

## Hautlieu School SEND information report 2021 – 2022



Data has been taken from the start of the Summer term 2022, due to the varying timing of Hautlieu School new intake.

Hautlieu School is a States funded secondary school taking students aged 14+; it also has a large sixth form. For entry at 14+ students must meet an academic criteria which is a mean CAT score of 109 or above and a score of 103 or above in both Progress test in English and Progress test in Maths.

This report outlines information about the provision Hautlieu School makes for students with Special Educational Needs and Disabilities. (SEND)

Hautlieu School is an inclusive school of students with SEND and the four broad 'areas of need' are defined as:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and Physical Needs

Hautlieu School works to support our students to make progress in their learning, their emotional and social development and the independent approach to learning. We aim to create a learning environment which is of high quality, including differentiated teaching and we actively work to support the learning and needs of all members of the Hautlieu community.

### Quality first teaching

Staff at Hautlieu School strive to provide high quality first teaching to all students. Teachers prepare schemes of learning and lessons which support the learning and progress of all students through a variety of methods, including creative and innovative teaching techniques and the use of a wide variety of resources. Teaching staff adapt their teaching and resources to suit the needs of learners, including those with SEND. Despite high quality first teaching some students may be unable to make the expected progress and this could be for a variety of reasons, one of which could be a special educational need.

In the summer of 2022, the Hautlieu SEND register comprised of 247 students with varying needs across all areas of SEND, this was a slight increase on this time last year (240 students). This equates to 33.7% of the whole school population having an identified SEND. Of these students 98 were accessing external support, 13.4% of the school.

The register showed that the highest concentration of SEND students in 2021 - 2022 was in Y13, 95 students, this was a high number of students in one year group, however, Y10 had 41 students identified with a SEND which is a significantly higher number in Y10 than Hautlieu school usually has. This will therefore have an impact as these students move up through the school.

### Levels of need

Social, Emotional and Mental Health (SEMH) needs remain the dominant SEND at Hautlieu School. In 2021 - 2022, using the summer SEND register, 44.5% of students on the register had an SEMH need, 110 students which is 15% of the overall school population. 39.7% of students on the register were seeking external support for their SEND. A student with SEMH often has an additional SEND, however, the SEMH remains the prominent need.

### SEND Roles:

Headteacher:

Mr N Falle

Assistant Headteacher / SENDCo:

Miss R Martin

All teachers are responsible for overseeing the academic and emotional wellbeing of the pupils through normal school reporting and high-quality teaching.

The SEND / student support team:

Deputy Headteacher:

Miss C Jackson

Designated Safeguarding Lead:

Mrs E Mason / Ms L Kedge

School counsellor:

Mrs J Cornwall

Lead Teaching Assistant:

Mrs Jo Vardon

Specialist exams assessor:

Mrs S Mallet

Temporary TA:

Ms A person

Mrs J Linstead

Mrs J Lucchesi

Ms K Keelan / Mr J Soares

Education Welfare Officer:

Ms A Palmer

SEND Admin:

Ms J Stoddart

In 2021 – 2022 15.1% of Hautlieu students had English as an additional language, classed as MLL students.

## **Initiatives to support SEND at Hautlieu**



Training the SEND team undertook 2021 – 2022

Hautlieu School is committed to accessing high level CPD for all staff and the SEND / student support team participated in a range of CPD this year to enable them to enhance their own learning and develop the initiatives in place for Hautlieu students and increase support required. (Individual members of the team completed various training, the whole team did not complete all of the list below).

EAA's Update/refresher 21/22  
ELSA training  
Good Autism practice  
Positive mental health Training  
Supporting Anxious Students  
Child protection training  
Understanding self-harm  
Why supervision is an essential part of Safeguarding  
Managing safeguarding allegations  
Professional differences within Safeguarding  
Supporting Health and wellbeing  
Introduction to level 2 Counselling skills  
Gender and sexuality in the workplace  
Understanding self-harm  
Attachment based mentoring  
Supporting health and wellbeing in schools  
Disordered eating and eating disorders  
Emergency first aid at work  
Therapeutic skills level 2  
Bell foundation EAL assessment training  
Supporting transgender, non-binary or questioning children and young people  
Therapeutic skills level 3

Support initiatives in school:

ELSA programme  
Student passports  
After school SEND homework club  
Access arrangements for exams

Adaptations to the curriculum:

1:1 support provided by Senior TA and TA team  
Reduced curriculum at KS4 and KS5  
Student passports  
Specialist assessor assessments

Outside agencies Hautlieu School works with:

Children's Hub  
CAMHS  
Children's service  
YES  
MIND Jersey  
ASCIT  
Autism Jersey  
Family support workers  
SEMHit  
Educational Psychologist  
Primary mental health workers  
NSPCC  
JET  
The Bridge  
Early Help  
IDVA and Dewberry House  
Occupational Therapy  
Hearing Impairment team  
Speech and Language  
Skills Jersey

Whole school training completed in 2021 – 2022

Children protection and safeguarding training  
Metacognition  
Multi Lingual Learner training

Data Analysis 2021 – 2022 Y11

No island wide value added data has been provided by CYPEs so analysis in relation to other secondary schools on the island can not be completed at this stage.



## Year 11 analysis



47 Students on the SEND register were in Y11, sitting GCSE examinations. Of these 47 students, 18 were level K (external student support), 27 were ATM (additional teacher monitoring) and two students held a Record of Need.

Of the 47 students 40 students passed English Language GCSE. The most prevalent grade achieved was a grade 6, with 32% of all SEND students achieving this grade. Within the whole cohort 34% of students achieved a grade 6.

Of the 47 SEND students 5 achieved a grade 9 for English Language, 11% of this group and within the whole cohort 8 students achieved a grade 9, 5 of whom were SEND students.

80.9% of Y11 SEND students achieved 5 subjects, including English Language and Maths at grade 4 or above.

85.1% of SEND students achieved 5 subjects at grade 4 or above including English language.

91.5% of SEND students achieved 5 subjects at grade 4 or above including Maths. 28% of Y11 SEND students achieved a grade 7 – 9 in their Mathematics GCSE.

93.6% of SEND students passed at least 5 subjects at grade 4 or above.

There were some notable achievements within this group of students. One SEND student achieved 7 grade 9s across their subjects with 8 of their 9 subjects being higher actual grades than school target grades, two subjects being 3 grades higher than their school target grade. One student achieved a grade 9 in 9 subjects, one achieved a grade 9 in 8 subjects and a third achieved a grade 8 or 9 in 8 subjects.

This year group was tracked monthly using the in school system Go4Schools throughout the whole of their GCSE courses (both Y10 and Y11). All student data for the 47 SEND Year 11 students was tracked using School target, Current grade and Predicted grade throughout the whole course. If concerns were highlighted from the tracking then meetings were held with the Heads of faculty / Heads of department or AHOYs to discuss ongoing needs of the SEND students. If a concern was highlighted in a particular subject this would be a discussion with the subject teacher or Head of Department, if there were more complex needs or concerns then discussion would include AHOY as appropriate. When students were not making expected progress contact was made with parents to ensure a joined-up approach to supporting students. Many of the Y11 SEND students were placed on a student passport (overseen by the Senior Teaching Assistant) to ensure information was shared with subject teachers. Regular meetings took place between the SENDCo and DSL as a number of SEND students in this cohort had complex needs, involving a range of support both in school and external support. Of the 18 students at level K and RON students there were a number of external agencies involved in supporting these students and families.

SEND students not making expected progress in particular subjects were met with by the SENDCo, Senior teaching assistant, subject staff and HoDs or AHOY as required. Regular communication was made with parents to support SEND students.

All Y11 SEND students achieved the results they needed to move to the next stage of their education or into employment. All were able to access courses both here at Hautlieu or at other educational establishments, dependent on their choices. Super transition was provided for SEND students looking to study elsewhere for post 16. This included visits to other places, with the support of the SEND team, and 1:1 meetings both in school and at other places to establish the best support for transition. Those SEND students who remained at Hautlieu for post 16 were given support prior to and post results day with their A level and IB options to ensure they were able to access their courses.

A number of departments had strong outcomes for their SEND students, demonstrating inclusive teacher, bespoke support as required and a consistent approach to tracking and monitoring throughout the year.

- In Art all SEND students who took Art GCSE (11 students) achieved or exceeded their predicted grade.
- ICT saw exceptional results with all SEND students exceeding their target grade by at least one grade
- Performing Arts – SEND students did well in performing Arts with 8 of the 12 students achieving or exceeding their target grade and one student achieving 3 grades higher than their school target grade.
- Physics – Physics was a mixed outcome for SEND students with some achieving significantly below their school target, however, 10 of the 25 students achieved their target or above which included 24% of students achieving grade 8 or 9 in Physics, 4 of these 3 grades above their target grade.
- French - French wasn't a strong outcome for SEND students. Of the 23 students who completed the course, only 4 students achieved above their target grade and 17 students achieved at least one grade below their target grade. However, the majority of students (20) achieved their predicted grade or higher. Therefore, there is a need to look at the disparity between school targets and predicted grades in this subject.

## Y13 analysis



95 students in Y13 were identified as having a SEND. Of these, 27 students sat at level K (external agency support), 67 at Additional Teaching Monitoring (ATM) and one student held a Record of Need. 28.4% of Y13 SEND students had a SEMH, many of whom had additional needs as well.

Of the 95 SEND students, 7 completed the International Baccalaureate (IB) programme, 8 completed a combination of IBCP or A levels and subjects from the IB, and 80 students completed an A level programme.

All Y13 SEND students achieved grades they needed to move to higher education or employment.

This year group was tracked monthly using the in-school system Go4Schools throughout the whole of their A level or IB courses (both Y12 and Y13). All student data for the 95 Y13 students was tracked using School target, Current grade and Predicted grade throughout the whole course. If concerns were highlighted from the tracking then contact was initially made from the SENDCo / and or SEND team to the subject teacher and if concerns continued then meetings were held with the Heads of faculty / Heads of department or AHOYs to discuss ongoing needs of the SEND students. When students were not making expected progress contact was made with parents to ensure a joined-up approach to supporting students. Where appropriate the student was placed on a student passport, however due to the small number of teachers for each student a passport was not always required. Regular meetings took place between the SENDCo and DSL as a number of SEND students in this cohort had complex needs, involving a range of support both in school and external support. Of the 27 students at level K and RON student there were a number of external agencies involved in supporting these students and families.

A small number of SEND students were placed on a contract for Y13, as they had not achieved the expected outcomes at the end of Y12. These students received intensive monitoring and support throughout Y13, with regular parental meetings. Two of these students achieved above their predicted grades, with one student achieving a grade above in each of their 3 A levels.

SEND students generally did well at the end of Y13. 5 of the 80 A level students received all A or A\* with one student achieving 4 A\*s. In 12 of the A level subjects all SEND students achieved grades A\* - C, with some noteworthy achievements:

- In DFS 4 of the 7 SEND students to sit this subject achieved an A, with 6 of the 7 achieving above their school target grade.
- 9 of the 13 SEND students who took Maths A level achieved A\* - B.
- Performing Arts achieved outstanding results for SEND students this year. 6 of the 7 SEND students to sit this subject achieved A\* - B, three of whom were an A\* and one student achieved 3 grades above their prediction grade.
- Physics saw 3 of the 5 SEND students achieve an A grade at A level.
- In Photography 10 of the 11 SEND students achieved or exceeded their school target grade.
- In Sports studies A level all SEND students achieved A\* - B.
- In Psychology A level 19 of the 33 SEND students to take this subject achieved A\* - B, with 9 being A\* - A. 1 SEND student achieved 3 grades above their school target and 2 students were 2 grades above their school target.
- Three subjects, History, Computer Science and Photography were very accurate with prediction grades for A level.

IB:

- Of the 7 SEND students who completed the full IB programme all achieved the results they needed to access their university courses or employment. IB results for SEND students were positive outcomes with many of the 42 subject results being at or above the predicted point score.
- Subjects:
  - SEND students did well in Economics in the summer of 2022. 9 SEND students completed the Economics course and of these 3 students achieved their predicted score and 6 students achieved higher than predicted, one student achieving 2 points above predicted.
  - 4 SEND students completed IB Psychology, all of whom achieved their predicted score or above, one student achieving 2 scores above predicted.
  - All 4 Spanish SEND students achieved their predicted scores or higher.
  - In English 4 of the 7 students achieved above their predicted score and in English 6 of the 7 students achieved above their predicted score.

## Identifying and assessing students with SEND

When students appear to have a difficulty in accessing their learning at Hautlieu it generally becomes apparent through one of four different ways:

- Teacher: the teacher(s) of an individual student tend to be the first people to raise a concern that a student is having difficulty accessing their learning. They may raise this concern with the student, AHOY and SENDCo and also the parent(s)/carer(s) as well.
- Student: the student themselves will express concerns that they are having difficulty accessing their learning, they generally raise this with the subject teacher.



- Parents: Parents may raise a concern that their son / daughter is having difficulty accessing their learning. This is usually through the mentor, SENDCo or subject teacher if specific to a subject.
- The SENDCo: the SENDCo will investigate whether a student has a special educational need through information and referral received from any of the above.
- Hautlieu School has a clear system for referring a student for a possible new or ongoing difficulty in accessing their learning and how to refer a student for assessment and / or support:
  - Parental referral
  - Student individual referral
  - Staff referral, subject staff, support staff, DSL and counsellor and AHOY / SLG
  - Contact and information received from previous school or during transition
  - Information provided via application form
  - Contact from external agencies
- When a referral is made it must be accompanied by evidence of the specific need. When the referral is made by subject staff evidence is provided at the time, for all other referrals the SENDCo will request feedback from subject teachers. Standard questions are used to ascertain the needs of the student and establish support required. If the feedback indicates a concern in a number of subjects, then an appointment will be made for the student to meet with a member of the SEND team. If further concerns are highlighted from this initial meeting, then an appointment will be made for an assessment with the specialist assessor and a parental questionnaire will also be sent with the appointment date to ensure views of the parent are given. This process runs throughout the year. At regular intervals students across the school are academically assessed summatively, generally using end of topic tests and mock exams. These tests can bring up issues as students are completing work under timed conditions, these concerns are then raised with the SENDCo.
- The identification process continued to develop throughout 2021 – 2022 to ensure a streamlined and structured approach and all paperwork is completed and stored in a timely manner. Students continue to be met with promptly to establish initial concerns and then added to a waiting list for assessment if deemed needed.
- Parents are fully involved, where appropriate and possible, in the identification process of a student with possible SEND. Parents are contacted either by phone, email or letter to ask for their input and views and also to gain a full history of need of the student.
- Students with SEND were identified at the start of the year in a variety of different ways
  - the application form, through information included on the initial application form
  - through information already saved in SIMs which comes through from feeder schools
  - through transition visits when staff went out to feeder schools
  - through parental contact, parents made contact with the SENDCo or AHOY / mentor
  - once students start at Hautlieu School the AHOY will talk about SEND to the whole year group and any students with recognised SEND and / or access arrangements are encouraged to see the SENDCo / AHOY or mentor

#### Supporting SEND students in school

- Staff have been supported by the SENDCo in developing effective identification, support and target setting through the use of student passports and feedback requested by the SENDCo. This year one of the main focus areas for the Senior TA continues to be to oversee the student passport implementation and monitoring.
- Student passports and assessment reports completed by the SENDCo or specialist assessor outline how to support students with SEND and what to be aware of when teaching and differentiating learning. These are shared electronically and saved for staff to be able to refer to.
- Staff have met regularly with the SENDCo and / or the Lead TA, to discuss targets and expectations of SEND students and how to support and challenge them within the classroom.
- Staff are encouraged to refer students who they feel are not making the expected progress within their subject and provide evidence and commentary as to what the concerns are.
- Staff are kept informed of student's individual needs and changes in their needs through regular contact and the use of the student passports. The SEND register is distributed to teachers on a monthly basis and again during the month if it is significantly updated. It is also stored electronically to be referred to and all SEND information is recorded on SIMs and therefore available on lesson registers as well.

- KS4 students on a reduced timetable are supported by the SEND team along with the student support team. The Senior TA meets with subject staff, HoDs, HoFs to ascertain the support and intervention required for individuals and small groups.



#### Arrangements for consulting parents/carers of children and young people with SEND and involving them in their education

- Parents are, where appropriate, fully involved if their son / daughter has SEND. Initial contact is generally made by the SENDCo either by phone, email or letter.
- If a student has had an assessment then feedback is completed by the specialist assessor and all information is sent to parents to inform them of the needs of their son / daughter.
- The level of parental involvement varies per individual student. For some of our students, especially KS5, parental involvement may be less significant than with younger students and some students no longer live at home or with their parents. The parental involvement also varies depending on the complexity of need. For example, Record of Need students generally have extensive parental involvement through regular meetings and annual reviews / ongoing target setting.
- Parents are encouraged to be actively involved if their son / daughter has SEND and student passports, both at KS4 and KS5 allow parents to be fully involved. The student passports are generally shared with parents.
- For students with newly identified SEND parents are given the opportunity to offer input into a student's passport and to meet, where required, to discuss and review the needs of their son / daughter.
- Behaviour support plans are used for SEND students when required, these are different documents than student passports. These are used to support SEND students who are not making progress mainly due to behaviour. A meeting is held with parents to go through the plan collaboratively and is signed by all parties involved.
- Parents of SEND students are invited to meet with the SENDCo at the formal parent's evenings when required. Appointments with the SENDCo on these evenings are also left available to allow parents with concerns about their son / daughter's learning to be able to meet. Parents are also able to make appointments as required with the SENDCo throughout the year. Meetings continued to be offered by TEAMS in line with Covid regulations and even if face to face was available TEAMS was offered if parents felt more comfortable with this.
- Parents often relay concerns about the progress of their son / daughter through the subject teacher or AHOY. AHOYs and mentors have regular contact with parents and bring concerns to monthly Mentor team meetings to discuss. These concerns are then passed to the SENDCo and may result in further communication with parents.
- AHOYs run annual parent information evenings to allow them to come in and discuss concerns and consult with the AHOY as required. Any evenings disrupted by Covid regulations were offered in an online format.

#### Arrangements for consulting children and young people with SEND and involving them in their education

- All SEND student's views are taken into account when deciding upon provision required and when setting / monitoring and evaluating their progress. This is done within lessons with subject teachers through 1:1 sessions where appropriate. It is also done through the use of their student passports with the SENDCo and other relevant staff. SEND students are encouraged to outline what works well for them and if this is in a particular subject then the SENDCo / Senior TA will inform other staff to ensure it occurs across the curriculum.
- Students are fully involved in the set up and implementation of their student passport and monitoring and evaluating them. Student passports are generally reviewed termly (KS5 possibly less frequently, dependent on need) and students are involved in evaluating and monitoring their own progress. They are asked to give feedback in the student passport reviews. These are carried out with the Lead TA.
- Students with SEMH are also fully involved in setting targets for themselves and monitoring and evaluating them. These targets tend to be more fluid than students with a student passport specifically related to SPLD. For these individuals targets may be daily and related to accessing education and personal targets based around their mental health difficulties. These targets are reviewed and monitored by the student along with, for example the SENDCo, Deputy Headteacher and school counsellor. Hautlieu's school based EWO, is fully involved in supporting SEMH students, along with Hautlieu's DSL, when their difficulties impact on their attendance.



- Hautlieu School promotes student voice across the whole school through student council. This is a group of students, with representatives from each year group. This is a forum to discuss many elements of Hautlieu School from a student perspective. Hautlieu's school council is led by the SENDCo. Other opportunities for promoting student voice include through small working groups of students, such as arranging events and to discuss issues that are pertinent to students.
- Hautlieu School is currently working towards the Gold award for the Right's Respecting Schools (RRS). As part of this there is a student working party supporting the RRS co-ordinator giving students another opportunity to be involved in their education and their rights.
- The SENDCo works continually to engage with students who do not wish to engage. Time has been taken to build a rapport with individuals, to gain their trust and respect to be able to encourage them to engage in assessment and support as required and individual support has been put in place to ensure their needs are being met.
- A team approach has been used between the SENDCo, Student support team, Academic Heads of Year, mentors and Senior Leadership Group to engage with students and demonstrate the support that can be provided.
- If SEND students choose not to engage with support provided by school or external agencies then a meeting with parents is arranged to discuss how best to support the student.

#### Arrangements for assessing and review progress toward outcomes

- Hautlieu School monitors the progress of all of its students through regular formative and summative assessments. Results are stored in Go4schools (the system used at Hautlieu School) and shared with students and parents on a regular basis. The SENDCo uses Go4schools to oversee progress of SEND students and feedback to parents in individual meetings.
- KS4 SEND students are expected to make pace and progress towards their target grades in all subjects in line with the rest of their cohort. Throughout the course of KS4 their progress may remain quite fluid, and they may reach milestones at different stages and at a different pace to their peers, however the ultimate end point remains the same. Modifications to subjects and an individual's curriculum can be made when required.
- For KS5 SEND students, modifications to timetables and an adaptation to the pace at which they reach their targets may be required.
- Progress of students with SEND is measured in relation to their individual targets by gaining regular feedback from teachers usually using set questions, perhaps in the form of an interim report. Progress is also monitored through annual school reports, feedback following summative assessments and a significant area of progress is measured through the use of student passports and lesson observations. The SENDCo observes students with a student passport regularly in subjects to measure progress being made. Go4Schools is also used to monitor academic progress, and this allows the SENDCo to identify SEND students who are not making progress or underachieving. The specialist assessor also reassesses individual SEND students when required, to monitor progress in specific areas of need, such as spelling, reading speed and the processing of information.
- The progress of SEND students is also monitored through the school self - evaluation process. This challenges departments and faculties through internal reviews to assess and verify they are monitoring the progress of SEND students.
- There are significant differences in progress with regard to different SEND groups. For example, EBNA students and those with lower attendance at school appear to make limited progress in comparison to other SEND students, demonstrating a distinct correlation between attendance at school and achievement.

#### Arrangements for supporting children and young people moving between educational phases, including preparation for adulthood

- All students who join Hautlieu School at Year 10 go through a structured transition process. This involves two transition days and an evening presentation with parents. The student support team and Academic Head of Year 10 (AHOY) go out to secondary schools in the Spring term to meet with the current Head of Year and other individuals (where possible) to discuss the needs of students joining Hautlieu School in Year 10. From these meetings and the application process the SENDCo may then contact the parents of SEND students to initiate a meeting or extended transition. All SEND students are part of this process, however, extended transition is also offered if needed. The Senior TA also liaises with any TAs or keyworkers who have been supporting SEND students in previous schools in Year 9.
- The SENDCo liaises with external agencies to offer support as required to SEND students joining Hautlieu School.
- SEND students are invited for extended transition and this is personalised to the individual needs. It may include, for example:
  - 1:1 meeting with the SENDCo or Deputy Headteacher
  - 1:1 or small group meeting with Senior TA





- Extra time spent in Hautlieu School prior to transition, perhaps touring the school and familiarising with certain areas or certain individual staff
- Transition visit with TA or keyworker or external agency as applicable
- For students joining Hautlieu School in Year 12 there is a different transition process:
  - Students who apply are offered an interview
  - SLG go out to 11 – 16 schools to speak to students who are applying and to interview them within their own setting
  - They are then invited into Hautlieu School for Induction days in June, where they are set pre tasks at this point to help assess their level and any difficulties as soon as they arrive in September
  - On results day they are invited in to confirm their place and choices, and a team of staff are available for support at this stage as well. Any SEND students are offered extended support if required
  - Once they arrive they will receive support as required. Any SEND student who has highlighted their individual needs on their application form will be met with by the SENDCo or Senior TA upon arrival in September
  - The SENDCo will be invited to the Year 11 annual review of any Record of Need student applying for post 16 study at Hautlieu School to aid the transition and they will be invited in during the Spring / Summer term for extended transition as required
- It is very difficult to offer extended transition into Y12 as a set programme as students may change their mind and not enrol with Hautlieu School. However, extended transition is offered to students with complex needs who are coming from 11 – 16 feeder schools who have not applied elsewhere.
- When leaving Hautlieu School extensive transition is in place to support SEND students. If students are moving to Highlands College meetings are put in place with the SENDCo at Highlands. Multiple transition days are arranged and sessions are set up for SEND students to spend a lesson or a half day at the College. They generally access the lesson related to the course they are interested in and meet the tutors involved. For some SEND students it is important to have a tour of the College and familiarise themselves with particular areas and routines and the accessibility of the campus.
- For SEND students who wish to move into employment after finishing their GCSE or A level studies there are regular meetings set up with Jersey Employment Trust to ascertain work experience and support in employment. Hautlieu School also works closely with Skills Jersey to get support for SEND and our most vulnerable students.
- For SEND students who wish to move onto Higher education, not Highlands or employment, then any relevant agencies will be invited to the Year 13 annual review. Support is provided for Y13 SEND students who are applying to university. The SENDCo will make contact with universities as required, both prior to the student gaining a place and once they commence their course to allow for smooth transition. The Hautlieu SEND team and SENDCo work with individual students to assist with UCAS applications and writing personal statements.
- Responsibility for transition varies dependent on the individual student. General transition is run by the Academic Heads of Year with support from mentors. SEND extended transition is mainly run by the SENDCo and Senior TA.
- At Hautlieu School SEND students are offered the same opportunities in relation to work experience and out of school activities as their peers. TAs play a key role in supporting and encouraging SEND students to participate in work experience and out of school activities. They have supported students in completing applications for work experience, attending placements and activities when required and personalising activities as required.

#### Arrangements for handling complaints from parents in relation to SEND students

- Any complaints made by parents with regard to SEND students will be followed up and dealt with in a timely manner.
- Initially the SENDCo will manage a complaint. Parents will be contacted or invited in to meet and discuss concerns.
- All meetings will be minuted and actions agreed.
- Parents will be informed of how to escalate concerns to the Headteacher and / or Chair of Governors if they wish to do so.

Report Completed by:  
Miss R Martin 13.01.2023