



Special Educational Needs and Disabilities (SEND) Local Offer and School SEN Information Report

Holyport College

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Type of school:	Free school Mainstream Boarding and Day Secondary
Last updated:	August 2024

1. Identifying special educational needs and disabilities (SEND)

a. What kinds of special educational needs and disabilities does the school provide for?

At Holyport College our ethos is that of inclusion. We recognise the importance of providing an environment where every student, irrespective of their ability, can achieve their full potential. Every effort is made to ensure that students with SEND are fully integrated into the life of the school. We have experience of supporting students with the following range of Special Educational Needs and Disabilities:

Communication and interaction

Speech, Language and Communication Needs (SLCN)

Autistic spectrum condition (ASC)

Cognition and learning

Specific learning difficulties (SpLD e.g. Dyslexia)

Social, emotional and mental health

Anxiety, depression, self-harming, eating disorders, attachment disorder (e.g. CAMHS involvement)
Attention deficit hyperactivity disorder (ADHD)
Attention deficit disorder (ADD)

Sensory and/or physical needs

Physical disability (PD)
Medical (M)
Visual impairment (VI)
Hearing impairment (HI)
Developmental Coordination Disorder (DCD)

b. How does the school know if children and young people have special educational needs and disabilities and need extra help?

Prior to entry to the school the Assistant Headteacher Curriculum Support, in collaboration with other staff, liaises with feeder schools to understand known SEN needs through the completion of a Curriculum Support Transition form and meetings. Parents also have the opportunity to make the College aware through student joining forms. Student skills will be identified and areas requiring support noted.

On entry to the school each student completes the *Cognitive Abilities Test (CAT)*, a suite of tests that assesses a student's reasoning (thinking) abilities in key areas that support educational development and academic attainment. The school is also provided with KS2 SATs data, which helps identify weaker readers. Students also complete baseline assessments in core subjects before October half term.

Students identified as scoring significantly below the average expected for their peer group will be assessed further and offered support and strategies, as appropriate. Teaching staff are also expected to refer students making less than expected progress (relative to their baseline assessment and in comparison to their peer group) for further advice and guidance and assessment by the Curriculum Support department, Key Stage leads and pastoral teams. In some circumstances, referrals to external professionals (e.g. to the College's link RBWM Educational Psychologist or NHS services) will be made if considered appropriate. Where further assessment is required, parents and carers will be consulted prior to the assessment being conducted and contacted following the assessment to discuss the outcomes and subsequent plan of support for their child.

c. What should I do if I think my child/young person may have special educational needs/disabilities?

If you think your child has SEND, please contact the Curriculum Support Department. We are always happy to discuss your concerns and the department team will work closely with your child's academic and pastoral staff to ensure that appropriate support and monitoring is put in place.

2. Support the school provides for children and young people with SEND

a. What teaching strategies do you use to support children with special educational needs and disabilities?

Students with SEND are provided with a graduated response to needs through quality first teaching, which is differentiated, where appropriate, and supported by the subject teacher. Support for individual students depends upon the complexity of their individual needs and the resources at the school's disposal, however in-class strategies might include; more frequent checking of understanding by the teacher; 'chunking' of information into smaller components; sharing of teaching resources to students in advance of lessons; use of assistive technology and learning aids i.e. laptops, reading pens, radio aids; use of learning aid software such as Read Write; optimal seating plans; in-class movement breaks.

Following assessment and constant review, students are targeted with additional interventions to enable them to work at age related expectations or above. In the event that this does not meet the needs of students with SEND then specialist additional and personalised interventions are put in place.

b. What additional support is available to help my child with their learning including specific interventions provided and adaptations to the curriculum and learning environment?

Holyport College is committed to identifying and supporting students with specific educational needs and actively seeks to enable students to understand their own learning needs and identify strategies to enhance their learning outcomes. We prioritise a culture of inclusion and diversity in which all students are able and expected to participate fully in the life of the school.

Students with specific learning needs are well-supported and make good progress. Every student learns in their own way and the College gives students the support required to assist with the demands of learning, sometimes with small group or one-to-one intervention or via drop-in sessions. Additional in-class support, additional to High Quality Teaching, in the form of a Curriculum Support Officer is provided for students in receipt of an Education, Health and Care Plan where that provision is detailed as part of the student's plan.

Support and adaptations to the classroom environment are considered individually for each student, however may include:

- Use of outside agencies including SHINE Autism outreach programme for students with ASC; RBWM Educational Psychologist, the Sensory Consortium, the Specialist Inclusion Service, NHS Education Mental Health Practitioner, NHS CAMHS
- English as an additional language small group intervention
- Dyslexia specialist teacher
- School counsellor
- Mindfulness practitioner
- The College employs a part time Emotional Literacy Support Assistant (ELSA) to work with vulnerable students

- Sixth form reading mentors for small group literacy support
- Co-Curricular interventions such as Young Carers, Executive Functioning and Lunch Club, where students can play games such as Uno, Chess or drawing
- Dedicated 6th form Curriculum Support Officer to help with the academic and pastoral needs of sixth form students
- Work stations in the science block have been designed for wheelchair use
- Optimal positioning of the student/teacher in class i.e. for hearing impaired students teachers try to maximise presenting from the front of the classroom and minimising moving around. They also try to avoid standing in front of a window so that his/her face can be seen without glare from the sun
- Staff adhere to consistent classroom routines; if a student misses something they will be better to predict what they should be doing or what will happen next.
- Classroom doors are kept closed to minimize noise in the hallway from interfering with learning
- Consistent classroom rules and expectations i.e. during classroom discussions students are expected to speak one at a time

It should be noted that reasonable adjustments for students are considered on a case basis and that the lists in 2a and 2b are not exhaustive.

c. How is the decision made about what type and how much support my child/young person will receive?

For students who have an EHC Plan, the objectives and provision in those documents. as well as in-house testing. are used to decide what type and how much support is needed.

Where students have received support in a previous educational setting, support will be provided based on baseline screening on entry, previous school liaison and the needs identified by the SENCO.

For students identified from initial baseline testing when they start at the College, the area of need is identified and support put in place dependent upon the needs determined by the SENCO.

The Curriculum Support registers (inc SEND register) and, where appropriate, a provision map / individual support plan is used to keep track of students with SEND and details the type and level of support given to each student. Students who are being monitored, or who have a diagnosis but are not currently receiving support other than High Quality Teaching, are also detailed within the SEND Register.

d. How will I (the parent) be involved in planning for and supporting my child/young person's learning?

Your child/young person's form tutor or a member of the Curriculum Support team will contact you if we have any concerns about their needs. You will be involved in prioritising needs, discussing targets and the progress made towards these targets. You will be able to communicate with the SENCO who will also give you advice as to how you can help your child at home, as necessary.

e. How will my child be involved in his/her own learning and decisions made about his/her learning?

The College promotes a culture of students taking ownership of their learning and this also extends to those students who have additional needs. Students are regularly involved in assessing their progress during lessons and have an opportunity to express their views at reviews/progress meetings in person or through discussion in advance with a member of staff. Students are encouraged to recognise their own targets and assess their progress towards these. We listen carefully to their opinions to ensure activities and personalities are matched to maximise learning.

3. Children and young people's progress

a. How do you check and review my child/young person's progress?

A student's learning is tracked individually through departments and through year groups, as part of a regular data tracking cycle. Parents will receive feedback on progress made against their individual targets. Reports are discussed with form tutors, House Masters and Key Stage academic progress leads and any barriers to learning identified (if any). Specific SMART targets are shared at review meetings held within the Curriculum Support department to ensure consistent support strategies are in place, to determine success criteria and to share any concerns/successes. The Curriculum Support department uses a process of assess, plan, do, review to guide provision and measure progress.

Students with an EHCP will have a formal annual review in addition to this, and depending on the needs of the child, may have interim reviews throughout the year.

b. How do you involve my child/young person and parents in those reviews?

For the annual review of a student who has an Education Health and Care Plan, parents/carers and any other professionals involved with the student's progress will be invited to attend, along with a representative from the local authority and the student themselves.

Where the progress of a student with SEND is being reviewed, the parents and any other professionals will be invited to attend and invited to make contributions prior to the review. Should they see fit, parents may bring other people (e.g. other professionals or family friends) to these review meetings.

The parents may be given a record of their review meetings.

If students are looked after, they will be reviewed as frequently as the local authority deems necessary, or in the event of circumstances requiring an earlier review. Personal Education Plans are reviewed with the student during termly PEP meetings and a representative from the virtual school and social services will be invited.

c. How do you know if the provision for children and young people with SEND at your school is working?

All students are assessed prior to and at the end of an intervention programme. In some cases this may involve asking the child questions to assess their emotional well-being, in other cases there may be an assessment of reading or spelling ability.

The progress towards agreed targets is measured and in the event intervention does not provide the desired progress, modifications to the approach are made.

4. Support for overall well-being

a. What support is available to promote my child/young person's emotional and social development?

At Holyport College, we have a well-established house system. Our four Houses are; Brunel, Turing, Johnson and Fawcett. Brunel and Turing are the names of boy's boarding house, to which female day students are allocated. And Johnson and Fawcett are the names of the girl's boarding house, to which male day students are allocated. The exceptions to this protocol are where older siblings have been previously allocated to a different House.

Tutor groups are arranged according to House and Year, with weekly House Assemblies helping to provide a sense of friendly unity and cohesion. This is even more keenly felt within the boarding houses, where older students 'look out' for the younger students and where lots of activities are organised by the boarding staff that facilitate community and cohesion.

Form tutors are the first point of contact within the school, with each form tutor providing emotional and social support through the ability to discuss issues as they arise.

We have a cohesive and well-planned Personal Development curriculum which further support student's emotional and social development.

We have a library, which is manned by a dedicated Curriculum Support Officer, which students can go during break and lunch times if they would like a quieter space.

5. Preparation for new and next steps

a. How will you help and prepare my child to join your school?

We have a transition programme for all students joining Holyport College. If your child has significant SEND we will attend a transition review held at your child's current school and request that parents/cares and any other professionals are also invited. During the meeting, any arrangements above and beyond those which all children receive, will be discussed. Such arrangements may include any additional staff training that may be required, additional resources we may need to purchase, pre-visits to our school for your child, and information to make the transition as smooth as possible.

We provide maps, a tour and/or a buddy to ensure these students will be successfully able to familiarise themselves with their new surroundings.

We hold an annual Transition Day for year 7 students in July.

b. How will you prepare my child young people to join their next year group/school/college/ stage education or life?

When students transition to another provider from Holyport College, all paperwork (review records, progress levels, school and professionals' reports) will be handed over to them.

There is a comprehensive careers education, advice and guidance programme in place for all students. For students with an EHCP, we will involve external careers advisors early enough to help identify potential career pathways.

6. Accessibility and specialist equipment

a. How accessible is the school environment?

(A link to the School's Accessibility Plan can be found in section 8b)

Is your school wheelchair accessible? The school is partially accessible to wheelchair users. There are a variety of rooms in the old part of the school which are only accessed via stairs.

Have adaptations been made to the auditory and visual environment? Doorways, stairways and skirting boards have all been painted in contrasting colours.

What changing & toilet facilities does the school have for children and young people with SEND? There are 5 toilets accessible for the disabled toilets and a changing facility.

Do you have disabled car parking for parents? We have 4 designated disabled car parking spaces for parents.

b. What if my child needs specialist equipment or facilities?

We will make every effort to provide the equipment and resources your child needs and make any reasonable adjustments.

c. How will my child/young person be included in activities outside the classroom including physical activities, school clubs and school trips?

As part of our inclusive ethos we want all students to take part in activities outside the classroom. All curricular lessons are made accessible for SEND students, with additional support provided if needed.

When planning school trips we consider the needs of the students and will talk to you in the early stages of planning to make sure your child will be able to participate and be safe.

7. Training for staff, specialist services and further support

a. With regard to staff who support children with SEND, what expertise do they have and what training have they undertaken?

The Curriculum Support Department at Holyport College is composed of 12 dedicated, well-trained internal members of staff, who possess a variety of specialisms. Our provision is supplemented by a number of highly qualified external practitioners. The department is situated in the Winton building, which includes teaching and intervention rooms.

The Department works closely and collaboratively with academic and pastoral staff to provide support to students with additional needs. Staff within the department are central to a student's well-being and happiness as well as academic success and we are proud of the work we undertake. We are a well-functioning team who uphold values such as proactivity, flexibility and positivity.

We prioritise CPD and undertake frequent training, depending on the needs of the College. In recent years this has included training in Executive Functioning skills, hearing impairment, autism, ADHD.

b. What other agencies do you involve to meet the needs of my child/young person and how can I access support from these agencies?

We will regularly involve other agencies to help us meet the needs of your child. Whenever we do so, we will inform you beforehand and ask for your permission to discuss your child with them. Agencies we often use include the Educational Psychology Service, Berkshire Sensory Consortium, the school nursing service and SHINE (for students with an ASD diagnosis). We also have contact with NHS CYPITs (Children and Young Persons Integrated Therapies) which includes occupational therapy, and NHS Child and Adolescent Mental Health Service (CAMHS).

c. Who should I contact to find out about other support for parents/carers and families of children and young people with SEND?

Please follow this link to the Royal Borough of Windsor and Maidenhead's Local Offer, for information about other services that might be available to support your child/young person:

https://rbwm.afcinfo.org.uk/local_offer

You can contact the Information, Advice and Support Service for Windsor and Maidenhead who provide impartial information and advice on matters relating to Special Educational Needs and Disabilities for children and young people aged 0-25 and their families Tel: 01628 683182

Email: IAS@rbwm.gov.uk

Website: <https://ias-rbwm.info/>

Gems4Health provide Autism and ADHD support services in Berkshire:

<https://www.gems4health.com/>

8. Policies

a. Are you aware/familiar with the requirements of the Disability Discrimination Act 1995 (Special Educational Needs & Disabilities Act 2001) and the Equality Act 2010?

Yes

b. Where can I find other school policies relating to SEND?

The following SEND policies are available on the school website using the following link:

<https://www.holyportcollege.org.uk/statutory-info/policies>

- SEND Policy
- Equality Policy inc. Accessibility Plan
- Child Protection Policy
- Promoting Positive Behaviour Policy

9. Additional Information

a. Do you provide any other resources for children and young people with SEND?

In keeping with our inclusive ethos, provision is made to ensure all activities during the school day, including our co-curricular sessions, are accessible to children with SEND.

10 . Feedback and complaints

a. What do I need to do if I have a concern or complaint about the school and its provision for my child/young person?

The College hopes that you will be happy with the way in which we work with you and your child and will not feel the need to complain. However, we recognise that there may be occasions when you feel that you wish to make a formal complaint.

If you feel you need to do this then please follow the procedure detailed in our policy which can be accessed through this link:

<https://www.holyportcollege.org.uk/userfiles/hcmvc/Complaints%20Policy%202023.pdf>

Glossary

Terms used in this document	Description/explanation of term
Annual Review	The Review of an Education, Health and Care Plan that a local authority must make within 12 months of issuing an EHCP or of the previous review.
Autism Spectrum Condition (ASC)	Autism is part of the autism spectrum and is sometimes referred to as an Autism Spectrum Disorder, or ASD. The three main areas of difficulty which all people with Autism share are sometimes known as the 'triad of impairments'. They are: <ul style="list-style-type: none"> • difficulty with social communication • difficulty with social interaction • difficulty with social imagination.
Behaviour Support	Behaviour Support Behaviour Support & Wellbeing outreach workers are part of RBWM Psychology, Wellbeing and Schools Support Service. They work with a number of RBWM schools in a variety of ways, supporting staff, children and their families to understand and manage difficult behaviour to improve emotional wellbeing.
Child and Adolescent Mental Health Service (CAMHS)	An NHS service who support children with mental health difficulties and their families
Children and Young People Integrated Therapies (CYPIT)	An NHS team who provide Occupational Therapy, Physiotherapy, Speech and Language Therapy and Specialist Dietician services throughout Berkshire.

Continuing Professional Development (CPD)	Refers to training by school staff to keep their skills and knowledge up to date
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Differentiation	The process of adapting the curriculum to suit the needs of learners of a range of abilities.
Education, Health and Care (EHC) Plan	An EHC Plan is a legal document that states what support a child or young person with special educational needs aged 0-25 should have. EHC Plans have replaced the Statement of Special Educational Needs.
Educational Psychologist (EP/Ed Psych)	Educational Psychologists are part of RBWM Psychology, Wellbeing and Schools Support Service. They work with schools Educational Psychology Service and the local community to improve children and young people's (EPS) aged 0-19 years (up to 25 years with significant SEND) learning, well-being, development and achievement.
Emotional Literacy Support Assistant (ELSA)	Teaching assistants who have received extra training to support the emotional wellbeing of children and young people.
Hearing impairment	Students with hearing impairment (HI) may be blind or partially sighted
National SENCO award	A Master's level qualification which is required for all new Special. The leadership level national professional qualification (NPQ) will become the mandatory qualification for SENCOs from September 2024, replacing the NASENCO qualification. Teaching of the NPQ for SENCOs will begin in autumn 2024.
Number Shark	Intervention to support children with maths
Numicon	Intervention to support children with maths
Nurture groups	Small group intervention for supporting children with social, emotional or behavioural needs to access learning
Occupational Therapy (OT)	A service who support the assessment and intervention of young people with health conditions
Provision map	A way of a school showing the resources and provision available, including whole class teaching, group work and individual interventions, for identifying and overcoming barriers to learning and meeting the needs of all students. It includes provision which is 'additional to' and 'different from' that which is offered through the school's curriculum.
Reading Pen	Assistive technology that enables students to scan printed text and have the pen read it aloud.
Read Write	Assistive technology that provides text to speech or speech to text services

Read Write Inc	Intervention to support children with literacy developed by Ruth Miskin Training
Royal Borough of Windsor and Maidenhead (RBWM)	The Local Authority/Council
Ruth Miskin	A number of interventions to support children's literacy and language
SEN Support	Support that is provided to children and young people with Special Educational Needs within a school or setting's own resources. This used to be called School Action or School Action Plus.
SEND	Special Educational Needs and/or Disabilities
Sensory Consortium Service	Berkshire Sensory Consortium Service is a specialist education support service for hearing impairment, visual impairment and multi-sensory impairment.
SHINE	An outreach service supporting children on the autism spectrum in mainstream schools
SLCN	Speech, Language and Communication Needs
SMART targets	Targets set with young people's progress in mind, which are Specific, Measurable, Achievable and Realistic, and set against an appropriate Timescale
Special Educational Needs Co-ordinator (SENCO)	This is the member of staff of a school who has responsibility for co-ordinating special educational needs provision within that school.
Specific Learning Difficulty (SpLD)	Difficulties a student may have which are restricted to a particular area of learning, for example Dyslexia.
Visual Impairment (VI)	Students with visual impairment (VI) may be blind or partially sighted
Visual timetable	Timetable for an individual or class with pictures which clearly shows the activities which will be happening
Wordshark	Wordshark is a computer programme with multi-sensory games to help children learn and spell.

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Date of last update of this document: August 2024

Date of next review: August 2025

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