

HAYWOOD ACADEMY & HAYWOOD SIXTH FORM ACADEMY

SEN INFORMATION REPORT
SEPTEMBER 2017

INTRODUCTION

Haywood Academy and its sixth form are justifiably proud of their reputation as a warm, friendly and inclusive Academy that produces well-rounded, confident and successful young people.

Based in Burslem, Stoke on Trent with a good Ofsted rating, the Academy is committed to community and multicultural cohesion for all students whilst helping them to be the best they can be.

Our students are part of a family; a community of polite, well-behaved and caring individuals who work hard and aim high to achieve their potential. All of which takes place in an enjoyable learning environment where the focus is on consideration for others and an awareness of differing needs and responsibilities.

OVERALL STATEMENT

Students who join the Academy with a Special Educational Need (SEN) experience the same high-quality first teaching than that of their peers. During the last twelve months an SEN Vs Non-SEN book trawl was carried out and the overall judgement was that there were no differences in the quality of teaching, learning, assessment and feedback between students with a SEN and those without a SEN.

THE KIND OF SPECIAL EDUCATIONAL NEEDS HAYWOOD ACADEMY CATERS FOR

Haywood Academy provides provision for students aged 11 – 19 (currently year groups seven to thirteen, with some learners aged 19) who have areas of difficulty in any of the broad areas of need outlined in the Code of Practice;

- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Mental Health
- Sensory and/or Physical Difficulties

IDENTIFICATION AND ASSESSMENT OF PUPILS WITH SEN

Haywood Academy adopts the two-tier system for identification of SEN (SEN support and Education, Health and Care Plan (EHCP) or Statement.

We identify and assess students with SEND using information from the following sources:

- primary school data and contextual information
- year 6 teachers and primary SENCo's
- year 6 NC levels
- Specialist standardised test results for reading and spelling
- basic literacy assessments (Speech, Language and Phonic Testing)
- basic numeracy levels
- cognitive ability test scores
- parent/carer referrals,
- staff referrals
- student referrals

- outside agency recommendation
- all academic data held by the school
- Self-esteem and learning behaviour assessments
- Disability Discrimination Act (DDA) – Equality Duty

The school evaluates the effectiveness of provision for SEN pupils via a Self-evaluation carried out annually.

Haywood Academy's arrangements for assessing and reviewing the progress of pupils with SEN is done in a variety of ways;

- By carrying out assess, plan, do, and review process as outlined in the Code of Practice (2014).
- Via academic data
- Reviewing specialist standardised test results

Haywood Academy is a fully inclusive school and most of the Academy's students follow a highly differentiated National Curriculum. The Academy places students in an appropriate teaching group and all of the Academy's teaching and educational support staff have been given training to enable them to provide high quality teaching and learning for students, regardless of SEN status.

Teaching staff are provided with an SEN toolkit in order to provide quality first teaching for those with SEN and this is reviewed annually. The Academy operates an open door policy whereby teaching staff can visit the Learning Support Manager or SENCo for advice and guidance should they require it. Staff members regularly have the opportunity to access specialist training on SEN.

ADDITIONAL SUPPORT FOR LEARNING FOR THOSE WITH SEN

Students who have been identified as having a SEN are provided with additional support with accessing the National Curriculum.

One way this is done is by accessing in-class support by a highly-trained member of the Learning Support Team. Currently a team of 26, it consists of Special Educational Needs Welfare Practitioners, Teaching Assistants, Higher-level and Senior Teaching Assistants a Learning Support Manager and an Assistant Learning Support Manager. A member of the team will consistently support a student's teaching and learning within the classroom environment and contribute to providing a highly-differentiated learning experience.

Another way is by accessing a structured intervention provided by a Teaching Assistant or Higher-level teaching assistant. The intervention will focus on the students' area of need and can be carried out daily, bi-weekly or weekly. Examples of interventions carried out are Toe-By-Toe, Sulp, Red Reading Box, The Worry Box, Five Point Scale, Switch-on Reading, Power of 2, Accelerated Reader, Power of Time and SEAL sessions.

The Academy also provides Access Arrangements for examinations (reader, scribe, extra time or use of ICT), where a student has been assessed and this is their normal way of working.

Finally, students with SEN have access to after-school sessions four days per week to consolidate and compliment the learning in the classroom.

ENGAGEMENT IN SCHOOL ACTIVITIES

Students with a SEND are encouraged and are provided with opportunities to engage in activities with their peers who may not have a SEND. The Academy has a culture of extra-curricular learning and those with SEND do attend these groups. Over the last twelve months students with SEN have engaged in;

- The drama production
- Sporting teams
- Science clubs
- Drama clubs

The Academy also provides additional support from a member of the Learning Support Team if this is required.

As a part of the Academy's student voice, learners with SEND have had their views heard in all areas of Academy life, such as teaching and learning, accessibility, recruitment and school aesthetics. Their views are heard alongside learners who may not have SEND.

SUPPORT THAT IS AVAILABLE FOR IMPROVING THE EMOTIONAL, SOCIAL AND MENTAL HEALTH OF PUPILS WITH SEN

Students on the SEND register who have Emotional, Social and Mental Health difficulties access a series of structured interventions which aims to improve their difficulties. These include;

- The Worry Box
- The Five Point Scale
- SOCIALEYES
- Starving the Anxiety / Anger and / or Stress Gremlin
- Banish your body image / self – esteem thief
- Social Stories
- SEAL Sessions

There are also whole-school opportunities to improve the Emotional, Social and Mental Health of students via the Personal, Social, Health Education (PSHE) days.

The Academy also has a multi-purpose department, entitled 'The Hub', which comprises of meet and greet groups, social and emotional interventions and targeted work, aimed at re-engaging students within the Academy life.

The Academy also seek the assistance, advice and guidance of external agencies and students have opportunities to engage in programmes provided by these agencies. They include but are not limited to:

- Educational Psychology Services
- Changes
- Younger Minds (in-school and outside school service)
- School Nurse
- Dove Service
- Child and Adolescent Mental Health Services (CAMHS)

CONTACT DETAILS OF SEN CO-ORDINATOR

The Learning Support Manager, is responsible for the day to day operation of the Academy's SEN provision.

The Learning Support Manager is responsible directly to the named SENCO, who is the Principal

Dilesh Parmar (<i>Principal</i>)	(01782) 853535
Nathan Legg (<i>Learning Support Manager</i>)	(01782) 882679 or nlegg1@haywoodacademy.coop

EQUIPMENT AND FACILITIES TO SUPPORT STUDENTS WITH SEN

Haywood Academy has facilities to support a wide-range of Special Educational Needs and Disabilities. These include height-adaptable tables and chairs, coloured-paged exercise books, enlarged worksheets, disabled toilets, hand rails etc.

The Academy will provide specialist equipment and / or facilities where recommended in order for the student to have access to the National Curriculum.

ARRANGEMENTS FOR CONSULTING PARENTS/CARERS OF STUDENTS WITH SEN

The Learning Support Manager will attend any SEND reviews of Primary-age learners who have named Haywood Academy as their preferred secondary school. The Academy are the founders of a multi-academy trust entitled the City Learning Trust (CLT). Schools and Academies within the CLT have additional transitional opportunities, within their chosen CLT secondary school or academy.

Once at Haywood Academy parents of students with SEND will be written to, explaining their child is on SEND register. This can be provided in another format should this be required. Any changes to SEND provision will also be recorded in a letter, addressed to the parent or carer.

All students with SEN have a one-page profile and this will be explained during a face-to-face appointment with the parent/carer on both of the Academy's Academic Progress Days and SEND Drop-in days. This contains the learners SEND provision, interventions and targets, in addition to the student and parent views on how to best differentiate for the learner.

The Academy has a policy whereby parents /carers can request a meeting to discuss SEN provision for their child at any time. This can be in school or via the telephone.

ARRANGEMENTS FOR CONSULTING YOUNG PEOPLE WITH SEN

Students at any stage of SEND are encouraged to provide their views on how they can best be supported in school. This is done bi-annually via the one-page student profile which will highlight clearly the student's views on their learning. This is done during an informal consultation with a member of the Learning Support Team.

Students are welcome to share their views with the Learning Support Manager or member of the Extended Senior Leadership Team. SEND students also give feedback regarding their teaching and learning via whole-school book trawls and student feedback sessions.

HOW THE GOVERNING BODY INVOLVES OTHER BODIES INCLUDING HEALTH AND SOCIAL SERVICES, LA SUPPORT AND VOLUNTARY ORGANISATIONS IN MEETING THE NEEDS OF STUDENTS WITH SEN AND THEIR FAMILIES

The governing body welcomes other organisations to provide information, advice and guidance on students with SEND. If an external body or agency is already involved with a particular student then they will also have the opportunity to attend any consultations or reviews concerning that student.

The Academy will recommend any other agencies or bodies to the family where necessary via Early Help, Child in Need, Child Protection, and Annual Reviews or parents evenings. The Academy's Learning Support Manager, can provide SEND safeguarding support where necessary.

The Academy has a named SEND advisor from the Local Authority (LA) who provides advice and guidance on how we can best support learners with SEN.

COMPLAINTS

There has been no formal complaints made to the Academy in the last twelve months regarding SEND provision.

SUPPORT SERVICES FOR PARENTS/CARERS

The Stoke on Trent Information, Advice and Support Service (SENDIASS) provide a range of information from education law to related law on disability, health and social care to help parents /carers, children and young people in making informed choices enabling them to play an active role in relation to educational decisions. They can offer support if you have concerns with or without an Education Health Care Plan in place for the child or young person. They can be contacted by telephone, letter or email:

Tel: 01782 234701

Email: iass@stoke.gov.uk

Stoke on Trent Information, Advice and Support Service
Mount Education Support Centre
Mount Avenue
Penkhull
Stoke-on-Trent
ST4 7JU

TRANSFER BETWEEN PHASES OF EDUCATION

The Learning Support Manager will attend any SEN reviews of Primary-age learners who have named Haywood Academy as their preferred secondary school. From this point onwards, the student and /or parent carers can access a programme of extended transition in order to feel comfortable in their new school.

During KS4, the Learning Support Team provide a comprehensive travel training programme, one aspect of living an independent life which students with SEND find difficult. On occasions, this is teamed up with a visit to Haywood Sixth Form Academy, or chosen post-16 education provider.

All students have access to impartial careers information, advice and guidance and a member of the LA careers team is invited to annual reviews from year nine onwards.

The Learning Support Team also offer transition work in conjunction with post-16 providers once a student has made a decision on where they want to attend.

Haywood Sixth Form Academy offer a programme of Employability and Life Skills, which students with SEND can enrol on to. Further information can be sought via the Haywood Sixth Form Academy website.

STOKE-ON-TRENT LOCAL AUTHORITY LOCAL OFFER

Haywood Academy is included in the Stoke-on-Trent Local Authority Local Offer. This can be found at:

<http://localoffer.stoke.gov.uk/kb5/stoke/directory/home.page>

If you require any further information please contact the Academy.

If you require this SEN information Report in any other format then please let us know.