ensuring that pupils with SEND have access to all activities in the school. This may necessitate using the school minibus or providing specialist transport, organising Teaching Assistant support or other measures. Parents/ carers support some trips where needed.

Before any major trips/ visits, there are meetings with parents/carers and permission is always sought from parents/ carers before any visit out of school.

Do you offer:

Breakfast clubs	After school clubs	Holiday clubs
Yes – in primary	<ul style="list-style-type: none"> • Yes <p>In the Primary Phase:</p> <ul style="list-style-type: none"> • Teachers lead a rotation of clubs throughout the year such as sport, gardening, music, drama and art <p>In the Secondary Phase</p> <ul style="list-style-type: none"> • Y11 revision classes are mandatory to support GCSE preparation • Teaching Assistants lead homework clubs Monday to Thursday • 	<ul style="list-style-type: none"> • Pupils who are studying for GCSE are offered sessions during school holidays and Saturdays before exams. • Y6 Summer school (took place Summer 2021)

14. How do you consult with and involve learners in their education?

- How are learners able to contribute their views?
- How will the setting support the learner to do this?
- Please include any comments on support for advocacy

Strategies employed to enable the pupil to make progress are recorded within a One Page Pupil Profile, a My Plan or an EHC Plan.

- Description of the pupil's strengths and difficulties
- Pupils' views
- Parents' views
- Teaching strategies to be used
- Provision to be put in place

Progress is reviewed by staff each half term and then reviewed with parents/carers three times a year; wherever possible, the pupil also takes part in the review process, is involved in setting outcomes and gives feedback about any problems they are encountering, either with their schoolwork or socially. This review also includes information from class teachers (Primary) or teachers of core subjects (Secondary), Teaching Assistants, Form Tutors, (Sec) and Year Leaders (Sec) Parents/carers and s are expected to attend each review.

Parents/carers receive a copy of the updated Profile following the review. Parents/carers are informed that the Profile will be circulated to their child's teachers in order that appropriate strategies for support may be developed and shared to maximise progress.

During a review, pupils are encouraged to discuss any barriers to their learning that they are experiencing and suggest solutions. Pupil views are also sought on whether the support provided through a Teaching Assistant, equipment or intervention enables them to fully participate in learning. During the review, the views of the pupil are also sought about progress made, any problems they may be experiencing and any further support which might be offered. This is also an excellent opportunity for them to suggest teaching strategies which work best for them.

Sometimes, the pupil is only present for part of the review meeting if parents/carers feel that this is appropriate.

My Plan:

Pupils who need more than a profile may also have a My Plan. The My Plan is produced with the pupil, parents/carers and together they all agree on a plan to improve a pupils' progress in school. Outcomes will be set and steps to achieve these outcomes will be agreed and shared with appropriate staff. The Plan will be reviewed at least three times during the year. Usually there will be at least two reviews of a My Plan before an Education, Healthcare Plan will be considered.

When planning for transition, parents/carers and pupils should have their views recorded separately if their opinions differ.

15. How do you prepare learners with SEND to progress to, from and within your setting?

- What preparation will there be for both the setting and the learner before he or she joins the setting? E.g. from nursery, primary, or secondary school?
- How will he or she be prepared to move onto the next stage?
- Do you take account of friendships when setting up new class groupings?
- How often do you mix up classes?
- What kind of destinations do learners with SEND move to when they leave your setting, e.g. college, bridging programmes, supported living, work etc.

- As noted previously, staff visit each home before a child joins Nursery to meet the child, parents/carers and discuss any individual needs the child may have and there is liaison with any settings attended previously.
- Parents are met before pupils join the Primary Phase.
- Parents of pupils with SEND are identified by staff from the Junior Schools when the SENDCO and other Secondary staff visit the different schools. Needs are discussed and, where the Junior school staff feel it would be helpful, contact is made with parents/carers of pupils with SEND and early transition visits are made to the Secondary Phase. Y6 pupils coming to join the Secondary school in September from Hinde House Primary attended Hinde House Secondary for a transition visit which was extended due to a change in Covid-19 government guidelines. Other primary feeder schools were invited if SEND by the SENCO for family visits after school ours to allow social distancing to be adhered to.
- Y6 pupils are invited to take part in a week of Summer school activities in August, led by teachers, support staff and a range of professionals providing an exciting range of activities designed to ensure that all of our new pupils will feel comfortable and secure
- Parents in both Phases are invited to Parents Evenings or days to meet staff, look around the school and become familiar with the school procedures. During the pandemic these evenings have sometimes needed to be virtual over Teams.
- From September 2021 Form groups are constructed around friendship choices made by pupils, supported by staff and have a balance of pupils from different schools.
- Forms are altered if the combination of pupils adversely affects the progress of pupils.
- Extensive preparation is made before pupils move to post 16 destinations. There is discussion with providers about individuals` needs, accompanied visits made and considerable work undertaken by the Careers Adviser.
- Specialist staff from Sheffield Futures support pupils with complex needs.
- Sheffield Futures` staff support pupils who have most needs and continue to offer that support during the following year.
- Over 95% of students in Year 11 go on to further education or training and many choose to attend Colleges. There is liaison with all these Colleges about support requirements.

16. Do you have an online prospectus? Are there open days for families and learners?

There is an on-line and paper prospectus.
An Open Day is arranged in July for Year 7 pupils and a further evening in September for Year 5 and Y6 pupils. The open day for y5 and y6 is virtual this year due to CV 19 restrictions

17. Do you offer outreach to home educating families?

Not at present, but in Secondary a Blended Learning Page can be set up to support a pupil in school and to support their access to lessons if at home for any length of time. Inclusion and support staff will visit homes to ensure that work can be accessed and returned electronically for marking and assessing by their teachers.

18. Does your setting offer any additional services for learners with SEND?

- E.g. residential provision, outreach / training for other providers, enrichment programmes in the local community.*

Contact Details

Name & Job Title	Louise Fox: Hinde House Secondary: HHS Academy SENDCO Rachel Grice: Hinde House Primary: HHP Academy Deputy SENDCO	
Email	lfox@brigantiastrust.net rgrice@brigantiastrust.net	
Telephone	0114 2438486 (Secondary)	0114 2426874 (Primary)

Please tell us if you included any of the following people whilst completing the form.

SENDCO	SEND Governor	Parents	Young people with SEND
X + other staff			