

Havant Academy: SPECIAL EDUCATIONAL NEEDS AND DISABILITY INFORMATION REPORT

Date Completed: May 2024

To be reviewed: May 2025

Staff Member	Role
Victoria Thiselton	Head of School
Susanne Evans	Associate Deputy Headteacher, Curriculum/Inclusion/RSL
Jess Sollars	SENCo - Inclusion
Victoria Thiselton	Designated Safeguarding Lead

Havant Academies Commitment:

- To actively seek to remove barriers to learning and participation;
- To nurture talent and develop potential;
- To place learning at the centre of everything that we do so our students receive the highest quality education;
- To safeguard the interests of every child.

How does the Academy know if young people need extra help?

We regularly observe, assess and monitor individual needs, progress and development through the means detailed below. The Special Educational Needs Co-ordinator (SENCO) is responsible for coordinating all the support for students with special educational needs. They will identify the needs of a student by:

- Meeting the SENCOs of local primary schools to ascertain the needs of all students on the special education needs register in preparation for transitions and enrolment into the academy
- Collating all records of needs and interventions undertaken at primary school are passed on to the SENCO to help plan and map out any additional support of the student.
- Liaising with educational bodies that may be supporting the students learning, for instance, the Educational Psychologist, Speech and Language Therapist etc.
- Students are assessed using CAT tests in KS3 and during transition to identify needs.
- All KS3 students are tested in reading, spelling and numeracy at the beginning of the academic year.
- The academy assessment and reporting cycle is half termly and identifies students who will need additional support in any area; this includes end of year exams.
- Students are assessed termly at the end of each SEND intervention cycle.

What should I do if I think my child may have special educational needs?

If you think your child may have special educational needs, you can contact the academy and arrange a time to meet with or talk to a member of the SEND team (details below).

Your concerns could be regarding dyslexia, Autistic Spectrum Disorder, Attention Deficit Hyperactivity Disorder, Social Emotional and Mental Health, dyscalculia, specific or moderate learning difficulties, or processing difficulties.

How will the curriculum be matched to my child's needs?

Teaching is at a high quality that is differentiated, adapted and personalised to meet the individual needs of SEND students. Students in KS3 who need additional literacy and numeracy work will have additional lessons to meet their needs. At KS4, students are supported with their options and guided to a curriculum offer that is appropriate for their ability, considering their wishes and future aspirations. All students will benefit from adaptive teaching strategies in the classroom.

How will the Academy support my child?

Classroom teachers will adapt and personalise the curriculum work being studied to match the students' needs and abilities.

Students with EHCPs will receive all the stipulated support and provisions stipulated in their plan.

Where identified support is required for non EHCP students, the SEND team will support through small group interventions for their identified needs, for example with small Literacy and Numeracy groups.

All students on the SEND register have Additional Learning Needs profiles generated, which detail the individual needs of each student, and identify the best strategies to support their learning. This support could include in-class TA support, small group intervention work, strategies to aid reading and comprehension, movement considerations, classroom adaptations, and other more specialist provisions.

Your child will also benefit from strong Pastoral Support, a form tutor, an embedded House System, and may also be supported through liaison with and support from external agencies where relevant and required.

How will the support be matched to my child's needs?

The SENCO is responsible for planning the type and extent of support each student will receive, in line with legal SEND requirements. This planning is based on SEND records from primary school; information from CAMHS reports and involvement; CATs results; recommendations from the Education Psychologists; teacher feedback; KS2 SATs data; learning needs diagnosis; reading ages; current teacher assessment data; progress towards targets and any other pertinent and relevant information relating to a student's SEND.

For students with Educational Health Care Plans, an annual review will be held with the SENCO and any other relevant bodies (for example the educational psychologist, speech and language therapist, heads of year, key worker, hearing impaired specialist). This review will be an opportunity to discuss

the effectiveness of the support in place, and the objectives and outcomes required to ensure students are able to make progress in line with their peers.

Havant Academy will also make use of regular Student Voice meetings, to ensure students have the opportunity to voice their opinions on the support offered. Where applicable, students can work together with a SEND Key Worker to write their ALN profiles to make staff aware of how they can be supported in their own words.

How will both you and I know how my child is doing?

Your child's progress is monitored constantly by their class teacher. Your child's Head of Year will supervise progress through assessments and will put action plans in place where necessary. You will receive Termly reports for your child so you can monitor their progress in each subject, and every year group has a parents' evening, where you will have an opportunity to meet your child's tutor and teachers, alongside the SEN team to discuss progress or concerns. Staff record student achievements daily in and out of lessons using ClassCharts, which parents can access immediately using the app. The SEN department also put on regular drop in sessions where parents can chat informally to key workers to discuss the support that best benefits their child.

How are resources allocated and matched to young people's special educational needs?

SEND students are allocated funding by the Local Authority. This funding is used to provide general and specific resources for SEND students and to cover the work of the SEND Team. These resources can include specialist services (such as the Educational Psychologist and Speech and Language team), Intervention resources and staffing.

The needs of students with Educational Health Care Plans are discussed at the Annual Review, and funding is allocated or adjusted accordingly.

Looked After Children students will also have regular Personal Education Plan meetings to ensure their funding is appropriately utilised.

What is the range of support available to my child if they have SEND?

If your child is on the SEND Register, your child may have access to, and benefit from, where necessary, any of the following forms of support:

- Quality First Teaching to ensure that teachers can match teaching and learning within their classroom to your child's needs
- Adaptive teaching strategies
- Opportunities to use ICT to aid learning
- Strategies to support/develop literacy including reading
- Sensory considerations
- Focused literacy intervention lessons
- Whole school focus on raising literacy and improving reading ages
- Small group intervention programmes
- Structured programmes e.g. Read, Write, Inc.
- Catch Up Reading opportunities
- Strategies to support /develop numeracy skills
- Ability setting in core subjects
- Animal Therapy sessions
- Departmental intervention focus at Key Stage 4
- Strategies/support to develop independent learning
- Mentoring by peers, support staff or teaching staff
- Specialised interventions for Emotional Literacy
- Small group programmes working on study skills and memory
- Homework club
- Social Skills group work
- Independent study tasks set as homework

How will you help me to support my child's learning?

Over the course of each year, teachers and the SEND department will liaise with parents/carers to update them on their child's progress, which could include a review of targets and how to support your child at home. This may be through email or phone call, and the regular SEND drop in sessions are a useful time to chat informally with staff who support your child with their learning. We aim to assign a Key Adult to students on the SEN register, so parents know who to contact directly.

If your child has an Education Health Care Plan you will be invited to attend the annual review meeting where you will have an opportunity to discuss any concerns regarding your child's support, and also ways you would like to be supported by the school.

What specialist services and expertise are available at or accessed by the Academy?

The Academy liaises with other professional agencies such as the Educational Psychologist, CAMHs, Speech and Language Therapist, Hearing Impaired Specialist and the Havant Locality Team.

What training have the staff supporting children and young people with SEND, had or will be having?

The SEND Key Worker team supports students with SEND needs through both in class support, and targeted interventions. All members of the SEND Key Worker team received relevant training to support their role. The SENCO is a fully qualified teacher.

Each key worker attends CPD relevant to their area of expertise including: Friends for Life; speech and language training; hearing impairment training; autism awareness training; managing unusual behaviour; first aid, and child protection training.

In addition, we have a key worker trained in Therapeutic Story writing and a key worker who trained as an ELSA (Emotional Literacy Support Assistant).

How accessible is the Academy environment?

The academy is fully accessible to all students including students with physical disabilities as we have a lift to all 3 floors, disabled toilets, some automatic doors and ramp access. Students will be able to access all areas of the curriculum and school life.

How will my child be included in activities outside the classroom including school trips?

The academy has access to a vehicle with disabled access, and all trips follow the Hampshire guidelines and use risk assessments to ensure all eventualities are planned for. Trips are inclusive and no child will be excluded for SEND reasons. Students are encouraged to partake in a range of extra curricular activities and Enrichment opportunities.

How will the Academy prepare and support my child/young person to 1) join the Academy; 2) transfer to a new setting; 3) transfer to the next stage of education and life?

1. The SENCO will liaise with the primaries during years 5 and 6. Where appropriate, children with SEND will take part in a lengthy transition to Havant Academy whilst still at his/her primary school. The time length of the transition will depend on the student's needs. Transition activities will focus on: familiarising the student with the layout of the school and members of staff, introducing the student to secondary school routines and assessing the needs of the student as well as building confidence in preparation for their start in September. Students with an EHCP will go through the consultation process with the Local Authority.
2. If the student is moving to a new school mid-year the SENCO will contact the new school's SENCO to ensure they are aware of any action plans or special arrangements for that student. When a student is taken on roll at a new school, all records and data will be transferred, including IEPs, pupil passports and other SEND information. Students with an EHCP will go through the consultation process with the Local Authority.
3. For SEND students moving on to the next stage after KS4, support is offered with college, job or apprenticeship. Every student is given career support and attends a day's experience at a college. Once the student is offered a place at college, the academy liaises with the college to discuss needs and to transfer relevant information. Students with an EHCP will go through the consultation process with the Local Authority.

Who can I contact for further information?

You can contact the SENCo, Jess Sollars:

jess.sollars@havant-tkat.org

Additionally, you can also contact our SEND administration assistant, Rebecca Hall:

rebecca.hall@havant-tkat.org

Alternatively, you can contact your child's Head of Year by phone: 02393 063 592

Where can I find details of Hampshire Education Authority's Local Offer?

Hampshire Education Authority's Local Offer is available on the South East 7 website:
<http://www.se7pathfinder.co.uk/se7-local-offer>

Our most recent SEN policy can be downloaded from our website:
http://www.havant-tkat.org/uploads/asset_file/SEND.pdf