



## The Hathaway Academy

### 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 students 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 be judged as outstanding.
- All students 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 recognises that a child or young person has a 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 2015. 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 for students in accordance with the Code of Practice 2015, the SEN and Disability Act 2001, Index for Inclusion 2001 the Equality Act 2010. Our SEND policy and our practice aim to reflect these principles.

Student's level of SEN is generally thought of in the following four areas of support:

- i) Communication and interaction
- ii) Cognition and learning
- iii) Social, emotional and mental health
- iv) Sensory and/or physical needs

The identification of SEND is built into the overall approach to monitoring the progress and development of all students. The Academy believes that each student and their parents/carers have a right to be involved in making decisions and exercising choice. The Academy is committed to working in partnership with the student, parents/carers and outside agencies to identify needs, provide support for students and monitor the progress of all students.

The Trust's objectives for SEND provision are:

- To ensure students 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 students requiring SEND provision as soon as possible.
- To ensure SEND students 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 students are involved in making decisions affecting their future SEND provision.
- To liaise with specialists and other agencies to access specialist support for students and parents.

### **The Academy's Information**

The Academy's information should be read in conjunction with the SEND Policy.

<file:///T:/Whole%20School/Policies,%20Protocols%20&%20Procedures/SEND%20Policy.pdf>

The information is also linked to the Thurrock Councils SEND local offer:

<http://www.askthurrock.org.uk/kb5/thurrock/fis/localoffer.page>

### **Arrangements for the admission of disabled students:**

1. The Academy will comply with its legal responsibilities under the Special Educational Needs Code of Practice 2015 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/carers 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 do we identify and assess students with Special Educational Needs?**

Students with SEND are usually highlighted upon transition to the Academy. The Academy relies on the former school providing accurate information about the child's level of need. This information forms the basis for further assessment and support. Upon entry into Year 7 all students are assessed using the CATs and a Diagnostic Reading Age Test to ascertain if a student will require any additional support.

Information from subject teachers and LSAs during Year 7 transition week also helps in identifying needs and allocating the required support and intervention when they start fully at the Academy.

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 any additional/different provision could be an option.

The SEND department uses the graduated approach to support and meet the needs of the students. This takes the form of the four-part cycle; **Assess, Plan, Do, Review**.

### **How my child would be supported?**

The Academy offers a variety of personalised provisions to support your child's needs and condition. The Academy uses three different waves of intervention to ensure that your child's needs are adequately met.

Students with a high level of need will have their targets set by their subject teacher, with the SENCO providing support and advice. Targets will 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 quality first teaching, 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 support to students to ensure progress.
- ii. **Wave 2:** Some students may also require additional support to enable them to close the gap between their current level of attainment and their target grade. This support may be in the form of:
  - In-class learning support assistants (LSAs)
  - Small group literacy/numeracy work with LSAs or specialist teachers
  - Language/numeracy withdrawal sessions with HLTA/specialist teachers
  - A Nurture Group where students have the opportunity to access the curriculum at their own pace and learning style with a well-trained facilitator
  - SENCO monitors vigorously all support and provisions to ensure progress
  - The involvement of external agencies where appropriate.
- iii. **Wave 3 Support:** This could be a combination of wave 1 and 2 and in addition involve 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, EWHMS
  - Referral to an offsite provision

### **How the Curriculum will be matched to my child's needs?**

- Subject teachers are aware of the needs of all SEND students and understand their provision and support pathways.
- Subject teachers, with support from the SENCO, will set targets for students who have an EHCP and/or have a high level of need.
- Subject teachers will differentiate tasks and work, based on the student's level of need to enable them to access the curriculum better.
- Some students may require LSA support and other interventions based on needs (Wave 1-3).
- Examination access arrangements are available for students with SEND to enable them to fully access the requirements and expectations of their examination (Scribe, Reader, extra time, access to smaller room).
- SENCO liaises with Progress Leaders and the 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/carers is invaluable. 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. This could be through phone calls, direct meetings or letters.

- Parent/carers will receive a termly assessment/progress report that shows the current progress against their target grades.
- Yearly parents/carers evening, where parents/carers have the opportunity to interact with their child's subject teachers to discuss their child's progress.
- Annual review meetings with students who have an EHCP, where outside agencies that support your child's education would be present.
- Reports from keyworker meetings for high level needs students will be sent to parent/carers.

### **Training and Preparation of SENCO, HLTAs & LSAs**

Our SENCO is a qualified teacher and is working towards the National SENCO Accreditation.

- All HLTAs and LSAs receive regular training of a specialist nature as well as regular updates on SEND.
- All our subject teachers are fully equipped to teach and provide personalised learning.

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

There is emphasis on **Quality First Teaching** as a step to meet the needs of students with SEND. Subject teachers have better understanding of all students they teach. The subject teacher is responsible for planning and differentiating work for each lesson to ensure that every student makes the expected levels of progress. The SENCO is in constant dialogue with subject teachers in ensuring that SEND students are accessing the curriculum. The SENCO supports subject teachers in setting realistic and measurable targets that commensurate with the needs of every student.

The Academy organises various intervention and remedial sessions to help students to catch up:

- Homework club in all subjects
- Literacy session through the 'Literacy tool Box'
- Guided reading
- Spelling intervention
- Handwriting sessions
- Numeracy intervention
- 1:1 mentoring
- Access to examination arrangements
- Support from specialist services like EP, OT and Paediatrician
- Social skills clubs

### **How will you ensure a smooth transition for my child from Primary to Secondary school?**

#### **Key stage 2 to Key Stage 3:**

- Progress Leader/Transition Coordinator and SENCO visit all feeder primary schools to obtain relevant information about each student with SEND.
- Parents and students arrange visits to the Academy to see the facilities and provisions at the Academy. They have the opportunity to meet the Principal, SENCO, Progress Leaders and subject Co-ordinators to discuss any concerns.
- Prospective students to the Academy attend a one-week transition visit to interact with subject teachers, Tutors and LSAs.
- There is a Nurture group to support the most vulnerable students and fully equip them with coping skills.

- Special meetings with parents to discuss any specific requirements for students with SEND.
- Lunch get together with the SEND team to highlight/signpost various support within the Academy. This is an opportunity for Year 7 students with SEND to meet with the SEND team and share their concerns.

#### **Key Stage 3 to Key Stage 4**

- SENCO support and offer of advice to students with SEND on subject and career pathways.
- Year 9 options evening, offers information and advice on subject choices.

#### **Key Stage 4 to Post 16**

- Personal meetings with students and parents/carers.
- Careers interview.
- 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 Felicity Lorraine and is available to discuss any concerns that you may have. You may contact her on 01375 371361.
- The Link Governor for SEND is Stacey Armstrong, who can be contacted via the Academy, 01375 371361.
- Parent Advisory Team Thurrock can be contacted on 01375 389894 or email: info@patt.org.uk.
- SEND Thurrock Local office, 01375 652555.