
Hanham Woods Academy SEN Information Report 2019-20

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 the child/ young person if your child has 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 at the start of Year 7 and for reading comprehension and spelling at the end of Years 8 and 9. 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.
- 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 of 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. You can contact the SENCO, Henrietta McDermott. 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 communications 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 the Academy adapts 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 Dyslexia Friendly teaching practices which are as multi-sensory as possible.
- Any intervention programmes for individuals or groups have specific, measurable targets, tracked against the progress of SEN pupils at Pupil Progress reports. We evaluate the progress made during these programmes to ensure they are good 'value for money'.
- 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 into 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 that focus on basic skills and life skills.
- The academy has made adaptations to the environment so that it is accessible for those with sensory or physical needs. For example:
 - We have three toilets that are wheelchair accessible.
 - 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 from the local educational psychologist.
- 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 Quality First Teaching.
- Quality First Teaching includes differentiation, target setting and personalised learning. This 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.

- 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)).

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 and their progress is tracked three times a year against their expected level of attainment. Three times 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 will receive a school report each year from your child's tutor. This will let you know about progress and set targets for your child/young person for the following year. These targets will be reviewed regularly.
- 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 students. You will have will have two further opportunities a year to discuss your child's progress and next steps with the SENCO. This can be a face to face meeting or via a telephone call. Parents, carers or the SENCO may also arrange additional meetings to support students as necessary.
- Please contact the Academy to make an appointment either with a Tutor, teacher, Raising Achievement Leader, Head of House or the SENCO if you would like to discuss how your child is getting on at school or you have any concerns. Or write any concerns in your child's/young person's school planner and their tutor will contact you.

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 vertical tutor groups with peers from Years 7 to 11. Older students help and support younger students in Tutor time.
- Alongside their tutor there are additional members of staff who are able to provide pastoral support, these include: Heads of House; Inclusion Support Lead; Counsellor; Family Support Worker; SENCO and Teaching Assistants.
- The academy has designated first aiders and a procedure for administering medications. We have a school nurse, access to CAMHS and through Access and Response, access to other services identified by need.
- 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, The Occupational Therapy, The Integra Inclusion Service Team, the School Nurse Service and Social Care.
- The introduction of Education, Health and Care Plans (to replace Statements) brings greater emphasis on 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:

- We have groups set up to support the wellbeing of pupils with social and emotional needs such as Boys or Girls Self Esteem groups.
- We have Social Skills groups based on the Talkabout or Socially Speaking programmes.
- We access support from the Parent and Family Support Advisor and after an appropriate referral, the academy Counsellor.
- A small number of pupils work on Life Skills where independence of social skills are developed and is run in an outside gardening area of the Academy.
- We use alternative provision providers including the South Gloucestershire Pathways or the CLF Engage provision.

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

- The SENCO is a qualified teacher, has specialist master's level qualifications (including the NASENCO Award), dyslexia specialist teacher and assessor qualifications (Associate Member of the British Dyslexia Association) and has had specialist training to help her in her role. In addition, CLF SENCOs work together to share and embed good practice.
- The Resource Base Co-ordinator and SEN teacher are qualified teachers and have had specialist training to help them in their roles.
- The Inclusion Lead has specialist qualifications and training to help them with their role.

- Many of the Academy's teachers and support staff have level 1 autism awareness training. Other training to meet the needs of SEND students is provided for staff as part of the academy's continuing professional development programme. For example, phonics training and working students with dyslexia. Staff can refer to strategy banks to support students in class.
- Teaching Assistants identify areas for professional development in their work and training is put in place over the course of the year.
- Links are formed with outside agencies and school staff to ensure appropriate training 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.
- All parents are invited to a coffee morning or afternoon tea to meet Heads of House and other key members of staff and have the chance to ask questions in an informal setting.
- 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.
- 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.

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

- Schools receive funding for all children including those with Special Educational Needs and these needs are met from this, including equipment. The Local Authority may contribute more funding if the cost of meeting an individual child's needs is assessed through a statutory process, leading to an EHC Plan.
- If the assessment of a child's needs identifies something that is significantly different from what is usually available, there will be additional funding allocated. Parents will have a say in how some of this is used. You will be told if this means you are eligible for a personal budget and this must be used to fund the agreed plan.
- If your child has an EHCP, the focus is on meeting their needs and working on their objectives. They will have outcomes and strategies set by the SENCO following discussion with you and your child.
- Teaching Assistants are allocated on the basis of need to support students in lessons.

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

- Quality First Teaching, involving differentiation, 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. From this the teacher will use interventions to support the classroom teaching. This will be reviewed termly.
- If progress is still not as expected, despite a suitable period of appropriate and effective support and interventions, then specialists will be involved. The impact of this advice will be monitored according to the advice given.
- If progress is still not being made, despite 'relevant and purposeful action', then we will consider requesting an Education, Health and Care assessment which will be reviewed annually. 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). The student's Local Authority will place a student there determined on need and the placement will be named on the student's Education Health Care Plan.
- 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 as part of the Annual Review in the year of transition and are 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 attend mainstream lessons for the majority of the time with either individual or shared teaching assistant support in the class. 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 and most students also have reward "choice" lessons. 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 consider 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 please contact Mrs Gifford 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. For example, through Parents/Carers evenings, the 'Parents/Carers forum' which meets with the Principal and 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.
- Ground floor rooms are accessible to students and their parents and carers with physical limitations and/or mobility difficulties.
- We have disabled car parking spaces from which people can enter the academy. There are two disabled toilets.

Who can I contact for more information?

Henrietta McDermott - SENCO (Special Educational Needs Co-ordinator)

henrietta.mcdermott@clf.uk – Tel; 0117 440 8900

Zoe James - Inclusion Lead

zoe.james@clf.uk – Tel; 0117 440 8900

Sara Hutchinson - Raising Achievement Leader

sara.hutchinson@clf.uk – Tel; 0117 440 8900

Craig Coulstring - Behaviour Lead

craig.coulstring@clf.uk – Tel; 0117 440 8900

[Supportive Parents](#) – Tel; 0117 989 7725 (Information, Advice and Support Line).

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

- Your first point of contact is always the person responsible for the decision e.g. class teacher, Raising Achievement Leader, SENCO or the 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.
Examples are:

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