

Hanson Academy

Hanson Academy

SEND

School Information Report

Review Date: September 2017

SEND Statistics for Academic Year 2016-2017

Primary Need (Ranking 1)

| Need Type | Yr 7 | Yr 8 | Yr 9 | Yr 10 | Yr 11 | Yr 12 | Yr 13 |
|------------------|-----------|-----------|-----------|-----------|-----------|----------|----------|
| MLD | 0 | 0 | 4 | 0 | 2 | 0 | 0 |
| SEMH | 23 | 17 | 11 | 9 | 10 | 0 | 0 |
| SLCN | 5 | 6 | 1 | 2 | 1 | 1 | 0 |
| SLD | 0 | 0 | 1 | 1 | 0 | 0 | 0 |
| ASD | 1 | 3 | 3 | 1 | 1 | 0 | 1 |
| SpLD | 2 | 2 | 2 | 0 | 2 | 0 | 0 |
| VI | 2 | 1 | 3 | 7 | 1 | 0 | 0 |
| HI | 4 | 9 | 3 | 9 | 15 | 0 | 1 |
| PD | 2 | 1 | 2 | 2 | 3 | 1 | 0 |
| CLD | 45 | 17 | 16 | 15 | 23 | 5 | 1 |
| OD | 3 | 0 | 1 | 0 | 0 | 0 | 0 |
| Total SEN | 87 | 56 | 47 | 46 | 58 | 7 | 3 |

Secondary Need (Ranking 2)

| Need Type | Yr 7 | Yr 8 | Yr 9 | Yr 10 | Yr 11 | Yr 12 | Yr 13 |
|------------------|-----------|-----------|-----------|-----------|----------|----------|----------|
| MLD | 0 | 1 | 1 | 0 | 0 | 0 | 0 |
| SEMH | 3 | 4 | 4 | 4 | 3 | 1 | 0 |
| SLCN | 3 | 1 | 2 | 2 | 2 | 0 | 0 |
| SLD | 0 | 0 | 3 | 0 | 0 | 0 | 0 |
| ASD | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| SpLD | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| VI | 0 | 1 | 0 | 0 | 1 | 0 | 0 |
| HI | 1 | 0 | 1 | 0 | 0 | 1 | 0 |
| PD | 0 | 1 | 1 | 0 | 0 | 0 | 2 |
| CLD | 4 | 4 | 3 | 3 | 3 | 0 | 0 |
| OD | 0 | 0 | 0 | 1 | 0 | 0 | 0 |
| Total SEN | 11 | 12 | 15 | 10 | 9 | 3 | 2 |

(Ranking 3)

| Need Type | Yr 7 | Yr 8 | Yr 9 | Yr 10 | Yr 11 | Yr 12 | Yr 13 |
|------------------|----------|----------|----------|----------|----------|----------|----------|
| MLD | 0 | 1 | 0 | 0 | 0 | 0 | 0 |
| SEMH | 0 | 0 | 1 | 1 | 0 | 0 | 0 |
| SLCN | 0 | 1 | 0 | 0 | 0 | 0 | 0 |
| SLD | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| ASD | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| SpLD | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| VI | 0 | 0 | 0 | 0 | 2 | 1 | 0 |
| HI | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| PD | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| CLD | 0 | 2 | 2 | 0 | 0 | 0 | 0 |
| OD | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total SEN | 0 | 2 | 3 | 1 | 2 | 1 | 0 |

(Ranking 4)

| Need Type | Yr 7 | Yr 8 | Yr 9 | Yr 10 | Yr 11 | Yr 12 | Yr 13 |
|------------------|----------|----------|----------|----------|----------|----------|----------|
| MLD | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| SEMH | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| SLCN | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| SLD | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| ASD | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| SpLD | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| VI | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| HI | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| PD | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| CLD | 0 | 0 | 1 | 0 | 0 | 0 | 0 |
| OD | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total SEN | 0 | 0 | 1 | 0 | 0 | 0 | 0 |

What is the Local Offer?

- The Local Offer is information for parents/carers of children who have Special Educational Needs and Disabilities (SEND) and all those who support children with additional needs.
- This information outlines the support and provision that SEND children can expect to receive, if they attend a school within the Bradford Local Authority

Please visit the following website for further information on Bradford District Local Offer:

<https://localoffer.bradford.gov.uk/thelocaloffer.aspx>

What are Special Educational Needs?

Hanson Academy keeps a Special Educational Needs & Disabilities Register, which contains information about all the students who may receive additional support, under the following categories of need:

SEND Support:

- **Range 1** – Your child may be receiving extra intervention to support them to achieve their expected level e.g. Literacy and Numeracy intervention both in and outside of the classroom.
- **Range 2 and 3** – Your child could have an outside agency working with them e.g. Social worker, Visual impairment team, Educational Psychologist, School Nurse currently or in the last 6 months. They may also be receiving extra intervention – inside and/or outside the classroom.
- **Range 4 to 7: Educational Health & Care Plan (EHCP)** – Your child has been identified as having needs that require extra support to access the curriculum. They will be entitled to additional adult support with learning and a high level of differentiation from class teachers. They may also require outside agency support.

Changes to Special Needs

- Current SEND categories have changed under the new guidelines. School Action, School Action + and statements have been replaced with an Educational Health and Care Plan (EHCP-Statement equivalent), Range 1 (School Action), Range 2 and Range 3 (School Action +).
- If your child already has a statement, this will be converted to the new Education Health & Care Plan over the next year. The support and provision will remain the same and will not affect your child's development/progress.

The Local Offer: Children with Special Educational Needs & Disabilities (SEND)

- We aim to be a fully inclusive Academy, ensuring the needs of all students are met in order that all students meet their potential – personally, socially, emotionally and academically; regardless of gender, ethnicity, social background, religion, sexual identity, physical ability or educational needs.
- Children can be identified as having special needs when their progress has slowed down, or has stopped despite interventions.

Communication and Interaction Needs:

Autistic Spectrum Disorders

- A comprehensive package of support is in place for students who have an Autism diagnosis. This includes a linked staff system. Support staffs have had training to identify and support students with ASD, on a daily basis.
- We use external support from various agencies when presented with more complex needs and have strong connections with the Local Authority ASD team.

Speech, Language and Communication Needs:

- At Hanson, we run a Communication Programme that addresses student's confidence and low self esteem issues. We provide a safe place to develop individual understanding of effective communication techniques and run this provision through the SEND Support Officer.
- We use outside agencies, such as Speech, Language and Communication specialists when a student demonstrates more complex needs.

Cognition and Learning Needs:

Moderate Learning Difficulties/Specific Learning Difficulties

- For students who display these types of needs we offer a range of interventions to support learning, including Achieve Centre time, to catch up with learning.
- We offer various literacy and numeracy interventions led by higher level teaching assistants (HLTAs) to support those who need additional help and focus.
- We offer a Dyslexia screening programme and assess the needs of individual students that display dyslexic tendencies. A personalised package is then offered to support student's needs and to bridge the learning gap, ensuring all teaching staff are aware of individual needs.
- The school has secured extra support with an Educational Psychologist to support the learning needs of students that are not responding to other interventions and also to help with the screening of SEND pupils to ensure their needs are met.
- We offer various pathways in KS3 and KS4 that accommodate the needs of students with additional learning needs

Behavioural, Emotional and Social Development:

Behavioural Needs/Emotional and mental wellbeing/Social Needs

- At Hanson Academy, we offer a range of interventions to support students with the above difficulties.
- Students can self refer using the Voice Box, which is located in the library and appropriate support is made available. This can include counselling or Believe Centre time to explore the specific issues.
- We offer various interventions to support the emotional intelligence of our learners, including the SPARK Intervention which is run by the Educational Psychologist.

- Students can be offered a linked staff, who is an adult within school that tailors the support to meet the needs of the student.
- Access to outside agencies, such as the School Nurse and CAMHs can be pursued.
- We also offer the Achieve Centre provision which targets behavioural difficulties and aims to raise self awareness in learners, teaching them how to manage their emotions in times of high anxiety and stress.

Sensory/Physical Needs:

Hearing Impairment/Visual Impairment

- At Hanson Academy, we have a designated ARC (Additionally Resourced Centre) for pupils with a visual impairment and / or a hearing impairment (VI/HI).
- Students are on the roll of the school and are able to access all aspects of mainstream provision with additional support from the ARC where necessary. The ARC provision is for students who have a Statement of Special Educational needs or an Education, Health & Care Plan (EHCP) that states they have needs that require daily specialised intervention from teams of specifically qualified and experienced staff, or who are attending on an assessment place.
- Students who benefit from the ARC provision have their needs met in a range of ways, according to individual need:
 - 1 to 1 and small group teaching
 - Access to Teachers of the Deaf, Qualified Teachers of the Visually Impaired, Specialist Support Workers, Deaf Instructors, Educational Audiologist, Speech and Language Therapist and Habilitation Officer where appropriate.
 - Full access to mainstream and specialist curricula, e.g. BSL, braille, mobility and orientation, life skills
 - Provision of specialist equipment and support appropriate to need, including the use of large print materials or Braille (VI), Audiological Equipment such as Radio Aids, Access to the environment via British Sign Language (HI)
 - Alternative Curriculum is made appropriate to individual needs.

Please refer to Bradford Schools Online for further details

Multi-Sensory Impairment/Physical/Medical

- We offer a First Aider at all times during the school day, for urgent treatment and advice. She offers advice and support for students who have on-going medical issues.
- The School Nurse also attends school to provide medical and emotional support and advise which can also be accessed through a bespoke mentoring service.
- Additional adults are deployed to increase student independence.

- All entrances to the school have wheelchair access and we have a lift in the main building.
- Students with multi-sensory impairment are supported by the ARC, or by specialist staff from the Local Authority Sensory Service.

What can Hanson Academy offer?

What can I expect if I send my child to Hanson Academy?

- A personalised approach to learning with the relevant support and adjustments that will maximise your child's learning.

How does Hanson Academy organise support for children with SEN?

- The SENDCo coordinates all relevant support for children with SEND. This includes additional adult support, interventions, tracking and collaboration with outside agencies. If you require further information regarding any interventions, or would like to make a referral, please contact: Mr S Holmes (SENDCo) or Mrs T Terry (SEND Support Officer) on 01274 776200. Further information can also be sought in the SEND policy which is located on the school website alongside all other documentation informing you of the support and provision you will receive at Hanson Academy.

What happens if my child has a high level of need?

- The SEND Team will be involved with your child from the start, to plan the transition and make sure they have the necessary support in place. Your child will be monitored via the SEND/ Achievement Teams regularly and support will be adjusted where necessary. Relevant testing will be carried out and interventions will be provided, if required.
- Staff will be informed of what adjustments need to take place in the classroom, so your child can access the curriculum at their level. They may be entitled to additional adult support either in the classroom or via separate intervention and this will be organised through the SENDCo and subject leads to ensure a speedy and effective impact is made.
- Your child may well be entitled to special arrangements in exams which could include support with reading or receiving extra time to complete exams. Suitable testing and applying for access arrangements will be organised under the direction of the SENDCo and the examinations officer.

Who offers support for my child at Hanson Academy?

- The SEND/Inclusion/Achievement Teams including: SENDCo, Achievement Mentors, Year Team, Believe Centre, Achieve Centre, Learning Support Assistants, Home/School Liaison, PCSO, School Nurse, Counsellors, Educational Psychologist, Learning Support Services, ASD team and the Behavior Support Services
- Students with severe and profound visual or hearing impairment are supported through the local authority ARC (Additionally Resourced Centre) which is based on the fourth floor of the main building

What clubs could my child attend?

- Breakfast Club, Homework Club (with support and ICT), Safe Place to Be Club via the Believe Centre Room.
- Enrichment activities are available from curriculum subject areas for catch up sessions and sporting events. Please see the enrichment timetable published on our website for a comprehensive list of what is available.

How will I be informed about my child's progress in school?

- Every term you will receive a Progress Report informing you about your child's progress in each subject area. Comparing their current attainment against their target grade.
- You will also be informed about their effort grade in each subject along with any coursework/learning concerns and attendance concerns.
- Any other information will be communicated with you on an individual basis via your child's teaching/Year Office staff, or via the SEND/Inclusion Departments.
- There are parents' consultation evenings each year where you can meet with the teaching staff to discuss your child's learning, as well as Options Evening, which takes place once a year to advise you about subject courses in Key Stage 4 and future options in Key Stage 5.
- Any individual plans for your child, such as Student Progress Portraits, will be communicated with yourselves at times of review throughout the year where your thoughts, advice and opinions will be sought alongside the views and opinions of your child, as Hanson Academy places value on the opinions of parents and young people and understands the insight and knowledge that you hold. Hanson Academy seeks your opinions and thoughts at every possible opportunity and tries to embed student voice to daily practise to ensure a provision that is fit for purpose and meets the needs of all.

What if my child needs transport to and from school?

- If your child has a statement of educational needs or an EHCP they may be entitled to a taxi or bus pass funded via the local authority.
- SEND transport is now determined by the Transport Policy through the Local Authority. Parents have the right to apply for transport and the right to appeal, if they are unsuccessful. Information on Bradford Local Authority transport can be found at:

<https://bso.bradford.gov.uk/content/schooltravel>

- If your child is vulnerable and is not an independent traveller, we can offer Travel Training to teach your child how to access public transport safely and in their local area and support their transition to further education.

What contact can my child expect to receive if they transfer from a local primary school?

- Your child may be visited by Hanson staff at the primary school, to find out about your child's needs and the strategies that are used to support those needs. The SENDCo will try to attend any annual reviews planned for pupils with an EHCP to ensure smooth transitions to Hanson and to ensure the most suitable and appropriate provision is in place to meet your child's needs prior to their commencement.
- In addition to this, Hanson Academy offers several Literacy and Numeracy interventions to students who may be achieving below Level 4 in English and Maths in Year 6 and this is supported through the use of four HLTAs specialising in these two areas.

- We offer an additional Transition programme to students in Year 6 who are transferring from local primary schools. This is offered to those students who may find the transition from primary school to secondary school difficult and for those who may be the only child transferring from their primary school. An additional SEND transition day is also organised to aid fluid transition. The students have a chance to meet key members of staff, take part in team building exercises and get to know their way around the school. This is in addition to the Year 6 Transition Day that all students take part in during July.

What would my child expect to receive if they are in receipt of Free School Meals, in a Service family or are in Local Authority care?

- All schools receive additional funding for students who are in the above three categories.
- This funding is issued to every school to try and help students narrow their gaps with additional support interventions to overcome any learning barriers.
- Please refer to the comprehensive list of interventions we offer with this funding in the Pupil Premium section on the school website.

Hanson Academy School Information Report: Summarised

- All support staff are effectively deployed to ensure pupil progress and independence.
- The SENDCo has undertaken national accreditation specifically for this job role, and the support and guidance from this course is shared with all staff. Support staff undertake regular training to keep up with current SEND developments. Teaching staff have undertaken training in relation to meeting the needs for SEND students within the classroom and this is on-going. Staff have also received a Support for Learning Handbook, which identifies strategies that can be used within a classroom setting, to support the range of needs that student's exhibit.
- Access to teaching and learning for SEND students is monitored through the school SEF processes, such as the subject department data. At every data input, the SENDCo monitors SEND progress and reports this to the Deputy Head responsible for line managing SEND within school.
- Behaviour and anti-bullying policies and school related activities are monitored and evaluated regularly
- Teacher resources are monitored regularly and we strive for quality first teaching, which is accessible for all.
- We use ICT to remove barriers to learning, where possible.
- Support is sought from outside agencies to ensure all barriers to success are fully identified and responded to.
- At Hanson Academy, we value parent and pupil voice and appropriate plans are put in place following consultations. This process is integral to the way Hanson Academy operates.
- The Academy's ethos values all students and their diverse abilities are celebrated, regularly.
- The behaviour systems are aiming to be positive in approach and set out clear boundaries.
- The Behaviour Policy identifies reasonable adjustments to ensure the need for exclusion is minimised.

- Risk assessments are undertaken to ensure appropriate action is taken to improve the safety and well being of students.
- The behaviour management systems have been designed to encourage students to make positive decisions about behavioural choices.
- The Academy provides positive pastoral care, through the Year System.
- We offer Ethnic Minority Achievement support, including a designated area for students who are new to English.
- Students can attend the Believe Centre provision during breaks and lunchtime, if they are not engaging within the school community.
- A Student Progress Portrait is provided for students who are Statemented or have an EHCP and for those students at range 2/3 on the SEND register. This is reviewed at least once a year.