

Hanham Woods Academy SEN Information Report 2024-25

The kinds of special educational needs for which provision is made at the Academy:

Our SEN Academy Offer complies with The SEND Code of Practice 2015. This explains the duties of local authorities, health bodies, schools and colleges to provide for those with special educational needs under part 3 of the Children and Families Act 2014.

Hanham Woods Academy provides for all needs of SEN as outlined by the SEN Code of Practice 2015. This would include the 4 areas of need:

Cognition and Learning Needs
Social, Emotional and Mental Health
Communication and Interaction
Sensory and/or Physical Needs

(Social Communication Learning Needs can be a secondary need in any of these categories.)

The definitions can be found in the SEN Code of Practice 2014 [HERE](#)

Most students who attend the academy reside in South Gloucestershire Local Authority and some reside in Bristol Local Authority. Both Authorities have published their Local Offer of SEND at the following sites:

[Local Offer South Gloucestershire](#)
[Local Offer Bristol](#)

How does the academy know if children/young people need extra help?

- When your child/young person first joins Hanham Woods Academy, if they have already been identified then information and assessments will be transferred between settings.
- We will ask you and your child if they have any additional needs when you have your admissions meeting.
- We will talk to your child's current school if your child has any additional needs before they start at Hanham Woods Academy.
- We may contact other professionals to learn about and understand your child's needs/

SEN/D students may be identified through the teachers' observations and assessment, standardised assessments (SATs, reading and spelling assessments etc.). A formal system of reporting concerns with regard to any aspect of learning, progress or behaviour is in place.

- All students are assessed for reading comprehension and spelling in year 7, 8 and 9 and reading comprehension in year 10. Some students may then require additional assessments to identify their specific strengths and difficulties.
- Students who arrive after the start of the year will have individual reading and spelling assessments.

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- If we feel that your child may have Special Educational Needs or Disability (SEND), we will use the Assess, Plan, Do, Review approach to help us decide if they are not making the same progress as other children. We may involve outside professionals for advice. We will tell you if we do assess, plan, do and review and if we want to involve outside agencies.

What should I do if I think that my child/young person has special educational needs or a disability?

If you are concerned that your child may have special educational needs that are impacting on their progress, then please share your concerns with the Academy. We recommend speaking to your child's tutor initially, followed by the SENCO, Nicola Hathway, if required. You may also want to share your concerns with your GP or the school nurse.

How will the academy support my child/young person and how do staff know that my child has special educational needs or a disability and the support they will need?

- Our teachers have high expectations of all students, including those with SEND. They will use information from the school's information management system and from pupil passports produced by the SENCO to plan lessons which meet their needs and help them make progress in their learning.
- Students who are identified as having additional needs will have a 'Pupil Passport' which teachers and support staff can use as a summary of their needs. Pupil Passports include the student's needs, strategies to support them and what the students themselves believe helps them best.
- Regular meetings and communication happen between teachers, pastoral and support staff and parents to share progress; the SENCO may be involved in those meetings. If more support is needed the SENCO will contact an appropriate professional and involve parents.
- If a student has specific needs which require staff to have extra training, this will take place and specialists will be involved if they are needed (for example if a student has a medical condition.)

How will the curriculum be matched to my child's needs? How does the Academy adapt the curriculum and learning environment for pupils with special educational needs:

- All teachers are teachers of SEN.
- Targets are set against previous attainment and the work is adapted and taught with SEN friendly teaching practices which are as multi-sensory as possible.
- When appropriate, Teaching Assistants explain the social and learning environment to pupils as directed by the class teachers in simplified terms.
- Alternative methods of recording are sometimes used to enable pupils to present their ideas more easily.
- The learning preferences of pupils are taken in to account. This is evident in teacher's planning and the delivery of lessons. The Special Education Needs Coordinator (SENCO) and Senior Leadership Team monitor this through lesson observations and planning moderation.

- The academy adapts the curriculum for SEN pupils by differentiation and some pupils follow an alternative curriculum with outside providers or a simplified and adjusted choice of KS4 options.
- The academy has made adaptations to the environment so that it is accessible for those with sensory or physical needs. For example:
 - o We have toilets that are wheelchair accessible.
 - o We have ramps to access the majority of the academy site.
- We have access to support services to ensure that communication with parent carers whose first language is not English are supported.
- Staff make use of strategies to help support SEN pupils in class, including the use of word banks, writing frames, visual support or the use of ICT. Advice is sought about specific needs from advisory teachers in the authority (Integra Inclusion Services) and if necessary from the CLF traded Educational Psychology Services – Larch Psychology, or from the Local Authority South Gloucestershire Psychology Services.
- Teachers differentiate the curriculum so that they can make it accessible to all pupils. There is regular Continuing Professional Development which gives teachers up to date information on the differing types of SEN need which pupils may present with. Pupils are taught with the principles of adaptive teaching.
- Adaptive teaching involves using different strategies and resources and activities to enable your child to access the curriculum. In class the teacher supports learning at different levels and at different rates.
- Most of our students follow a traditional curriculum, however a small number of learners have a more personalised curriculum to match their individual needs, interests and abilities. This may include option choices; independent study sessions; additional literacy; intervention groups and a reduced number of qualifications studied. Some students, where needed, are also entered for Entry Level Qualifications in the core subjects.
- Teaching Assistants work closely with teaching colleagues to target support to those who most need it (primarily students with an Education Health and Care Plan (EHCP)).
- If interventions are required these are carefully planned and timetabled to minimise impact on the wider curriculum.

How will the Academy and I know that my child is making progress and how will you help me support my child/young person's learning?

All students are assessed regularly in class and complete summative assessments at key points throughout the year

- o KS3 core subjects (English, maths, science) – 4 times per year
- o KS3 non-core subjects – 2 times per year
- o KS4 – 3 sets of mock exams and an additional summative assessment in core subjects in year 10.

Progress is tracked against their expected level of attainment. Twice a year you will receive a progress check for your child which will show the progress they are making. There will also be additional important information such as your child's attendance and their attitude to learning scores.

You can meet your child's teachers and discuss their progress at Parents/Carers' Evenings. The SENCO will be at every Parents/Carers' Evening to speak to parents and carers of SEN

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students as required. We believe strongly in working in close partnership with parents and will have regular review discussions with you either at parent's evenings or in separate meetings, face-to-face, online or via telephone, organised with key staff who know your child well. If your child has an EHCP we will also hold an annual review where progress towards outcomes and provisions are discussed.

We encourage you to contact the Academy if you would like to talk about your child's needs, progress or provision.

As part of an effective support package for your child it is key that they are also supported in their learning and in developing good learning skills at home. The following support is available to parents:

- o At parent/carer evenings or additional individual meetings teachers and school staff give advice on how to support children further at home
- o Parents/Carers receive agency reports which often include support materials/suggestions for home use
- o Support for parents/carers and families is signposted through school and also the Local Offer (links on first page)
- o Where appropriate parenting courses may be available

What support will there be for my child's overall wellbeing?

- At Hanham Woods Academy we take our pastoral responsibilities seriously. We pride ourselves on providing a high level of student support and guidance.
- Students are grouped in tutor groups where the tutor is the first point of contact every day.
- Alongside their tutor there are additional members of staff who are able to provide pastoral support, these include: Pastoral Leader for each year group, Academic Leader for each year group, SENCO and Teaching Assistants.
- The academy has designated first aiders and a procedure for administering medications.
- Where required we also have access to refer to outside agencies such as school nurse, family support workers and primary mental health team.
- Student's views are sought, listened to and acted upon wherever possible.

What specialist services and expertise are available at or accessed by the Academy and how do you all work together?

- In our academy we have staff and teaching assistants with specialist knowledge and qualifications in different areas of special needs. As part of the CLF we have access to an experienced Educational Psychologist, as well as the Local Education Psychology services for statutory work.
- We can refer students to a range of services such as Speech and Language Therapy, Occupational Therapy, The Integra Inclusion Service Team, the School Nurse Service and Social Care.
- Education, Health and Care Plans emphasise the importance of specialist services from health care and social services being involved and communicating a joint approach to working with and supporting children and young people.

How will my child be included in activities outside the classroom, including school trips?

- All lunchtime and after school activities are open to all students.
- Day and residential trips are open to all our students. Where necessary a risk assessment for individual children will be completed and reasonable adjustments will be made. You are welcome to discuss individual needs with a member of staff and where necessary, help complete a risk assessment to ensure all needs are met on a school trip.

Support that is available for improving the emotional and social development of pupils with special educational needs:

In school students who are identified as needing it have access to

- ELSA (Emotional Literacy Support Assistant)
- Social skills interventions
- smaller, supervised rooms at break and lunch time
- Key adult check-ins

Where there is a greater need we have access to refer to outside agencies such as school nurse, family support workers and primary mental health team.

For a small number of students, we are able to access Alternative Learning packages (ALP) to support with emotional and social development.

What training have the staff supporting children and young people with SEND had or are having?

All teaching staff partake in regular CPD throughout the school year and a number of these sessions have a specific focus on SEND. The exact nature varies year on year and the training completed by teachers will be dependent on how long they have been at the Academy however all have training in supporting students with SEN in the classroom and training tailored to specific SEN needs such as ASD, ADHD and dyslexia.

Members of our Learning Support team have more specific training and expertise including

- Special Educational Needs Coordinator (SENCO), Mrs Nicola Hathway – qualified teacher and NASENCO Award
- ELSA – Emotional Literacy Support Assistant
- Higher Level Teaching Assistants
- Teaching Assistants
- Specialist Teacher - ASD

Links are formed with outside agencies and school staff to ensure appropriate training is delivered for staff working with children and young people with SEND.

How will the academy prepare and support my child/young person to join the academy, transfer to a new school or to post-16 provision?

- All students who join Hanham Woods Academy enjoy a taster day in July so that they experience the Academy day, begin to learn to find their way around and meet key members of staff.
- There is a Transition Evening for parents of Year 7 students where they will meet key members of staff, learn more about what their child will experience during the year, have the chance to ask questions, find out about school uniform and purchase items from the school shop.
- The SENCO will liaise with the primary school to learn more about your child's needs and is usually invited to the Year 6 Annual Review Meeting for those with an EHCP.
- If your child/young person finds transition difficult the SENCO will work with you and their school to put in place an individual support package which will include additional visits to the academy.
- Where students transfer to us from other schools, we will liaise with parents and their previous school to ensure all necessary information about strengths, needs and support is shared. A transition meeting will take place before a young person starts with us and if necessary the SENCO can join this meeting. Relevant information is then shared with staff ahead of the young person starting. On the first day they are met by their pastoral leader and buddied with a peer in their tutor group.
- During year 10 and year 11 there is a programme of CEIAG which supports students to make decisions about their post-16 provision. There are trips and external speakers to expose students to a wide range of options available to them. Student can also access 1:1 support from our CEIAG coordinator. If a young person has an EHCP we can also seek support from the Preparing For Adulthood team at the local authority.

How are the Academy's resources allocated and matched to children's young people's SEN?

The Academy receives funding to support young people with SEND and this is used to provide effective provision and support. In addition, some students with significant needs receive top-up funding from the Local Authority. The Academy will allocate resources and deploy staff according to need. The resources and provisions will be reviewed and evaluated by the SENCO and modified if required to ensure that effective support is maintained to maximise learning and progress.

How is the decision made about what type and how much support my child/young person will receive?

- High Quality Teaching, involving adaptation, is the first step in responding to pupils who have or may have SEN.

- There is an on-going cycle of assess-plan-do-review which will determine the support provided including necessary adjustments in the classroom and sometimes access to interventions.
- If progress is still not as expected, despite a suitable period of appropriate and effective support and interventions, we would seek support from specialist practitioners linked to the area of need. Recommendations of support will be given as a result of this.
- If progress is still not being made, despite 'relevant and purposeful action', then we will consider requesting an Education, Health and Care needs assessment through the Local Authority. This may result in the production of an Education, Health and Care Plan (EHCP) which outlines the support and provisions required to meet need. Throughout this process, parents/carers and the child/young person will be involved.

Hanham Woods Academy Resource Base:

- We have a Resource Base attached to the academy which specialises in support for students with Social Communication difficulties (particularly Autistic Spectrum).
- This is for young people with Resource Base provision specified on their EHCP and places are allocated by the Local Authority.
- There are only a very limited number of places in the Resource Base (up to 5 per year group).
- Applications to the Resource Base are not made as part of the usual application process but are made following an EHCP annual review. The request is considered by the Local Authority before we are consulted as to whether we can meet the need of the student.
- There is an expectation that students in the Resource Base attend mainstream lessons for the majority of the time with shared teaching assistant support in the class. Various interventions take place in the Resource Base and we have two Speech and Language therapists who work one day a week with key students in the base. We help students complete their home learning in the Resource Base within the school day. Many students chose to stay in the Resource Base for their lunch and break times where it is quieter environment.
- We welcome visits to the Resource Base for those who are considering a placement with us but request that an appointment is made only if the student is either in receipt of an Education Health Care Plan or a needs assessment has been agreed.

To arrange an appointment to view the Resource Base, please contact Miss Liles on 0117 440 8900.

How are parents involved in the Academy? How can I be involved?

Our students are at the heart of everything we do at the Academy. Working together with Parents/Carers in decision making about your child's support is a crucial part of helping them aspire and achieve.

Talk to your child's tutor to discuss any concerns initially; they will be able to identify other people at the academy who can provide additional advice and support for your child if it is needed.

We hold review meetings for students with SEND (and for students with EHCPs there are also formal Annual Review meetings) which you are invited to attend and give your views. Academy staff and parents are encouraged to hold as many informal meetings as necessary to support your child's learning, progress and well-being.

There are lots of ways you can be involved with the academy including attending Parents/Carers evenings, partaking in the 'Parents/Carers forum' which meets with the Principal and joining The Friends of Hanham Woods.

How accessible is the Academy environment?

- Our school is a safe and accessible building and we do our best to make it welcoming to the whole community.
- The majority of our school is single storey so accessible to students and their parents and carers with physical limitations and/or mobility difficulties.
- We have accessible car parking spaces from which people can enter the academy and a number of accessible toilets.

Who can I contact for more information?

SENCO – Nicola Hathway nicola.hathway@clf.uk

Designated Safeguard Lead – Rebecca Tushingham rebecca.tushingham@clf.uk

What do I do if I am not satisfied with a decision or what is happening?

- Your first point of contact should always be the person responsible for the decision e.g. the class teacher, Pastoral Leader, SENCO or Principal. Explain your concerns first.
- If you are not satisfied that your concerns have been addressed, then please ask for the contact information of their line manager.
- If you continue to feel that your issues have not been addressed, you will be referred to a member of the Senior Leadership team.
- The Academy complaints policy detailing the complaints procedure is available on our [website](#).
- If your concern is with the local authority, you will be signposted to Supportive Parents or the South Gloucestershire Parents Forum.

Additional Information:

There are also websites that offer support which are run by national charities with hyperlinks. Examples are:

- [The British Dyslexia Association](#)
- [The National Autistic Society](#)
- [The Dyspraxia Foundation](#)
- [The ADHD Foundation](#)
- [The Social Communication Trust](#)

- [Off the Record- Bristol](#) (For advice on mental health)
- [Kooth](#) (advice on mental health with monitored online counselling.)
- [The curly hair project](#) (For advice with autism).