



SEND INFORMATION REPORT:
Houlton School Offer

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This report provides detailed information about our arrangements for identifying, assessing and making provision for pupils with Special Educational Needs and Disabilities (SEND); it should be read in conjunction with the Local Offer for Warwickshire (SEN Code of Practice: 2015, 4.34) and the [Transforming Lives Educational Trust \(TLET\) SEND Policy](#).

1. Houlton Mission Statement:

To prepare pupils for the challenges and opportunities of their future lives through a world class curriculum, transformational learning experiences and the promotion of aspiration, innovation, and excellence in all aspects of the school experience: once they have joined our Houlton family, pupils will enjoy the proud legacy of being members of our community for life.

2. The Houlton School Approach:

Houlton School's approach to pupils with special educational needs and disabilities is informed by the Houlton family aims set out below and is set within the context of the Code of Practice 2015. Regardless of age, ability or disability, all pupils are entitled to a varied education and should be provided with the support and opportunities to enable them to become lifelong learners.

Our Houlton family aims to be:

1. Excellent in our provision of **transformational learning experiences**;
2. Excellent in our **expectations for, and from, every pupil**;
3. Excellent in the **tending of our Houlton family relationships**;
4. Excellent in our **attention to detail** in all that we do; and
5. Excellent in our **recognition and celebration of all that our Houlton family does well**.

3. Meet the Inclusion Team at Houlton School

Our Inclusion Team consists of:



Our Vice-Principal, **Chloe Buckenham**, is the overarching strategic lead for SEND and has responsibility for Behaviour, Personal Development and Safety.



Our Head of Faculty for Inclusion (SENDCo), **Becky Cooper**, has responsibility for overseeing the day-to-day operation of the school's SEND policy.



Our Associate SENDCo, **Phoebe Forrest**, works closely with Mrs Cooper to plan and deliver additional provision.



The Pupil Experience Leader for Year 7 and KS2 Transition Leader, **Sophie Cunliffe**, is the first point of contact for Year 7 parents in school.



The Pupil Experience Leader for Year 8 and Multi-Agency Referrals Leader, **Charlotte Sargent**, is the first point of contact for Year 8 parents in school.



The Pupil Experience Leader for Year 9, Mental Health and First Aid Leader, **Annie Divver**, is the first point of contact for Year 9 parents in school.

4. How can you contact the Houlton Inclusion Team?

The inclusion team can be contacted via the main school telephone number or via email:

Telephone: 01788 593 300

Email: CooperR@houltonschool.org.uk

5. What type of SEND needs do we provide for?

Houlton School works to ensure that pupils with special educational needs and disabilities are able to access a broad, balanced and aspirational curriculum and will make reasonable adjustments to overcome any identified potential barriers to learning (SEN Code of Practice: 2015, 6.9).

The school recognises the four broad areas of special educational needs, as stated in the 2015 Code of Practice:

- Communication and Interaction.
- Cognition and Learning (including moderate learning difficulties).
- Social, Emotional and Mental Health Needs.
- Sensory and/or Physical.

The provision at Houlton School is personalised to each individual and pupils do not need to have an Education, Health and Care Plan (EHCP) to receive additional support. All interventions are offered and implemented according to individual need. Those pupils who require intervention substantially 'different from' and 'additional to' provision for all pupils, but do not have an EHCP, will be placed on the SEND register under the category 'SEN School Support'.

6. How do we identify pupils requiring additional support or intervention?

Identification from Transition Information

- Information upon transition will be used to inform provision for our pupils. Houlton School has established strong partnerships with feeder primary schools and provides an enhanced transition plan.
- On entry, teachers will assess children's abilities using a variety of methods including observation and formal assessment.

Identification by Parents & Carers/School Staff/External Agencies

- School staff will regularly complete reviews of pupil performance through formal and informal assessment methods.

- Where parents or carers, school staff or an external agency raise a concern or identifies that a pupil may require additional provision, a Pupil Capture is completed, which draws on the views of pupils, parents, and relevant additional adults to determine whether the child requires support additional to, and different from, the universal, targeted provision in place.

Full details of the SEND categories and how we show a graduated approach towards provision can be found in the TLET SEND policy (see TLET website).

7. What support is available to support with accessing formal examinations?

Throughout their time at Houlton, teachers carry out informal and formal assessment to monitor progress and attainment. If it is deemed appropriate, access arrangements are provided for all relevant assessments or examinations. These are used to remove barriers to success but must not give a pupil an unfair advantage over their peers. If appropriate, an application is made to the Joint Council for Qualifications (JCQ). Once this has been approved, parents/carers are informed by letter of the additional support that will be offered.

Additional support could include any of the following:

- Reader
- Scribe or use of a laptop
- Additional time
- Adapted materials
- Access to quieter spaces
- Practical assistance or resources

8. How do we involve parents/carers in their child's education?

Houlton School works in partnership with parents and carers to ensure that all children are provided with the provision they require to succeed. We recognise that increased parental engagement has a significant impact on pupil outcomes and that parents and carers will have a valuable contribution in identifying needs and effective strategies. We work with parents in the following ways:

- Where a pupil is receiving SEND Support, termly reviews are carried out and feedback is provided on provision and progress.
- Parents are consulted around any significant changes to their child's provision and access is provided to the Provision Map portal, where relevant documentation can be viewed and to which responses can be made.
- In addition to traditional open evening events, families are invited to visit us during the school day by prior arrangement.
- For any concerns or clarification, the first point of contact for parents and carers is the Pupil Experience Leader, who will liaise with the child's tutor and relevant members of staff in school.

9. How do we involve pupils in the plans for their education?

Pupil views are highly valued and considered by all staff at Houlton School. As identified in our Learning and Teaching Policy, pupils are encouraged to become independent and take responsibility for their own learning. For pupils in receipt of SEND provision, their views are sought and considered as part of the Assess, Plan, Do and Review (Graduated) Approach as set out in the Code of Practice with a range of strategies in place to capture pupil voice and through check-ins with a trusted adult, written and verbal feedback, and pictorial representation where appropriate.

10. How do we teach pupils with SEND?

Houlton School provides robust inclusive teaching to provide pupils with transformative educational experiences. Additional adults are deployed to support pupils' independent learning and resources are provided to support pupils in overcoming barriers to learning. All pupils are educated in mainstream classes alongside their peers.

11. How is the learning environment adapted for pupils with SEND?

The accessibility of the learning environment is reviewed annually and is identified in the School Accessibility Plan. The following are examples of how our learning environment is adapted for pupils with Special Educational Needs and Disabilities:

- The campus and most its buildings were completed in 2021 and, therefore, meet all the disability and accessibility regulations for a new building; therefore, pupils have access to ramps, lifts in each of the buildings, wider corridors, and accessible lavatories across the site. There are

accessible shower facilities available. Our Grade II listed historical buildings have been completely redesigned and rebuilt within the external shells are so are also compliant with the above regulations.

- There are adjustable tables for all subject areas to access for pupils with physical needs, including specialist classrooms and laboratories.
- Acoustic ceiling tiles are in place in all traditional classrooms across the campus.
- Accessible car parking is available.

12. How do we support pupils' emotional and social development?

At Houlton School, we recognise the importance of supporting the 'whole child', supporting social and emotional development alongside academic teaching. The Inclusion Team works closely with the Pupil Experience team to support the emotional and social development of pupils.

The following are examples of the interventions we offer to pupils who may need more targeted support for social, behavioural and/or emotional needs:

- mentoring/check-ins with trusted adults;
- enhanced transition programme; and
- intervention to promote self-esteem, confidence, emotional literacy and social skills.

In addition, it may be appropriate to seek further support from external agencies such as the Specialist Teaching Service (STS) or Educational Psychology Service. A full list of the external agencies we work with can be found at the end of this document.

13. How do we assess progress of pupils with SEND?

Pupils with SEND follow the same assessment procedures and policy as the rest of the pupils at Houlton. All pupils are encouraged to work towards personal targets in different subjects and act on feedback from teachers, teaching assistants and their peers to make progress. Pupils will be assessed in a variety of ways relevant to different subject areas and topics. These methods could include:

- Written assessment.
- Verbal assessment.
- Speaking and listening.
- Practical assessment.
- Performance based assessment.

14. How do we review the impact and effectiveness of interventions we offer?

Feedback is sought from pupils, parents/carers, teaching staff and any other people involved to establish the impact of interventions over the course of the year. Interventions are regularly reviewed and adapted to the needs of individuals to ensure maximum impact for our pupils. Progress against targets is recorded and made available to parents through the Provision Map portal.

15. How do we enable expertise and training of staff for supporting pupils with SEND?

Houlton School runs a programme of professional development for all staff each year. SEND specific training is offered as part of this programme, delivered from both internal staff and external agencies according to staff and pupil needs.

All members of the Inclusion Team follow a detailed induction programme to enable a consistent approach to supporting learning. Weekly meetings are held to share best practice and a daily briefing allows urgent messages to be passed to staff prior to going to lessons. All members of staff complete performance reviews, of which SEND is a focus and all staff are coached to support them in further developing and improving their practice.

16. How do we prepare pupils for the transition to a new key stage or for leaving school?

Primary liaison transition visits occur for all pupils in the summer term of year 6. The transition for those with EHCPs can begin as soon as Houlton School has been named as their new school.

Some pupils follow a transition programme led by a Pupil Experience Leader. This can include additional visits to Houlton School prior to induction day, visits from the Inclusion Team to the pupil's primary school, as well as additional meetings with the primary school and parents/carers and/or liaison with relevant external agencies.

A similar transition programme is in place for those pupils moving to Houlton in Year 12 or leaving Houlton for College or University based learning post-16, with liaison with the previous or new placement, additional visits if appropriate and meetings with parents and professionals to ensure a smooth transition.

17. Who else is involved in helping to meet the needs of pupils with SEND?

The Inclusion Team works with a wide range of external agencies and providers to support the needs of pupils with SEND. This may include: Educational Psychologists, Specialist Teachers, Early Help Officers, Social Workers, Therapists, and other Education, Social Care and Health professionals

18. What if I have a complaint?

If you have any questions or concerns, please contact your child's Pupil Experience Leader in the first instance or a member of the Inclusion Team. For all formal complaints, please see the Houlton School Complaints Procedure.

19. Local Offer Websites:

Houlton School is within Rugby Borough and Warwickshire Local Authority. Warwickshire County Council has a Local Offer available on their website www.warwickshire.gov.uk/send

Our neighbouring authorities also have local offers:

- Northamptonshire [Local Offer](#).
- Leicestershire [Local Offer](#).

You should be able to find out about support and services available for your child or children and young people (0-25) with SEND (Special Educational Needs and Disabilities) by visiting these local authority sites.

20. Other agencies and stakeholders with whom we work to support our SEND provision

- The Transforming Lives Educational Trust (TLET)
- Local Authority SEND support services
- Rugby Area Secondary Headteachers' partnership (RASE)
- School Improvement Partner and ECM Consultants
- Warwickshire Virtual School (Looked After and Previously Looked After Children)
- Warwickshire Multi-Agency Support Hub (Front Door) and Early Intervention team
- Educational Psychology Service
- NHS partners (SALT, GPs and Paediatricians)
- Children's Social Care (CSC)
- Warwickshire Child and Adolescent Mental Health Service (CAMHS)
- Local Charities and Third Sector organisations