



Hardenhuish Information Report

To be read in conjunction with the SEN Policy 2021

Section 1

The following information is published as required by the *Special Educational Needs and Disability Code of Practice 0-25 years (January 2015)* and *The Special Educational Needs and Disability Regulations 2014*

- 1.1 What types of SEN does Hardenhuish support?
- 1.2 How will Hardenhuish identify and assess pupils and young people with SEN and how do I contact the SENCo?
- 1.3 What are the arrangements for consulting and involving parents and involving them in their child's education?
- 1.4 What are the arrangements for consulting young people and involving them in their education?
- 1.5 What are the practical arrangements for assessing and reviewing progress towards outcomes?
- 1.6 What are the arrangements for supporting pupils and young people in moving between phases of education and preparing for adulthood?
- 1.7 What is the approach to teaching pupils and young people with SEN?
- 1.8 How are adaptations made to the curriculum and the learning environment of pupils and young people with SEN?
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- 1.10 How is the effectiveness of provision evaluated?
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- 1.13 How does Hardenhuish involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting pupils and young people's SEN and supporting their families?
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Section 1

1.1 What types of SEN does Hardenhuish support?

Hardenhuish School has experience in supporting a wide range of Special Educational Needs including:

- Cognition and Learning difficulties including Moderate Learning Difficulties
- Speech, Language and Communication difficulties
- Autism spectrum
- Specific learning difficulties such as Dyslexia, Dyspraxia and Dyscalculia
- Physical difficulties and medical needs
- Sensory difficulties including Hearing Impairment and Visual Impairment
- Social, Emotional and Mental Health difficulties.

1.2 How will Hardenhuish identify and assess pupils and young people with Special Educational Needs and how do I contact the SENCo?

Hardenhuish is committed to early identification of special educational need. A range of evidence is collected through the usual assessment and monitoring arrangements: if this suggests that the learner is not making the expected progress, the teachers will decide whether additional and / or different provision is necessary. If you are concerned you need to speak to your child's tutor, subject teacher or contact the SENCo or Deputy SENCo.

Prior to transfer to Hardenhuish School the SENCo / Deputy SENCo and Learning Manager for Year 7 visit the primary schools and gather information from teachers who know your child best. We use assessments such as KS2 results and any reading and spelling tests, the teacher's own assessments and any outside agency reports that may be available. On transfer to Hardenhuish we carry out our own assessments including the reading and spelling tests, Cognitive Abilities Tests and some subject specific assessments. Throughout your child's time at Hardenhuish their progress in the curriculum will be tracked every term and if necessary reading and spelling tested twice a year.

Any teacher or parent can raise concern with the SENCo at any time: Mrs Debbie Bennett (Special Educational Needs Coordinator) on dgb@hardenhuish.wilts.sch.uk or telephone 01249 650693 or Deputy SENCo Mrs Sam Drewett on SYD@hardenhuish.wilts.sch.uk

If a student is transferring to the 6th Form we appreciate any documentation parents can share with Mr Mike Heffernan (Assistant Headteacher, Director of 6th Form): mmh@hardenhuish.wilts.sch.uk, or Mrs Jackie Todd (6th form Pastoral Manager Monday, Tuesday, Thursday and Friday) jrt@hardenhuish.wilts.sch.uk. Mrs Victoria Pike (6th form Pastoral Manager Wednesdays only)

vap@hardenhuish.wilts.sch.uk Hardenhuish will contact previous schools if the student is not transferring from our own Yr 11 cohort.

Information regarding students with SEN transferring from Yr 11 to Hardenhuish 6th Form is shared with the 6th Form team; this includes information regarding any Access Arrangements for exams as well as any specific information related to teaching strategies and specialist equipment. 6th form students are considered to be adults and therefore to take more responsibility for their own learning. Any student is welcome to access support from specialist learning support teachers in terms of study skills or touch typing to help support their study. Students who have an Education Health and Care Plan will continue to have their progress closely monitored and annual reviews will be held.

1.3 What are the arrangements for consulting parents and involving them in their child's education?

The Code of Practice January 2015 has set out the expectation that parents are involved when there is a suggestion that their child may have a Special Educational need and that parents are involved in discussing the provision and reviewing their child's progress three times a year. This may happen at Parents evenings, Tutor Evenings or in separate meetings hosted by a member of the SEN staff who knows your child well. You are encouraged to contact the Learning Support Department if you would like to come in and talk about your child.

If we feel that your child is in need of SEN support you will be invited to a meeting to discuss the outcomes we wish to work towards. Your child will be placed on our SEN Support list if there is specialist support provided through the SEN department as part of an ongoing package of support. We will work together to discuss the type of support which might be appropriate including what can be done at home.

If your child is not currently on the SEN support list and you are concerned, you are encouraged to contact Ms Debbie Bennett, SENCo (Special Educational Needs Coordinator) on dgb@hardenhuish.wilts.sch.uk or telephone 01249 650693 or Deputy SENCo Mrs Sam Drewett on SYD@hardenhuish.wilts.sch.uk

If a student is in the 6th form there are parent information, advice and guidance meetings and parents evenings during the year. If a pupil has an Education Health and Care Plan then an Annual Review will be held. In the 6th form it is important that students take responsibility for their own learning and ask for help if they feel they need it. If you are concerned about support please contact your child's teacher, Pastoral Manager or Learning Manager in the first instance. Mr Mike Heffernan (Assistant Headteacher, Director of 6th Form): mmh@hardenhuish.wilts.sch.uk, or Mrs Jackie Todd (6th form Pastoral Manager Monday, Tuesday, Thursday and Friday) jrt@hardenhuish.wilts.sch.uk. Mrs Victoria Pike (6th form Pastoral Manager Wednesdays only) vap@hardenhuish.wilts.sch.uk

1.4 What are the arrangements for consulting young people and involving them in their education?

Pupils are involved in every stage of the assessment, planning and reviewing provision and are central in decision making. Pupils are asked what works and what doesn't work and there is a focus on future aspirations to make sure that as far as possible the provision at Hardenhuish not only suits them but is preparing them for adulthood.

If a student is in the 6th Form it is expected that they will actively seek advice or support if they need it either through the subject teacher, Pastoral Manager or Learning Support staff.

1.5 What are the practical arrangements for assessing and reviewing progress towards outcomes?

When we hold meetings at Hardenhuish we will focus on what is working and what is not working as well as things that are important to and for the pupil and their family and /or other supportive people as well as aspirations for the future. At these meetings the outcomes that everyone agrees are recorded and an action plan may be drawn up to identify the appropriate action everyone will take to work towards achieving these outcomes. At the next meeting the progress towards these outcomes will be reviewed and if achieved, other outcomes may be agreed or there may be no further action.

1.6 What are the arrangements for supporting pupils and young people in moving between phases of education and preparing for adulthood?

Also See 1.2 (Identification of Special Educational Needs)

In preparing for transfer between primary school (Key Stage2) to Hardenhuish (Key Stage 3) there may be meetings at the primary school to which the SENCo is invited, particularly where it is felt that the child may find transition difficult. Specific visits to Hardenhuish can be arranged with the Learning Support Department by contacting the SEN administrator Mrs Heather Claverley (hsc@hardenhuish.wilts.sch.uk or on the main school number 01249 650693). Very often the primary school will arrange these visits as part of our transfer liaison process.

If your child has particular needs in terms of **Autism** then our specialist teacher Mrs Kate Hannon can be emailed at kmh@hardenhuish.wilts.sch.uk. Mrs Hannon may arrange visits and talks to you and your child about life at Hardenhuish; there is a Guide we have produced which helps pupils prepare and reminds them about Hardenhuish when they on their long summer holiday!

Additional needs and possible provision for pupils with **Learning needs such as SpLD (Dyslexia) or literacy difficulties** can also be discussed with the SENCo or Deputy SENCo Mrs Sam Drewett

In addition we have a Nurture Room supervised by a member of staff who provides a safe and secure environment for any child with SEN who needs extra emotional support. Mrs Hannah Birkett and Mrs Domini Parfitt will often be involved in transition if a child is brought to their attention by the SENCo, Learning Manager, Pastoral Manager or specialist teacher during discussion about transition.

This Nurture Room does not provide an alternative base for education and is used as a safe space when necessary or in order to undertake specific 1:1 or small group work.

We also have a SEN Pastoral Manager Mrs Helen Brockhurst HYB@hardenhuish.wilts.sch.uk who can assist with liaising between home and school.

In moving between phases of education including from one academic year to the next there are sometimes trigger points for stress or anxiety; these can be planned for and supported through the meeting cycle (see sections 2, 4, 5 and 6).

Due to a focus on the future from earlier years in the school the transition and planning for what happens after Y11 should be a continual process and will involve careers interviews, visits to colleges or other providers and regular monitoring through meetings. If your child has an Education, Health and Care Plan then you will also have a SEN Lead Worker assigned by Wiltshire Local Authority who will be working with you and your child to make sure that the transition is as smooth as possible and where necessary the SEN Key Worker will continue to work with you whilst your child is at their next destination.

If a pupil is transferring to the 6th Form we appreciate any documentation parents can share with Mr Mike Heffernan (Assistant Headteacher, Director of 6th Form): mmh@hardenhuish.wilts.sch.uk, or Mrs Jackie Todd (6th form Pastoral Manager) jrt@hardenhuish.wilts.sch.uk. Hardenhuish will contact previous schools if the pupil is not transferring from our own Yr11 cohort.

Information regarding pupils with SEN transferring from Yr11 to Hardenhuish 6th form is shared with the 6th form team; this includes information regarding any Access Arrangements for exams as well as any specific information related to teaching strategies and specialist equipment. 6th form pupils are considered to be adults and therefore to take more responsibility for their own learning. Any pupil is welcome to access support from specialist learning support teachers in terms of study skills or touch typing to help support their study. Pupils who have an Education Health and Care Plan will continue to have their progress closely monitored and annual reviews will be held.

Regarding access arrangements for GCSE examinations

In accordance with exam regulations we will process applications for those pupils who have a history of need and who have previously been eligible for access arrangements. All pupils who require access arrangements to be made must have persistent and significant difficulties and have a diagnosed SEN or be disabled within the meaning of the Equality Act 2010.

The school must have hard evidence of a pupil's current difficulties substantially impacting on teaching and learning in the classroom; any request must come as a result of normal way of working in class as demonstrated by class teachers. The need for extra time must be a direct consequence of a pupil's disability. These stipulations are made by the JCQ and deviation from these would constitute malpractice.

Students who have attended Hardenhuish at Key Stage 3 and 4 should have this evidence from their time with us. Students from other establishments will need to provide evidence of need at the start of Year 12 in order for us to establish this as a normal way of working across their lessons. Please note that the onus is on the student to actively seek support at the start of Year 12. We cannot prove a history of need if no support for this need is sought.

1.7 What is the approach to teaching pupils and young people with SEN?

First and foremost, the subject teacher is responsible for teaching all pupils in a way which meets their needs. This is a strong base and firm belief at Hardenhuish and as such is reflected in the Appraisal of teachers and the training of Teachers and Teaching Assistants. There is an expectation that Quality First Teaching is the first response to meeting the needs of all pupils and that all are entitled to a broad and balanced differentiated curriculum.

1.8 How are adaptations made to the curriculum and the learning environment of pupils and young people with SEN?

Firstly, adaptations are made through differentiating the lesson – this may be some of many possibilities such as: adapting language, giving a choice of tasks, grouping pupils, questioning, writing down the main tasks, being sensitive to specific needs and exploring the ways to ensure that pupils are challenged in a safe way allowing their strengths and successes to be celebrated. Teachers are also given strategies which may have been recommended should your child have been seen by anyone from an outside agency such as Speech and Language Therapist, Educational Psychologist etc.

Teaching assistants are trained in a variety of types of SEN and are available in identified lessons to ensure that a child is able to fully participate in the lesson and to develop independent skills.

Some pupils have discreet literacy, social skills, dyslexia or study skills intervention which may be short, medium or long term and could take place during morning registration or out of identified lessons such as MFL. The exact nature and length of the provision will depend on what is appropriate for a pupil at the time; this will be discussed during meetings with you. We also use Achieve 3000, Rapid Plus and Nesy as part of our interventions.

There are some adaptations including specialist equipment such as seating, however, the age and size of site prevents some adaptations from being made. Click [here](#) to view the Accessibility Plan. In terms of exams, extra support can be provided to pupils who are entitled to it as their normal way of working within the school.

1.9 What is the expertise and training of staff to support pupils and young people with SEN?

Specialist support from the Learning Support team or from the Key Centre is provided when young people with SEN or a significant need require support to achieve their potential in their lessons. The support varies from child to child and will be put together through discussion with you using arrange of information from subject teachers and outside agencies if appropriate.

The Learning Support Department team

Special Educational Needs Co-ordinator (SENCO) Mrs Debbie Bennett BEd (Hons) (30 years of teaching including 18 years as a SENCo in Wiltshire) post graduate qualification in SpLD (Dyslexia).

Deputy SENCo (Part-time, working Monday, Tuesday and Friday) Mrs Sam Drewett: National Award for SENCO (NASENCo), PGCE Primary, specialising in EYFS and Languages, BSc Social Sciences - Social Sciences, Child Protection, International Relations, Politics, Criminology and The Welfare State

Mrs Heather Claverley (SEN administrator): Full time qualified administrator. London Chamber of Commerce & Industry (LCCI) – Private Secretaries Cert. with Credits, RSA Typing & WP Certs, Teeline Shorthand Certs, University of Plymouth – Cert. Business Office Information Systems (BOIS) with Distinction, British Sign Language – Level 1

Specialist teacher (Autism): Mrs Kate Hannon BA (Hons) English, PGCE. Postgraduate Certificate in Dyslexia/Literacy Difficulties 2009. Postgraduate Diploma in Autism/Vulnerable Learners and Inclusion 2013. OLEVI Outstanding Teacher Programme completed 2016.

Mrs Domini Parfitt – Nurture Group supervisor: Experienced Teaching Assistant Level 3 NVQ/ Diploma in Specialist Support for Teaching and Learning in schools.

Mrs Hannah Birkett - Nurture Group Supervisor: Experienced Teaching Assistant, Emotional Literacy Support Assistant (ELSA), Youth Mental Health First Aider (MHFA), NNEB Diploma-Child Development and Health.

Mrs Helen Brockhurst – SEN Pastoral Manager: PG Dip in LPC, PG Dip in Law, BA (Hons) Criminology, Level 3 qualification in Counselling, Level 2 in Mental Health in Children, Level 2 in Behaviour that Challenges and Level 2 in Autism. Experienced teaching assistant and learning mentor.

A team of around 18 Teaching Assistants meet with the SENCo on a regular basis and access a range of training during terms 1-5 or until GCSE exams begin when TAs support a range of access arrangements. The team is managed by our TA manager Sally Walton.

Vocational lead

Vocational Studies and Life Skills Lead: Mrs Sally Wilson (BA Hons English, Higher National Diploma in Informal and Community Education and Post Graduate Certificate in Learning and Skills). Working with small groups of pupils and individuals to help them to develop a variety of skills needed to succeed in the workplace and in society. Also assists young people with considering their futures and applying for opportunities for the next phase of their education.

Key Centre staff

Key Centre Leader: Ms Paula Willcox (BA Hons English Literature and The History of Art; MA in Drama: The Process of Production; PGCE Drama with English; Post Graduate Diploma: Applied Theatre and Drama Education). Teacher of Drama yr 7-13; GCSE and A level Drama examiner; managing and supporting Key Centre staff and students; overseeing Key Centre admin and day to day timetabling.

Key Centre Pastoral Manager: Philippa Bourne, NVQ level 3 childcare; ELSA trained;

Young people are supported by a team of qualified teachers and pupil support workers throughout the week in subjects such as English, Maths, DT, Food Tech and PE.

1.10 How is the effectiveness of provision evaluated?

The progress pupils make towards the outcomes they need is measured termly through subject assessments and twice a year in terms of reading and spelling. Progress towards other outcomes, social skills or specific interventions is discussed at SEN support meetings and annual reviews.

Hardenhuish uses interventions which are research based and structured; if it is necessary to change provision in the light of poor progress there is a choice available. Hardenhuish buys in the advice of a Local Authority and a private Educational Psychologist both of whom make recommendations for certain types of provision and monitors progress with the pupils they review. In addition, we are regularly visited by other outside agencies and specialist teachers such as Social Communication, Autism, Hearing Impairment and Visual Impairment advisors.

Every year the GCSE results are scrutinised in order to ascertain whether changes need to be made the following year when supporting pupils at Key Stage 4 (Years 10 and 11).

1.11 How are pupils and young people enabled to engage in activities available to pupils and young people in school who do not have SEN?

Hardenhuish is a fully inclusive school. All pupils are enabled to participate in all activities available; this may require adjustments to be made in terms of technology or staffing.

1.12 What is the support available for improving emotional and social development including pastoral support arrangements for listening to the views of pupils and young people with SEN and measures to prevent bullying?

Hardenhuish has a strong Pastoral Support system in place which includes the support of a Pastoral Manager in each year group; every pupil belongs to a Tutor Group; tutors stay with their tutor group as pupils move up the school. Your child's tutor and Pastoral Manager will get to know you and your child over the years at Hardenhuish.

Hardenhuish School is cited in a recent report from the Department of Education: *'Mental health and behaviour in schools' Departmental advice for school staff June 2014'* as an example of good practice as follows:

'Hardenhuish School uses the PSHE curriculum to address many of the issues related to mental health. The school gives a particular focus to issues impacting upon teenage boys which experience suggests, they are sometimes unwilling to speak up about. The PSHE lessons are also used to explore sensitive topics without making the discussion personal to particular pupils. The topics include rape, self-harm, bereavement, anxiety and the expectations placed upon pupils. PSHE lessons are mixed and seating is organised boy/girl to encourage conversation and the sharing of different perspectives. From these discussions school staff are often able to identify at risk pupils and those identifications are then fed back to the pastoral team for follow-up. The PSHE curriculum is highly regarded by pupils throughout the school as shown through externally verified questionnaires. Ofsted also noted that pupils 'feel safe and can explain in detail issues around their own safety'. *Mental health and behaviour in schools' Departmental advice for school staff June 2014' P.18*

Case study 7: Supporting pupils with more complex problems

Hardenhuish School has recruited non-teaching staff, known as pastoral managers, to support pupils with mental health needs prior to, during and after CAMHS' involvement.

They are a central contact point for parents, pupils and teachers. The pastoral managers support pupils in a number of ways depending upon the individual. These can include providing daily support, liaising between the pupil and teachers and offering a morning check-in to discuss possible trigger points during the day. Pastoral managers are specifically trained to deal with mental health issues and have the opportunity to attend Mental Health First Aid Training. The school also provides a fully qualified counsellor for two days each week to speak with pupils with identified needs and difficulties.

Mental health and behaviour in schools Departmental advice for school staff June 2014'P.24

The link to these guidelines is here:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/317288/Mental_health_and_behaviour_in_schools.pdf

Pupils and Young People, who can sometimes feel vulnerable and are in need of a base that feels safe and secure at all unstructured times such as before school, break and lunch times and after school are invited to come to the House where there are always Learning Support Staff on duty. This provision is part of our Enhanced Learning Provision. During these times pupils and young people are able to talk through their day or to discuss any issues that may be worrying them.

The Positive Behaviour (including anti-bullying) Policy can be found [here](#):

The E-Safety (including cyber-bullying) Policy can be found [here](#).

1.13 How does Hardenhuish involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting pupils and young people's SEN and supporting their families?

Any involvement of outside agencies is made in consultation with parents and through the referral processes accepted by the various agencies. In some circumstances it may be decided that an Early Support Assessment (ESA) is needed where a few agencies may be necessary to support the needs of the child and their family. We may ask parents to discuss concerns with their GP especially when it is felt that a referral to the Child and Adolescent Mental Health Services (CAMHS) is appropriate or in circumstances where further investigation into Social and Communication issues or Autism is necessary in order that the GP has a full picture.

1.14 What are the arrangements for handling complaints from parents of pupils with SEN about provision made at the school?

Any parent/carer dissatisfied with any aspect of SEN provision should first seek to discuss it with Mrs Debbie Bennett, SENCo by letter, email, phone or in person (dgb@hardenhuish.wilts.sch.uk or 01249 650693). If concerns remain parent/carer should contact the Headteacher Mrs Lisa Percy. If it is not felt that the school is not addressing the concerns the Governors with responsibility for SEN should be contacted (Mrs Nicola Wood) via a letter sent to the school. Mrs Wood will bring the matter to the attention of the Governors if necessary. The Local Authority may also be contacted.

Section 2.

2.1 What is the additional support for learning that is available to pupils with special educational needs?

There is a wide range of additional support including:

- Teaching Assistant support in class,
- Targeted research based interventions for literacy and dyslexia.
- Speech and language strategies
- Occupational therapy exercises
- Social skills groups
- Anger management groups
- Alternative outdoor education packages aimed at improving self-esteem and social skills.

The type of package drawn up may include a range of these interventions or supports including that which is generally available through the Pastoral System. Interventions may be provided by specialist staff from Learning Support including the Nurture Group and / or the Key Centre. We will monitor and adjust the level of support at times of stress around holidays, tests, exams and times of transition, e.g. into Year 7, Year 10 at the start of the GCSE courses and transition at 16.

2.2 How are equipment and facilities secured to support pupils and young people with special educational needs?

Through discussion with parents (or the pupil themselves if in the 6th form) Hardenhuish will use their best endeavours to secure appropriate equipment to support pupils and young people with SEN. Hardenhuish has a limited supply of small specialist equipment which is distributed according to the needs of the pupils and includes items such as coloured overlays, fiddle toys and pen grips. Larger and more specialist equipment is generally secured through outside agencies or the Local Authority e.g. Specialist seating.

Where it would be useful for a pupil to have a laptop or specialist equipment of their own in school we have a system whereby pupils bring this to school; it is monitored via Learning Support either through contacting Mrs Heather Claverley (SEN administrator) on hsc@hardenhuish.wilts.sch.uk or Mrs Debbie Bennett (SENCo) on dgb@hardenhuish.wilts.sch.uk ; we will then make sure that the appropriate forms are given to you to sign.

2.3 What are the contact details for support services for the parents of pupils with special educational needs?

Some of the useful sites and contact details are listed here:

The SEND Code of Practice 0-25 years January 2015 lists the following:

Contact a Family: www.cafamily.orh.uk

National Network or Parent Carer Forums: www.nnpfc.org.uk

Pupils' Education Advisory Service: (CEAS) www.gov.uk/pupilss-education-advosiry-service

Family Information Service www.daycaretrust.org.uk/nafis

National Parent Partnership Network <http://tinyurl.com/lASS-guidance>

Patient Advice and Liaison Service: <http://tinyurl.com/PALservice>

Autism Education Trust www.autismeducationtrust.org.uk

Bullying Guidance <http://tinyurl.com/DfE-Bullying-Guidance>

Communication Trust www.thecommunicationtrust.org.uk

Dyslexia SpLD Trust www.thedyslexia-spldtrust.org.uk

I CAN (Pupils' communication charity) <http://www.ican.org.uk>

MindEd www.minded.org.uk

National Sensory Impairment Partnership www.natsip.prg.uk

Specifically for post 16

Disabled Pupils Allowance (DSA) <http://tinyurl.com/SFE-DSA>

Others:

Wiltshire Local Authority works closely with the Wiltshire Parent Carer Council:

http://www.wiltshireparentcarercouncil.co.uk/en/Home_Page

Wiltshire Parent Partnership Services:

<http://www.actionforchildren.org.uk/our-services/wiltshire-parent-partnership>

This website includes many useful links to other places and a great deal of information and support guidance.

2.4 Wiltshire Local Authority is required to publish a Local Offer – the link to this is [here](#).

The requirement for Wiltshire Local Authority providing information falls under the Pupils and Families Act 2014, the SEND Code of Practice 0-25 January 2015 and the SEND Regulations 2014. The Local Offer includes information about provision expected to be available across education, health and social care for pupils who have SEN or are disabled, including those who do not have Education, Health and Care Plans.

Section 3

Additional questions that *Hardenhuish* parents wanted an answer to as part of the consultation process and advice for parents looking for a secondary school.

3.1 Advice:

Always visit schools in the area – make sure you meet the SENCo and talk to other parents. Make the information on SEN easily accessible!

3.2 Do you have a Parent Support Group?

Currently Hardenhuish has a Parent Support Group for parents of pupils who have Social Communication Difficulties (including Autism). This is coordinated by Mrs Kate Hannon (specialist Autism teacher – kmh@hardenhuish.wilts.sch.uk). This parent group generally meets every term and focusses on a range of associated issues – both challenges and positives. Occasionally people from outside agencies or specialists in the field contribute to these meetings. The meetings are fairly

informal and refreshments are provided. This presents a perfect opportunity to meet other parents and to share stories if you would like to.

3.3 Is there a safe haven for my child?

Hardenhuish Learning Support Department occupies rooms on the first and second floors of the House. All rooms in the SEN department are open to help and support pupils and young people from before school until after the end of the day including break and lunch times.

Section 4

Additional questions to contribute to Wiltshire Local Authority's Local Offer

4.1 What training do staff receive on supporting pupils with SEND? How is this evaluated / updated?

All teaching staff receive training regarding SEN throughout the year as appropriate. This starts with information provided at the beginning of the year and is supplemented by specialist training from within school and outside specialists such as Speech and Language, Hearing and Visual Impairment, LA specialist teachers for Cognition and Social and Communication and Educational Psychologists. Through the Appraisal process staff identify areas of training required.

4.2 What support will there be for my child's overall wellbeing?

All pupils including 6th Form students have access to a Tutor and a Pastoral Manager. Pupils who are vulnerable or who need to have a safe haven or quieter place to go can also have support from Learning Support Staff and can access the House before the day starts, during break and lunch times and at the end of the day.

We have a full time Medical Officer who is based in the House, a counsellor who can be officially accessed through the Pastoral Manager but who along with the School Nurse also offers drop-ins. Also see section 1.12

4.3 What type and how many complaints did you receive last year? How were they resolved?

1 Complaint was dealt with by meeting with parents and aiming to resolve issues in a collaborative way.

4.4 What percentage of the school has SEND needs?

This number alters slightly throughout the year; however, we have approximately 16% of pupils on the SEN list.

4.5 How many pupils are in each year group?

Year 7 2023/24	243
Year 8 2023/24	242
Year 9 2023/24	238
Year 10 2023/24	267
Year 11 2023/24	239
Year 12 2023/24	158
Year 13 2023/24	158

4.6 How many pupils with EHCPs are in each year group this year (accurate Sept 2023 figures)?

Year 7	9
Year 8	8
Year 9	5
Year 10	17
Year 11	9
Year 12	3 Including one proposed.
Year 13	1

There are requests during the year for EHCP assessments; some pupils may also achieve their outcomes and as such we may request ceasing an EHCP; some pupils may move on to other schools and so this number does fluctuate.

4.7 How accessible is the setting?

The nature of our school with its listed building, its siting on a hill and its size, provide us with specific difficulties.

Hardenhuish School plans over time to increase the accessibility of provision for all of our pupils and students, staff and visitors to the school. [The Accessibility Plan](#) will contain relevant actions to:

- Improve access to the physical environment of the school
- Increase access to the curriculum for pupils with a disability to ensure that pupils and students with a disability are as, equally prepared for life as are the able-bodied pupils and students
- Improve the delivery of written information to pupils and students, staff, parents and visitors with disabilities.

4.8 Can my child's school dinner requirements be accommodated if they have a special diet?

Yes we can accommodate any student's dietary requirements as long as we are made aware of this so we can plan on a daily basis.

4.9 What social / out of school opportunities are there?

There are a huge range of clubs for all year groups – the lists are produced during term 1 of the academic year and include clubs available both during lunch times and after school. There are subject-specific clubs as well as clubs for Lego and many more. As these change each term in respect of PE / games it is always a good idea to ask your tutor.

All pupils are encouraged to take part in all activities they are interested in. There are Activities Days in July and off-site residential opportunities which may have a Teaching Assistant to support if necessary.

Extra planning can be arranged with any pupils who may need more detailed information, social stories and possibly photographs.

The House is open at break time and lunch time for pupils to be able to meet up in a smaller environment and have support to make friends.

4.10 How will the school keep me informed about issues / problems with my child at school?

In terms of SEN issues or problems these will be raised with you when we have a concern. The Pastoral Managers tend to be involved in wider school issues and would contact you about specific issues not related to SEN.

4.11 How will I know what the school's expectations are for my child's progress?

On a termly basis there are reports or progress checks sent home – these inform you of progress towards target levels or grades.

If your child has SEN support meetings we will be checking on progress towards outcomes during these meetings.

4.12 Who should I talk to if I have a concern about my child in school?

Initially if there is a concern related to an aspect of Special Educational Needs please contact Heather Claverley the SEN administrator on hsc@hardenhuish.wilts.sch.uk 01249 650693. Heather can re-direct your call to the Pastoral Manager if appropriate.

4.13 How will my child's voice be heard?

All pupils with SEN will contribute to meetings and be involved in discussion about the type of provision that would be most suitable.

There are many opportunities to be involved in decisions and projects related to Hardenhuish. There is a dynamic school parliament with committee groups who meet regularly and feedback to staff and governors.

4.14 What are the opening times?

The first lesson starts at 8.45 am following registration at 8.30am and the last lesson finishes at 3.00 pm, however, you are welcome on the school site before school starts and can go to the library to do homework until 4.00 pm. There is an After School Club which runs from Terms 1-4.

4.15 What are the facilities like? What do you have? What kind of lessons will I have?

Hardenhuish School is a large school with an extensive campus including the usual range of specialist classrooms in Science, Technology and ICT, a newly refurbished library, sports facilities including a climbing wall and excellent facilities for Dance, Drama and Art. There are whiteboards in every classroom and ICT facilities in every department.

4.16 Are the staff friendly?

Staff are carefully recruited and we pride ourselves on being a very friendly and welcoming school.

4.17 How would we get to school? This would include directions of where it is and what transport arrangements would we need e.g. taxi, bus, etc.

This would all depend on where you live. There are a number of buses which serve the school, some pupils are brought in taxis, some walk and others are brought in by parents / friends.

Find the map [here](#).

4.18 Is there a uniform and what is it like?

Hardenhuish has a very smart uniform of black with dark green and gold. Our school logo is a stag; this is included on the tie and on the school jumper. For full details of uniform [see here](#).

4.19 What do they do about bullying? How is bullying dealt with?

Bullying is treated extremely seriously and is dealt with by your Pastoral Manager. Your parents will be informed. See the Positive Behaviour (including anti-bullying) policy [here](#).

4.20 Could I meet pupils who go to the school and speak to them about what the school is really like?

We always enjoy meeting pupils who would like to come to the school. The best way to arrange a visit is to contact the school office on 01249 650693 and make sure you say that you would like to meet pupils as part of a tour!

4.21 Does it have a good Ofsted?

Hardenhuish School was rated as 'Good' in its most recent Ofsted Report which can be found [here](#).