



The Nicholas Hamond Academy

SEND Offer

Date of Introduction

Date of Review: March 2017

Date of next Policy Review: March 2018

Signed Acting Principal

Signed Chair of Governors

Author: Mrs L. Bernard

The Nicholas Hamond Academy Report on Special Educational Needs and 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 academy we make every effort to be a truly inclusive school. We welcome everybody into our academy community and aim to support every child to reach their full potential.

We believe that:

- all children deserve a first class education
- all schools can be transformed to being judged as outstanding
- all pupils can, and should, leave education well prepared for their life ahead
- everyone has hidden potential to be uncovered and nurtured.

The academy recognises that a child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them and, as defined in the 2014 Code of Practice, 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] and the Discrimination and Disability Act [Dec.2006]. Our SEN policy and our practice aim to reflect these principles.

Special Educational Needs are identified in terms of learning, communication, interaction and emotional health, physical and sensory needs. The identification of SEN should be built into the overall approach to monitoring the progress and development of all pupils. The academy believes that each child has 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.

Our Special Educational Needs and Disabilities (SEND) Offer

Objectives of the Academy's SEND provision:

- 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 as possible as soon 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.

SEND Information Report for The Nicholas Hamond Academy 2017-18

Introduction

Welcome to our SEND information report which is part of the Norfolk Local Offer for learners with Special Educational Needs.

At The Nicholas Hamond Academy we are committed to working together with all members of our school community. This local offer has been produced with pupils, parents/carers, governors and members of staff.

Name of SEND governor: Mr. S. Baxter

Name of SENCO: Mrs L. Bernard

Name of Acting Principal: Mr. M. Booth

Our Approach to SEND Teaching and Learning

At The Nicholas Hamond Academy we believe in participation for all. We want all adults and students to participate in learning and we celebrate all members of our community. We create an inclusive culture in our school and we aim to be more responsive to the diversity of students' backgrounds, interests, experience, knowledge and skills.

We believe that:

- all students are entitled to a broad, balanced and differentiated curriculum that satisfies individual learning needs by realistic and achievable goals
- students are entitled to access the National Curriculum
- students learning happens alongside their physical, emotional and spiritual development
- all teachers at The Academy are responsible for meeting the needs of the students they teach
- parents have an important role in deciding suitable support
- students have a valuable role in helping to design effective support programmes
- governors have a responsibility for ensuring the Academy implements the special needs policy

- the Academy takes account of the Equality Act

At The Nicholas Hamond Academy we value high quality teaching for all learners, actively monitoring teaching and learning. For more information on our approach please see our teaching and learning policy.

Our Academy improvement plan is about developing learning for all. Continued professional development (CPD) opportunities are planned for all staff.

We aim to create a learning environment which is flexible enough to meet the needs of all members of our school community. We monitor progress of all learners and staff continually assess that learning is taking place. Our whole school system for monitoring progress includes regular student progress meetings and staff engage in coaching and supervision.

How we identify SEND

At different times in their school career, a student may have a special educational need. The Code of Practice defines SEND as:

“A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- (a) have a significantly greater difficulty in learning than the majority of others of the same age:
or
- (b) 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.”

If a learner is identified as having SEN, we will provide provision that is ‘additional to or different from’ the normal differentiated curriculum, intended to overcome the barrier to their learning.

Learners can fall behind in school for lots of reasons. They may have been absent from school, they may have attended lots of different schools and not had a consistent opportunity to learn. They may not speak English very well or at all, they may be worried about different things that distract them from learning. At The Nicholas Hamond Academy we are committed to ensuring that all learners have access to learning opportunities and for those who are at risk of not learning, we will intervene. This does not mean that all vulnerable learners have SEN. Only those with a learning difficulty that requires special educational provision will be identified as having SEN.

Our SEN profile for 2017-18 shows that we have 32% of children identified as having SEN.

Assessing SEND at The Nicholas Hamond Academy

Students with Special Educational Needs are identified as early as possible through close contact with feeder schools and parents. A system of passing on records from primary schools is in place and the SENCO visits the primary school prior to year 6 students joining the Academy.

Clear procedures for identification are:

- previous teaching records
- current teaching records
- half yearly screening
- nationally recognised screening tools
- Key Stage SATs results
- teaching assessments and observations

- information from parents
- staff discussions with SENCO and other colleagues
- detailed monitoring and Individual Educational Plan reviews
- specialist expertise
- opportunities for students and parents to be involved
- frequent and detailed reviews of progress
- discussions with students

The Academy follows the guidelines within the SEN Code of Practice (2014); this outlines a model of action and intervention to help children who have Special Educational Needs. This approach recognises that there is a continuum of special Educational Needs and where necessary, increasing specialist expertise will be brought to bear on difficulties that a child may be experiencing.

At The Nicholas Hamond Academy we seek support from specialist teams:

- Educational Psychologist
- Speech Therapist
- Advisory Support Teacher
- Sensory Support
- The School Nursing Team
- Soldiers and Sailors Families Association (SSAFA)
- Family Action
- Leeway
- Children Services
- Access Through Technology
- School to School

We also employ three Lead Teaching Assistants and six Learning Support Assistants.

What we do to support learners with SEN at The Nicholas Hamond Academy

Every Teacher is required to adapt the curriculum to ensure access to learning for all students in their class. Our teachers use various strategies to adapt access to the curriculum. This might include using:

- visual timetables
- writing frames
- iPads, laptops or other alternative recording devices that have been agreed by the Academy
- peer buddy systems
- positive behaviour reward system
- emotional and social development
- pastoral support
- bullying awareness
- colleges

Each learner identified as having SEN is entitled to support that is 'additional to or different from' a normal differentiated curriculum. The type of support is dependent on the individual learning needs and is intended to enable access to learning and overcome the barrier to learning identified. This support is described on a provision map, which although does not detail the individual learner

names, describes the interventions and actions that we undertake at The Nicholas Hamond Academy to support learners with SEN across all year groups. We modify the provision map regularly, and it changes every year as our learners and their needs change.

At The Nicholas Hamond Academy we share the provision map with our colleagues within the cluster so that we can learn from each other and demonstrate what we offer for learners with SEN. We are also able to promote consistent practice across all schools in our cluster ensuring equality of opportunity.

Our provision map is shared with Governors who are able to ensure that we monitor impact of these interventions on learning across the school.

Provision at the Academy

The structures and systems that may be used are:

- transition group
- accelerated reading programme
- in class support
- homework clubs
- mentoring
- anger management
- speech therapy
- social group
- continued discussion with colleagues regarding progress
- individual tracking of vulnerable groups
- Learning Support Unit
- Looked After Children 1-1 tutoring
- Icen Group Provision

The aim for the Icen Group is for all its SEN students to make at least Good Progress and to prepare them to enter and succeed in mainstream through effort, attainment and building on social and emotional skills. Icen students receive English, maths, Geography, History and Art lessons within the Icen classroom. Science, PE, European Studies and the Carron reading programme are taught by other members of staff.

External Support

- Educational Psychologist
- Advisory Support Teacher
- Speech Therapy
- Physiotherapy
- Occupational Therapy
- Child and Adolescent Mental Health Service (CAMHS)
- Travelling Children Services
- Leeway
- School Nurse
- Sexual Health Nurse
- Family Action

Funding for SEN

The Nicholas Hamond Academy receives funding directly to the school from the Local Authority to support the needs of learners with SEN. This is described in the SEN memorandum. The amount of funding we received for 2017-18 is £293,947.97.

The cluster of schools also receive funding from the Local Authority which is distributed as 'top up' funding for learners who require support that exceeds that available at school. The cluster funding (for all schools in the cluster) for 2017-18 is £30,508. The Nicholas Hamond Academy will bid for funding as appropriate.

The Cluster schools are committed to working together to improve learning for all, and we are able to share resources, training and moderate provision for learners with SEN.

How do we find out if this support is effective?

Monitoring progress is an integral part of teaching and leadership within The Nicholas Hamond Academy. Parents/carers, students and staff are involved in reviewing the impact of interventions for learners with SEN. We follow the assess, plan, do, review model and ensure that parents/carers and students are involved in each step. Before any additional provision is selected to help the student, the SENCO, Teacher, parent/carer agrees what they expect to be different following the intervention. A baseline will also be recorded, which can be used to compare the impact of the provision.

Students, parents/carers and their Teaching and Support staff will be directly involved in the new code of practice reviewing progress. This review can be built in to the intervention itself, or it can be a formal meeting held at least once a term, where we all discuss progress and the next steps. If a learner has an Educational Health Care Plan (EHC plan) the same termly review conversations take place, but the EHC plan will also be formally reviewed annually.

The SENCO collates the impact data of interventions, to ensure that we are only using interventions that work. Intervention data is shared with the Cluster so all SENCOs in our cluster are able to select high quality provision.

Progress data of all learners is collated by the whole school and monitored by Teachers, Senior Leaders and Governors. Our school and cluster data is also monitored by the Local Authority and Ofsted.

Other Opportunities for Learning

We are committed to making reasonable adjustments to ensure participation for all, so please contact our Extended School Co-ordinator, Miss T Welham, to discuss specific requirements.

All staff at The Nicholas Hamond Academy has regular training on the Equality Act 2010. This legislation places specific duties on schools, settings and providers including the duty not to discriminate, harass or victimise a child or adult linked to a protected characteristic defined in the Equality Act and to make 'reasonable adjustments.'

The Equality Act 2010 definition of disability is:

"A person has a disability for the purpose of this Act if (s)he has a physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day-to-day activities." Section 1 (1) Disability Discrimination Act 1995

This definition of disability in the Equality Act includes children with long term health conditions such as asthma, diabetes, epilepsy and cancer. Students with such conditions do not necessarily have SEN, but there is a significant overlap between disabled students and young people with SEN. Students may therefore be covered by both SEN and disability legislation.

Have your say

At the Nicholas Hamond Academy we can shape and develop provision for all our learners ensuring achievement for all. This SEN report declares our annual offer to learners with SEN, but to be effective it needs the views of all our parents/carers, learners, governors and staff, so please engage with our annual process to 'assess plan, do and review' provision for SEN. Please contact us via reception or office@tnha.org.uk.

Useful links

www.norfolk.gov.uk/SEN

Parent Partnership

www.dfe.gov.uk