



HOBART
HIGH SCHOOL

September 2021



Annual Report on the Implementation of the Special Educational Needs (SEND) and Disability Equality Policy (Sept 2021)

Key Staff:

- Special Educational Needs and Disabilities Co-Ordinator (SENDSCO) – Mrs M. Hill
- Special Educational Needs (SEND) Governor – Mrs S. Day
- Assistant Headteacher: Teaching and Learning - Mr R. Greenhalf
- Assistant Headteacher: Guidance and Pastoral – Miss K. Hall
- Assistant Headteacher: - Mrs J Wilkinson
- Head of School – Mr R Li-Rocchi
- SEND Administration Assistant – To be appointed

Policies:

All policies include explicit references to disability equality and SEND. The SEND policy was updated in September 2021 and reviewed by staff and Governors in the Autumn Term of this year. The SEND Policy is available from: [SEND Policy](#)

Number of Students with SEND:

Hobart High School's SEND List contains names of students with formally *identified* or *diagnosed* special educational needs/disabilities (SEND). Students are listed under their identified *Primary Need*. Please note that pupils may have secondary needs that are not represented in this data. Further information with regard to Hobart's SEND List, Intervention List and the identification of students with SEND is outlined in the school's [SEND Policy](#).

SEND List 2021-22: SEND and EHCP by Year Group

	Number in Year group	Identified / Diagnosed SEND	% of Year Group	Students with an EHCP	% of Year Group	No of EHCP applications – outcome pending
Year 7	130	22	17	4	8	3
Year 8	141	24	17	3	2.1	1
Year 9	130	19	15	3	2.3	1
Year 10	119	14	12	0	0	1
Year 11	129	22	17	2	1.6	1

Students are organised into four categories of SEND:

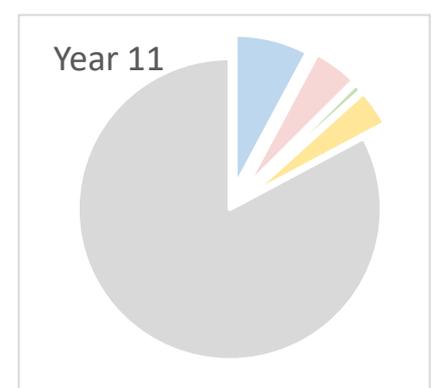
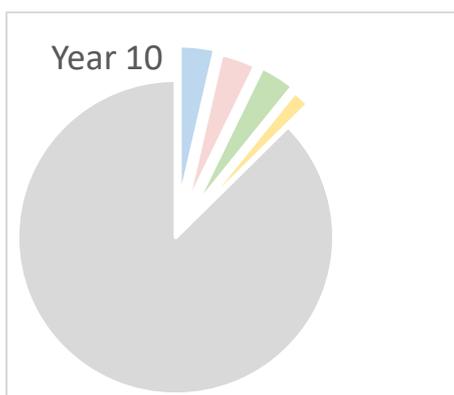
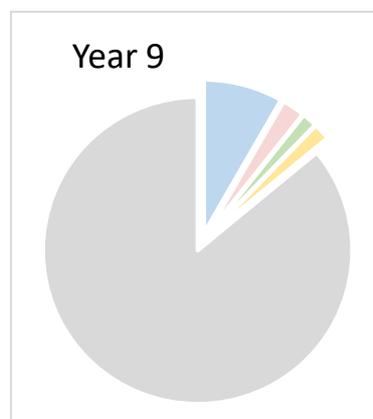
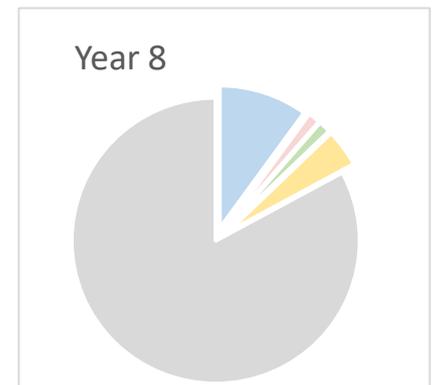
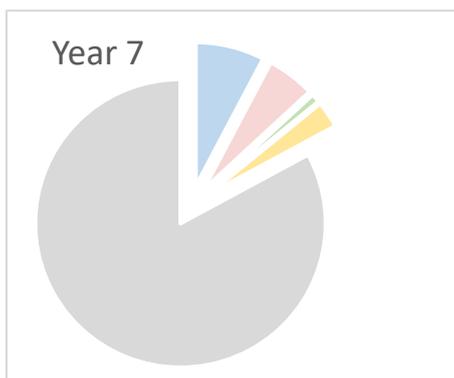
	Communication and Interaction
	Cognition and Learning
	Social Emotional and Mental health
	Sensory and/or Physical Needs

Further information with regard to SEND categories is outlined in the Appendix to the school's [SEND Policy](#).

SEND List 2021-22: SEND by Category

The information below gives the **proportion or percentage of pupils** with each **primary** need. Please note that pupils may have secondary needs that are not represented in this data.

	Number in Year group	Primary SEN: C&I % of Year Group	Primary SEN: C&L % of Year Group	Primary SEN: SEMH % of Year Group	Primary SEN: P&S % of Year Group
Year 7	130	5.4	7.7	3	0.8
Year 8	141	1.4	10	4.3	1.4
Year 9	130	2.3	8	3	1.5
Year 10	119	3.4	3.4	1.7	3.4
Year 11	129	4.7	7.8	3.9	0.1



How does the school know if learners need extra help?

During Transition:

During transition from primary school, or previous a education setting, the SENCo and Head of Year will liaise with a students' previous school or education setting, hold transition meetings with the SENDCo/teachers at the primary school and review assessment data from the primary school/prior education setting.

To ensure a smooth transition for students with SEND, additional transfer arrangements are implemented during the summer term. Students with SEND have the opportunity to access additional visit(s) to Hobart. Year 6 Annual Review meetings for students with Education, Health and Social Care Plans (EHCPs) are attended by Hobart's SENCO, wherever possible. Where there are specific discussions regarding the consideration of specialist provision, Hobart's SENCO may also attend Annual Review meetings during Year 5.

An additional transition day is arranged for identified students with SEND. There is also an annual coffee morning for the parents/carers of children with additional needs.

Parents of prospective students are always welcome to visit Hobart and to meet with the school's SENCO in order to discuss provision. Appointments can be made by contacting the school.

While at Hobart:

Heads of year, form tutors and class teachers are all responsible for recognising difficulties with learning and can refer learners to the SEND department. The following methods are used to support this process:

- Formal and informal information gathering
- Using progress data
- Observations by the SENCo or members of the SEND team
- Meetings with learners and their parents or carers
- External agencies consulted
- Assessment tools for numeracy, literacy, social emotional and mental health, speech and language and cognitive ability also support the process of assessment.

What should I do if I think that my child may have a Special Educational Need or Disability?

- We strive to maintain good home-school links and parents / carers are always welcome to speak to us if they have any worries.
- Ask to speak to your child's form tutor or head of year about your concerns. If necessary, a meeting will be arranged for you to meet with Mrs Hill, the SENCo.

Progress of Students with SEND:

Hobart High School provides access to a broad range of intervention programmes which cater for the all students demonstrating below average attainment. The school operates a graduated model of intervention at Key Stage 3 and packages of support are individual and personalised.

Monitoring Progress: The Graduated Approach	Who is involved?
<p>Assess</p> <ul style="list-style-type: none"> Baseline established by Hobart for comparison of support impact. Carry out observations, hold discussions with key staff, parents and carers to identify and analyse needs. In school assessments. 	<ul style="list-style-type: none"> SENCo Head of Year Pastoral Team Teachers
<p>Plan</p> <ul style="list-style-type: none"> Hold discussions with parents and carers, learners, staff and any specialist services involved regarding actions and support needed to be put in place. Set date for review. 	<ul style="list-style-type: none"> SEND Team Head of Year Pastoral Team Teachers Student Parents/carers
<p>Do</p> <ul style="list-style-type: none"> Implement the plan as agreed. Observe and record evidence of support and progress. 	<ul style="list-style-type: none"> SEND Team Teachers Student Parents/carers
<p>Review</p> <ul style="list-style-type: none"> Discuss effectiveness of the intervention and the impact on the learner. Plan next steps carefully with parents, other specialists, and the learner. Does the APDR cycle need to begin again? EHCP annual reviews. 	<ul style="list-style-type: none"> SEND Team Teachers Student Parents/carers

Interventions:

- Sound Discovery
- Lexia
- Catch Up Literacy
- Catch Up Numeracy/Numicon Intervention
- Communication and Interaction Skills
- Zone of Regulation
- Lego Therapy
- Why do I Worry?
- Speech and Language Intervention

All interventions at Hobart are time-limited and are delivered by appropriately trained and qualified staff. In addition to tailored intervention, Hobart also provides access to in-class support and mentoring – as appropriate.

We use the following assessments to identify literacy difficulties, prior to allocating literacy intervention:

- New Group Reading Test (NGRT)
- Single Word Spelling Test (SWST)

We have also recently bought into the Boxall Profile to support the assessment of our students' social, emotional and mental health needs. In addition, some of our interventions make use of The Autism Education Trust's progression framework to set targets and track progress.

How will the curriculum be matched to my child's needs?

- At Hobart High School high quality teaching underpins all SEND provision. There is a strong emphasis placed on differentiation, not just through the work provided, but also in questioning, the setting of homework, collaborative learning and the expectations of individuals. Through this bespoke approach young people are able to progress at their level and at their own speed.
- IEPs are readily available to all teaching staff; these outline the strengths of the young person, any background information regarding their need, their targets and expected outcomes. These are regularly reviewed.
- Some students use specialist ICT equipment in lessons to support their learning and some may have access to 1:1 adult support for part or all of the day, depending on their level of need. Some students may use coloured overlays, should they have a specific learning difficulty, e.g: such as dyslexia. Others may use specialist equipment to accessibility of the learning environment. We work with specialist services, young people and their families to ensure that the reasonable adjustments we offer are wide ranging and responsive to the needs of the young people we work with.
- Some students may be entitled to exam access arrangements such as extra time, a laptop, a scribe etc. These access arrangements have to reflect the student's **normal way of working** in lessons. Evidence needs to be collected before access arrangements can be applied for.
- Some students may participate in specific interventions. These usually take place outside of usual lesson time. Should we feel that a student would benefit from one or more of these interventions we will communicate with parents/carers beforehand. Parents/carers and students themselves also have a fundamental part to play in assessing and reviewing the impact of participation in interventions
- Some students at KS4 require an adapted curriculum to support the increased demands of study at GCSE. Should we feel that a student would benefit from this we will communicate with parents/carers to discuss enrolment on Curriculum Access as students prepare to make their option choices in Year 9. During Curriculum Access selected students will access one less GCSE subject in order to work in a small-group, supportive environment responsive to the individual needs of the child.
- Some students require reasonable adjustments like the ones above on the basis of medical needs. We work with relevant medical professionals/ services, young people and their families to draw up medical plans, risk assessments and risk management plans where necessary and ensure that the reasonable adjustments we offer are responsive to the needs of the young people we work with. For more information about how we support our young people with medical needs, Please see our policy for supporting students with medical conditions via this [link](#).

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

- Hobart prides itself on being a caring community where each young person is recognised as an individual with their own needs. Young people need to be happy and be able to behave appropriately in order to learn well, therefore our staff work with them to develop their social skills and behaviour and ensure their wellbeing. Students have a form tutor whom they can speak to should they have any concerns.

- We have clear and robust [behaviour](#) and [anti-bullying](#) policies which we refer to regularly with the students. Our school values form the basis of all that we do and young people are encouraged to reflect upon these values when resolving conflicts.
- For specific information about how we promote the welfare of all young children in our school, Please read our Safeguarding Policy within the policies section of our website [here](#).

What specialist services are available or accessed by Hobart High School?

	Communication and Interaction	Cognition and Learning	Social, Emotional and Mental Health	Sensory and Physical Needs
In school services/ support available	Building Blocks for Communication. Games Club Language for Thinking Talkabout for teenagers Conversation Skills Social Detective Skills How to talk with Friends. Titan	Various literacy and numeracy interventions (see list above)	Communication and Interaction Skills Counselling Zone of Regulation workshops 1:1 Mentoring Boxall profiling Hideaway Club Titan	Trained TAs - in-class and around school support. Titan

	Communication and Interaction	Cognition and Learning	Social, Emotional and Mental Health	Sensory and Physical Needs
External services we access	Alpha Inclusion – specialists in autism and Social Communication Alpha Inclusion Speech and Language Therapist Access Through Technology	Educational Psychologist and Specialist Teacher – through the EPSS.	Child and Adolescent Mental Health Service (CAMHS) EPSS Social, Emotional and Mental Health in school support School Counsellor Chat Health School Nursing Team Kooth	Virtual School for Sensory Support (VSSS) Children’s Occupational Therapy Team EPSS Occupational Therapist

If following a minimum of cycles of Assess, Plan, Do Review, home and school are in agreement that as a setting we are struggling to meet the needs of your child, it might then be appropriate to request an EHC needs assessment.

How will my child be included in activities outside the classroom, including school trips?

Hobart is an inclusive school and believes that all students should be able to access the same experiences and opportunities. There are, however, times where in undertaking our statutory duties as a school, reasonable adjustments have to be made to ensure that every young person is included in every aspect of school life. Risk assessments are undertaken for every trip for all students, plus individual risk assessments are carried out for some individuals, in conjunction with their parents/carers and any outside agencies where appropriate.

How accessible is Hobart?

The Hobart building has been adapted for wheelchair users throughout with push pads on doors and a lift to enable access to all of the main teaching rooms. We have links with the Virtual School for Sensory Support and the Children's Occupational Therapy and adapt the environment as needed for individual students with hearing and visual impairments. There are disabled toilets available throughout the school. There are disabled toilets available throughout the school. The swimming pool is fitted with a hoist and sling.

Admissions to Hobart

Hobart is an inclusive school, and we follow the admission guidelines of Norfolk County Council. A young person would not be discriminated against on the grounds of special educational needs or disability. Please see the equalities information on our website via this [link](#).

Attendance and punctuality

Attendance and punctuality is monitored daily by form tutors and the school's pastoral team. Hobart's [Attendance Policy](#) is available on our website. The policy outlines a formal and structured process for addressing concerns.

What will Hobart do to assist my child to move onto their next stage of education?

Those students with SEND support status or an Education and Health Care Plan (EHCPs) will be prioritised for post-16 advice. Students will meet with a Careers Advisor for guidance relating to the next stage(s) of their education. Those students who are most vulnerable and have a high level of need will be entitled to an enhanced transition; this may involve regular visits to their next provider.

Deployment of Staff and Resources:

The SEND Budget for 2020/21 has purchased the following:

- Access to programmes of intervention as outlined in the school's Provision and Access Map, including contracting of Alpha Inclusion (autism and social communication specialist service and Speech and Language Therapist) and Advisory Support Teacher services.
- Resources for Literacy Screening
- Resources necessary for numeracy interventions and screening.
- Resources necessary to support reading comprehension interventions.
- Resources necessary to support new speech and language Intervention.
- Resources to support social communication interventions.
- Resources to support working memory interventions.

This Information Report contributes to the local offer for Norfolk: [Local Offer - Norfolk](#).

- Resources to support phonics instruction.
- Resources to support Lego Therapy.
- Year subscription to speech and language intervention: Speech Link.
- Equipment for sensory boxes to support sensory and emotional regulation.
- Resources for assessing students for exam access arrangements.
- Dyslexia portfolio forms.
- Resources to support SEMH interventions.
- Specialist exercise books to support student with visual impairments.
- External assessor for access arrangements.
- Screening tests to support the identification of SEND.

Staff Training and Development:

- Sound Discovery training (May 21) for whole team of teaching assistants delivered by Norfolk Educational Psychology and Specialist Support Service.
- DASH training for all teaching assistants (June 21) delivered by Norfolk Educational Psychology and Specialist Support Service.
- Exams access training for all teaching assistants and other relevant staff (Sept 20).
- Exam access arrangements training for one Teaching Assistant.
- Child protection and safeguarding training for all staff.
- HLTA qualification for one teaching assistant.
- Whole staff training on ADHD (March 21) delivered by ADHD Norfolk.
- Whole school training on attachment (Sept 21) delivered by Norfolk Educational Psychology and Specialist Support Service.

Additional funding and resources have been sought through The Virtual School for Sensory Support (VSSS), The Virtual School for SEND and the Children's Occupational Therapy Team.

External Agencies:

During the academic year 2020-21, external agency support has been provided by:

- Alpha Inclusion Autism and Social Communication Consultants
- Educational Psychology and Specialist Support (EPSS) – providing access to Educational Psychologist, Occupational Health and Advisory Support Teacher services.
- Children's Occupational Therapy Team
- Child and Adolescent Mental Health Service (CAMHS)
- The Virtual School for Sensory Support
- The Virtual School for SEND
- Early Help Team for Norfolk;
- Access Through Technology

Contact Details:

For further information please contact:

- Your child's form tutor or head of year
- SENCo: Mrs Hill (mhill@hobart.org.uk)

Additional Information

Should you wish to make a complaint, our complaints policy can be found at: [Complaints Policy](#)

This Information Report contributes to the local offer for Norfolk: [Local Offer - Norfolk](#).

This document will be reviewed annually, in conjunction with school staff, governors, parents / carers and students.

Useful Links

- **The Norfolk Local Offer** brings together information that will be helpful to children and young people with special educational needs and/or disabilities (SEND) and their families. This includes advice and information about Education, Health, Social Care and Independent Support: <https://www.norfolk.gov.uk/children-and-families/send-local-offer>
- **The Department for Education** is responsible for children's services and education, including early years, schools, higher and further education policy, apprenticeships and wider skills in England. They also offer guidance and Support: <https://www.gov.uk/government/organisations/department-for-education>
- **Norfolk SEND Partnership Information**, Advice and Support Service provide free and impartial information, advice and support about special educational needs & disabilities (SEND) for children, young people, parents and carers: <https://www.norfolksendpartnershiass.org.uk/>

Appendix 1 Special arrangements in relation to COVID-19.

We are aware that the transition period for our pupils with SEND has been greatly affected by the current situation. All class teachers have access to information on the SEND register and the IEPs that were created in discussion with primary settings and parents/carers as part of the transition process. However, we do recognise that unforeseen or unexpected needs may arise in response to the return to school and recommend early communication should any worries or concerns arise.

*To discuss any aspect of this report or Hobart's SEND Provision, please do not hesitate to contact the school's SENCO, Mrs Marie Hill
(mhill@hobart.org.uk)*