

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.

There is support for improving emotional and social development.

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.

All the above should include arrangements for supporting children and young people who are looked after by the local authority and have SEN.

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 SENDCo, an Assistant SENDCo, 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 SENDCo	Karen Firth
Family SENDCo	Helen Snelling
School Nurse	N/A
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 SENDCo, 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
- SENDCo/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 SENDCO/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.

Links to both the Nottinghamshire and Derbyshire local offers:

Nottinghamshire CC – www.nottshelpyourself.org.uk

Derbyshire CC- www.derbyshire.gov.uk