



Special Educational Needs and Disability (SEND) Information Report

In accordance with the revised Code of Practice, which forms Part 3 of the Children and Families Bill 2014, schools are required to publish information about their own arrangements for students with SEND.

As an inclusive school, Hackney New School has a range of provision to help support students with a variety of Special Educational Needs and Disabilities. The school SENCo and member of the Senior Leadership Team is Jayne Voice (BA, MA, NASENCo Award). The SENCo can be contacted via the main school office.

The schools comprehensive SEND policy details:

- identifying and assessing students with SEN;
- arrangements for consulting parents and involving them in their student's education;
- arrangements for consulting students with SEN and involving them in their education;
- arrangements for assessing and reviewing student's progress towards outcomes. ;
- arrangements for supporting students in moving between phases of education and in preparing for adulthood;
- the schools approach to teaching students with SEN;
- how adaptations are made to the curriculum and the learning environment of students with SEN;

At Hackney New School, all students have a Personalised Learning Path that has been specifically tailored for them. The Personalised Learning Plans form the structure for each individual student's study afternoon so as not to disrupt or exclude students from certain activities or academic lessons.

Through the Personalised Learning Plans (PLP), a broad programme of intervention and support is delivered to a range of students, including students with SEND. The following table highlights the wide range of interventions that available at Hackney New School both through and in addition to the students individual PLP. Areas marked with a * are available as part of the student's PLP.

Intervention	
Social Skills Programmes/support including strategies to enhance self esteem	<ul style="list-style-type: none"> • Small group Self Esteem Programme* – focusing on developing social skills and raising confidence and self-esteem. • 1:1 and small group mentoring – discussing issues and developing social skills. • Place2talk
Access to a supportive environment – IT facilities/equipment/resources (inc. preparation)	<ul style="list-style-type: none"> • Use of personal Chrome-book for all students. • A range of ICT facilities – equipment/resources: such as interactive whiteboards, Apple TV, Google apps. • Programmes/Websites to support learning: Accelerated Reader, IXL, Manga High, My Maths, Bitesize, Memory Booster, Active Learn, Arts Box.

	<ul style="list-style-type: none"> ● Programmes for assessment: Lucid Exact, LASS, ABILITY, PASS, SNAP B and SpLD. ● SEN Support Rooms: a calm and welcoming environment for students who need time out or a place with someone to talk to.
Strategies/programmes to support speech and language and EAL	<ul style="list-style-type: none"> ● EAL register. ● EAL resources e.g. dictionaries. ● Designated LSA responsible for EAL support. ● Specialist EAL small group teaching. ● Speech and Language programmes based on individual students' requirements. ● Support from agencies when necessary: Referrals to Speech and Language Team & Translation Service.
Mentoring Activities	<ul style="list-style-type: none"> ● Summer School. ● Yr 6/7 transition buddy system. ● Network of named people to talk to - both formal and informal. ● Small group Resilience Programme*. ● 1:1 mentoring programme.
Access to strategies/programmes to support Occupational Therapy/Physiotherapy needs	<ul style="list-style-type: none"> ● Access to strategies/programmes to support advice from: Occupational Therapy, Physiotherapy and visual and hearing impairment; referrals are via GP or School Nurse – where feasible the SENCo can support this process via programmes and activities followed by school as directed.
Strategies to reduce vulnerability, anxiety and promote emotional well being (including communicating with parents)	<ul style="list-style-type: none"> ● Close liaison with home and school: newsletter, text messages, emails, attendance letters, attendance plans and parents ' portal on Arbor. ● Weekly staff meetings: to discuss support and strategies for removing barriers to learning. ● Parent drop-in sessions. ● Safeguarding Log. ● Pastoral support: Pastoral Support Manager, Place2Be, School Nurse, Time out Pass. Support Team ● Close communication with parents of vulnerable children with SENCo. ● Common Assessment Framework (CAF) multi-agency meetings – SENCo can support this process. ● Full transition programme from KS2 –KS3 including: SEN social get together, School visit, meeting with parents, Summer School, Yr 7 Meet and Greet – for parents. ● Direct email access for parents. ● Support from a range of agencies including: Hackney Learning Trust SEN Team, Educational Psychologists, GP, CAMHS, Young Hackney, Social Workers, First Steps and Family Support Workers, NHS School Nurse, and NHS Hearing Impairment Team.
Strategies to support/develop literacy inc. reading	<ul style="list-style-type: none"> ● Small Group Dyslexia Support programme*. ● Small group basic literacy programme*. ● Small group reading intervention programme*.

	<ul style="list-style-type: none"> ● 1:1 reading sessions with SLT/teaching/support staff. ● Accelerated reader.
Strategies to support modify behaviour	<ul style="list-style-type: none"> ● Clear school policy and class rules. ● Whole school training. ● Home school agreement. ● Designated Pastoral Support Manager. ● Report – form tutor, faculty, Pastoral Support Manager, SLT. ● Pastoral Support Plan – monitored over a 16 week period. ● Sanctions: negative behaviour point, detentions, internal and external exclusions. ● Incentives: positive behaviour points, reward trips, certificates, positive phone calls, catch me being good report. ● Traffic Light System – slow integration to back into mainstream classes following exclusions. ● Support from a range of professionals including: Clinical Psychologists, Art Therapist, Occupational Therapist and Psychotherapist. ● Place2Be
Strategies to develop numeracy	<ul style="list-style-type: none"> ● Small group numeracy intervention*. ● Mathematics ICT Programmes – IXL, Manga High and My Maths.
Provision to facilitate access to the curriculum	<ul style="list-style-type: none"> ● LSAs to support students on the SEND Register. ● Regular training for staff including LSAs. ● Annual assessments: in addition to whole school assessments: Access Maths, Star Reading Assessment, Graded level spelling test. ● Rigorous monitoring of curriculum including curriculum reviews and learning walks. ● Range of agency support: Connexions – careers advice and mentoring, motivational speakers. ● Revision Guides. ● Yr 6/7 Summer School .
Strategies to support independent learning	<ul style="list-style-type: none"> ● Staff training. ● Class instructions broken down for SEND students, reiterated by LSA.
Support and supervision at unstructured times of the day including personal care	<ul style="list-style-type: none"> ● School Nurse available to support personal care needs. ● Staff rota to monitor students at break and lunch. ● Individual care plans put in place as needed.
Planning and assessment	<ul style="list-style-type: none"> ● Personalised Learning Plans. ● End of year reports. ● SENCo available at parents evenings.
Liaison/communication with professionals/parents attendance at meetings and preparation of reports	<ul style="list-style-type: none"> ● High-quality, regular meetings as requested, excellent links with all professionals. ● Regular updates with linked professionals. ● Direct email access.
Access to medical interventions	<ul style="list-style-type: none"> ● School Nurse. ● Individual protocols for children with significant medical needs or allergies. ● Care plans. ● First Aiders.

Access to extra-curricular activities	<ul style="list-style-type: none"> ● Seasonal PE enrichment clubs including: football, rugby, cricket and netball*. ● Access to other Enrichment Activities including: coding, creative writing, photography, debating and kayaking.* ● Access to Music Enrichment Activities including: Song writing, African drumming, chamber choir*. ● Access to Breakfast Club. ● Daily lunchtime clubs including: Outside sports, Gardening, Zumba, Board games, Drama, Yoga, STARS and a range of music clubs.
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For children with complex SEND the frequency of such provision may result in the application for additional funding to support a child, this is known as complex needs funding.

Overview of SEND progress at Hackney New School 2013/14.

Our initial cohort was made up of 95 students; 53 boys and 42 girls
37% of students are SEN

Attainment and progress in English and Maths

All students have made rapid progress in English and Maths in Year 7. The progress of all groups is above national average.

Pupils eligible for Pupil Premium and SEN students all make more than national expected progress.

On average our students have made 5.9 points progress in English and Maths over their first year from KS2.

	End of KS2 APS	End of Year 7 APS	Progress since baseline APS
All (95)	27.8	33.6	5.9
SEN (41)	26.3	31.1	4.8
Low Starters + SEN (11)	21	28.5	7.5
Middle Starters + SEN (23)	27.7	32.2	4.5
High Starters + SEN (7)	32.2	35.6	3.4

One sub level = 2 points, One whole level = 6 points

Using our mixed ability teaching in the morning and extensive numeracy and literacy support in the afternoons SEND students and those students who entered Hackney New School with less than Level 4s in English and Maths have made exceptional progress, on average making more than one whole level of progress, including those who are pupil premium students.

JV September 2014