

Humphrey Perkins School

Special Educational Needs (SEND) Information Report – September 2024

School/College Name:	Humphrey Perkins School
Address:	Cotes Road, Loughborough, LE12 8JU
Telephone Number:	01509 412385
Name of Headteacher:	Jennifer Piper-Gale (Deputy CEO of Lionheart Educational Trust); Laura Sanchez (Executive Principal); Della Bartram (Associate Principal)
Headteacher contact details:	Tel: 01509 412385 Email: d.bartram@humphreyperkins.org.uk
Website address:	http://www.humphreyperkins.org.uk
Twitter Feed details:	@HumphreyPerkins
School/College Specialism:	
Age Range of students:	11 - 16
Date of Last Inspection:	10 -11 March 2020
Outcome of last inspection:	Good

Does school/college have a specialist designated unit / additional learning support department? No

Total number of students with special educational needs at school (SEND support): 167

Total number of students with an EHCP: 11

We are a mainstream school with a strong inclusive ethos based on our motto “Be brave, be kind, be the best you can be”. We strive to ensure that all students achieve their potential personally, socially, emotionally and academically in all areas of the curriculum. This document is intended to give you information regarding the ways in which we ensure we support all our students, including those with SEND, in order that they realise their full potential. It may not list every skill, resource and technique we employ to achieve this as these are continually developed and used to modify our provision to meet the changing requirements of our students.

Information about:	How we do it at Humphrey Perkins School:
<p>1. <i>The range of special educational needs for which provision is made at the school.</i></p>	<p>We are a mainstream school, we aspire for all of our students to achieve their potential, including those with SEND. Students are identified as SEND when their progress has significantly slowed or stopped, and the interventions and/or resources based on Quality First Teaching that we normally put in place do not enable improvement. A student may also be classed as SEND where there are external agencies involved with the child such as Autism Outreach; ADHD solutions; CAMHS or Speech and Language services. We have use Student Support Plans to help support their development and accelerate progress.</p> <p>Typically the students with SEND in our school have difficulties with speaking and language, learning generally (especially reading and/ or writing), social or emotional development, and sensory difficulties with sight and/ or hearing. We have a number of students diagnosed with Autistic Spectrum Disorder.</p>
<p>2. <i>The school's policies for the identification and assessment of students with special educational needs.</i></p>	<p>Our teachers closely monitor the progress made by all students and ask advice from the SENDCo as soon as they have concerns about any student. We have close links with our feeder primary schools and this helps us to understand the needs of SEND students before they arrive.</p>

	<p>We use Key Stage 2 teacher assessment and base line testing to identify which students will require SEND support. The SENDCo can also help teachers to plan activities such as small group work or special programmes to help the students. If these activities don't help the student to make better progress the SENDCo might suggest other programmes or temporary additional support, or ask for advice or assessment from an external specialist service. If the student still does not make improved progress, the SENDCo, tutor or subject teacher will meet with parents/carers and student and together agree what additional support will be put in place.</p> <p>We will inform all new Year 7 parents if your child has been placed on the SEND register. We will also inform you if we feel your child has made necessary progress and no longer needs to remain on the SEND register.</p> <p>The school will apply to the Joint Council of Qualifications for access arrangements at Key Stage 4 where there is a history of need e.g. access arrangements were in place in the primary school.</p> <p>We will inform parents if the JCQ has agreed an exam concession. We will ask you to encourage your child to use this concession by discussing it with them at home.</p> <p>As soon as your child's SEND has been identified we will contact you and invite you to come into school to discuss plans to help him or her make better progress.</p>
<p>3. <i>The school's policies for making provision for students with special educational needs whether or not students have an EHCP, including:</i></p>	<p>Our policies on SEND and access provide information about how we make provision for all students with SEND. These policies are available to view on the school's website under 'Governors'.</p>

<p>a) <i>How the school evaluates the effectiveness of its provision for such students;</i></p>	<p>We regularly review data for all students and the impact of interventions is measured and evaluated. Subsequent interventions will then be put in place if needed.</p> <p>The SENDCo and the Senior Leadership Data Team will assess and review the progress of all students with SEND at key data points in the year. This includes academic progress, attendance, behaviour, readiness for learning and self-esteem. The outcomes of these reviews will be shared with parents at parents' evenings or review meetings with the Tutor/ Head of Year or SENDCo.</p>
<p>b) <i>The school's arrangements for assessing and reviewing the progress of students with special educational needs;</i></p>	<p>An Education, Health and Care Plan review and/or transfer review will take place during the academic year. Key professionals involved in the plan will be invited to attend. Parents are central to the planning and intended outcomes of the plan. The SENDCo will attend transfer reviews for students in Year 6 who have identified Humphrey Perkins as their next destination school. We will invite post-16 providers to transfer reviews for students in Year 11 where possible.</p> <p>Parents are welcome to bring a person to support them, for example a family member/ friend or parent partnership representative. However, you do not need to wait for these meetings if there is a concern, a meeting can be arranged with key staff to discuss concerns.</p> <p>All students on the SEND register have a Pupil Passport which is reviewed and updated annually. This is done with the involvement of parent, student and SENDCo.</p>
<p>c) <i>The school's approach to teaching students with special educational needs;</i></p>	<p>As a school we have the highest possible expectations of your child and all students in their class. All teaching is based on building on what students already know, can do and can understand. Teachers are</p>

	<p>expected to personalise learning and differentiate work to ensure that all students are able to access the curriculum and are fully involved in learning in class. This may involve things like using more practical learning or providing different resources adapted for your child, including ICT. The teacher will also put in place specific strategies (which may be suggested by the SENDCo or specialists from outside agencies) to enable your child to access the learning tasks.</p>
<p>d) <i>How the school adapts the curriculum and learning environment for students with special educational needs;</i></p>	<p>Teachers regularly check and report on student progress. If there are gaps in understanding and/or learning, teachers will identify what extra support is necessary to close the gap in progress between individual students and other students of the same age. Interventions might include small group sessions such as Direct Instruction or 1:1 support for students. Intervention sessions will identify specific targets for improvement. These interventions may be led by either a teacher or a trained Teaching Assistant. The interventions will be monitored so that the impact and effectiveness can be tracked.</p> <p>The Tutor, Head of Year or SENDCo can provide information about what individual year groups are learning and how students are being helped to make better progress. There is more information about the school curriculum on our website.</p>
<p>e) <i>Additional support for learning that is available to students with special educational needs;</i></p>	<p>Support is given to students in a variety of innovative ways, ranging from access Teaching Assistants in lessons, to peer mentors and external agency liaison. These external agencies typically include Autism Outreach; Visual Impairment of Hearing Impairment services; Educational Psychology and the Youth Service. As part of our provision, we offer Direct Instruction to Year 7 and 8 for both literacy and numeracy. We deliver reading groups using Reciprocal Reading for</p>

	<p>those students in Key Stage 3 that require additional support. We also deliver That Reading Thing for students who struggle to access Direct Instruction. We are able to offer a social/communication programme for students who experience social difficulties, as well as a handwriting intervention.</p> <p>At Key Stage 4 the curriculum is personalised as required. The Loughborough Inclusion Partnership may also become involved when students are struggling to access the mainstream curriculum as a result of behaviour or social and emotional needs. Parents/ carers will be involved in decision making about alternative curriculum pathways.</p>
f) <i>Activities that are available for students with special educational needs in addition to those available in accordance with the curriculum</i>	<p>Students with SEND are fully included in our extensive enrichment programme, with a bespoke extracurricular programme for those students specifically. This includes social skills and communication group as well as lunchtime clubs. Where adjustments or specialist risk assessments are needed for a student to access an activity, the SENDCo will involve parents/ carers. This includes trips and visits.</p>
g) <i>Support that is available for improving the emotional and social development of students with special educational needs.</i>	<p>We have a range of programmes within school to support the emotional and social development of students. We do respond to the needs of the individual, tailoring an individual programme of support if needed. We utilise many agencies for support if we need expertise beyond our own staff. We also use external providers such as the Youth Service to provide bespoke group work programmes concentrating on areas such as confidence, resilience and friendship. We have Holistic support staff who are available through the school day to help students who require support. There is a RELATE counsellor available for appointments. All students access a tutor programme with PSHE (Personal, Social, Health Education) themes at the forefront. We are</p>

	able to make referrals to Teen Health and Love4Life for additional support. The school also has access to support and training through the LA's Young People's Health and Wellbeing Officers.
4. <i>The name and contact details of the SEND co-ordinator.</i>	Mr Rofe is the school's SENDCo (matthew.rofe@humphreyperkins.org.uk). There is a team approach to SEND and inclusion at Humphrey Perkins. If your child is already at Humphrey Perkins, then you can contact their Tutor, Head of Year, or SENDCo. If your child is currently at primary school and you wish to contact Humphrey Perkins regarding their SEND needs, then please contact our SENDCo directly.
5. <i>Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.</i>	<p>At Humphrey Perkins we pride ourselves on innovative and current practice. Therefore, the training of all adults in the school is paramount to the success of all learners. Regular and appropriate staff training takes place, both of a generic and child-specific nature.</p> <p>Whole staff training shares knowledge, expertise and experience in order to gain an outstanding, consistent approach to supporting SEND learners. Training delivered by experts, but who are familiar with the Humphrey Perkins context, is vital and staff welcome this.</p>
6. <i>Information about how equipment and facilities to support children and young people with special educational needs will be secured.</i>	<p>The LA provides specialist equipment such as wheelchairs/ standing frames when prescribed by a relevant health specialist. The school provides additional adult support, usually a Teaching Assistant, where appropriate.</p> <p>In accordance with the Disability Act 2010, buildings may undergo 'reasonable adjustments' to ensure that they are accessible for all of our students. This is negotiated by the Local Authority with the school. Our accessibility plan is available to view on the school website. We</p>

	have designated 'safe', supervised areas that students can access during break and lunch times to lessen anxiety, building and promoting confidence and friendship.
7. <i>The arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child.</i>	<p>At Humphrey Perkins we value all our parents and truly believe in working in partnership to get the best possible outcomes for our students. Target setting/ reviews, emails, texts, SEND meetings are all good ways to communicate and plan for SEND support. The school website also holds key information about the school curriculum and support structures.</p> <p>We also have key information about local organisations, such as Parent Partnership, who can support and provide advice in the home, and for any parent groups to give strategies and to provide a support network.</p>
8. <i>The arrangements for consulting young people with special educational needs about, and involving them in, their education.</i>	<p>Students are at the forefront of everything we do at Humphrey Perkins. Their views are very important to us. This takes a variety of forms: involvement in reviews and meetings; student voice surveys; self-assessment and through the School Council where students are represented across the school to give their feelings and viewpoints about different aspects of school life.</p>
9. <i>Any arrangements made by the governing body relating to the treatment of complaints from parents of students with special educational needs concerning the provision made at the school.</i>	<p>In the first instance, approaching the SENDCo would be appropriate. If your complaint is not resolved, then you can ask for a meeting in school, involving another member of the Senior Leadership Team. If you are still dissatisfied then you can request a meeting with the Principals.</p> <p>Our complaints procedure is available to view on the school website.</p>
10. <i>How the governing body involves other bodies, including health and social services bodies,</i>	<p>Services that currently come into school to support our students are listed below, however these are not exhaustive and will change</p>

<p><i>local authority support services and voluntary organisations, in meeting the needs of students with special educational needs and in supporting the families of such students</i></p>	<p>depending on the SEND cohort.</p> <p>Educational Psychology</p> <p>RELATE Counselling</p> <p>ADHD solutions</p> <p>The Autism Outreach Team</p> <p>Sensory Support: Hearing Impairment/ Visual Impairment</p> <p>Physiotherapy</p> <p>CAMHS</p> <p>Loughborough Inclusion Partnership</p> <p>MSCIP</p> <p>Teen Health</p> <p>Love4Life</p> <p>Occupational Therapy</p> <p>Most of these services will also meet to discuss strategies in the home and will signpost you to specific agencies for home support.</p>
<p><i>11. The contact details of support services for the parents of students with special educational needs, including those for arrangements made in accordance with clause 32.</i></p>	<p>Special Educational Needs Info and Advice Service (SENDIAS) can provide support to families. SENDIAS is a confidential and impartial service that supports families who have children with SEND. They support families of children and young people aged 0 to 19 years with any educational issues and can signpost to appropriate family support. Children do not need to have a statement of special educational need or a medical diagnosis of disability to access the SENDIAS. They can be contacted on 0116 3055614.</p>

<p>12. <i>The school's arrangements for supporting students with special educational needs in transferring between phases of education or in preparing for adulthood and independent living.</i></p>	<p>All students will receive support, if needed to the next phase of their learning journey. There is an extensive primary to secondary transition process, with an enhanced programme for the more vulnerable learners. The SENDCo will attend transition reviews and link closely with other SENDCos in our partner primary schools. All students with an EHCP or support plan will receive independent careers advice and guidance to help them in making the move to their next destination whether that is in post-16 education or work-based training.</p>
<p>13. <i>Information on where the local authority's local offer is published.</i></p>	<p>The Leicestershire Local Offer homepage has information about the services that are available locally. Click here to view.</p>
<p>14. <i>Covid-19 FAQs</i></p>	<p>What are the entitlements of children and young people with SEND when schools are closed due to Coronavirus?</p> <p>Following government advice, students with ECHP are encouraged to attend school.</p> <p>Do I have to send my child to school?</p> <p>Following updated government advice, all students must return to school.</p> <p>If you feel it would be too high risk to send your child to school because they, or someone else in your family currently has coronavirus and in line with government advice, there is of course no requirement to send your child in. Please advise the school as soon as possible if this is the case.</p> <p>My child was due to have an EHCP annual review. What will happen now?</p> <p>Under the Coronavirus Act, the requirement to carry out annual reviews may be temporarily disapplied where this is considered to be</p>

'appropriate and proportionate.' However, Humphrey Perkins will endeavour to hold annual reviews if at all possible. If you feel there is an urgent need to amend the provision or placement in the child or young person's EHC plan, speak to us and the Local Authority about this to see what review mechanisms could be put in place. Any outstanding EHCP reviews will be carried at the earliest available time.

How can I support my child's learning at home?

If a child has an identified SEND (EHCP or SEND Support), the class teacher will take account of their needs when planning for and providing work to be completed at home. This may include:

- suggesting different ways in which children can present their work;
- giving more detailed instructions;
- providing parents with suggestions to make tasks more practical in nature;
- providing alternative work which is targeted at their level of need where they may not ordinarily access curriculum subjects at age expected levels.

How can I help my child cope with the changes?

We understand that this is a significant change for many families. Please give yourself time to adjust to a new routine and above all, do not place too much pressure on yourself or your child to complete schoolwork. Maintaining positive mental health and emotional wellbeing is very important. The mental health charity MIND have provided some initial information which we are happy to share.

[Coronavirus and your wellbeing](#)

[How can I cope with changes to school / college?](#)

Who can I contact?

	<p>We realise that these are difficult times for everyone. If you have any concerns or queries please contact:</p>
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	<p>Matthew.rofe@humphreyperkins.org.uk</p>
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