



# Henley Bank High School

## **SEN Information Report**

Henley Bank High School is part of the Greenshaw Learning Trust.  
The Greenshaw Learning Trust is a charitable company limited by guarantee registered in England and Wales, company number 7633694, registered at Greenshaw Learning Trust, ORU Sutton, Throwley Way, Sutton, SM1 4AF.

# Henley Bank High School

## SEN Information Report

This report describes Henley Bank High School's provision for students with SEND. This report has been produced in accordance with and pursuant to the Equalities Policy of the Greenshaw Learning Trust, the SEND Policy of the Greenshaw Learning Trust, the Special Educational Needs and Disability (SEND) Code of Practice and relevant legislation, and the Funding Agreement and Articles of Association of the Greenshaw Learning Trust.

This report is the responsibility of: SENCO

This report was reviewed and updated in: January 2026

This report was approved by the School Governing Body on: January 2026

*\*This report will be kept under review throughout the academic year. Where amendment is necessary due to operational or staffing changes that do not materially affect the nature of the report, the report will be updated by the: SENCO*

**SENCO:**

*Rhian Williams*

*rhwilliams@henleybankhighschool.co.uk*

**Headteacher:**

*Stephen Derry*

*sderry@greenshawlearningtrust.co.uk*

**SEN link governor:**

Claire Bishop

# SEN Information Report

## 1. The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:  
Communication and interaction, for example, Autistic Spectrum Conditions, Asperger's Syndrome, Speech and Language difficulties

Cognition and learning, for example, dyslexia, dyspraxia,

Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),

Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

Moderate/severe/profound and multiple learning difficulties

## 2. Identifying students with SEN and assessing their needs

The school refers to the Children and Families Act 2014, the SEND Code of Practice (January 2015) and the Gloucestershire Local Authority protocols around the Graduated Pathway.

We will assess each student's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all students and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, personal, social and emotional development.

Slow progress and low attainment will not automatically mean a student is recorded as having SEN. Other barriers to learning will also be considered.

A referral system is also in place for teachers to raise concerns with the SENCO if they feel that a student may require support which is different from or additional to that which is delivered as part of the core offer. As part of the graduated approach, any referral includes strategies that the teacher has already implemented and their impact.

Parents/carers can also raise concerns through the pastoral team, their child's Head of Year, or directly to the SEND team using the email address; [send@henleybankhighschool.co.uk](mailto:send@henleybankhighschool.co.uk)

When a special educational need is being considered, the SENCO will audit the needs of the individual student in order to assess whether there is a potential special educational need and use information gathered from one or more of the following: transition information from primary school; observations made by teachers or members of the SEND or Pastoral team in the classroom and during social periods; reports prepared by professionals; assessments undertaken in class or by the SEND team. In addition, whole school testing is carried out three times a year to provide an extra layer of identification and progress.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the student and their

parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something additional is needed.

### **3. Consulting and involving students and parents**

At Henley Bank High School, we recognise the importance of co-production to ensure that every child's needs are accurately identified and information shared between the students, parents/carers and the school. This is especially important in the development of a provision that will successfully support students with special educational needs. Every parent/carer will be invited to a meeting with a member of the SEND team to write a student passport and co-produce their learning plan using the school's provision map 'Edukey', which provides parents and carers with their own log in to visit their child's page and see the SEND information shared with all teachers at the school.

Henley Bank High School develops partnerships with parents/carers in many ways and always welcomes suggestions as to how we can improve further. Some of the activities that parents are already involved in include meetings with the SENCo or a member of the SEND team; Academic Review Days; induction and information evenings; SEND parent forums as well as parent/carer coffee mornings run by the SENCo, or one of our external partners.

Parents and students receive regular data and progress reports. Students in Years 7-10 have one Academic Review Day/Academic Review Evening every year where teachers, tutors, learning support staff and members of the school's leadership team are available to discuss any issues you may have, parents/carers of Year 11 students have two. However, parents/carers and students are welcome to talk to staff at any stage of the school year.

Additional meetings also take place at specific times throughout the year to review progress and assess the impact of the support students have received and plan for the future. These may take the form of formal Education Health Care Plan review meetings, or informal contact with either our SENCo, contact with a member of the SEND team or with a member of our Pastoral team.

We gather views of the individual student via a student voice meeting either completed with a member of the SEND team, or if preferred, with a 'trusted adult'. This information is then disseminated via the Edukey provision map in the form of a student passport. This is reviewed at regular intervals throughout the year.

All of these conversations will make sure that:

- Everyone develops a good understanding of the student's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the student's record and given to their parents.

We will formally notify parents when it is decided that a student will receive SEN support.

### **4. Assessing and reviewing students' progress towards outcomes**

Henley Bank High School routinely tracks the progress of all students. Progress in reading and comprehension ages, writing ability and other skills are tested and measured against age related expectations from Key Stage 2. Currently in Key Stage 3, the school uses its own personalised flight path to track and establish the rate of

progression students make in subject specific areas and this is measured against national expectations. In addition to subject assessments, students with SEND are assessed using standardised progress tests in English and Maths, these are used to inform their personalised interventions and to monitor their progress. In Key Stage 4 we use prior attainment data to estimate expected academic grades for all students and measure success against these.

For years 7 to 10, we have an assessment cycle which allows us to monitor the progress of students and identify students who are not making expected progress. We use their previous assessment data to see where students are expected to be, then we intervene with any who fall below that by using Heads of Year and the SEND team to swiftly identify any barriers to learning and agree a plan of intervention. Through the SEND referral process additional diagnostic assessments are used to see if children require reasonable adjustments in line with the JCQ exam access arrangements guide lines. These are then put into place so that they become a child's usual way of working.

To support year 11's to prepare for their GCSE exams, there are three series of pre-public examinations (PPEs). From the summer of year 10 through to Spring term of year 11, there are termly PPE exams, run in exactly the same way as the GCSEs with all students receiving the exam access arrangements they are entitled to. The SENCo and Assistant Head for Raising standards meet fortnightly throughout the year, identifying barriers to individual progress and agreeing plans of action to support.

During the annual review process, staff responsible for students with special educational needs consider the progress of each student to assess the impact of the support they have received and plan for the future. This may take the form of an Education Health Care Plan review led by our SENCo. Members of the senior leadership team also attend some reviews to ensure that there is a shared understanding of the needs across the school.

The progress of students with special educational needs is regularly monitored by our SENCo, Subject Leaders and members of the Senior Leadership Team. The SENCo works with Senior and Middle Leaders to distribute the leadership of SEND to carry out termly reviews including in-class supportDDI's; DDI's of intervention groups as well as book looks and learning walks.

## **5. Supporting students moving between phases and preparing for adulthood**

We will share information with the school, college, or other setting the student is moving to. We will agree with parents and students which information will be shared as part of this.

To support the process of transition into the school:

- The SENCo or HLTA attends Year 6 Education Health Care Reviews (for those students intending to come to Henley Bank High School);
- Henley Bank High school is always ready to welcome children and families to come and look around our school or meet with our SENCo and an open evening for students in Year 5 and Year 6 in the Autumn term of each academic year.
- Henley Bank High School provides targeted personalised transition according to the needs of individual children prior to the universal whole school induction days in July, during which additional support is provided to students with additional needs or requirements.
- Henley Bank High School provides additional time during Year 6 summer term, when students with SEND and other students identified as benefiting from additional support during their transition, come and spend

some time in school before starting in Year 7.

- Henley Bank High School holds a 'Meet the SENCo' evening for any child with an identified SEND need which begins the relationship between school and home.
- The Head of Year 7 or a member of the Senior Leadership Team visits all our feeder primary schools to meet with the Year 6 teacher to discuss the needs of all students, including those with special educational needs.
- The SENCo or members of the SEND team, visit primary schools to liaise with the primary SENCo and meet students. In addition, members of the Early Help Team visit the students to meet and observe them in their primary class environment, and strategies of support are discussed with the Year 6 class teacher and primary teaching assistant.

Many children transfer into Henley Bank High School as 'In year Admissions'. It is essential that this process is student centered and as supportive as possible, so that staff can ensure that any SEND needs are met, and arrangements are in place to ensure a smooth transition. If a child already has an identified SEND or additional need, then the SENCo will meet with both the child and parent/carers before a start date is agreed.

To support the process of transition into post 16, all students attend careers interviews with an impartial external consultant, have supported visits to a range of local providers and additional support through the application process. Students with specific needs will be seen in Years 9, 10 and 11 by the external consultant. Some students with special educational needs may also have more formal transition plans that may include accompanied visits to post 16 providers. Our impartial external consultant is also available to support our young people in our sixth form, with the Head of sixth form prioritising our more vulnerable students.

To help prepare our students for the world of work and adult life we run a careers week for all year 10 students. During this week students get a wide range of careers based activities, workshops and trips to help them explore and understand what they can do when they leave school. Some of the workshops include developing skills on writing CVs, attending interviews and presenting to others. For our more vulnerable learners, the school is proactive in referring students to the local authority's Preparation for Adulthood team who work closely with the school to ensure that students have the skills to successfully transition to their Post 16 provision.

In the sixth form there is an opportunity to have two days of work experience in the summer term of year 12. Students are supported to find an appropriate and purposeful experience relevant to their interests and natural affinities. To support this, throughout the year our sixth form students have weekly careers talks and external opportunities are shared with them by the sixth form team. Every student will go on at least three visits to a higher education provider.

For those students struggling to transition into post 16, Henley Bank High School Careers advisors always attend Gloucestershire NEET advisory panels, 3 times per academic year to ensure that no student is NEET, and targeted support is provided to those identified as being at risk of NEET early. Trips to Colleges and alternative educational facilities are also part of the universal offer to all students, with a targeted approach for those that

require additional support.

## **6. Our approach to teaching students with SEN**

All students have an entitlement to a broad, balanced, knowledge rich and relevant curriculum. Henley Bank High School believes that all students with special educational needs should be taught wherever possible, with their peers in mainstream classes by subject specialists who use a range of adaptive teaching methods and strategies to develop students' knowledge, skills and understanding. Such adaptive strategies include:

- Scaffolding - both verbal and written
- Explanations being concise and appropriately chunked
- Deliberate practice that provides an appropriate level of support and challenge
- Use of our Low Stakes quizzes for pre-teaching and consolidation of key terms and concepts
- Use of a range of oracy strategies including Turn and Talks and Call and Response
- Use of a range of strategies to check for attention, including the use of mini whiteboards

All of the above strategies are carefully selected and planned to ensure high participation rate for all students within a 'low stakes' environment encouraging all students, particularly those with an identified SEND to fully participate in their learning.

The SENCo and Assistant Head i/c teaching work closely together to ensure that Monday morning SEND better practice briefings interleave closely with the whole school CPD. All teachers have regular Developmental Drop Ins (DDI's). The aim of these is to ensure that as a team we are all improving our teaching for all children including our adaptive practices.

Where access to the curriculum is impaired by low literacy levels, low working memory skills or other needs, students may be withdrawn from some lessons to provide one to one or small group tuition. These interventions will generally be targeted and time limited.

Teachers are responsible for the progress of all students in their classes, including those with special educational needs. The school also employs a team of Teaching Assistants (TAs) to support students in the classroom by further differentiating the lesson content or providing the appropriate support, prompts or questions to maintain or accelerate academic progress.

The school recognises the importance of the findings by the Education Endowment Fund (EEF) and as a result we have continued to train all staff on the use of the Scaffolded Adaptive Support triangle as well as the effective Deployment of Teaching assistants using the reviewed EEF report 2025. <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants>

This means that we strongly advocate against having a teaching assistant, or other support staff, sit next to a student with an identified SEND, unless this provision is specifically identified in their SEND learning plan. For example, if used as a scribe or a prompt within an EHCP plan or within a professional report. Class teachers and support staff collaborate closely to ensure that the progress of students with SEND make rapid progress in each curriculum area by regularly meeting to agree the purpose and focus of any in-class support. During these meetings, members of the SEND team share key information about individual students' needs, whilst the class teacher shares key information about the curriculum. Individual students' levels of independence are identified using the Scaffolding framework. Through termly reviews of their plans, class teachers and TA's monitor the progress of students' level of independence across the curriculum.

[https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/teaching-assistants/scaffolding\\_framework.pdf](https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/teaching-assistants/scaffolding_framework.pdf)

## **7. Adaptations to the curriculum and learning environment**

All Students, including those with special educational needs, are taught the school's broad and balanced curriculum which can be found on the school website in Key Stage 3 (Years 7, 8 and 9). For students with specific needs there are also targeted withdrawal groups; speech therapy groups; socially thinking groups; mindfulness sessions; targeted literacy and numeracy intervention groups and guided reading groups using highly qualified intervention teachers. The school uses its daily p0 Tutor Time Reading Programme to ensure that all students are exposed to high quality texts which leads to improved reading ages and cultural capital. Selected students in Years 7,8, 9 and 10, attend daily additional literacy interventions including phonics and pre-teaching lessons focusing on English and Maths, preparing them in advance for their next lesson and boosting their confidence and understanding of these core skills.

In Key Stage 4 (Years 10 and 11) all students are enrolled in GCSE and/or equivalent qualifications at Level 2. To allow students to have a tailored curriculum that meets their individual needs a very small number of students may follow a reduced timetable to enable specific support to be provided.

The school has a Personalised Learning Centre (PLC) and a Pastoral office where our Student Support and Pastoral team are based. These provide additional support for students with varying needs. These resources are accessible in both Key Stage 3 and 4. Students may be withdrawn from some lessons to be given access to one to one or small group tuition. These interventions are targeted and time limited. Key Stage 3 students can access the PLC at break and lunchtimes which provides a safe and happy environment for students to eat, choose to play chess or one of the other games available, build Lego or simply sit and chat with their friends or one of the members of staff. Members of the SEND team supervise this provision. Breakfast club and our Positive Start group are available daily for our more anxious students in the PLC common room, this provision is staffed by the schools Emotional Literacy Support Assistants (ELSAs). In addition targeted literacy and numeracy interventions for students in years 7-10 are led by specialist members of the SEND team as part of our morning intervention programmes. For all identified students, these interventions provide a routine and calm start to the school day with the support of the

The majority of students in Years 7-10 spend the last 15 minutes of each day independently reading during our Drop Everything and Read (DEAR) session, this aims to develop our students' love of reading as well as providing students with a calm end to the school day. For a minority of students with an identified need in reading, members of the SEND team run DEAR intervention groups including guided reading and our Drop Everything and Decompress (DEAD time) which is available for identified students with social anxiety. The aim of this is for students to quietly reflect on their school day and identify any difficulties they have experienced during the school day. This enables members of the SEND and pastoral team to address issues before they become problems for students the next day.

## **8. Additional support for learning**

As a school we are incredibly proud of the progress made by all students with regards to their literacy skills. Our universal offer includes:

- Daily Tutor Time Guided Reading
- Drop Everything and Read at least twice a week for all students in years 7-10
- Routines around reading in the classroom
- Focus on oracy in the classrooms including Turn and Talks

All students' progress is tracked at least twice a year using Group NGRT reading test, following each assessment point results are analysed and children requiring additional interventions are swiftly identified. Over the past three years, the progress made has been above the national average.

Henley Bank High School's SEND team is strategically developed to ensure that there is growing expertise in each of the four broad areas of SEND. We have eight teaching assistants, including two HLTAs who are trained to deliver interventions to support students across the broad areas of SEND including;

- Read Write Inc (phonics)
- Lexia Core 5
- Guided reading groups
- Pre-teaching for English and Maths
- Mindfulness and emotional resilience
- Speech and language
- Emotional Literacy

Such interventions are delivered in small groups depending on the individual needs of our students. The team also includes an excellent SEND administrator, who, in addition to her administrative role, provides a safe space within the SEND office area for students who have this provision as a specified provision within their EHCP or learning plan.

There are four highly specialist cognition and learning TAs who work alongside the English and Maths department. One of the school's HLTA is a literacy and English specialist who is supported by an experienced literacy TA who focuses on developing the literacy skills of students in KS3. Our Maths TAs work closely with the Head of Department to deliver the Catch Up numeracy programme to carefully identified students. In addition, as a school we commission highly experienced English tutor, who has extensive experience being a GCSE examiner, as well as maintaining our links with an excellent maths tutor. As both tutors have now been part of our extended team for more than two years, they have built up positive working relationships with both our teaching staff and students as well as having an in-depth knowledge of our curriculum.

The school has commissioned Specialist Speech therapists to work two days a week to assess and work directly with groups of students. They work closely with our newly appointed Second in SEND, who has extensive experience supporting children to develop and improve their language for learning skills. Students with coordination and organizational difficulties are supported in a range of practical subjects, including PE, Food Science and DT, by a further member of the team.

As a trauma informed school, we have two TAs who are trained as ELSAs (Emotional Literacy Support Assistants), both of whom have extensive experience of supporting students who have experienced Adverse Childhood Experiences (ACE's) as well as a range of mental health difficulties. They both work closely with our school counselor, therapists and our emotional well-being teacher who support our children long term. In addition, as a school we work closely with the Young Minds Matter team and Talkwell therapists.

Our behaviour policy is the bedrock of our school and it applies to all students regardless of their stage on the SEND graduated pathway. We promise every child the right to a disruption free learning environment. We have an Alternative Provision Centre where any student who has failed to meet our expectations is referred to. For children with specific needs, reasonable adjustments are put in place in order to support them to work within our behaviour expectations. Such reasonable adjustments may include careful seating plans; additional

warnings; movement breaks and targeted interventions to support them. The SENCo and Head of Behaviour work closely to ensure that any child who is struggling with the behaviour system has additional intervention and support put into place in a timely manner. This additional support may include referrals to external services such as mentoring or the Education Inclusion Service or it may involve the school's Educational Psychologist and/or our Speech therapist to carry out specialist assessments to identify any underlying needs.

We have continued to develop and grow our pastoral and attendance teams who are each committed to developing their expertise in the different areas of SEND in particular Autism awareness; SEMH and emotionally based school avoidance.

## **9. Expertise and training of staff**

The SENCo has extensive experience of working with students in mainstream schools and has a Master of Education, specialising in supporting students with literacy and language and communication needs. The SENCo is a specialist assessor qualified to award exam access arrangements. The school employs two highly specialised Speech therapists who are in school two days a week as well as an emotional well-being specialist teacher who is in school three and a half days a week supporting individuals and groups of children who struggle with anxiety and with managing their emotions. For students who require specialist emotional support, the school has a qualified counsellor who is in school one day a week as well as an Art Therapist who supports children who find talking therapy too difficult to engage with. For the past four years, the school has commissioned a Yoga teacher to specifically support our anxious students in Year 10 and Year 11, as well as being offered to targeted students lower down in the school. As a result we are able to offer our most vulnerable students weekly sessions supporting students to develop breathing and relaxation techniques to manage the additional pressures of Year 11 and Public Examinations.

All teaching and support staff are aware of the different categories of special educational needs and receive advice on how to support these in the classroom. Staff attend weekly 'Best Practice' sessions which focus on improving quality first teaching for all students, including those with SEND. Every Monday staff briefing has a SEND focus with the SENCo sharing a SEND Snapshot highlighting a specific area of need. The SENCo and second in SEND carry out weekly learning walks as well as termly book looks which serve to share strategies for supporting SEND students across the curriculum.

All staff receive personal, regular feedback on improving their classroom practice through the Developmental Drop In process (DDI). This process has proven to rapidly improve the Quality First Teaching (QFT) for students with SEND. In addition to the DDI process for teaching staff, there are regular DDI's led by the SENCo along with the senior and middle leaders. The focus of these drop ins is to provide regular, on-going advice and support for effective deployment of teaching assistants to further ensure that students with SEND receive the best possible quality first teaching.

Where the needs of a student require expertise that is not available in the school, Henley Bank High School uses Gloucestershire Local Authority and the NHS to provide access to professional services such as Occupational Therapy (OT) and Advisory Teachers (ATS) on specific areas of special educational need. This year, the school has sourced an independent Educational Psychologist who is able to work regularly with school staff, parents and students to identify more complex barriers to learning and advise strategies to support. All specialist referrals are undertaken in full consultation and co-production with parents.

We work very closely with external services such as The Children and Adolescents Mental Health Service (CAMHS) and Gloucestershire's Mental Health Support Team (MHST). Our ELSA (Emotional Literacy Support

Assistant) and SLT Attendance Lead meet with a senior mental health practitioner once a month to discuss the needs of any young person who is presenting with poor mental health, including students with anxiety disorder. Our Pastoral team works very closely and seeks the advice of the local authority's Early Help Coordinator who supports referrals to other agencies such as the youth support team to support our students and their families overcome any barriers that may jeopardize our students achieving success. There is also a half term Early Help drop in where any members of the pastoral team are able to discuss any children of concern with the Early Help Coordinator linked to the school. The school is also proactive in working closely with the local authority's Education Inclusion Service (EIS), referring vulnerable students to their service for support through their Outcome Coordinators. Any referrals or discussions with external professionals are always undertaken in full consultation with parents.

## **10. Securing equipment and facilities**

The SENCo oversees the SEND budget and commissions services, such as our speech therapist and emotional well-being teacher to meet the needs of current and future cohorts. As needs of students and cohorts are identified or change, specific equipment and facilities are bought using the SEND Top up funding as agreed by the SENCo, for example buying Crick Software, Chromebooks or reader pens to support identified students in our current Year 7.

## **11. Evaluating the effectiveness of SEN provision**

We evaluate the effectiveness of provision for students with SEN by:

- Reviewing students' individual progress towards their goals each term
- Reviewing the impact of interventions after 6-8 weeks using the outcomes specified on Edukey and individual learning plans. Interventions are initially reviewed by the support staff delivering the interventions, and then quality assured by the SENCo. The school uses the TES Edukey Provision map to clearly identify individual students' needs, their provisions and interventions as well as their learning plans which are reviewed with parents/carers at least three times a year.
- The SENCo, meets fortnightly with each Head of Year and together review the impact of our provision through student voice activities, carrying out book looks and learning walks
- Holding annual reviews for students with EHC plans
- A member of the SEND team reviewing student learning plans with students and their parents (known by the local authority as My Plans or My Plan +)

The SENCo writes an annual report to Governors who carefully monitor and evaluate the effectiveness of our provision for students with special educational needs through regular visits to the school. In addition the school requests a 'deep dive' evaluation of the whole school SEND focus specified in our School Improvement Plan which is carried out by members of the Trust's SEND central team. This year's focus is on ensuring that all students receive an appropriate curriculum.

## **12. Enabling students with SEN to engage in our universal Legacy offer**

Students with special educational needs are actively encouraged to engage in the full range of extra-curricular and our Legacy offer. In addition to the statutory curriculum the school provides a wide range of additional activities including a variety of sports clubs, arts clubs, drama clubs and many others. There is also a targeted provision for additional co-curricular opportunities for students with additional needs, such as the "bike club" to develop important life skills, and independence. Additionally, there is a daily department Homework Club

which is run by specialist teaching staff and targeted to those students who require support with their Independent Study tasks. Year 11 students are able to attend ICT rooms every lunchtime to complete Independent Study Tasks. This is supervised by members of the SLT and other teaching staff, providing additional support for students with SEND. There is a weekly 'Fun Friday' event, open to all students which is proving very popular with all students and provides the opportunities for students across the year groups to mix in a safe and fun environment - The fun Friday events are incredibly well attended by students with SEND, and provides them a platform to develop social skills and interactions with the wider student cohort in creative, competitive and enriching experiences. There are several opportunities for students to develop their leadership skills. Students with SEND have been selected to represent the school during open evenings; lead parent/student tours; participate in student voice & targeted student panel activities as well as serving on student council to help inform the important decision of shaping the next steps for the school, and important feedback on the recruiting new support staff.

The school is aware of the duties required of it by the Equalities Act 2010 and follows Gloucestershire Local Authority Guidance for risk assessment protocols when planning a visit, excursion or trip. This guidance assists the school to assess risks and support any planning required to enable students with special educational needs to participate in a visit, excursion or trip.

The Legacy Character Education system facilitates Co-Curricular Clubs for students of all needs, and is part of the universal offer, which is an entitlement for all.

The independent pathway of the Legacy Colours scheme allows students with special education needs and disabilities to access the Colours system. This will be supported by the SEND department's own recognition of the values and how the SEND team can support students in achieving Ambition, Confidence, Creativity, Determination and Respect. They are awarded publicly in the end of term celebration events led by Heads of Years, to recognise their achievement, growth and personal development.

Funding and support is provided for students with special educational needs and disabilities to access peripatetic instrumental funding. Care is taken to communicate with visiting teachers the needs of the individual students and information on Edukey Passports is shared with staff to support them.

### **13. Support for improving emotional and social development**

One of our school priorities is 'Belonging' with the aim that every child finds school 'irresistable' and feels happy and safe when they are at school. This has been a key focus for our staff Inset days, including the whole staff body. As a school we are proactive in noticing and referring any concerns about a child's emotional and social well being to the pastoral, SEND and Safeguarding teams.

The school has a dedicated attendance team, including our Education Welfare Officer (EWO) who works directly with the families of students who struggle to attend school. Our Attendance, Safeguarding and SEND team work closely with each other to ensure a coordinated approach to individual students' needs.

Henley Bank High School's Pastoral Team provides a comprehensive range of support. Each student has a form tutor whom they see each day. Students can access further support from their Heads of Year. The SENCo and SEND Team work closely with the Pastoral Team to support children with social, emotional, and mental health difficulties. The school has developed a SEMH pathway (see link below) to ensure that any difficulties are identified early so that the most effective level of support is put into place as soon as possible. For additional information about our SEMH offer, please click on the link below.

<https://www.henleybankhighschool.co.uk/page/?title=mental+health+support&pid=260>

### HBHS SEMH Graduated Approach

The school is a very calm environment because of the clear routines and structures in place across the school. The school's behaviour policy provides consistent, clear boundaries which support the learning of all students, especially those with SEND. All students removed from a lesson following clear and specific warnings spend the equivalent of a day in the APC. For some students with SEND, reasonable adjustments are made, these may include spending some of their APC period in the PLC area or supported by members of the SEND team.

The SENCo meets with the Head Teacher, Behaviour lead, designated safeguarding lead and Attendance lead every week to discuss the needs of our more vulnerable children and to coordinate the support and intervention needed to be put into place. In addition, a member of the SEND team meets with the APC manager each week to discuss individuals who have been removed from their lessons and to put additional support in place as necessary to support an individual or a group of students.

The school's weekly assembly programme reflects social, moral, spiritual and cultural aspects of learning. All students have access to CRS (Citizenship, Religion in Society) and PCSHE (Personal, Citizenship, Social and Health Education) lessons. The school has anti-bullying and positive behaviour policies.

The Legacy system trains students in Student Leadership to allow all students to have a voice. The ability for students to report and request things of Student Leadership can do so anonymously to allow students voice their opinions.

The Legacy Co-Curricular program delivers Clubs such as British Sign Language; Chess, Bee Positive, Sport, Arts and our very proactive Eco Club. These Clubs provide an opportunity to work alongside staff and peers in a way that can help improve and support their emotional and social developments.

At Henley Bank High School, we recognise the importance of working closely with, and supporting our parents and carers to support their child/ren's additional needs in the home environment. The SENCo runs regular parent workshops, such as 'Supporting your anxious child'; 'Behind the Mask' (understanding the needs of our neuro diverse children); 'Coping with communication needs' and 'Understanding dyslexic brains'. The aim of each workshop is to explore how different needs present in individual children and to share strategies termly for a 'coffee and chat', the group is supported by our Communication and Interaction TA along with guest speakers such as our Emotional well-being teacher, our Educational Psychologist and Speech therapist.

Other specialist external agencies that are commissioned in on a weekly basis to support our students include:

- School counsellors from the Gloucestershire Counselling Service
- An experienced Art Therapist
- Creative Therapist
- Play therapists commissioned specifically to work with identified children

## **14. Working with other agencies**

Where the needs of a student require expertise that is not available in the school, Henley Bank High School uses (via a traded services agreement), Gloucestershire Local Authority to provide access to professional services such as the Educational Psychologists (EP), Occupational Therapy (OT) and Advisory Teachers (ATS) on specific areas of special educational need. This is undertaken in full consultation with parents.

We work very closely with external services such as the Child and Adolescent Mental Health Service (CAMHS) and Gloucestershire's Mental Health Services

(<https://www.nhsglos.nhs.uk/your-health-services/community-and-hospital-care/mental-health/#link-children>).

A member of our safeguarding team meets with a senior mental health practitioner once a month to discuss the needs of any young person who is presenting with poor mental health, including students with anxiety disorder. Our Pastoral team works very closely and seeks the advice of the local authority's Early Help Coordinator who supports referrals to other agencies such as the youth support team to support our students and their families overcome any barriers that may jeopardize our students achieving success. At times it may be necessary to refer to Children's services and take a multi-agency approach to support the holistic needs of a child. Other services that may be referred to are the outcome coordinators and other members of the local authority Inclusion team to ensure the best outcomes for the child and their family. Any referrals or discussions with external professionals are always undertaken in full consultation with parents.

### **15. Complaints about SEN provision**

Where a concern exists, students or their parents should raise it with our SENCo in the first instance. If the SENCo is unable to resolve the concern satisfactorily, it should be referred to the Head Teacher

If the Head Teacher is unable to resolve the concern, students or their parents should follow the schools Complaints Procedure which can be found on the school's website.

As a school we signpost independent and free advice. SENDIASS is a support group facilitated by Gloucestershire Local Authority which works on behalf of parents and students. They can be contacted via [www.sendiassglos.org.uk](http://www.sendiassglos.org.uk) or 0800 158 3603.

### **16. The local authority local offer**

The Local Offer can be found on our website:

[www.henleybankhighschool.co.uk](http://www.henleybankhighschool.co.uk)

### **17. Contact details of support services for parents of students with SEN**

[www.gloucestershire.gov.uk](http://www.gloucestershire.gov.uk) or

<http://www.glosgloucestershire.org.uk/kb5/glosgloucestershire/family.page?familychannel=2>

### **18. Contact details for raising concerns**

If there are concerns in regards to a student's SEND needs, then please do the contact the Head of Year or SENCO in the first instance

