



SEND Information Report 2021-22

The Nicholas Hamond Academy



[#TransformingLives](#)

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Our Vision

We have one core purpose:

To have the biggest positive impact in the varied communities we serve through ensuring top drawer education for our learners. #TransformingLives

How do we ensure this across our trust?

In all we do we are:

1. Ethical to the core, ensuring that education is always front and centre
2. Futures focused system leaders – never simply followers
3. Collaborative in every endeavour
4. Resolutely learner centred.

What does this look like across our trust?

Education

We are:

1. Ruthlessly ambitious for all who learn and work with us
2. Unwaveringly inclusive – determined on eradicating barriers to educational success
3. Committed to excellent teaching
4. Determined upon academic excellence for all in our communities
5. Compassionate, ethical and caring advocates for all in our communities
6. Outwardly facing and globally conscious

Operations

We are:

1. Committed to the very best people development and empowerment
2. Determined to shout loudly and share proudly our successes
3. The best professional and technical experts (supporting education) in the sector
4. Committed to the very best understanding and management of risk

Financial

We are:

1. Providing the best possible public service for the best possible value
2. Determined to supplement our public income with shrewd income generation
3. Building financially sustainable models of educational improvement in our communities
4. Demonstrably efficient in all we do

Our values

- We will work inclusively within our communities, embracing the varied localities we serve while sharing our common vision and values.
- We will develop the very best leaders of the future, working to improve education and transform lives.
- We will adhere unwaveringly to the ‘Nolan Principles’ of Public Service, which is made clear in our commitment to Ethical Leadership.

Statement of intent

We are committed to taking positive action in the light of the Equality Act 2010 with regard to the needs of people with protected characteristics. These are age, disability, pregnancy and maternity, religion and belief, race, sex, sexual orientation, gender reassignment and marriage and civil partnership.

We will continue to make reasonable adjustments to avoid anyone with a protected characteristic being placed at a disadvantage.

We strive to significantly improve the quality of learning and life experiences of pupils in all of our academies, particularly those pupils who have a special educational need or disability. We are committed to offering an inclusive curriculum to ensure the best possible progress for all our pupils whatever their need or disability.

Our academies make provision in accordance with the statutory guidance for Special Education Needs and Disability (SEND) Code of Practice (2015) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEN Policy

Our academies recognise 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 him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

Children must not be regarded as having a learning difficulty solely because their home language is different from English.

Where a child or young person has a disability or health condition which requires special educational provision to be made, they will be covered by the SEN definition.

Who parents can contact for further information at our academy:

Name	Role	Contact Details
Tara Crumpler	SENCO	tara.crumpler@tnha.org.uk
Sylvia Grice	SEND Governor	Sylvia.grice@tnha.org.uk
Sarah Cooper	Assistant SENCO	Sarah.cooper@tnha.org.uk

Contact details of support services for parents of pupils with Special educational needs:

1. Norfolk SENDIAS (SEND information, advice and support service)

Website: [Norfolk SEND Partnership Home Page \(norfolksendiass.org.uk\)](http://norfolksendiass.org.uk)

Email: norfolksendiass@norfolk.gov.uk

Phone: 01603 704070

2. Just one Norfolk

Website: [Health Advice & Support for Children - Just One Norfolk](#)

Phone: 0300 300 0123

Information on where the local authority's offer is published:

Website: [SEND Local Offer - Norfolk County Council](#)

The Nicholas Hamond Academy's Local Offer

1. The kinds of special educational needs provided for:

Refer to Appendix A – Academy Needs Analysis

2. Our vision for SEND at TNHA

Our vision for children with special educational needs and disabilities is the same as for all children and young people – that they achieve well at school and in college and lead happy and fulfilled lives. For children and young people this means that their experiences will be of a system which is efficient, strategic, and streamlined. Their special educational needs and disabilities will be picked up at the earliest point with support routinely put in place quickly, and their parents will know what services they can reasonably expect to be provided. Children, young people and their parents or carers will be fully involved in decisions about their support and what they want to achieve. Importantly, aspirations for children and young people will be raised through an increased focus on life outcomes, including employment and greater independence.

For clarity, a child or young person has Special Educational Needs (SEN) if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age

For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools.

The following document outlines all provision that we at TNHA provide that is additional to or different from the standard, mainstream offer. This provision is research-based and continually reviewed and quality assured so that we can be confident that we are offering the very best provision and support for all children who attend our Academy.

3. Improving outcomes: high aspirations and expectations for children and young people with SEN

All children and young people are entitled to a high-quality education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential. This should enable them to:

- achieve their best
- become confident individuals living fulfilling lives, and

- make a successful transition into adulthood, whether into employment, further or higher education or training

TNHA is required to identify and address the SEN of the pupils that they support. We must:

- use our best endeavours to make sure that a child with SEN gets the support they need – this means doing everything we can to meet children and young people’s SEN
- ensure that children and young people with SEN engage in the activities of the school alongside pupils who do not have SEN
- designate a teacher to be responsible for co-ordinating SEN provision – the SEN co-ordinator, or SENCO
- inform parents when we are making special educational provision for a child

There is a member of the governing body with specific oversight of the school’s arrangements for SEN and disability, and school leaders regularly review how expertise and resources used to address SEN can be used to build the quality of whole-school provision as part of their approach to school improvement.

The quality of teaching for pupils with SEN, and the progress made by pupils, is a core part of the school’s performance management arrangements and its approach to professional development for all teaching and support staff. School leaders and teaching staff, including the SENCO, work together to strategically identify any patterns in the identification of SEN, both within the school, and in comparison with national data and use these to reflect on and reinforce the quality of teaching.

The identification of SEN is built into the overall approach to monitoring the progress and development of all pupils.

4. Our Curriculum

All pupils have access to a broad and balanced curriculum. The National Curriculum Inclusion Statement states that teachers should set high expectations for every pupil, whatever their prior attainment. Teachers should use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty should be identified and addressed at the outset. Lessons should be planned to address potential areas of difficulty and to remove barriers to pupil achievement. In many cases, such planning will mean that pupils with SEN and disabilities will be able to study the full national curriculum.

5. Identifying SEN at TNHA

We have a clear approach to identifying and responding to SEN. The benefits of early identification are widely recognised – identifying need at the earliest point and then making effective provision improves long-term outcomes for the child or young person.

A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require such support. Such improvements in whole-class provision tend to be more cost effective and sustainable.

TNHA assess each pupil’s current skills and levels of attainment on entry, building on information from previous settings and key stages where appropriate. At the same time, TNHA considers evidence that a pupil may have a disability under the Equality Act 2010 and, if so, what reasonable adjustments may need to be made for them.

Class and subject teachers, supported by the senior leadership team, make regular assessments of progress for all pupils. These seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child’s previous rate of progress

- fails to close the attainment gap between the child and their peers
- widens the attainment gap

It can include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to adult life.

The first response to such progress is **high quality teaching** targeted at their areas of improvement. Where progress continues to be less than expected the class or subject teacher, working with the SENCO, assesses whether the child has SEN. While informally gathering evidence (including the views of the pupil and their parents) TNHA do not delay in putting in place extra teaching or other rigorous interventions designed to secure better progress, where required. The pupil's response to such support can help identify their particular needs.

For some children, SEN can be identified at an early age. However, for other children and young people difficulties become evident only as they develop. All those who work with children and young people should be alert to emerging difficulties and respond early. In particular, parents know their children best and it is important that all professionals listen and understand when parents express concerns about their child's development. They should also listen to and address any concerns raised by children and young people themselves.

Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN. Where there are concerns, there is a full SEN assessment to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues. If it is thought housing, family or other domestic circumstances may be contributing to the presenting behaviour a multi-agency approach, supported by the use of approaches such as the Early Help Assessment, may be used. In all cases, early identification and intervention can significantly reduce the use of more costly intervention at a later stage.

Professionals at TNHA are alert to other events that can lead to learning difficulties or wider mental health difficulties, such as bullying or bereavement. Such events will not always lead to children having SEN but it can have an impact on wellbeing and sometimes this can be severe. TNHA ensures that appropriate provision for a child's short-term needs is always put in place in order to prevent problems escalating. Where there are long-lasting difficulties, TNHA considers whether the child might have SEN.

Slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having SEN. However, they may be an indicator of a range of learning difficulties or disabilities. Equally, it is not to be assumed that attainment in line with chronological age means that there is no learning difficulty or disability. Some learning difficulties and disabilities occur across the range of cognitive ability and, left unaddressed may lead to frustration, which may manifest itself as disaffection, emotional or behavioural difficulties.

Identifying and assessing SEN for children or young people whose first language is not English requires particular care. TNHA looks carefully at all aspects of a child or young person's performance in different areas of learning and development or subjects to establish whether lack of progress is due to limitations in their command of English or if it arises from SEN or a disability. Difficulties related solely to limitations in English as an additional language are not SEN.

When reviewing and managing special educational provision the broad areas of need and support form the basis of support at TNHA.

These four broad areas give an overview of the range of needs that are planned for. The purpose of identification is to work out what action TNHA needs to take, not to fit a pupil into a category. In

practice, individual children or young people often have needs that cut across all these areas and their needs may change over time. For instance speech, language and communication needs can also be a feature of a number of other areas of SEN, and children and young people with an Autistic Spectrum Disorder (ASD) may have needs across all areas, including particular sensory requirements. A detailed assessment of need ensures that the full range of an individual's needs is identified, not simply the primary need. The support provided to an individual is always based on a full understanding of their particular strengths and needs and seek to address them all using well evidenced interventions, targeted at their areas of difficulty and where necessary specialist equipment or software.

6. Broad areas of need

Communication and interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

At TNHA, we have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils.

Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or rehabilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide

services for deafblind children and young people is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health.

Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

7. Special educational provision at TNHA

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. TNHA regularly and carefully reviews the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.

In deciding whether to make special educational provision, the teacher and SENCO considers all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This includes high quality and accurate formative assessment, using effective tools and early assessment materials. For higher levels of need, TNHA have arrangements in place to draw on more specialised assessments from external agencies and professionals.

This information gathering includes an early discussion with the pupil and their parents. These early discussions with parents are structured in such a way that they develop a good understanding of the pupil's areas of strength and difficulty, the parents' concerns, the agreed outcomes sought for the child and the next steps. A short note of these early discussions is added to the pupil's record on the school information system and given to the parents. TNHA also tells children, parents and young people about the local authority's Information, Advice and Support Service.

Consideration of whether special educational provision is required always start with the desired outcomes, including the expected progress and attainment and the views and wishes of the pupil and their parents. This then helps to determine the support that is needed and whether it can be provided by adapting the school's core offer or whether something different or additional is required. These principles are applied to planning for all children and young people with SEN. From Year 9 onwards, the nature of the outcomes will reflect the need to ensure young people are preparing for adulthood.

The outcomes considered include those needed to make successful transitions between phases of education and to prepare for adult life. TNHA engages with FE providers as necessary to help plan for these transitions. The agreed actions may also include those taken to make sure the school meets its duty to ensure that pupils with SEN engage in school activities together with those who do not have SEN.

However support is provided, a clear date for reviewing progress is always agreed and the parent, pupil and teaching staff are each clear about how they will help the pupil reach the expected outcomes. The overriding purpose of this early action is to help the pupil achieve the identified outcomes and remove any barriers to learning. Where it is decided that a pupil does have SEN, the decision should be recorded in the school records and the pupil's parents will be formally informed that special educational provision is being made. Arrangements for appropriate support is then made through TNHA's approach to SEN support.

8. SEN support at TNHA

Where a pupil is identified as having SEN, TNHA takes action to remove barriers to learning and put effective special educational provision in place. This SEN support always takes the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEN of children and young people.

Assess

In identifying a child as needing SEN support the class or subject teacher, working with the SENCO, carries out a clear analysis of the pupil's needs. This draws on the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as information from the school's core approach to pupil progress, attainment, and behaviour. It also draws on other subject teachers' assessments where relevant, the individual's development in comparison to their peers and national data, the views and experience of parents, the pupil's own views and, if relevant, advice from external support services. At TNHA, we take seriously any concerns raised by a parent. These are always recorded and compared to the setting's own assessment and information on how the pupil is developing.

This assessment is then reviewed regularly. This will help ensure that support and intervention are matched to need, barriers to learning are identified and overcome, and that a clear picture of the interventions put in place and their effect is developed. For some types of SEN, the way in which a pupil responds to an intervention can be the most reliable method of developing a more accurate picture of need.

In some cases, outside professionals from health or social services may already be involved with the child. These professionals should liaise with the school to help inform the assessments. Where professionals are not already working with school staff the SENCO may contact them if the parents agree.

Plan

Where it is decided to provide a pupil with SEN support, the parents are always formally notified, although parents would have already been involved in forming the assessment of needs as outlined above. The teacher and the SENCO agree in consultation with the parent and the pupil the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review.

All teachers and support staff who work with the pupil are made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This is also recorded on the school's information system.

The support and intervention provided is selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness, and is always provided by staff with sufficient skills and knowledge.

Parents are always fully aware of the planned support and interventions and, where appropriate, plans seek parental involvement to reinforce or contribute to progress at home.

Do

The class or subject teacher always remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, the class teacher(s) still retain responsibility for the pupil. They work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENCO supports the class or subject teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

Review

The effectiveness of the support and interventions and their impact on the pupil's progress is always reviewed in line with the agreed date.

The impact and quality of the support and interventions is always evaluated, along with the views of the pupil and their parents. This then feeds back into the analysis of the pupil's needs. The class or subject teacher, working with the SENCO, then revises the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil.

Parents will be given clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps.

Where a pupil has an EHC plan, the local authority must review that plan as a minimum every twelve months. TNHA will always co-operate with the local authority in the review process and, as part of the review, the local authority can require schools to convene and hold annual review meetings on its behalf.

9. What support is available for improving the emotional, mental and social development of pupils with special educational needs:

At TNHA we take the social, emotional and mental health needs of our students very seriously. As such, all of our students receive support for the SEMH needs, and this is comprehensively built into our curriculum through the tutor programmes, Lool as well as PSHE.

In addition to that, for students who require additional support we have a range of in-house interventions that we can offer our young people, and these are delivered by appropriately trained staff.

If we feel that a pupil would benefit from further, additional more specialised support we will look to gain the advice, information and support from external agencies, such as the school nursing team, CAMHS and point 1 to name just a few.

Every child is seen as the bespoke, unique person that they are, and all pathways explained above will be explored taking into account the both the parent and the child's views, with the students at the centre of any decisions that are made.

10. How we assess and review the progress of pupils with special educational needs:

Continuous assess-plan-do-review cycles are in place for all of our students with SEND. Alongside the standard progress-tracking that all students receive at TNHA, the progress of SEND students is looked at within any interventions they are following also. Every intervention will begin with baseline assessment, followed by a cycle of 6 intensive weeks of intervention, followed by a further assessment. Once more data is obtained, a plan will be made for that student, again on a bespoke,

individual basis, looking critical at what is working well for each pupil as well as identifying further areas that they would benefit from receiving further support.

11. The expertise and training of staff in relation to pupils with special educational needs:

All staff as part of the whole-school CPD offer receive SEND training regularly. This is delivered by the SENCO as well as external agencies. The in-school CPD is planned around immersing needs of the staff body and is direct response to what is observed in the academy, as well as listening to what the staff feel like they would benefit from additional support in.

In addition to this, the trust offer a huge array of CPD, webinars and training courses that teachers can opt-into should they feel they would like to and would benefit from doing so.

As a school we have a fully qualified SENCo, and Assistant SENCo and a team of 5 teaching assistants each with their own areas of expertise. Currently our SENCO is also qualified to carry out all Exam Access Arrangement Testing, so this all happens internally onsite also.

12. Equipment and facilities to support pupils with special educational needs:

At TNHA we are very lucky that we have two classrooms that are dedicated to SEND provision. We have:

1. The Nest – this is a softer, more nurturing room. A room that children can use on an ad. Hoc basis. It is always staffed with a member of the SEND team. It is a calm room which children who are identified as having needs that would benefit from needing a safe space can use throughout the school day as required, knowing that they will be supported by an adult who knows them and who they feel comfortable with.
2. The Hive – this room has a more academic feel, and is the room where scheduled interventions take place. It is nurturing, welcome and contains everything required to run our 1-2-1 and small group interventions sessions successfully.

13. How we consult with parents of pupils with special educational needs about, and involve them in, the education of their child:

All students with SEND have a tutor. This is a member of staff who sees the children in their tutor groups every day. This person should be a parent's first port of call for all concerns. In addition to this, SEND children also have all of the 'standard' parent-teacher meetings, reports and scheduled assessments which are fed-back to the parents in the standard ways that happen for all students.

In addition to this, parents of SEND students have the opportunity to attend a SENCO Surgery that take place once every half term. This is an opportunity to come into school and talk to key members of the SEND department about their child, any worries or concerns that they might have as well as discussing everything their child has achieved more recently.

Another mechanism parents are contacted are through the Student in the Spotlight (SitSL) observations. Every child on the SEND register at TNHA will receive a minimum of one SitSL observation per term. These are bespoke to the individual child and are designed to talk about everything that child has achieved that term. They're a big celebration of all the positive things that are happening in school for that young person.

Finally, if a child is enrolled onto an intervention, parents will be notified. In addition to this, after each 6 week block if the intervention, parents will be informed of the progress their child has made along with plans for next steps discussed. Again, this all happens on a bespoke, individual basis.

14. How we consult pupils with special educational needs about, and involve them in, their education:

Students are at the centre of everything we do within the SEND department at TNHA. Students are informed of every step in the process of making every decision relating to them and their education. Again, this is very often done on a one-to-one, individual process involving the students' parents/carers. How one child might like to be consulted will be completely different to the next – so knowledge of our pupils here is key. The one thing that every student will have in common, however, is that any decisions that are made, they will be a part of that process knowing that they have a team of people around them to support them throughout.

Pupil's voice and the child-centred approach is how all decisions are made at TNHA.

15. How we support pupils with special educational needs in transferring between phases of education and/or in preparation for adulthood and independent living:

Transition from Key Stage 2 -Key Stage 3

During October, we host an open evening for Year 6 pupils and their parents. This provides an opportunity for both parents and pupils to look around the academy. The SENDCo also hosts an additional afternoon in October for parents to come, visit the school, and ask any questions. Parents can also make appointments for extra visits and meetings when needed. The SENDCo, Assistant SENDCo and the Transition Lead work together to ensure that the transition process is effective. The Assistant SENDCo liaises closely with the SENDCos in the feeder schools and will attend Year 6 Annual Reviews. Additionally, the Assistant SENDCo arranges visits to all the feeder schools in the Spring Term to discuss the pupils on the SEN register and the support they are offered in order to ensure that the correct support is in place as soon as pupils start in September. Year 6 will also attend TNHA for the two Transition days where they will meet their form tutors and have a variety of different lessons. On the second transition day there will be a parents' evening where parents can meet their child's Tutor. The Tutor is the first point of contact in the Academy. The SENDCo and the Assistant SENDCo will also be available during the evening for any queries.

In addition to this we also have in place a further transition programme for pupils who may struggle with the transition process. This involves staff visiting pupils in the feeder schools and then inviting them up for further visits.

Transition from KS3 to KS4

Pupils will have an options pathway assembly delivered by our Assistant Principal in charge of Curriculum. This gives pupils an introduction to the options pathway process. Following on from this, all pupils have a progression interview with a member of SLT. During the interview, pupils will discuss their post-16 and careers aspirations as well as looking at the pathways on offer. Additionally, all pupils on the SEND register will have a meeting with a member of the SEND team to discuss the options pathway process in more detail. TNHA hosts an annual options pathway evening for parents and pupils. This provides a valuable opportunity for both parents and pupils to talk to subject specialist staff about the different subjects on offer. We also work closely with the careers department in the Academy, and they are providing a 1:1 interview for pupils in Year Nine and also implementing programmes and events to support our SEND students in terms of aspects such as careers, interviews and CVs. Throughout KS4, the progress of SEND pupils is monitored closely and if a pupil is struggling within a subject, we will look to strategically identify the barriers to learning and intervene at the soonest opportunity. We also have a KS4 Mentoring programme which is run by the Head of Year and looks at skills such as revision timetables, ways to revise and offering additional support. During the Summer Term after Year Eleven

have left, we will try and put in a KS4 Ready programme to help pupils who may need extra help with literacy and numeracy before starting their GCSE courses. This programme involves pupils being withdrawn from a subject which they will not be studying at KS4 and working on a 1:1 or 1:2 basis with one of our dedicated Teaching Assistants.

Transition from Key Stage 4 to Key Stage 5

TNHA has a careers advisor who works with pupils to prepare them for further education or training post-16. There is an annual careers fair where post-16 providers and local employers provide information about the opportunities available. Furthermore, the careers advisor organises trips to the local FE colleges so pupils can gain a valuable insight into different courses. Additionally, all SEND pupils will have an additional careers interview where they can discuss their future plans. We will help pupils with application forms and interviews. We have built up links with the SEN teams at the post-16 institutions and we liaise regularly with them about the pupils who will be attending their institutions. Through this liaison, we can ensure that we can arrange extra visits if needed etc

16. How we deal with any complaints from parents of pupils with special educational needs:

Please refer to our complaints policy for details of how we aim to resolve any concerns or complaints.

17. How we evaluate the effectiveness of our provision:

Our evaluation of provision is published annually and forms the second part of this document.

This evaluation report reflects academic year ending July 2021						
SEND profile						
Total Number of pupils on SEND register						
SEND Support		Education, Health and Care Plans			% of academy population	
					SEND support	EHCP
102		4			15.9	0.6
% boys and girls		SEND and Pupil Premium % of SEND cohort		<i>SEND needs breakdown should be shared with Governors using needs analysis template</i>		
Boys 65	Girls 35	42				
Progress made by pupils with SEND						
Achievement – Year 11						
	All SEND	Non SEND	SEND support	SEND EHCP	SEND and PP	Non SEND and PP
Cohort size	30	88	27	3	18	39
Progress 8	-0.19	0.46	-0.18	-0.27	-0.11	0.32
Attainment 8	32.63	50.35	33.73	22.67	33.94	48.19
Progress 8 English element	-0.63	0.21	-0.63	-0.68	-0.50	0.07
Progress 8 Maths element	-0.10	0.40	0.12	-0.08	-0.09	0.35
% Basics Level 4	27%	77%	30%	0	28%	75%
% Basics level 5	17%	47%	19%	0	22%	50%
Summary						
Effectiveness of targeted interventions						
Sadly, interventions did not run this academic year, due to Covid restrictions.						
Wider Outcomes effectiveness for this cohort						
Sadly, interventions did not run this academic year, due to Covid restrictions.						
Attendance and exclusions						
Overall attendance %	% of pupils PEx		% and number of SEND pupils FTE			

SEND	Non SEND	SEND	Non SEND	SEND	Non SEND
90.03%	93.2%	0	0	43%	57%

SEND Objectives for 2021-22

1. To renew and refresh the leadership of the SEND department
2. To re-locate the SEND department within the school
3. To move towards assess-plan-do-review cycles relating to interventions
4. To look more strategically into evidence-based interventions
5. To strategically identify gaps/ barriers to students progress and intervene at the earliest opportunity
6. To identify those requiring Exam Access Arrangements, and ensure that these support mechanisms become the 'normal way of working' for those entitled
7. To increase the student and parent voice within the SEND department
8. To increase the number of opportunities for SEND parents to contact. come into and work alongside the SEND team in supporting their child's holistic wellbeing as well as academic progress
9. To increase the mechanisms through which we celebrate the successes of our SEND students
10. To upskill staff in supporting SEND learners through QFT within classrooms
11. To upskill TA's in delivering a new diet of interventions
12. To work closely with ML's to ensure that SEND runs through the core of each faculty's planning and evaluation processes.

Appendix A

Academy Needs Analysis:				
Type of Need		No. of Pupils	% of SEND pupils	% of all pupils
Communication and Interaction	Speech, Language and Communication Needs (SLCN)	6	5.9	0.9
	Autistic Spectrum Disorders (ASD)	11	10.7	1.7
Cognition and Learning	Moderate Learning Difficulty (MLD)	15	14.7	2.3
	Severe Learning Difficulty (SLD)	0	0	0
	Profound and Multiple Learning Difficulty (PMLD)	0	0	0
	Specific Learning Difficulty (SpLD)	29	28.4	4.4
Social, Emotional and Mental Health (SEMH)		30	29.4	4.6
Sensory and/or Physical Needs	Visual Impairment (VI)	1	0.9	0.2
	Hearing Impairment (HI)	2	1.9	0.3
	Multi-Sensory Impairments (MSI)	0	0	0
	Physical Disability (PD)	11	10.7	1.7