



Part 1: HET SEND Information Report

Vision

The schools in the trust work collaboratively to endeavour to meet the needs of all learners in the trust.

Context

The Humber Education Trust is a diverse multi-academy trust made up of mainstream primary schools and special schools and as such within the trust there are a wide range of learners' needs.

To cater for the broad range of needs the trust recognises the benefits of following a person-centred approach, working collaboratively and in employing an inquiry-mind set to identify and implement provision to address a pupil's learning needs.

The purpose of this document is to ensure that all stakeholders in the Humber Education Trust, including parents, teaching staff and governors understand and use a consistent approach in implementing support for young people with special educational needs and disabilities (SEND).

Definition of Special Educational Needs (SEN)

“A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.”

SEND Code of Practice 2015

Definition of Disability

‘A physical or mental impairment which has a substantial and long-term effect on the ability to carry out normal day-to-day activities’

Equality Act of 2010

The purpose of this document is to ensure that all stakeholders, including parents, teaching staff and governors understand and use a consistent approach in implementing support for young people with special educational needs.

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SENDCos in the trust have dedicated time allocated on a school-by-school basis to ensure that they can assess, plan and review provision in their settings.

SENDCos within the trust work collaboratively across mainstream and special school sectors to support the collective needs of pupils in the trust.

- **What kinds of special educational needs are provided for in the trust?**

The Humber Education Trust is committed to meeting all of the special educational needs and disabilities of the pupils in the trust.

The Code of Practice 2015 describes four broad areas of SEN:

1. Communication and Interaction, including speech, language and communication needs (SLCN) and Autism Spectrum Disorder (ASD).
2. Cognition and Learning, including severe learning difficulties (SLD), profound and multiple learning difficulties (PMLD), Specific Learning difficulties (SpLD), including Dyslexia.
3. Social, mental and emotional health, including attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD), as well as other issues that are rooted in mental health.
4. Sensory and/or physical needs, including a range of physical difficulties (PD) as well as hearing impairment (HI), visual impairment (VI) and multi-sensory impairment (MSI).

The trust is also committed to supporting pupils with complex needs (CLDD),

- **How does the trust identify children and young people with SEN and how are their needs assessed?**

The Humber Education Trust is committed to the early identification and support of all pupils in the trust.

Arrangements are in place, including the use of person-centred practices, to identify and review pupils' needs on a routine basis. These assessments are reviewed following an 'assess-plan-do-review' model, to ensure support is graduated, matched to need, barriers to learning are identified and a clear picture of the support needs of the child is formed. In some cases, where a child's needs may be described as 'complex' an Education, Health and Care plan would be sought.

The professional judgement of practitioners in the school, alongside the views and wishes of pupils and parents plays an important role in the assessment and review of pupils' needs. Where required we liaise with other professionals including SALT, educational psychologist, physiotherapists, occupational therapists to provide additional assessment information.

- **What arrangements are in place for consulting parents of children with SEN and involving them in their child's education?**

Humber Education Trust recognises the significant contribution parents can make to the education of their child and as such the trust seeks to work in full partnership with parents. We take account of the wishes and feelings, feelings and knowledge of parents and encourage parents to make an active contribution in their child's education and in identifying outcomes that will make a difference to them and their child.

At all stages of a child's time in HET, the trust keeps parents informed and involved. The trust works collaboratively with the Special Educational Needs and Disabilities Information Advice and Support Service (SENDIASS).

- **What arrangements are in place for consulting young people with SEN and involving them in their education?**

The trust places significant importance on pupils' capacity to communicate in order to stay safe, express their views and understand information.

The views of pupils are sought routinely and at regular intervals to ensure that a pupil's voice is heard in decisions relating to them. The trust ascribes to the mantra 'no decision about me, without me'.

- **What arrangements are in place for assessing and reviewing children and young people's progress towards outcomes?**

The identification and delivery of work and support towards outcomes is of paramount importance in ensuring success for children and young people. By using person-centred planning methods the trust ensures that contributions from pupils and families are sought and acted upon.

Packages of interventions and support are reviewed routinely, on a termly basis. Education, Health and Care plans are reviewed annually.

- **What arrangements are in place for supporting children and young people in moving between phases of education and in preparing for adulthood?**

The trust employs a person-centred planning approach when defining curriculum and support arrangements for pupils. In the event of a pupil moving between phases of education or moving between schools, this would lead to an adjustment in the pupil's learning needs. Outcomes and their correlating provision would be amended to take account of the learning and support needs of the pupils, on a case-by-case, personalised basis.

The trust places utmost importance on pupils' final outcomes and as such outcomes planning focuses incrementally towards markers to support pupils' independence.

- **What approaches are used in teaching children and young people with SEN?**

Quality first teaching, alongside high quality, personalised support for learning form the foundation for the trust's approach to teaching children and young people with SEND.

The trust puts in place provision for a wide range of learning needs, as defined by the outcomes pupils are working towards.

- **How adaptations are made to the curriculum and the learning environment of children and young people with SEN?**

All children have an entitlement to a broad and balanced curriculum which is differentiated to enable children to:

- understand the relevance and purpose of learning activities;
- experience levels of understanding and rates of progress that bring feelings of success and achievement

We recognise that pupils' learning needs to be presented in a way that is developmentally accurate to their level of development.

Curricula in the trust take note of person-centred planning principles by recognising the learning priorities identified by pupils, parents, school staff and other professionals through outcomes planning.

Our trust understands that engagement is crucial in supporting pupils' understanding and as such the school offers a thematic curriculum to ease access and to spark interest in learning.

- **What expertise and staff training is in place to support children and young people with SEN?**

Staff within the trust receive a high level of ongoing training and demonstrate a high degree of expertise in their care, support and teaching of pupils with a broad range of needs. This document highlights the importance of correct, efficient, fluent use of teaching strategies, tailored to support individual pupils.

We aim to be outward looking, up to date and innovative in our approach and operate a highly effective professional development programme for all staff including teachers, teaching assistants and support staff on special educational needs. Staff seek training from outside support agencies when necessary.

The trust takes action to remove barriers to learning and actively promotes staff to employ an enquiring mind-set when working with our pupils. Humber Education Trust recognises the importance of finding out about how our pupils learn and making valued professional judgements, so that we may best support their learning.

- **How is the effectiveness of provision for children and young people with SEN evaluated?**

Pupils' provision is based upon the adaptations they require to learn effectively. Reasonable adjustments may be identified through person-centred planning means, when discussing outcomes, for instance.

The effectiveness of pupil provision will be discussed in relation to progress against pupil outcomes and will be discussed in line with the views and wishes of pupils and parents.

- **How are children and young people with SEN enabled to engage in activities available with children and young people in the school who do not have SEN?**

The Humber Education Trust is an inclusive trust and as such all pupils are supported to take part in activities alongside peers who do not have SEND. Reasonable adjustments and adaptations to provision are made to ensure this is the case.

The trust also arranges specialist activities for pupils with more complex needs, between the mainstream and special schools in HET.

- **What support is in place for improving emotional and social development, including extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying?**

Pastoral support arrangements are in place to support pupils with emotional and social development. Wider arrangements are in place to support Early Help work with families.

HET recognises that pupils with SEND are more susceptible to bullying. Behaviour and anti-bullying policies in individual schools in the trust take account of this and outline measures to overcome this.

- **How does the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people’s SEN and supporting their families?**

We use the following local support services on a needs-led basis:

- Educational Psychologists
- Speech and Language Support Agency
- CTLD (nursing team for children with learning difficulties)
- Public Health Nursing Team
- National Autism Society
- IPaSS – Integrated Physical and Sensory Service (Visual/Hearing/Physical)
- Social Care Team
- Kids – Parent Partnership
- Cruze / Dove House Bereavement Support Team
- Sibling Support Services – Barnardos
- Sensory Integration Therapy - Barnardos
- Police

Links to all of these can be found in the Hull Authority Local offer.

<https://www.connecttosupport.org/s4s/WhereILive/Council?pageId=774>