



Garth Hill College offer a good range of traditional academic and vocational courses, and a strong team of very dedicated, well qualified staff are well supported by a highly skilled and experienced Governing Body. We moved into a brand new state-of-the-art college in September 2010.

Our success has been built upon high standards and expectations. At Garth Hill College we are on a “Journey to Excellence” and our overarching aim is to be an outstanding learning community.

To get there, the following aims are precious to our work:

1. To provide a first class learning experience – a wide and diverse range of excellent opportunities, inside and outside the classroom, that enable our young people to develop exceptionally well both academically and personally.
2. To be a genuine learning community – where adults, as well as young people, fully engage in the learning process, excel in the proximal zone of development, and are open to learn from each other and from all experiences.
3. To be the best that we can be – always striving to improve so that we can do the best we can for others and make the very most of life!

To achieve these aims we endeavour to:

- Everyone a leader – staff, governors, pupils, parents/carers accepting full responsibility for their role in securing the aims of Garth Hill College.
- Excellent service and care – providing excellent service and care to pupils and their families, in all that we do, inside and outside the classroom, all of the time.
- Continuous improvement – always learning: Reflect, review, plan to and do improve.

*Working with young people is a privilege. We know we make a big difference. We know why we do what we do:*

#### **PUPILS FIRST, ALWAYS LEARNING**

- Passionate about our **pupils, learning**, and the Garth Hill **community**.
- Driven by a relentless focus on our **pupils’ progress and educational outcomes**.
- Committed to growing the **very best staff professional development programme** in the world and providing the **very best service and care in the world** to all of our young people and their families – only we stand in the way of delivering on those two things!
- Believing that anyone can achieve anything, and beyond expectation, with **relentless dedication, commitment and purposeful, hard work**.

Garth Hill College believe in an inclusive education where all young people are able to learn to their full potential. It is a College priority to provide appropriate support and differentiation to remove the barriers SEND pupils face when accessing mainstream education. We believe that an inclusive education leads to improved social development and academic outcomes for all children, including mainstream peer groups. It encourages compassion and empathy for all of the College community. It allows for an environment in which pupils can learn that people are not all the same, that all people should be welcomed and have the right to have their individual needs met appropriately.

Our SEND policies and procedures are known, understood and followed by all staff. This provides a framework for identifying pupils whose individual needs will require intervention and ensures staff strive to produce a consistently high level of relevant education for all our young people.

SEND pupils, when required, are supported through interventions provided by the Learning Support team who are based in the Learning Support Centre. The Learning Support Centre has 3 classrooms with Interactive White Boards for small group and 1 to 1 interventions, an open plan multi-use learning space and disabled toilet facilities. The Learning Support team consists of:

- Special Educational Needs Coordinator.
- Assistant Special Educational Needs Coordinator.
- SEND teachers delivering Maths and English interventions to SEND pupils.
- Higher Level Teaching Assistants who are trained by outside agencies to deliver a range of interventions for SEND pupils.
- Teaching Assistants who predominantly support SEND pupils in mainstream classrooms.
- Behaviour Manager who coordinates support for students with Social, Mental, Emotional Health difficulties.
- Learning Mentors who are trained to deliver a range of interventions for students with Social, Mental, Emotional Health difficulties.
- Inclusion Officer who provides alternative curriculum support.
- Pupil Reception staff who provide a safe place to store and administer medication.

The College's vision for Learning Support is to ensure all pupils believe that nothing is beyond their reach and by the end of their educational journey are equipped with the strategies necessary to live a fulfilling life and make positive contributions to society.

We will achieve this by:

- Encouraging young learners to reach their full potential through high expectations and creating an environment where risk taking is encouraged.
- Promoting aspirations and self-belief through celebrating and building on strengths and successes so SEND learners are confident and believe in their own abilities.
- Equipping our pupils with the tools and strategies needed to develop into independent learners and make a successful post 16 transition.
- Adapting the curriculum to personalise learning in order to make it accessible and engaging to all.
- Providing a holistic approach to SEND pupils' provision that encompasses academic and emotional support.
- Valuing and prioritising pupil and parent/carer views and wishes when planning and reviewing individual provision through regular communication.

## **1. Identification of Special Educational Needs and Disabilities (SEND)**

1.1 How does the school identify children/young people with special educational needs and disabilities?

- Young people are identified with SEN and/or disabilities in advance of Year 7 through extensive transition in the Summer Term. This involves:
  - Information sharing meetings between key staff from feeder primary schools and Garth Hill College staff;
  - Observations from Garth Hill College Learning Support Staff in Year 6 classes;
  - Year 6 parental meetings;
  - Extra transition days for SEND pupils;
  - Sharing of SEND files.
  - Meetings with a range of outside agencies to discuss SEND pupils that they are currently involved with.

- Year 7 pupils in the Autumn Term will undertake:
  - Cognitive Ability Tests
  - Group Reading and Spelling Tests.
  - All subject areas use a variety of assessment tools in the first half term of Year 7 to inform setting for the remainder of the academic year.

These results are analysed and help identify any pupil who may have underlying Special Educational Need or Disabilities.
- Through rigorous and regular tracking of a pupil's progress throughout their school career, pupils may be referred to the Learning Support Centre when class based interventions have had no effect on the pupil's progress. A range of assessment tools may be used to ascertain if the lack of progress is due to a currently unidentified Special Educational Need.
- If concerns about a pupil are raised by a member of staff or a parent/carer, an assessment of the pupil will take place using school based assessments. The findings will be communicated with parents/carers and the next steps discussed together. This could include a referral to an outside agency for further assessment. Appropriate support is then put in place to enable them to overcome barriers that may exist and to achieve their potential.

### 1.2 What should I do if I think my child has SEND?

- If you have any concerns the first point of contact is your son's/daughter's form tutor. The form tutor will communicate your concerns to key members of staff and the next steps will be communicated to you within 48 hours.

## 2. Support for children with special educational needs

### 2.1 If my child is identified as having SEND, who will oversee and plan their education programme?

- The Learning Support Team will oversee and plan any appropriate support in liaison with relevant Garth Hill College staff and/or external agencies.

### 2.2 How will I be informed / consulted about the ways in which my child is being supported?

- Any interventions put in place will be communicated through written correspondence with parents/carers. If considered appropriate a face to face meeting will be arranged.
- For those that are Statemented or have an Education Health & Care plan (EHCP) communication about your child's support will be communicated in the following ways:
  - Annual review reports with individual provision maps showing how they are being supported with the additional funding.
  - Mid-year reviews to discuss current provision
  - A member of the Learning Support team will be allocated to your child as their key worker. The Key Worker will contact you via email or letter to introduce themselves to parents at the beginning of each year and will be a first point of contact for any concerns.

### 2.3 How will the school balance my child's need for support with developing their independence?

- As detailed in Section 1, we believe that our SEND pupils need a personalised and differentiated curriculum that removes barriers to education but insist that SEND pupils are given the tools needed to develop independence so they can access a mainstream life in the future. We develop this independence through:
  - SEND pupils being directly involved in the review of their interventions and support;
  - SEND pupils being incorporated into the main curriculum and classes as much as possible;

- Teaching Assistants are trained to use strategies to develop SEND pupils' independence;
- Pupils not being allocated one specific Teaching Assistant attached solely to them but by having a small number of staff supporting them;
- Encouraging and monitoring how pupils transfer the strategies learnt in intervention classes into mainstream classes.

#### 2.4 How will the school match / differentiate the curriculum for my child's needs?

- Garth Hill College are committed to providing a broad, balanced, diverse and flexible curriculum that meets the needs of all pupils and is relevant for the 21<sup>st</sup> century.
- In year 7 and 8 in order to personalise the curriculum SEND learners who are not making expected progress may be withdrawn from Modern Foreign Languages to receive intervention. These may include catch up literacy programmes or ASDAN courses that develop high level thinking skills.
- Advice and support when choosing options for year 9 is provided through an information evening and an interview involving the pupil, tutor and key staff.
- We offer a range of courses in year 9 to year 11 including:
  - GCSE
  - BTEC
  - ECDL
- We offer a range of courses in the Sixth Form including:
  - Level 2 and Level 3 BTEC
  - A-Level

#### 2.5 What teaching strategies does the school use for children with learning difficulties, including autistic spectrum disorder, hearing impairment, visual impairment, speech and language difficulties?

- All SEND pupils have their own individual needs and learning difficulties. Differentiation is advised to staff through Pupil Information Sheets that detail specific support strategies for individual SEND pupils.
- All staff will use a variety of teaching strategies that are relevant to a pupil's individual needs to allow access to the mainstream curriculum. These may include:
  - Scaffolding
  - Framing
  - Chunking of tasks
  - Literacy aids such as vocabulary sheets
  - Visual aids
  - Multisensory activities
  - Opportunities for overlearning
  - Enlarged worksheets
- Staff have access to a range of training activities and advice for differentiating for these needs.
- All pastoral teams receive specific training to meet these needs.
- Teaching assistants will support differentiation in the classroom.

#### 2.6 What additional staffing does the school provide from its own budget for children with SEND?

- The amount of Learning Support staff fluctuates dependent on the needs of the children attending the school. Section 1 details the range of Learning Support Staff we employ.
- There are number of pastoral staff that will support pupils with SEND. These include:
  - Family Support Advisor
  - Form Tutor

- Assistant Head of House
- Head of House.
- Head of Pupil Care
- Home College Liaison Officer
- House Secretary

2.7 What specific intervention programmes does the school offer to children with SEND and are these delivered on a one to one basis or in small groups?

Type/Title of Intervention	<input checked="" type="checkbox"/> One to one	<input checked="" type="checkbox"/> Small group
Literacy –SRA reading		x
Literacy- SRA spelling		x
Literacy – TASS recommendations	x	x
SEND English Group		x
Handwriting and Touch Typing	x	x
Social Skills Support	x	x
Study Support		x
Dyslexia Support Group		x
SALT Language Group		x
Home Learning Club		x
Small Group Maths– Dyscalculia	x	x
Toe by Toe	x	
Circle of Friends		x
SEMH Workshops		x
Counselling/Mentoring	x	

2.8 What resources and equipment does the school provide for children with SEND?

- Laptops for identified pupils who have been assessed by the Teaching and Support Services.
- Task management boards – used as a visual reminder of the tasks set each lesson.
- Coloured overlays – used by some dyslexic learners to support fluency of reading.
- Learning Support Centre classrooms specific for small group/1 to 1 work.
- Home Learning Club after college with Teaching Assistant support
- Pictorial timetables
- Traffic light cards – used by pupils to indicate their understanding of tasks.
- Time out card – used by pupils who need time out of the classroom to calm down or reduce anxiety.
- Pencil grips
- Fidget toys – used to aid concentration
- Anger management sensory toolkits – used by pupils during time out to reduce anxiety and anger.

2.9 What special arrangements can be made for my child when taking examinations?

- Access arrangements are made in line with JCQ regulations as stated by exam boards.  
<http://www.jcq.org.uk/examination-system/access-arrangements-and-special-consideration>
- Garth Hill College has passed all its JCQ expectations and this has resulted in consistently positive reports.
- All pupils that have been highlighted to the SENCo will be tested for exam concessions in the summer term of Year 9.

- Exam concessions can include extra time, a scribe, a reader, rest breaks, prompters and sitting the exam in a smaller setting.

### **3. My child's progress**

#### 3.1 How will the school monitor my child's progress and how will I be involved in this?

- A pupil's progress is tracked individually through departments and through year groups. Parents/carers will receive written reports 3 times yearly showing progress in all subject areas.
- Performance Review Week is in the Autumn term where individual targets are set for pupils with parents/carers and tutor. These targets are reviewed by the tutor and pupil throughout the year.
- Parents/carers will be invited to a Parents' Evening to discuss their son/daughter's progress once a year.
- SEND pupils who have a Statement or EHCP will have an annual review and a mid-year review each year to review the pupil's progress against the Statement objectives and the intervention currently in place.
- All SEND pupils who receive interventions will have termly reviews related to the targets on their Intervention Target Plans (ITPs) which will be communicated to parents/carers through written correspondence.
- Teachers will communicate with parents/carers directly if there are any areas of concern. Postcards home and positive phone calls are used to highlight successes to parents/carers.

#### 3.2 When my child's progress is being reviewed, how will new targets be set and how will I be involved?

- Pupil Review Week targets are set in collaboration with parents/carers and the pupil. The targets are generated from the data review reports and are reviewed after every data review point.
- The Garth Hill College Assessment Policy outlines a wide range of assessment tools used by all teaching staff and details clear expectations for marking of pupils' work. Teachers build in opportunities for pupils to respond to marking and act upon targets set for moving forward.
- Parents are informed if a pupil moves sets within the year.
- Subject teachers will inform you of any concerns related to the progress and/or behaviour of your child immediately.
- Staff use positive postcards and positive phone calls to inform parents of outstanding progress or behaviour.

#### 3.3 In addition to the school's normal reporting arrangements, what opportunities will there be for me to discuss my child's progress with school staff?

- You are welcome to discuss your child's progress at any time by making an appointment with the relevant member of staff.

#### 3.4 What arrangements does the school have for regular home to school contact?

- Data Review Reports are currently three times a year.
- Once a year there is a Parents' Evening with subject teachers and a Performance Review meeting to discuss progress with the pupil's tutor.
- Parents/carers can contact staff by email or telephone.
- Parents/carers receive text messages informing them of attendance, detentions and notifications.

- Parents/carers have access to Frog, the Virtual Learning Environment and pupil planners. By January 2015 Parent Portal will launch to allow even easier access to Frog.
- We publish a weekly bulletin for all stakeholders.
- Parents/carers are welcome to attend a termly Parents' Forum.
- There are multiple information evenings organised for parents/carers which will be advertised in the Bulletin.

### 3.5 How can I help support my child's learning?

- A regular routine and support with home learning. Parents/carers can access Frog VLE and regularly check Home Learning set and completed.
- Regular reading with pupils also continues to help ensure they make progress.
- Attend the numerous meetings for parents throughout the academic year and actively participate in College life.

### 3.6 Does the school offer any help for parents to enable them to support their child's learning, e.g. training or learning events?

- We offer information evenings to inform parents/carers of curriculum updates, options process, reporting measures and revision skills.
- The Learning Support Team communicate any information about parental courses or training programmes related to their child's SEND.
- Specific events will be advertised in the weekly bulletin.

### 3.7 How will my child's views be sought about the help they are getting and the progress they are making?

- Within the classroom both informal and formal conversations with pupils help to continually review the support in place and what they need to do to continue to make progress with their learning.
- Pupils are asked to complete questionnaires about their mainstream learning and SEND provision which is a key element of our self-evaluation process.
- SEND pupils with Statements or ECHP meet regularly with their mentors to review their IEP targets and their support.
- Representatives from each House regularly meet for House Council meetings to discuss pupil's concerns and issues. These representatives often attend Senior Leadership Team meetings to present their proposals.
- Use of feedback technologies give opportunities for staff to gather pupil's thoughts and ideas on a range of different topics related to their learning.

### 3.8 What accredited and non-accredited courses do you offer for young people with SEND?

There are a wide range of courses that could be offered to SEND pupils. These may include:

- ASDAN qualifications including - Certificate of Personal Effectiveness (COPE) and Personal and Social Development (PSD) at KS4.
- Study Support at KS4 – a non-accredited course that supports a pupil's GCSE courses and develops literacy and numeracy skills.
- GCSE courses in a range of subjects.
- BTEC Level 2 and Level 3 courses.
- AS and A2 in a range of subjects.

### 3.9 How does the school assess the overall effectiveness of its SEND provision and how can parents/carers and young people take part in this evaluation?

- Monitoring and self-review processes are thoroughly embedded.
- Reviews of individual interventions are carried out at the completion of each and evaluations done on the impact for individual pupils.
- Pupil and parent/carer questionnaires are used to evaluate intervention and support.
- Regular analysis of achievement and attainment for SEND pupils.
- Link governor meetings provide a platform for reflection and review.
- Regular line management meetings and rigorous evaluations of performance through lesson observations, exercise book analysis and pupil questionnaires/interviews.

#### **4. Support for my child's overall well being**

4.1 What support is available to promote the emotional and social development of children with SEND?

- A strong pastoral care system
- Key Learning Support staff who mentor SEND pupils at least once a week.
- Circle of Friends is an intervention which supports a pupil who is having social interaction difficulties with their peers.
- Social Skills groups consist of a maximum of 8 pupils that all have difficulties understanding social situations and social communication. The intervention develops their self-esteem, use of body language, use of voice and understanding of social rules and situations.
- Peer Mentors are older pupils at College that have been trained to mentor younger pupils.
- Social Emotional Mental Health (SEMH) workshops are delivered by Learning Mentors and focus on a range of SEMH needs. These may include:
  - Anger management
  - Behaviour change
  - Social Skills
  - Staying Safe
  - Confidence Counts

4.2 What support does the school put in place for children who find it difficult to conform to normal behavioural expectations and how do you support children to avoid exclusion?

The College is committed to improving the educational outcomes for all pupils and to eliminate all forms of discrimination, harassment and bullying, as well as promoting equality of opportunity, the welfare of pupils and good relations across the whole College community. All pupils will receive behavioural support according to their needs. We have a strong pastoral team that includes pastoral leaders, a Behaviour Support Team, House Mentors, and Inclusion Support Officer. A range of strategies are used to support pupils with Social, Emotional and Mental Health Needs (SEMH).

Initial support may include:

- Staff ensure they are setting clear boundaries and expectations and use successful systems for celebrating good behaviour, effort and achievement.
- A Student Information Sheet profiles strengths, areas of difficulty and strategies related to the pupil for staff to implement.
- Pupils can use a time out card and the Learning Support cool down area.
- Pupils can have supported breaks and lunchtimes in the Learning Support Centre.
- Pupils are assigned a Key Worker to meet regularly to talk through any concerns and/or events.
- Pupils are given responsibilities and opportunities to build self-esteem.

If these strategies are not successful, the following strategies may be used:

- Behaviour Support Plan (BSP) that is reviewed by key staff, parents/carers and pupils regularly.
- Tutoring in the Learning Support Centre

- Meetings with key teaching staff to review individual support strategies
- SEMH workshops
- 1 to 1 counselling
- Removal from subjects that cause triggers to negative behaviours

Once the majority of our internal interventions have been exhausted the next level of support may include:

- Referral to external agencies for assessment and/or intervention.
- An extensive use of alternative curriculum
- Reduced timetable

#### 4.3 What medical support is available in the school for children with SEND?

- Medication can be stored in the medical room and the medical room can be used as a quiet private area for SEND pupils to administer their own medication.
- Medical room staff ensure SEND pupils are treated as individuals whatever their needs. Information given to the school by parents/carers is shared, with permission, with key staff as appropriate.
- Annual Epi Pen training is provided for all staff.
- There are designated First Aiders available within the College.

#### 4.4 How does the school manage the administration of medicines?

- Medicines must be accompanied with written parental consent via a permission slip or phone call. Each time medication is administered it will be recorded.
- SEND pupils that require medication during the school day, can securely store the medication in the medical room. Prescribed medicines should be well labelled, provided in the original container as dispensed by a pharmacist and include instructions for administration, dosage and storage. The college supports a policy of self-administration where possible. It is the parent/carers' responsibility to check and ensure all medication is in date, disposed of and notify the college of any particular conditions under which the medication should be stored.
- For SEND pupils who suffer from conditions, which require non-routine medication, specialist staff may be available or staff may volunteer to be appropriately trained before accepting this commitment.
- For full details of how Garth Hill College manage the administration of medicines please see the GHC Health and Safety Policy.

#### 4.5 How does the school provide help with personal care where this is needed, e.g. help with toileting, eating etc.?

- All needs are discussed on an individual basis.

### **5. Specialist services and expertise available at or accessed by the school**

5.1 What SEN support services does the school use, e.g. specialist support teachers, educational psychologists, teachers for hearing impairment and visual impairment, ASD advisory teachers, behaviour support teachers etc.?

We currently access the following services based on current pupil's needs:

- Educational Psychologist
- Sensory Consortium
- ASSC (ASD) Advisory Teacher
- Behaviour Support Service

- Teaching and Support Services (TASS)
- Education Welfare Officer
- Speech and Language Service
- Child Adolescent Mental Health Service (CAMHS)
- Berkshire Anxiety Clinic
- College Hall Outreach
- Occupational Therapist
- Youth Offending Services
- Youth Line

5.2 What should I do if I think my child needs support from one of these services?

- Please contact the Learning Support Centre at Garth Hill College.

5.3 How are speech and language therapy, occupational therapy and physiotherapy services provided?

- Assessments and reviews are conducted by the services for identified individuals. Learning Support Staff receive relevant training which then enables them to deliver appropriate programmes. Recommendations and strategies related to pupils' identified needs are shared with teaching staff.
- All these services are provided through the Local Authority and a referral would be made to them via the school.

5.4 What should I do if I think my child needs to be seen by a speech and language therapist, occupational therapist or physiotherapist?

- As a school we can make a referral by phone if you contact us.

5.5 What arrangements does the school have for liaison with Children's Social Care Services

- The College has a Designated Safeguarding Officer who has a direct contact with Children's Social Care Services. If you have any concerns, please contact the College and you will be advised on the best course of action.

## **6. Training of school staff in SEND**

6.1 What SEND training is provided for all school staff?

- Staff kept informed of the latest SEND guidance and legislation.
- SEND training is a key focus of our staff professional development programme.
- Outside agencies such as the ASSC, Sensory Consortium and Educational Psychologist offer annual training for all staff.
- SENCo and Learning Support staff provides training on individual SEND pupils after assessments.
- Advice and support is available to all staff from the Learning Support Team.

6.2 Do teachers have any specific qualifications in SEND?

- The SENCo has a Postgraduate Certificate in SEND and a Postgraduate Diploma in Dyslexia and Specific Language difficulties.
- Assistant SENCo specialises in GAT.

6.3 Do teaching assistants have any specific qualifications in SEND?

Our staff have a range of qualifications and training including:

- Level 2 and 3 qualifications in Counselling.
- NVQ 2 and 3 Teaching Assistant
- Higher Level Teaching Assistants have been trained through outside agencies to provide interventions specific to SALT, ASD, Specific Language Difficulties and Behaviour Support.

## **7. Activities outside the classroom including school trips**

7.1 How do you ensure children with SEND can be included in out of school activities and trips?

- Teaching Assistants will accompany pupils who need support on visits.
- All reasonable adjustments are made to include individuals in line with the Disability Discrimination Act.

7.2 How do you involve parents in planning the support required for their child to access activities and trips?

- Ask for permission via written consent.
- Discussions with parents/carers based on individual additional requirements.
- Planning based on individual needs and reasonable adjustment.

## **8. Accessibility of the school environment**

8.1 How accessible is the building for children with mobility difficulties / wheelchair users?

- GHC can provide an environment that enables full curriculum access. The College values and includes all pupils, staff, parents/carers and others regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the College. Full details of the accessibility of Garth Hill College site can be found in the GHC Accessibility Policy on the GHC website.
- Children with mobility difficulties and wheel chair users have access to lifts. The external paths have no steps and are tarmacadam.

8.2 Have adaptations /improvements been made to the auditory and visual environment?

- The inner link has a hearing loop and suspended acoustic dampening cubes to reduce noise levels.

8.3 Are there accessible changing and toilet facilities?

- There are disabled toilets available throughout the site.
- Within the Learning Support Centre there are toilet facilities with showers and a disabled toilet.
- There is a platform lift to allow access to all PE facilities.

8.4 How do you ensure that all the school's facilities can be accessed by children with SEND?

- We take regular advice from Advisory Support Services including Hearing Impaired Service, Visually Impaired Service, ASSC Service and Physical disability service and respond accordingly.

8.5 How does the school communicate with parents who have a disability?

Based on needs but communication may include:

- Enlarged print
- Hearing Loop in the Auditorium
- Written or verbal communication either phone, email or letter.
- Notices on the Garth Hill College website.

#### 8.6 How does the school communicate with parents whose first language is not English?

- The College is able to translate documents for certain languages and can provide support at Parents' Evenings and meetings with a translator if required for non-English speaking families. Regular support from the LA EAL service is always available if further required.

### **9. Preparing my child to join the school or to transfer to a new school or the next stage of education and life**

#### 9.1 What preparation will there be for both the school and my child before he or she joins the school?

- All pupils are screened on entry and this data, together with information from the primary feeder school or another secondary school, is used to identify the individual learning needs of the pupils. Appropriate support is then put in place to enable them to overcome barriers that may exist and to achieve their potential. Pupil Information Sheets are also written for all SEND pupils so staff are aware of individual needs and strategies identified to support individuals.
- When pupils transfer from primary school a member of staff will attend statement reviews during Year 6 to support the planning process and to get to know pupils. Higher Level Teaching Assistants (HLTAs) or Teaching Assistants (TAs) may also be identified to work with a pupil as a Key Worker if needed to allow additional visits and to visit the pupil in the classroom at their primary school. This ensures all support needs can be identified. Additional transition days for SEND pupils are organised to support pupils and to ensure a smooth transition.
- In September all staff are given detailed information about the new intake of SEND pupils and appropriate strategies to use.

#### 9.2 How will my child be prepared to move on to the next stage within school, e.g. class or key stage?

- ASD and those with Speech and Language difficulties may be provided with an advance copy of their timetable to help prepare them for the transition and so they can become familiar with the new member of staff. If needed they can be introduced to the teacher and classroom before the commencement of the new timetable. Photographs and visual timetables can also be provided to support at home.
- Year 8 Option evenings- opportunity to find out from key subject staff about subjects at KS4 to help in choosing their next steps.
- In year 11 pupils can undergo an induction in preparation for their sixth form courses. All subjects set preparation work for the summer to prepare pupils for their A level courses.
- Within subject areas a range of transitional strategies are used to support pupils when moving sets or year groups. These may include:
  - Identification of a buddy – peer in the class to assist him with the transition to a new class.
  - Providing clear scaffolding of learning outcomes to indicate what should be done to progress to next level/grade
  - Teaching Assistant support within the classroom.

### 9.3 How will my child be prepared to move on to his or her next school?

- Transition meetings with next school/college where required.
- Additional visits with a member of staff for pupils who need support.
- Support from the Travel Training Team can also aid with using public transport to access alternative places.

### 9.4 How will you support a new school to prepare for my child?

- Transition meetings with next school/college where required.
- Sharing of Pupil Information Sheet and all relevant documentation and assessments.
- Observations of pupil in current school setting where appropriate.
- Additional visits where appropriate.

### 9.5 What information will be provided to my child's new school?

- Sharing of Pupil Information Sheet and all relevant documentation and assessments.
- Pupil files including relevant SEND files
- Verbal communication with key staff at the new school.

### 9.6 How will the school prepare my child for the transition to further education or employment?

- Transition meetings with next school/college where required.
- Invitation to statement review
- Additional visits with a member of staff for pupils who need support.
- Support from the Travel Training Team can also aid with using public transport to access alternative places.
- Careers interviews and completion of S139 where appropriate in conjunction with Connexions and the Learning Support Team at the school.

## **10. Who can I contact to discuss my child?**

### 10.1 Who would be my first point of contact if I want to discuss something about my child or if I am worried?

- You should contact the form tutor or SENCo if your query is SEND related.

### 10.2 Does the school offer any specific support for parents and families (such as Family Support Workers?)

- Garth Hill College has a Family Support Advisor who can signpost parents/carers to outside agencies for family support. This may include parent workshops and/or programmes.

### 10.3 What arrangements does the school have for signposting parents to external agencies which can offer support, such as voluntary agencies?

- Our Inclusion Support Lead teacher and pastoral team are happy to support in making referrals to the appropriate outside agency.

### 10.4 What arrangements does the school have for feedback from parent/carers, including compliments and complaints?

- The College has a comprehensive Home and College Communications Policy that can be found on the GHC Website. This details the procedures for reporting any concerns.
- The College holds a parent/carer forum termly.
- Parents/carers are asked to complete a parent/carer survey every two years.
- Parents/carers are encouraged to formally record feedback on Parent View.