

Parents' guide- Frequently Asked Questions

SEND support at Horsforth

<p>How will you get information about my child?</p>	<p>We meet with the primary staff-y6 teachers and SENDcos over the Summer Term. They will give us information they think we need-this may include diagnostic reports and current support plans. If you have any reports you think we should see then please forward them too. Please remember that we have 285 students to get to know and possibly 50 students with additional needs. It takes time to work through all of the information but we will do it before September.</p> <p>You also have the chance to provide us with information you think we need on the parent profile. We will also conduct 'observations' during the GTKU week and on the new intake day where the SEND team will be allocated to a form group for the day. In the Autumn Term-September-our SEND team prioritise shadowing our new Y7 SEND cohort for the first few weeks to see how they're getting on</p>
<p>What support will my child get with the transition?</p>	<p>All students come on the GTKU sessions with their primary school peers and teacher. They all then come on the new intake day in July. In the summer all students have the option of attending the summer school. If primary staff feel a student or group of students need an additional visit or we need further conversations we will arrange these for the summer term but capacity for this is low due to student numbers</p>
<p>How will staff know all about my child and the support they need?</p>	<p>We will use all of this information together from the process above to create an initial learning passport for your child. This is stored in a central secure area that all staff have access to. In September, we do some work with staff on the new cohort but again please bear in mind they have lots of new faces and names to learn. Staff will be able to see students' names and needs on their seating plans and they will have a link to their learning passport</p>
<p>What support will my child have in class?</p>	<p>All students are supported through Quality first teaching in the classroom; this means the teacher is the person best placed to support their needs. Some classes may have additional adult support but this is rare and prioritised based on need</p>
<p>What interventions do you have available?</p>	<p>We have lots of interventions available we simply can't list them all. We allocate interventions based on student need. We have to work interventions on a rotation so we are able to work on different things with different student over time.</p>
<p>Who do I contact about concerns?</p>	<p>All concerns in y7 should be addressed to the form tutor as the first port of call, they can then forward your concern or query to the most relevant person. All contact to school can come in through the info@horsforthschool.org email address FAO the person you require. Following this initial contact your concern may be best suited to the Pastoral or Year team who are contactable on pastoralhub@horsforthschool.org or the SEND team sendadmin@horsforthschool.org but please do go via the FT in the first instance</p> <p>We ask that you allow 48 hours for a response-please be aware that at busy times you may get a holding response in this time and a fuller response as soon as possible after that. If you would like to follow up your query then please do so via the address above and ask for an update</p>
<p>My child may struggle with the noise and how busy the corridors and classes are...what happens then?</p>	<p>We do have systems in place that can help this but in a school of our size the most important thing is knowing where students are at any given time so we need to minimise movement. If you feel this is becoming an issue please speak to us and we can devise a plan to help</p>
<p>What do I do if my child is struggling?</p>	<p>Please contact us as described above</p>
<p>What opportunities are there to speak to the SEND team?</p>	<p>You can contact us for general queries on the email address above. We will also host 3 SEND drop ins across the year where you can come and speak with a member of the team about your child. We also try to have representatives from the team available at evening events such as parents' evenings and information evenings</p>
<p>Who will support my child?</p>	<p>All staff have a responsibility to support all students. Supporting SEND is the responsibility of all staff too. There are many associate and teaching staff around school who will help your child depending on what they need. In the first few weeks we are all around on the corridors as much as possible to help</p>
<p>What support do you offer at social times?</p>	<p>We do have a nurture space for students who are struggling socially or find the diners overwhelming but initially all students will access the year group social space. Students have their own lunch area and serving hatch away from other year groups to help with this. Students have access to the library at social times too where staffing allows-this will be shared with them in September. If we find they need more support we can discuss the options available but these are limited.</p>
<p>Do the rules apply to all students?</p>	<p>Yes, we have 1600 students on site. We need clear boundaries for all. Our expectations are the same for all students. We expect them to try their best at all times, and ready, respectful and safe. These are in place to ensure that students are safe, that teaching and learning can take place and that students are being prepared for adulthood and next steps in education</p>
<p>Are sanctions the same for all students?</p>	<p>Yes, the above apply. We do apply reasonable adjustments to support students where suitable at the discretion of the SEND leadership team</p>

What if you have a child who has organisational challenges and loses things easily, will they get comments for this?	All students need to develop independent skills and being in a large mainstream secondary does require them to do this. We do however have things in place that can help. We can issue visual check lists for example. Students who are not fully quipped for lessons will receive equipment comments but this is as a flag that they may need support. We can help with organisation through check ins with the year or SEND teams.
My child has a diagnosis that may affect their social skills or behaviour, will they get in trouble?	For Teaching and Learning to happen successfully and for students to be safe, we require a certain standard of behaviour in class and respect for the space and each other. Students will be reminded of expectations. Some student may need additional reminders and support this and this is something we can help with if needed. We have lots we can offer to help by way of intervention but again, we need to get to know the students first and see what they need. Although we don't expect a student's overall need to change when they come to secondary school, the way their needs present can change and that's something we won't know fully until they start with us. All students are subject to our positive behaviour policy.
How does homework work? Is there support for students with SEND around this?	Students in year 7 and 8 complete homework through a homework booklet that comes home each half term-they will be given a knowledge organiser and booklet to write in. We have a SEND homework club on a Monday after school to support. Students can also access the library for homework at break and lunch time. Maths homework is done online from y7-11 through a website called Sparx-this is a responsive system that amends the work according to the answers they give. There are online tutorials to follow if they are finding a topic tricky. Homework will be set in the planner and online-you will receive a notification when it is set
Are students taught in ability groupings?	In the main, students are taught in mixed ability for most subjects. In years 7 and 8 we do have some transition groups that are based on providing higher support for those students not at age related expectations (ARE) at Key stage 2 (SATs). These groups will be determined by the year 7 transition team and will be data driven. This does not restrict their curriculum at all but they will be taught by specialist teachers in fewer rooms for English and the humanities subjects and/or maths. We do not notify you of this but you will be able to see if they are supported in this way because they will have the same teacher for History, Geog and RS. You can request this information in July once groupings are finalised
When will my child get their planner and timetable?	Planners and time tables will be given out on the first day in September by the form tutor. On the first day they just need a bag and a fully stocked pencil case-equipment list to follow. They will also need a water bottle.
Are lockers available?	Yes they are-details will be shared in September-we encourage students get these-where possible, we allocate them a locker in a convenient place for them-near their form room etc if available. It's a £15 hire charge for the whole 5 years (year 7-11 inclusive) and £5 for a lock or they can bring their own
How will I know how my child is doing in their lessons?	You will get regular progress updates in the form of a progress review and we will have a parents' evening at the end of year 7-there is one each year. We will hold an information evening in September when we will go through all of this.
How do I know how my child is settling in?	We hold a pastoral settling in evening in October-this is just a chance to meet the form tutor-the consistent person supporting your child-it will be a 5 minute meeting to get an update on how they have settled in generally-we won't have subject specific information at this stage but you can make any queries you have at this stage
I want to be able to help my child with their learning, What are they learning in each subject?	The curriculum plans are available in the form of learning journeys, on the website in the year group areas
My child will get lost, how can you help them?	We have lots in place to help. There is signage around the school, most classrooms are located together-i.e. maths rooms. We have people out on the corridors to help in the first few weeks-by week 3 they have usually found their way around
My child does not have a diagnosis, do they need one?	No they don't and waiting lists are lengthy through CAMHS especially. We can't diagnose anything in school. A diagnosis does not bring extra funding or support-we support the presenting need. It can help for a student to understand themselves and can help with arrangements for exams later on but rest assured it's not essential at all to receive SEND support. If we feel a student needs additional measures to help them make progress then that's what we work with
My child needs specialist equipment, how do they get this?	It depends what it is so please just ask and we can explain. We work with lots of external agencies-DAHIT for Deaf and Hearing impaired children for example. Things like coloured overlays need to be provided and maintained by parents. We don't have a huge bank of laptops but they are used to support some students in some cases-mainly at key stage 4
What other agencies do you work with?	Lots! Please just ask if you think you or your child needs extra support and we would be happy to signpost to the right place
What support will my child get in tests and exams?	This is a long way off and in year 7 and 8 it's about trying different things if teaching staff feel they are needed. If we feel a child would benefit from extra time for assessments because they have a diagnosed processing need for example, then we would ask staff to trial this through the learning passports, when doing assessments. Most of this work is pulled together in year 9 and 10.
Is there SEND support in Extra Curricular activities and trips?	We usually try and have a SEND team member on all trips and visits where possible. Extracurricular activities tend to be supported by the class teacher only but on request we are happy to help where we can