



SEN Information

September 2020/21

Academy Transformation Trust's Offer 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 we make every effort to be a 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 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 academically, personally, emotionally and professionally
- all of our staff feel valued and supported in reaching their full professional potential

The Academy recognises that 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 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 Children and Families Act [2014], Index for Inclusion [updated 2001] the Equality Act [2010].

Our SEN policy and our practice aim to reflect these principles. Special Educational Needs or disability is identified in terms of learning, communication, interaction, and 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. ATT believes that each child and their parents have a right to be involved in making decisions and exercising choices.

ATT and our Academies are 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 SEN pupils are listened to, particularly in relation to keeping them safe.
- 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

Objectives of the Academy's SEND provision:

We aim to maximise the educational opportunities of all within our comprehensive community in a stimulating and caring environment. We are determined to meet the educational needs of all our students. We aim to ensure the identification of all pupils requiring SEND provision as soon as possible and to ensure SEND pupils take as full a part as possible as soon as possible. As well as to ensure parents are kept fully informed of their child's progress and attainment and 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.

Some students will, permanently or from time to time, have a significantly greater difficulty in learning than the majority of children their age. Some may have disabilities, which prevent or hinder them making the use of the facilities provided for our students. We will give these students individual consideration and make special provision for them, working in partnership with others as necessary. The Governors' intention is that the needs of all students are identified and met as soon as possible. All students whether they have special educational needs or not, must have an equal opportunity to participate in the full and balanced curriculum of the academy (including the National Curriculum) and all activities and where necessary to provide a differentiated curriculum appropriate to the child's needs and ability. Students with special educational needs will be encouraged to become independent and take responsibility within the academy.

Everyone in the academy community – governors, staff, students and parents/carers – has a positive and active part to play in achieving this aim.

[You can find the TNHA SEND Report to Governors 2020-21 by clicking here](#)

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: Dr Sue Gattuso

Name of SENCO: Mrs L. Bernard

Assistant SENCO: Mrs D. Chapman

Principal: Mr. M. Woodhouse

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 academy and we aim to be more responsive to the diversity of students' backgrounds, interests, experience, knowledge and skills. The academy believes high quality teaching, differentiated for individual students, is the first step in responding to students who have or may have SEND. The quality of teaching for students with SEND, and the progress made by students, is a core part of the academy's performance management arrangements and its approach to professional development for all teaching and support staff. 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.

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 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

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 post16 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 many 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 2020-21 shows that we have 18.8% 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. Regular monitoring of academy students also takes place by all teaching and support staff.

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 and students
- 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
- specialist expertise information shared with parents

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 two Lead Teaching Assistants & three 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

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:

- 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
- Phonics Programmes – Toe by Toe, Word Wasp
- Lucid testing to identify learning needs/gaps
- Periodic class extraction to develop literacy skills
- Period class extraction to develop edam strategies
- Social strategies – training in the LSU

External Support

There are a range of outside agencies that make frequent visits to the SEND Team and work with identified students.

- 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

Transition

To support transition from feeder primary schools visits are made by the SENCo and Assistant SENCo to gain information and to build up positive relationships with the students. In addition to this, extra visits to the academy and feeder schools are made prior to transfer to aid transition even further. Both students and parents find this very reassuring. Some students require extra support with transition and tours and extra sessions may be required. This allows students from the feeder primary school to meet other students and spend quality time in their new academy environment. As a faculty, we work with the feeder schools and parents to try our best to tailor transition to the students' needs to help the students have the best possible start at the academy.

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. Progress and interventions are recorded on the school system of provision map.

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 academy 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 SEND Team to discuss specific requirements.

All staff at The Nicholas Hamond Academy have 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.

The academy follows the guidelines within the SEN Code of Practice (2014) where all teachers are teachers of SEND. However, despite good quality teaching some students may struggle for various reasons to make progress in class and will need to receive further SEND support. Their needs may be more complex and a student may require an Educational Health Care Plan (EHCP)

In these cases, most support is within the class but there are a variety of groups in addition to this which target identified students. On occasions, some students may be withdrawn from some lessons to follow a Literacy Intervention programme to improve their communication, reading and writing skills.

The academy makes sure that Access Arrangements for GCSE examinations and coursework are arranged following a full assessment giving these students access to what they are entitled to.

The SEND Team has its own budget, which is managed by the SENCo. This is used to assist the raising of standards; student skills, ensuring access to the curriculum and taking into account individual needs.

Some of the resources include:

- Staff expertise
- Wide range of books, materials and tasks to suit students different abilities. Reading books have been especially chosen to be at the interest level and reading level of those who receive SEN support
- Wide range of games and activities to suit emotional, behavioural issues
- Resources and equipment for specific difficulties e.g. visual impairment
- A range of information technology facilities and programs including Dragon Dictate to help pupils to record information.
- Arrangements for access arrangements for external examinations and provision of additional invigilators.

To be able to communicate effectively with support staff and teaching staff about students who receive SEND support information on students with SEND are uploaded to Provision Map. This has been designed to include important information regarding the young person, what their strengths are, their ambitions, what they find particularly difficult and what helps them to learn. The student and families will be involved in producing this document and it will be reviewed on a regular basis.

Students and parents/carers will always be consulted about their child's EHC plans and profiles as their voice and opinions are an integral part of the student making progress. Consultation will take place through annual reviews, parents' evenings and meetings held with the tutor. Running alongside this students and parents/carers will be able to track progress from regular progress and academic reports and information on GO 4 Schools.

Evaluation of Provision

The SEND Team is motivated by the desire to enable all students to make progress at the academy. The support team works tirelessly to involve and include all students and ensure they leave The Nicholas Hamond Academy with a positive future ahead of them.

To ensure this happens there is regular evaluation and monitoring. This takes place through work scrutiny, SEND walks, lesson observations, meetings with students and parents/carers and academy surveys. It is the role of the governors to ensure SEND provision is an integral part of the academy improvement plan and the quality of SEND provision is continually monitored.

SEND is also evaluated through the Trust 'Full Academy Review' which takes place annually.

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.

How to Contact us

Mrs Bernard SENCo / Mrs Chapman Assistant SENCo

The Nicholas Hamond Academy
Brandon Road
Swaffham
Norfolk
PE37 7DZ

Telephone: 01760 721480 ext 6081

Email: Liz.Bernard@tnha.org.uk or Denise.Chapman@tnha.org.uk

Other Useful Contacts

Ms Ogden- Designated Safeguarding Lead

Telephone: 01760 721480

Email: Katie.Ogden@tnha.org.uk

Useful links

www.norfolk.gov.uk/SEN

Parent Partnership

www.dfe.gov.uk