



HITCHIN BOYS' SCHOOL
An Academy Trust

How will Hitchin Boys' School support my son, who has special educational needs?

1. *How does the school know if my son needs extra help?*

What should I do if I think my son may have special educational needs?

- We will talk to your son's previous school, and talk with you about any concerns you may have
- We will look through any specialist teacher reports, to see if there are any specific ways to support your son
- We will build an effective relationship with you to ensure that we work together in your son's best interests
- We encourage you to contact the school as soon as you have a concern, and attend Information evenings
- Teachers may raise concerns through our school referral form

2. *How will school staff support my son?*

- Through high quality teaching and learning by specialist staff
- By providing extracurricular opportunities that will help develop the whole person
- By sharing information to teachers about your son's needs- through a one-page profile called a Passport
- By our experienced and caring Pastoral team
- By referring them to specialist teacher support if necessary
- By supporting them in the classroom
- By developing their independence and learning skills
- By listening to them, and you, as we seek the best possible outcomes for your son.

3. How will I know how my son is getting on?

- By regular Progress checks
- By regular in class assessments
- By our online platform called Edulink, which will ping you achievement and behaviour points
- By subject staff through email or phone call
- By meeting with the SENDCo or Assistant SENDCo
- By looking at their books, and talking to them about things they are learning

4. How will the learning and development provision be matched to my son's needs?

- By high quality teaching and learning
- By our inclusive practice
- By teachers being aware and making reasonable adjustments for your son
- By having trained and experienced support staff
- By teachers differentiating your son's work so it is accessible
- By providing more intensive support if it is necessary
- By adapting the curriculum when necessary
- We have a classroom called the Hub which can be accessed before and after school, and during lunch and breaktimes, for those who need a quieter space

5. What support will there be for my son's overall wellbeing?

- A well established and caring pastoral support team
- A personal, social and health education built into the curriculum
- A focus on moral, spiritual and cultural education through form time and assemblies
- A school which offers a wealth of extracurricular activities, drop down days and trips and visits
- A school where music, art and drama flourish
- A supported homework club at lunch and after school
- A school council where student voice is taken seriously

6. *What specialist services and expertise are available at or accessed by the school?*

The school accesses specialist support and expertise from a number of external agencies currently including:

- The Educational Psychology Service.
- Autism Advisory Service
- Careers support through Preparing for Adulthood reports
- Speech and Language Therapy Services
- Occupational Therapy
- Child and Adolescent Mental Health Services
- Sensory Impairment Team
- Targeted Youth Support Advisors
- Educational Support Team for Medical Absence
- North Herts Secondary Centre and Outreach Workers
- In house Counselling and Mentoring
- Emotional Literacy Support Assistant (ELSA) sessions
- ESMA services for mental health absences

Some of these agencies are referred through external routes such as GP and not through school directly.

In addition to the above a number of external agencies are invited to contribute to school assemblies, PSHE and courses for parents to address pupil-related issues which arise. Local support groups are regularly publicised through Parent Mail.

7. *What training have staff supporting children and young people with SEND had or are having?*

- All teachers are teachers of Special Educational Needs and Disability
- Teachers and support staff undertake appropriate and regular training through ongoing Continued Professional Development. Learning Support Assistants attend appropriate training
- The school has a well-qualified and experienced SENDCo and Assistant SENDCo, together with Learning Support Assistants with a range of relevant skills and experience
- The SENDCo coordinates the overall support and of boys with Special Educational Needs and Disabilities
- Learning support assistants are well qualified, and develop an area of expertise within subject areas
- All staff, including learning support assistants, attend in school training throughout the year

8. How will you help me to support my son's learning?

- By staying in touch as much as possible during your son's time at the school
- Through Edulink, our online service, that keeps you informed about everything you need to know, including achievement and behaviour points
- By Google Classroom, with lesson resources that can be accessed at home
- By being in email contact if you have any concerns
- The school encourages you to take an active role in your son's education by attending Information Evenings and other school events
- The SENDCo is present at every Information Evening, and parents/carers can request a meeting at any time they need to

9. How will I be involved in discussions about and planning for my son's education?

- By meeting with the SENDCo during transition, and at the start of your son's education at HBS
- By contributing to your son's Passport
- By attending consultation and Information evenings
- By booking an appointment with the SENDCo or the Assistant SENDCo post Information evenings (usually within a few days after parents evenings)
- By contacting the SENDCo, either by phone or email, as soon as you have a concern, or otherwise, about your son's progress.
- By completing school parental views questionnaires

10. How will my son be included in activities outside the classroom including school trips?

- Boys are strongly encouraged to take part in our extensive list of clubs and activities
- Boys have equal access to school trips and visits
- Some students may need additional support to attend trips and visits, which the school organises
- The school monitors uptake of trips to ensure equal access
- Risk assessments are carried out to ensure that needs are supported and, where necessary, medical provision is in place

11. How accessible is the school environment?

- The School Accessibility Policy outlines the school's commitment to equal access for all
- Reasonable adjustments can be made to enable access for boys and visitors
- Provision is made to ensure boys and visitors with sensory impairments and disabilities can access facilities safely and easily
- Parts of the school are equipped with lifts and accessible toilets

12. How will the school prepare and support my son to join the school, transfer to a new school or the next stage of education and life?

- The school works closely with feeder primary schools to ensure a successful and smooth transition to HBS
- All primary schools are visited by a senior teacher
- The SENDCo will attend the Year 6 annual review of boys coming to HBS who have an EHCP
- You are encouraged to visit the school
- Year 6 students have an induction day in July where they meet key members of the pastoral and support team
- Additional visits can be arranged as necessary
- In Year 9 you are invited to attend an options evening where help and advice relating to GCSE choices and alternative provision is given. Additional support and advice are available during this time from the SENDCo
- In KS4 advice is given regarding post-16 and Career options. Youth Connexions supports students in making these important decisions focusing particularly on students with additional needs
- Year 10 students have a week of work experience including preparatory activities and de-briefing. Particular care is given to ensure that students with additional needs are offered placements which are matched to their individual needs
- Support for students continues throughout sixth form and helps to ensure a successful transition to further or higher education, employment and adulthood.

13. How are the school's resources allocated and matched to children's special educational needs?

Mainstream schools are provided with resources to support those with SEND and disabilities. Most of these resources are determined by a local funding formula which is applied to local academies. Sixth forms receive an allocation based on a national funding formula.

Schools have an amount identified within their overall budget, called the *notional SEND budget*. This is not a ring-fenced amount, and the school provides high quality appropriate support from the whole of its budget.

As part of its normal budget planning, the school determines its approach to using its resources to support the progress of pupils with SEND.

The SENDCo, head teacher and governing body establish a clear picture of the resources that are available to the school. We consider our strategic approach to meeting SEND in the context of the total resources available, including any resources targeted at particular groups.

The school is not expected to meet the full costs of more expensive special educational provision from core funding. These can be applied for separately.

We aim to provide additional support which costs up to a nationally prescribed threshold per pupil per year. In certain circumstances the local authority may provide additional top-up funding where the cost of the special educational provision required to meet the needs of an individual pupil exceeds the nationally prescribed threshold.

14. How is the decision made about how much support my son will receive?

- Your son will receive the help he needs to make the best progress he can
- We will consider the information we have, and decide where he might need more support
- Most support will be in the classroom, by our team of Learning Support Assistants
- If your son is not making expected progress, we may put in place other support arrangements, which could include small group or 1:1 support
- A teacher may refer your son. In this case you will be contacted, and targeted provision put in place
- Your son's Passport might need reviewing, in consultation and agreement with you

15. How can I find information about the local authority's Local Offer of services and provision for children and young people with special educational needs?

The local authority's *Local Offer* of services and provisions for children and young people and their families can be accessed at
<https://www.hertfordshire.gov.uk/microsites/Local-Offer/The-Hertfordshire-Local-Offer.aspx>

16. Who can I contact for further information?

In the first instance, the SENDCo, Mr Mat Wilson, can be contacted by e-mail or phone
sendco@hitchinboys.co.uk or 01462 432181 Ex 216

The School's website includes links to policies and general information about school life, and links to current pastoral staff and heads of department on the Contact Us page (www.hbs.herts.sch.uk)

17. If you have a complaint.

If you are not happy with support your child receives, in the first instance please contact the school's SENDCo. sendco@hitchinboys.co.uk

However, if you still have further concerns, please contact the Headteacher, or follow the school's complaints procedure:
https://www.hbs.herts.sch.uk/information/how_to_complain

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