

Hathaway Academy - Grays

Academy Transformation Trust Offer for children with Special Educational Needs or Disability.

Academy Transformation Trust Mission statement:

The Trust is committed to providing excellence for all pupils and supporting every child within our academies to achieve. As a Trust we make every effort to be truly inclusive. We welcome everybody into our Academy community and aim to support every child to reach their full potential.

We believe that:

- All children deserve the highest quality of teaching (first class education)
- All schools have the potential to being judged as outstanding
- All pupils can and should, leave education well prepared for their life ahead academically, personally, emotionally and socially
- All of our staff feel valued and supported in reaching their full professional potential

The Hathaway Academy recognizes that a child or young person has special educational needs and disability if they have a learning difficulty or disability which calls for special educational provision to be made for them and, as defined in the Code of Practice 2014, a young person has a learning difficulty or disability if they:

- Have a significantly greater difficulty in learning than the majority of others of the same age; or
- 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.

The Academy makes provision in accordance with the Code of Practice [2014], the SEN and Disability Act [amended 2001], Index for Inclusion [updated 2001] the Equality Act [2010]. Our SEND policy and our practice aim to reflect these principles.

Special Educational Needs or disability is identified in terms of learning& cognition, communication& interaction, social, mental &emotional health, physical and sensory needs.

The identification of SEND should be built into the overall approach to monitoring the progress and development of all pupils. The Academy believes that each child and their parents have a right to be involved in making decisions and exercising choices. The Academy is committed to

working in partnership with the child, parents, carers and outside agencies to identify needs, provide support for them and monitor the progress of all students.

The Trust's objectives for SEND provision in all our Academies

- To ensure pupils have access to a broad and balanced curriculum.
- To provide a differentiated curriculum appropriate to the child's needs and ability.
- To ensure the identification of all pupils requiring SEND provision as soon as possible.
- To ensure SEND pupils take as full a part in the life of the academy as possible..
- To ensure parents are kept fully informed of their child's progress and attainment.
- To ensure that SEND pupils are involved in making decisions affecting their future SEND provision.
- To liaise with specialists and other agencies to access specialist support for pupils and parents.

The Academy's Local Offer-

1. A student may be identified as SEND at any stage in their school life. This could be a long term difficulty which requires sustained support. It could also be a short term need requiring an intervention.

Arrangements for the admission of disabled pupils

1. The Academy will comply with its legal responsibilities under the Special Educational Needs Code of Practice 2014 and Disability Equality Act 2010.
2. The Academy will accommodate the needs of applicants who have disabilities for which, with reasonable adjustments, the Academy can cater adequately.
3. Parents of a child who has any disability should provide the Academy with full details prior to the admissions procedure, before accepting the offer of a place.
4. Based on the disability information, the Academy will assess the student's needs and consult with parents and other relevant bodies about the adjustments.

How the Needs of Special Educational Needs Pupils would be assessed:

The Academy relies on the prior information from your child's primary school. Information we receive from your child's primary school forms the basis of our further assessment and support.

On entry into year 7 every student will be assessed using the CAT and a Diagnostic Reading Test to ascertain if your child will require an additional support.

Information from subject teachers and LSAs during Yr 7 transition week also helps in identifying needs and allocating the needed support and intervention.

The Academy also uses the usual assessment and data trackers. If these suggest that your child is not making the expected progress, the subject teacher may decide if an additional / different provision would be the option.

I would like to state here that identifying, planning and monitoring students' progress in the Academy remains our priority.

How my child would be supported

The Academy offers varied and different support and provision based on your child's needs and condition. All support and provision is personalized to meet individual needs. The Academy uses the three types of waves to ensure that your child's needs are adequately met;

Students with high level of need will have their targets set by the subject teacher, and the SENCO providing support and advice. Targets would be reviewed termly to ensure that the necessary adjustment is made to reflect the child's progress.

- i. **Wave 1:** High quality teaching: The Academy believes in sound teaching and learning practices which enables all students to make the expected progress. Lessons are well differentiated to meet the individual needs. Whole classroom systems and management also help to offer the support that all the students may need to make deserving progress.
- ii. **Wave 2:** Some students may also require additional support to enable them to catch up or step up to their targets and make progress. These interventions may be in the form of;
 - Use of in-class learning support assistants (LSAs)
 - Small group literacy/numeracy work with LSAs or specialist teacher.
 - Language /numeracy withdrawal sessions with HLTA/specialist teacher.
 - Nurture group where students have the opportunity to access the curriculum at their own pace and learning styles with a well trained facilitator.
 - SENCO monitor vigorously all support and provisions to ensure progress.

- External agencies involvement where appropriate.
- iii. **Wave 3 Support:** This could be a combination of wave 1 and 2, but in addition, students who may require 1-1 support. This is not only an intervention but rather additional/different provision. These may include;
 - In class support (1-1)
 - Withdrawal sessions(1-1)
 - Pastoral support
 - Social skills training
 - External agencies involvement – EP, SLT, PCT
 - Referral for an offsite provision

How the Curriculum will be matched to my Child's needs

- Subject teachers are aware of the needs of all SEND pupils and understand their provision and support pathways.
- Subject teachers with support from SENCO will set targets for pupils on statements and high level of need.
- Subject teachers will differentiate tasks and work based on needs to enable pupils access the curriculum more easily.
- Some students benefit from LSA s support and other interventions based on needs (Wave 1-3)
- Alternate examination arrangements are available for students to enable them gain substantial advantage in their examination (Scribe, Reader, extra time etc)
- SENCO liaises with Progress Leaders and Inclusion team to discuss the most appropriate provision.

How would I as a Parent/Carer be informed of my child's progress?

- In order for the Academy to provide the best support for your child, the contributions of our parents are valuable. At any stage in the identification and assessment process you will be informed of any concerns, and what the Academy is doing to address /support your child (through phone calls, direct meetings or letters)
- Parents will receive termly assessment report /progress which show the current progress against their target grades.
- Yearly parents evening, where parents have the opportunity to interact with child's subject teachers to discuss child's progress.

- Yearly parents get together /coffee morning to highlight Academy's provisions, and to discuss child's progress and concerns.
- Annual review meetings with students on EHCP, where outside agencies that support your child's education would be present.
- Reports from Key worker meetings for high level needs pupils will be sent to parents.

Training and Preparation of LSAs and SENCO

- Our SENCO is a qualified teacher who is undertaking the National SENCO Accreditation.
- All LSAs receive regular training of a specialist nature. They also receive regular updates of the main categories of SEND.
- All our subject teachers are fully equipped to teach and provide for personalized learning.

How does the Academy support my child to access the curriculum?

- The SENCO is in constant dialogue with subject teachers in ensuring that SEND students are accessing the curriculum. SENCO supports subject teachers in setting realistic and measurable targets that commensurate with the needs of every child.
- The Academy also has a well established alternate provision unit where students could access an alternate course to equip them with the prerequisites for Post 16. This alternate provision is available to all who we feel would benefit from it. The coordinator of this provision will always discuss with parents before a student is accepted to do it.
- Homework club is run by LSAs to further support students' learning and help complete tasks/work giving by the subject teachers.

Transition Arrangements:

Key stage 2- Keys stage 3

- Progress Leader/ Transition Coordinator and SENCO visit all feeder primary schools (February)
- Parents and pupils arrange to visit the Academy to see the facilities and provisions at the Academy. They would have the opportunity to meet the Principal, SENCO, Progress Leaders and Heads of Departments.
- Transition week visit during the month of July- work with form tutors, and LSAs
- Two weeks summer school to help students to understand secondary school system and also to prepare them in Numeracy and Literacy.

- Nurture group to support most vulnerable students and to equip them with coping skills
- Special meetings with parents to put in place transition support plans
- Lunch get together with the SEND team to highlight/signpost various support within the Academy.

Key stage 3-Key stage 4

- Nurture group
- Working with Deputy SENCO/ Alternate provision coordinator on optional choice
- Year 9 options evening and assembly

Key stage 4-Post 16

- Personal meetings with students and parents
- Career counseling in the Academy
- Support in open events to Colleges and careers fairs
- Support with College applications and arranged College visits
- Introductory letters to Colleges of choice

Who do I Speak to when I have any concerns?

- The SENCO is available to discuss further any issues that you may have. You may contact him on 01375 898000.
- The Link governor for SEND is Karen Boyles, The Chair of Governors
- Parent Partnership Thurrock is based at the Culver Centre, Daiglen Drive, South Ockendon, Essex RM15 5RR.
Tel No: 01708 859692
E-mail: parent.partnership@thurrock.gov.uk