

SEND Information Report 2024/25

Houstone School



Last reviewed on: July 2024

Next review due by: July 2025

How are we catering for Targeted and Specialist needs?

Houstone School: SEND Information Report

Welcome to Houstone School's SEND Information Report. Houstone is an inclusive, co-educational school and **'we believe, given the right circumstances, all children are capable of extraordinary things'**. This applies to all children, including those with SEND.

The Children and Families Act 2014 requires governing bodies of or the proprietors of schools to publish and keep information on their website about the implementation of the Governing Body's or the proprietor's policy for pupils with SEND. This SEND information report is kept under review and updated regularly. This report outlines Houstone's offer for our pupils with SEND, as well as answering other frequently asked questions.

We would welcome your feedback and comments on our offer, so please do contact the SENDCo, Ms Stepney, on send@houstoneschool.co.uk, the school office on info@houstoneschool.co.uk or call the school on 01582 377771.

1. What kinds of SEN are provided for at Houstone School?

We are a non-selective, co-educational school in Houghton Regis, Central Bedfordshire. We believe that all children can be successful given the right support. We can provide an education for the following needs, as long as the child is able to access mainstream education (this is not an exhaustive list) after our adaptations are made:

- Autistic Spectrum Conditions
- Communication Impairment
- Hearing Impairment
- Learning Disability
- Mental Health Conditions
- Visual Impairment
- Physical Impairment

2. How accessible is the school?

There is a lift in the building (which has three floors) for wheelchair access.

- There are disabled toilets available
- The school liaises with external professionals where necessary for example for advice and training.
- If communication is difficult for parents, then the school will strive to overcome the barrier, for example by finding a translator or conducting home visits if necessary

Please note the school sits on a busy site with a leisure centre and car park which can be busy; it is essential that pupils have mature road safety awareness.

3. How does the school know if children/young people need extra help and what should I do if I think my child/young person may have special educational needs?

All pupils sit baseline tests during the pupil induction period when they start at Houstone. This provides the school with good data of a pupil's reading, writing and numeracy strengths and weaknesses. We will use this information in addition to any information gained from the child's previous school.

Diagnostic tests used:

- GL Assessments: New Group Reading Test (NGRT), CAT4 and PASS tests

- A diagnostic reading test designed to determine specifically whether a student should join the Direct Instruction groups in year 7 (literacy and numeracy basic skills)
- Whole school assessments to work out learning gaps to then plan the curriculum

After the pupil induction period, Houston School operates a hierarchy of graduated responses to pupil needs which aims to ensure early intervention and implementation of strategies necessary to meet individual pupil needs. Interventions will be triggered through concern that, despite receiving high quality Ordinarily Available Provision, a pupil:

- Makes little or no progress
- Shows (ongoing) difficulty developing literacy or numeracy skills
- Presents with persistent emotional and behavioural difficulties
- Has sensory or physical problems, which continue despite the use of specialist equipment (or may require additional specialist equipment or advice)
- Has communication and/or interaction problems which continue despite curriculum differentiation, or that may prevent the development of social relationships, or hinder learning

Concerns may be raised in the first instance with a pupil's Tutor, Pastoral Leader, Keyworker, Assistant SENCO or the SENCO who will observe and liaise with the appropriate members of staff to ascertain learning barriers, collect evidence of need and determine what steps should be taken to support the pupil.

4. How are parents/carers and children consulted and involved in the school?

At Houston, we highly encourage parents to be in regular contact with the school. We also encourage children to be open about sharing any feelings, difficulties or anything they wish to share with members of staff (this will be mainly done through the child's form tutor). We believe this regular contact will have a significant impact on a child's success at school. The primary person of contact is your child's tutor. In addition to the tutor, you can contact the pupil's Head of Year and/or SENDCo.

The main ways that parents and children are involved with the school are:

- Meeting to discuss the Home-School Agreement
- Parents evenings that include meetings with the SENDCo or Assistant SENDCo as needed
- Annual reviews for pupils with SEND
- Becoming a parent governor or liaising with the existing parent governor
- Minimum of three times per year parent communication from the school (this could be the SEND team or another member of staff such as your child's tutor)
- Transition days for all new Year 7 pupils in the Summer and Autumn terms plus additional transition support and taster days for SEND pupils with EHCP plans and/or where discussion with feeder schools suggests this would be appropriate

Pupils see their tutor at least twice per day and can raise any concerns with the tutor then, or they can see any other member of staff including their Head of Year and the SENDCo at break, lunch or after school.

If you feel an additional meeting is required, please contact the child's tutor, Head of Year or SENDCo by emailing info@houstoneschool.co.uk or calling 01582 377771.

5. How does the school assess and review my child's progress towards outcomes?

The SENDCo and Assistant SENDCo will constantly assess SEND children's progress towards their outcomes through meeting with the children, observing them in lessons and by having regular feedback from their class teachers. Assessment data will also be reviewed and scrutinised to see where strengths and weaknesses are.

This will then be communicated primarily through three meetings per year (either in-person or via telephone which will be communicated by the SENDCo or Assistant SENDCo) where parents/carers and children can feedback their own views on progress towards outcomes. If your child has an EHCP, one of these meetings will be the Annual Review.

The school constantly reviews all children's progress through:

- Collecting current attainment levels are collected from, and verbal information shared with, respective feeder schools
- All pupils are assessed before and on entry to school; baseline tests are conducted including reading, English and maths.
- Regular quizzing and assessments are conducted by subject teachers
- Current attainment grades are communicated regularly to parents.
- Any child who has, or is suspected to have, additional SEND will be assessed further to identify and henceforth cater for specific needs
- Every child meets with form tutor daily in form groups
- In addition, where a child receives extra support, a key worker is allocated and is happy to liaise with pupil and parents as and when needed
- Learning Passports are put in place where there is a need for one and your child does not have an EHCP. If your child has an EHCP, they will have a 'Mini EHCP' which condenses the EHCP provisions. Both of these documents provide information about need and advised support strategies
- Every child carries an 'Achievement Card' which records lesson by lesson success (or otherwise) and which must be checked and signed weekly by the parent – parents can check these daily to monitor how their child/young person's day at school has been
- There are two parent evenings a year where additional SEN meetings are held for those pupils whose needs are receiving additional SEN support

6. How will the school prepare and support my child/young person to join the school then transfer on to a new setting / school / college or the next stage of education and life?

At Houston, we want the best for every child. This means that whether your child is joining us or leaving us for a new destination (college, university and others), we will liaise with other organisations and schools to try and ensure your child has a successful transition.

- See the 'Policies' page on our website (www.houstoneschool.co.uk) for our Admissions Policy
- Once you have decided that Houston School may be the right place for your child: -
 - There is an annual open evening and morning in October where any prospective pupils and their family are welcome to look around. Members of staff are available to answer questions
 - Private tours are offered during school open hours
 - The transfer process is initiated directly after successful application to the school
 - Every SEND child (and their parent/carers) is invited to and will be expected to attend a 1:1 meeting with a key member of staff where a Learning Passport is established – this provides an opportunity for parents to share information about their child

- Members of staff from Houstone School liaise with staff at the child's current school
- Houstone School's SEN and pastoral team will have additional conversations with feeder school SEN teams where deemed necessary (i.e. where a child has been highlighted as having additional needs either by the parent/carer or feeder school)
- Every child is invited to a transition day in July
- Extra and personal transition days are organised where deemed helpful to aid a settled and calm transition
- There is a dedicated extended induction period in September for all of Year 7
- Support is offered at key transition times during the school life such as:
 - Year 9 options
 - Year 10 career guidance and experience and exploring post 16 opportunities
 - Year 11 GCSE results and post 16 routes
- There is additional liaison with new school and in-depth information is passed on to any new setting / school / college a pupil moves on to where this is deemed necessary
- We will prepare pupils for adulthood by offering the highest quality:
 - Personal, Social, Health and Economic Education (PSHE) programme delivered in tutor time weekly
 - VITA (Latin for 'life') programme which is unique to Houstone which teaches character education to our pupils in tutor time
 - Assemblies on topical issues
 - Careers advice and guidance

7. How will teaching and the curriculum be adapted for children with SEND?

At Houstone School, we do something special for all children, not just those with SEND. This means that all children benefit from 'quality-first teaching' (Ordinarily Available Provision). If the child is not making sufficient progress with Ordinarily Available Provision, the school will consider implementing more targeted support where necessary including possibly liaising with external agencies and organisations, in coordination with parents/carers.

We provide:

- Tight structures and routines that lead to a very calm and secure school e.g.
 - Very high behaviour expectations
 - Being led by teachers to lessons at key moments of the day
 - Silent corridors
 - Prescription on how to enter/exit a class
 - Carrying equipment to class (encouraging focus)
 - Seating plans
- Work booklets for each pupil in most subjects (avoids copying off board). The best ones will;
 - be differentiated, chunked, provide dual coding, have writing scaffolds, sentence starters, key words laid out, visual aids, written instructions and numbered lines
- 100% books – a summary of all knowledge and vocab from every subject given to each pupil to have to hand all the time
- Teaching strategies based on Teach Like a Champion by Doug Lemov e.g.
 - 'Checking for understanding'

- 'Targeted questioning' (differentiation and high expectations)
- 'Stretch It'
- 'No opt out'
- Having 'Prep' Mondays, Tuesdays and Thursdays for pupils to complete their homework supervised by their tutor
- Science of Learning (<http://www.learningscientists.org/downloadable-materials>)
 - Spaced Practice
 - Elaboration
 - Concrete examples
 - Retrieval Practice
 - Interleaving
 - Dual coding
- Extended school day: -
 - Targeted compulsory after school interventions for those pupils who are identified as needing extra support:
 - Daily Morning Meeting (self-quizzing, spellings, numeracy) ,
 - DEAR (Drop everything and read),
 - Prep (silent independent time to complete homework),
 - Electives – clubs on the timetable so that everyone attends them.
- Provision of different materials or equipment
- Differentiated learning strategies through staff development or training
- Devising interventions and monitoring their effectiveness by providing extra adult time
- Seeking Local Authority support for advice on strategies and equipment or staff training
- In occasional and extreme cases a pupil's curriculum may be personalised

8. How are staff trained to support my child with SEN? Are specialist staff available?

All teaching staff and Learning Mentors receive high-quality, regular and mandatory training on quality-first teaching practices, as well as training around how to meet the needs of pupils with specific needs. This will be delivered by the SENDCo and/or other relevant staff. Specialist external training and staff will be deployed as necessary, for example staff will be trained in how to support pupils with epilepsy and diabetes.

Specialist staff will be hired based on the need of the child and in coordination with the parent/carer and local authority (Central Bedfordshire Council). See the Central Bedfordshire Council's Local Offer for more information on what services the local authority provide: <https://localoffer.centralbedfordshire.gov.uk/>

9. How will the school monitor the effectiveness of provision for my child?

At Houston, we try our utmost to do what we say we do. This means that we constantly monitor the quality of teaching. Lessons and individual pupils will be monitored in lessons by observers, such as the senior leadership team, SENDCo and heads of department.

10. How will my child/young person be included in activities outside the classroom including school trips?

Houston is an inclusive school where we will always try and extend all opportunities to all pupils. Risk assessments will be carried out prior to trips and activities and reasonable adjustments will be made to accommodate pupils.

We have an enrichment curriculum (Electives) in which every child in school is expected to take part. This means that clubs and development days (alternative curriculum such as trips, sports days, team building, study skills, community exploration) take place in school

hours and are timetabled. This puts us in the unique position of saying that 100% of our pupils take part in a very wide variety of extracurricular activities over the course of their schooling at Houstone School.

11. How do you develop pupils' emotional and social skills?

We know that a happy child is a successful child. Our staff will always prioritise the wellbeing of the child over all else. At Houstone, we explicitly teach character building traits and how to manage emotions in a healthy way. We also build social and emotional skills through ensuring all pupils take part in our electives, trips and other events such as sports day which will require team building.

If pupils need specific social and emotional interventions, these will be investigated on a case-by-case basis.

Pupils are also supported by a wide range of staff: tutors, heads of year, SENDCo and SLT.

12. How do you prevent bullying?

Houstone School has a zero-tolerance approach to all types of bullying including and not subjected to: online, face-to-face, verbal and physical. Bullying is recognised by Houstone School as a form of child-on-child abuse and can have an adverse effect on children's emotional development.

Bullying can happen to anyone in any of the following forms:

- Bullying related to physical appearance
- Bullying of young carers, children in care or otherwise related to home circumstances
- Bullying related to physical/mental health conditions
- Physical bullying
- Emotional bullying
- Sexual bullying
- Bullying via technology, known as online or cyberbullying

Prejudicial bullying (against people/pupils with protected characteristics):

- Bullying related to race, religion, faith and belief and for those without faith
- Bullying related to ethnicity, nationality or culture
- Bullying related to Special Educational Needs or Disability (SEND)
- Bullying related to sexual orientation (homophobic/biphobic bullying)
- Gender based bullying, including transphobic bullying
- Bullying against teenage parents (pregnancy and maternity under the Equality Act)

Responding to bullying

Houstone School recognises that all forms of bullying, especially if left unaddressed, can have a devastating effect on individuals; it can create a barrier to learning and have serious consequences for mental wellbeing. By effectively preventing and tackling bullying our school can help to create a safe and disciplined environment, where pupils are able to learn and fulfil their potential. The following steps may be taken when dealing with all incidents of bullying reported to the school:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached or witnessed the concern.



- The school will provide appropriate support for the person being bullied – making sure they are not at risk of immediate harm and will involve them in any decision making, as appropriate.
- A tutor, pastoral leader or member of leadership staff will interview all involved parties.
- The DSL will be informed of all bullying issues where there are safeguarding concerns.
- The school will speak with and inform other staff members, where appropriate.
- The school will ensure parents/carers are kept informed about the concern and action taken, as appropriate and in line with child protection and confidentiality policies.
- Sanctions, as identified within the school behaviour policy, and support will be implemented in consultation with all parties concerned.
- If necessary, other agencies may be consulted or involved, such as the police, if a criminal offence has been committed, or other local services including early help or children's social care, if a child is felt to be at risk of significant harm.
- Where the bullying of or by pupils takes place off school site or outside of normal school hours (including cyberbullying), the school will ensure that the concern is fully investigated. If required, the DSL will collaborate with other schools. Appropriate action will be taken, including providing support and implementing sanctions in school in accordance with this policy and the school's behaviour policy.
- A clear and precise account of bullying incidents will be recorded by the school in accordance with existing procedures. This will include recording appropriate details regarding decisions and action taken.

13. How will you work with other bodies and organisations to support my child?

We have regular contact with many different organisations as and when it is necessary. These may include: the Local Authority, CAMHS, speech and language therapists, SEND outreach services and many others.

14. What is the Local Offer and how can I access it?

'Local authorities must publish a Local Offer, setting out in one place information about provision they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled, including those who do not have Education, Health and Care (EHC) plans.' (SEND Code of Practice 2015).

To access Central Bedfordshire Council's Local Offer, please visit:

<https://localoffer.centralbedfordshire.gov.uk/>

15. I am not happy with the provision my SEND child is receiving, what can I do about it?

In the first instance, contact the SENDCo (Ms Stepney) by emailing send@houstoneschool.co.uk who will usually respond within 2 working days and arrange a phone call or meeting as necessary.

Following this, if you still feel your complaint has been inadequately dealt with, please follow the school's complaints procedure which can be found here: [<<Link to be inserted for new website when published>>](#)

TO BE REVIEWED BY TRUSTEES AT OCTOBER 2024 TRUST BOARD MEETING