

SEN Information Report 2021

Welcome to our SEN information report which is part of the Nottinghamshire Local Offer for learners with Special Educational Needs or Disability (SEND). All governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools have a legal duty to publish information on their website about the implementation of the governing body's or the proprietor's policy for students with SEND. The information published will be updated annually.

More information about what support is available within Nottinghamshire can be found at the Nottinghamshire Local Offer website: <http://www.nottinghamshire.gov.uk>

What are Special Educational Needs (SEN)?

The term "special educational needs" has a legal definition and at different times in their school career, a child or young person may have a special educational need.

The Code of Practice 2015 defines SEN as:

"A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- (a) Have a significantly greater difficulty in learning than the majority of others of the same age: or
- (b) Have a disability which **prevents or hinders** them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions."

This means that some children will need extra help from that given to other children of the same age. Children with SEN may need extra help because of a range of needs, such as in thinking and understanding (cognitive and learning), physical or sensory difficulties, emotional and social difficulties, or difficulties with speech and language, or how they relate and behave with other people.

Many children will have some kind of SEN at some time during their education. Schools and other organisations can help most children overcome the barriers their difficulties present quickly and easily. It is only a small number of children or young people that may need extra help for some or all of their time in school.

If a learner is identified as having SEN, we will provide provision that is 'additional to or different from' the normal differentiated curriculum, intended to overcome the barrier to their learning.

The Special Educational Needs Co-ordinator (SENCO)

The SENCO at Hall Park Academy is Miss K Wain and the Assistant SENCO is Mrs J McCluskey. The SENCO is responsible for the day to day operation of the SEND policy and co-ordination of specific provision put in place to support individual pupils with SEND including those who have Educational Health Care (EHC) plans. The SENCO works closely with staff, students, parents and carers and other agencies, in order to provide the best and most appropriate support for your child with the resources that are available.

You can contact the SENCO on 01773 786212

Identification and Assessment of Need

We place great importance on identifying special educational needs early so that we can help children as quickly as possible.

When your child first comes to us we use information from:

- Primary school teachers and the Support Service for Special Educational Needs (SSSEN)
- End of Key Stage 2 levels and teacher assessments
- Base line testing, Cognitive Ability Tests and other initial tests in year 7 such as spelling and reading tests
- Parents/carers, application form information and information communicated by parents/carers
- Subject teachers
- Specialist colleagues and external agencies

As your child gets older we use information or referrals from:

- Assessment data points and interim data
- Subject teachers
- Parental concerns
- External agencies
- Diagnostic tests
- Views of the student

We also assess progress in areas other than attainment for instance where a student needs to make additional progress with wider development or social needs in order to make a successful transition to adult life then we would put in extra interventions and support to meet those needs.

Identifying and assessing SEN for children or young people whose first language is not English requires particular care. We look carefully at all aspects young person's performance in different areas of learning and development to establish whether lack of progress is due to limitations in their command of English or if it arises from SEN or a disability. **Difficulties related solely to limitations in English as an additional language are not SEN.**

Where a student is making less progress than expected, the first response to such progress is high quality teaching targeted at areas of weakness. This is likely to include a range of waves of intervention. Where progress continues to be less than expected the SENCO, working with the subject teachers, Form Tutors and Heads of House, assess whether the child has SEN. The student's response to such support helps to identify their particular needs

Parents - What to do if you have any concerns or worries

If you think your child may have a special educational need that has not been identified, you should contact the SENCO, who will arrange a meeting to discuss your concerns.

A record of the outcomes, action and support agreed through the discussion is kept and shared with all the appropriate school staff and a copy given to the student's parents.

Working together with your child's teachers will often help to sort out worries and problems. The closer you work with your child's teachers, the more successful any help for your child can be.

How do we involve parents, carers about their child's education?

Hall Park Academy firmly believes that developing a strong partnership between parents/carers, the student and school is important to the success which will help SEN students to achieve their potential. We recognise that parents/carers have a unique overview of their child's needs and how best to support them. We will consult parents about all the decisions that affect their child.

We aim to keep you up to date and involved with your child's progress through:

- Parents Evenings
- Parent meetings
- Email
- Annual and interim reports
- Review week phone calls
- Telephone calls
- Appointments made with individual teachers
- Annual reviews (for those with an Education Health Care Plan)

The school provides information for parents through:

- Information on the website
- Open evenings
- Letters and emails home
- Review weeks

How else can you be involved?

We need you to support us by encouraging your child to fully engage with their learning and any interventions offered by:

- Helping them to be organised and prepared for learning (including bringing the right equipment and books)
- Full attendance and good punctuality
- Completion of homework
- Attending parents meetings
- Attending any meetings specifically arranged for your child
- Keeping us informed of any changes that may affect your child's progress in school

How can your child contribute?

Students are encouraged to:

- Actively and positively engage in the learning experience and any interventions offered
- Attend review meetings
- Contribute to target setting and reviews and provide their views
- Take part in school voice activities such as school councils and student surveys

What are the arrangements for assessing and reviewing progress towards outcomes?

Progress towards outcomes are reviewed at least three times per year at meetings either face to face or over the phone. In some case, contact is more frequent than this.

All parents and students are invited to a parents evening once a year and there is a member of the SEND Team in attendance. There are also review weeks for each year group, where progress is discussed with parents/carers over the phone.

Students with an Education, Health and Care (EHC) Plan will have an annual review meeting to enable parents/carers and students to express their views about the nature and level of support given, progress made and set targets for future progress.

SEN Support in School

Hall Park Academy provides help and support for a range of SEN as identified under the four broad areas of need according to the Code of Practice January 2015. They are:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

- Teachers are responsible and accountable for the progress and development of the students in their class, including where pupils access support from teaching assistants or specialist staff.
- High quality teaching, differentiated for individual students, is the first step in responding to students who have or may have SEN.
- All staff working with students who may have a suspected SEN in any of the areas above will differentiate their teaching in order to meet their learning needs.

We regularly review how we provide support across these areas.

Only a few students will require interventions which are **additional to** and **different from** the differentiated curriculum provided for all pupils.

If we feel that your child needs additional support we offer a range of interventions that can be discussed with you. These may include some of the following but each child will be assessed on an individual basis and appropriate support put in place to meet their specific needs

- Differentiated teaching within the classroom
- Additional support from a teaching assistant
- Alternative provision where appropriate
- Interventions from the learning support department
- English and or Maths interventions with a specialised teacher
- 1:1 or small group support
- Referral to an appropriate external agency
- Meet and greet
- Access to the break and lunch clubs
- Access to specialised equipment
- Early Help
- Referral to Small Steps

Arrangements for the admission of disabled students

- Where students have physical difficulties impacting upon their ability to move around the school site, they are escorted around school.
- Staff training takes place in order to provide staff with knowledge and teaching strategies to allow them to effectively meet the needs of all learners.
- Students learn about and celebrate diversity and equality through our personal development programme.
- We have designated parking bays for parents/carers of disabled students and there are toilets which are accessible to disabled people in school. There are evac chairs for evacuation purposes.

The Learning Support Department

- Our Learning Support Department is dedicated to offering extra support to those students who have been identified as having additional needs.
- The team consists of the SENCO, an Assistant SENCO, an Assistant Headteacher with responsibility for SEND and 3 Teaching Assistants.
- Break and lunchtime support is also available in the learning support room and offers a safe haven for those students who are unable to cope with unstructured times and helps to support students in their development of their social and emotional skills.
- A daily meet and greet session is offered to students who would benefit from having time at the start of the day to ensure they are equipped for learning.
- A weekly homework club allows students to come and complete homework with the support of a TA.

What other services are available to support students with SEN?

Hall Park Academy has developed positive working relationships with a number of outside agencies that may be called upon to support students with SEN where appropriate. These include:

Secondary Schools SENCO	Karen Firth
Family SENCO	Helen Snelling
School Nurse	Jan
Educational Psychologist	Julie Smith
Autism Outreach	Susan Hague-Naylor
Careers Guidance	Mrs Morris
Nottinghamshire Information Advice & Support Service for SEND	Alan Mercer

We also work closely with other agencies and professionals including:

- Early Help
- Social services
- Community Police Support Officers
- Police
- CAMHS (Child and Adolescents Mental Health Service)
- Alternative Provision providers

Additional pastoral support and intervention for improving emotional and social development is arranged for students with SEND where a need has been identified.

We will always consult with parents, carers and the young person, before contacting external agencies for support.

Requesting an Education, Health and Care needs assessment

A very small number of students may need further support and in this case, in consultation with parent, carers and other professionals we may ask Nottinghamshire Council to consider a student for an **Educational, Health and Care Plan needs assessment (EHC Plan)**. An EHC plan is only drawn up by the local authority once a needs assessment has determined that an EHC plan is necessary, and after consultation with relevant partner agencies. This is a legal document which has replaced the statement of special education needs and provides details about the education, health and social care support that is to be provided to the student who has SEN or a disability. It has clear and measurable outcomes that must be worked towards and reviewed on a regular basis.

How do we support young people in key transition points and during admission to the school?

- We liaise with primary schools and provide visits, transition days/weeks and open evenings for year 5 and 6 students to ease the transition between primary and secondary education.
- The SENCO, wherever possible, attends year 5 and 6 annual review meetings for students intending to move up to Hall Park Academy in year 7.
- Additional transition support is available according to need.

As young people prepare for adulthood their outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society.

- All students receive advice on careers from both in-house and external staff and are encouraged to visit colleges to explore post-16 courses. These visits are supported where possible.
- Time is devoted within the curriculum to offer more in depth careers information and guidance and includes the involvement of post 16 providers.
- To support transition, we share information with the school, college or other setting the child or young person is moving to. We agree with parents and pupils the information to be shared as part of this planning process
- If additional support is needed this will be put in place.
- From Y9 onwards, students with additional needs are supported in making choices regarding their post 16 options and progressions through an individual action plan which is then review annually. Any student in school can make a 1:1 appointment with specialist staff in order to seek careers advice and guidance and our careers coordinator ensures that students who require additional support are signposted accordingly. This may include support with visiting providers, finding appropriate courses, applications to institutions and follow support if things do not go right once the young person starts their course.

How do we provide an inclusive education for all young people?

We are firmly committed to providing equal opportunities for all, regardless of whether they have SEN or additional needs. All our students have access to a broad and balanced curriculum, facilities, trips, and experiences.

How do we approach teaching children and young people with SEN?

At Hall Park Academy we see all our children and young people as individuals and all our staff are committed to meeting the needs of all our students. We promote the belief that every child has a right to an education and:

“All teachers are teachers of children with special educational needs”

All staff participate in regular continued professional development (CPD) throughout each academic year. As part of whole school CPD, staff are regularly advised and updated on the needs of individual students and plan and adapt lessons accordingly to ensure that they provide an inclusive and accessible curriculum for all our students taking into account individual needs. Further specialist advice and support can be called upon if the need arises.

We look at the curriculum for students requiring additional support and ensure that it is right for the individual student and their needs. This includes assistance and support with choosing KS4 option choices.

What if I am concerned about Bullying?

We recognise that bullying can occur and young people with SEN are often vulnerable and so may become a target for bullies. We operate a zero tolerance on bullying and our anti-bullying policy can be found on the school website under General – Policies.

If you have any concerns that your child may be being bullied, you need to contact school and speak to your child's:

- Form Tutor
- Head of House
- SENCO/Designated Safeguarding Lead(s)
- Any senior member of staff

Alternatively, your child can report any incident to a member of staff that they feel comfortable talking to.

What do I do if I have any concerns about the provision my child is receiving?

Please contact the school on 01773 786212 to raise any concerns you have. You may speak to the SENCO/Assistant SENCO in the first instance or your child's:

- Form Tutor
- Head of House
- Any senior member of staff

If you need independent advice and support you may contact Nottinghamshire's Ask Us service by contacting their helpline on 0800 1217772 or visiting askusnotts.org.uk.

In the event of you wishing to make a complaint about the provision made at school, please refer to the complaints policy on the school website.