

**September 2022**

## **The Hazeley Academy Information Report**

The Special Educational Needs and Disabilities (SEND) Information report should be read in conjunction with the 5DT SEND Policy which can also be found on the Policies section on the school's website.

### **1.1 The kinds of SEND that are provided for at The Hazeley Academy**

Our school currently provides additional and/or different provision for a range of needs including:

- Communication and Interaction, for example Autism Spectrum Condition, Asperger's Syndrome and speech and language difficulties.
- Cognition and Learning, for example, specific learning difficulties; dyslexia, dyspraxia
- Social, Emotional and Mental Health difficulties, Attention Deficit Hyperactivity disorder (ADHD).
- Sensory and/or Physical needs, for example, hearing impairments, visual impairments, processing difficulties and epilepsy.

### **1.2 Identifying pupils with SEND and assessing their needs**

There are several steps taken to identify and assess the needs of pupils within the Academy, this is done in consultation with the pupil, parents/carers.

- We liaise with transition schools or agencies to identify the support or provision previously in place for the child or young person.
- We have early discussions to gather the views of the child or young person, parents/carers and staff about the needs and identify the type of support that might be beneficial.
- We liaise with external professionals to identify strategies, intervention and support that might be beneficial.
- Where necessary we create or update the Additional Needs Register, SEND Support plan with support from all stakeholders, to review or set targets for a period and plan for support.
- We inform all staff of the Quality First Teaching strategies or any identified interventions and expected outcomes.
- The impact of the child or young person's additional SEND support, whether it is classroom based or within interventions, is evaluated at the end of an agreed period and outcomes are used to inform future support.
- If the child or young person has an Educational, Health and Care Plan, parents/carers, and anyone involved in the support of the child or young person, will be invited to an Annual Review, this process is coordinated by the SENDCo.

### **1.3 Consulting and involving pupils and parent**

The Academy is committed to involving the child or young person, developing and working in partnerships with parents/carers in support of pupils within the Academy. Consulting primarily takes place during parents evening, review meetings and tutor meetings.

These conversations will make sure that:

- Everyone develops a good understanding of the pupil's area of strength and difficulty.
- We take into account the parent/carer' concerns.
- Everyone understands the agreed outcomes sought for the child or young person.
- Everyone is clear on what their next steps are.

These discussions are recorded and provided to parents.

We will notify parents/carers when it is decided that a pupil will receive SEN support.

#### **1.4 Assessing and reviewing pupils' progress towards outcomes**

We follow the graduated approach and the four areas of the cycle, **assess, plan, do and review**.

The Academy uses a range of tools to assess and review the progress of pupils such as formative and summative assessments, progress reviews, observations, feedback on targets or outcomes. Subject teachers, progress leaders, the SENDCO and others involved in the review of the child or young person, carry out a clear analysis of a pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Previous progress, attainment and behaviour of the pupil
- Other teacher' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's views
- Advice from external support services, if relevant.

The assessment will be reviewed regularly.

#### **1.5 Supporting pupils moving between phases and preparing for adulthood**

We prepare and support pupils for joining and moving on from the school through a range of procedures. These include:

- Collaborative planning meetings with Year 6 colleagues
- Advice and support from the 5D Trust Transition SENDCO prior to and during transition, where relevant
- Opportunities for parents/carers to discuss their child's SEND or EHC plan or additional support needs with the SENDCO prior to transfer
- Opportunities for transitioning pupils with SEND to make additional transfer visits
- Consultation with specialist services before and during transition
- Advice and guidance for staff on students' additional needs prior to transfer
- Information, advice and guidance meetings for students
- Additional support with post Year 11 applications and transfer visits for identified students
- Additional support for transfer from Year 11 into the school's 6<sup>th</sup> Form for identified students
- Additional career meetings for pupils, where necessary

- Key transition year groups parents/carers and pupils are invited to 'transition' events.

## **1.6 Our approach to teaching pupils with SEND**

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils.

We also provide the following interventions, depending on the need of the individual:

- A child or young person with EHC plan will have a review meeting annually. The progress, nature of ongoing support and outcomes in consultations with parents/carers, student, relevant external agencies are reviewed
- A child or young person with a SEND support plan will have a review within the agreed period, targeted interventions, progress and outcomes are agreed with parents, carers and the student.
- Annual information evenings focus on the curriculum being studied and provide information on how parents/carers can support their child or young person's learning
- Annual parent/carer consultation evenings focus on a student's progress within individual subjects and provide information on the ways that parents/carers can support their child's learning.
- Regular Progress Review information is shared with all parents/carers. The information is evaluated by the school to help identify any concerns regarding a child or young persons' progress. Where there are concerns, these are shared with parents/carers.

## **1.7 Adaptations to the curriculum and learning environment**

We make the following adaptations to ensure all pupils' needs are met, these take account of the individual needs of the child or young person; some of these include:

- Differentiating our curriculum to ensure all pupils can access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, the learning environment.
- Adapting our resources and staffing, where necessary.
- Using recommended aids, such as assistive technology, visual timetables, or larger fonts.
- Differentiating our teaching, for example, giving longer processing times, pre and post teaching of key vocabulary or concepts, reading instructions aloud and more.
- Alternative curriculum pathways, and curriculum offer with greater emphasis on vocational employability skills, life and functional skills acquisition.

## **1.8 Additional support for learning**

We have a team of support staff, as of September 2022 we have four Senior Teaching Assistants responsible for key areas, one Behaviour Coach that works across the pastoral and SEND team, one SEND Coordinator and twenty-three

Teaching Assistants all with relevant training to deliver or specialise in a range of areas or interventions. Interventions we currently provide includes:

- EAL (English as an additional language) Intervention
- Talk About Social skills development through interpersonal communication.
- Living Life to the full, CBT talking therapy.
- One-to-one support within a range of areas.
- Small group interventions to provide additional Literacy and Numeracy intervention to support catch up, pre or post teaching, basic skills support and GCSE level support is provided.
- Handwriting intervention
- Mentoring in a range of areas.
- Adaptations, VI and HI support.
- Access arrangements support e.g., scribe.
- Emotional literacy
- Zones of regulation
- Touch type intervention

We work with the following agencies to provide support for pupils with SEND, these include:

- Milton Keynes SEND Team
- Educational Psychology Service
- Child Adolescent Mental Health Service (CAMHS)
- Speech and Language Therapy Service
- Occupational Therapy Service
- Physiotherapy Service
- Inclusion and Intervention Team
- Outreach Team
- SENDIS Specialist Teacher for Visually Impaired
- SENDIS Specialist Teacher for Hearing Impaired
- The NHS, including the School Nurses Team and NHS Complex Needs Nursing Team
- Children and Family Practices
- Children's Services: Children with Disabilities Team
- Social Services

## **1.9 Expertise and training of staff**

At the Hazeley Academy, we have three qualified SENDCo's within the school setting that hold different roles, with varying expertise.

The SENDCo has over six years' experience in the role, having previously led a specialist Autism Department within a mainstream school, with expertise in Specific Learning Difficulties and Communication and Interaction needs.

The SENDCo is allocated 80% of the timetabled week to manage SEND provision.

The Deputy SENDCo has allocated time to perform SEND related activities and leads on SEND Support provision.

We have a team of twenty-three teaching assistants, including four Senior Teaching Assistants with specialisms in English, Maths, (Literacy and Numeracy), EAL (English as an additional language), those with equivalent HLTA qualifications and experience

to deliver aspects of the alternative curriculum Asdan CoPE, Specialist in Social Interventions and SEND plans who are trained to deliver SEN provision.

We provide continuous professional development to develop our staff in a range of specialisms.

### **1.10 Securing equipment and facilities**

The Hazeley Academy works closely with the local authority to acquire specialist assistive equipment needed for our pupils to be able to access the curriculum. The Academy has a range of equipment available for those students who are identified as needing assistive equipment such as the use of a laptop or reading pen.

Within the Academy we have facilities that support a range of needs such as:

- A Sensory room,
- Small group intervention rooms,
- Alternative curriculum base, with specialised life skills resources.
- A designated learning zone for English and Maths interventions.

The Academy is accessible to wheelchair users and others with a range of needs. Facilities include:

- Lift
- Evac chairs for the safe evacuation of students from the first floor
- Dedicated disabled toileting facilities, including a shower (no hoisting facilities)
- Electronically controlled doors in corridors allowing fire doors to remain open for ease of movement around the school
- Height adjustable furniture in science laboratories and ICT and technology classrooms and the facility to have raised tables in all mainstream classrooms, where needed
- Colour-coded subject areas
- Highlighted steps on key staircases
- Signage designed to support those with visual impairment needs
- Alternative methods of communication with home on request.

### **1.11 The effectiveness of SEND provision**

The Hazeley Academy is committed to providing an effective provision for the children and young people that attend the Academy. We evaluated the effectiveness of provision for pupils with SEN by:

- Reviewing pupil's individual progress towards their goals
- Reviewing the impact of interventions after each 6–8-week period (depending on the intervention programme).
- Using pupil and carer/ parent feedback
- Using intervention trackers and provision maps to measure progress and cost effectiveness
- Holding annual reviews for pupils with EHC (Educational, Health and Care) plans.
- Implementing a new SEND Support (K) monitoring and tracking system that is reviewed in line with set targets.

- Reviewing the SEND provision through Internal and External Audited reviews annually.
- Reporting to the Governing body on SEND provision annually.

### **1.12 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND**

The Hazeley Academy is a fully inclusive school, all activities are available to our pupils; support is provided to facilitate this, where necessary.

- All of our extra-curricular activities, visits and trips are available to all our pupils, including our clubs.
- All pupils are encouraged to participate in residential trips, and provision is available for those that require it, to attend.
- All pupils are encouraged to take part in sporting activities. Where needed, adaptations and reasonable adjustments are made so that all pupils can participate.
- A risk assessment is undertaken to facilitate the inclusion in activities or trips especially those outside the school environment. The risk assessment is to ensure that arrangements for admission, and the necessary steps are taken to prevent a pupil with SEN needs or who is disabled, from being treated unfavourably or disadvantaged.
- The assessment of facilities and any identified support required to help the SEN or disabled pupils is made and in place before attending the activity or trip. Where necessary prior to the activity or trip, especially if it is of a residential nature, liaison with the child or young person, carer or parent to determine the level of need and address any concerns is undertaken with the trip organiser and where necessary SENDCo, this information supports the creation of the risk assessment and plan.

More information related to activities, trips and visits can be found on the academies [Accessibility plan](#).

### **1.13 Support for improving emotional and social development**

The Hazeley Academy provide support for pupils to improve their emotional and social development in the following ways:

- All pupils, including those with SEND are encouraged to be part of the school council
- All pupils, including those with SEND are also encouraged to be part of the Equality group, class representative system.
- All pupils, including those with SEND are encouraged to be Mental Health Ambassadors or student buddies
- All pupils, including those with SEND are supported via the Pastoral Team within the Academy
- Sixth form pupils with SEND are encouraged where necessary and appropriate to be peer mentors
- Where necessary those with identified needs are supported through social skills interventions, the school counselling service
- The SEND team work closely with the Personalisation team within the school to support the emotional and social development of SEND children and young people.

The Academy has a zero-tolerance approach to bullying. More information can be found on [The Anti-Bullying Policy](#).

### **1.14 Working with other agencies**

The Academy is committed to developing professional working relationships with all agencies in support of pupils within the school. We work with a range of specialist services; this is done through a system of referral. These include:

- Milton Keynes SEND Team
- Educational Psychology Service
- Speech and Language Therapy Service
- Occupational Therapy Service
- Inclusion and Intervention Team
- Outreach Team
- SENDIAS
- CAMHS
- Social Services

### **1.15 Complaints about SEND provision**

The Hazeley Academy takes complaints very seriously. We are committed to working closely with parents and carers and any member of staff can be contacted in the first instances to raise concerns. This includes:

- Form tutors and or subject teachers
- Progress Leaders or the pastoral lead (R2L)
- Matron or the School Nurse
- SENDCo or Deputy SENDCo
- Head of Sixth Form
- Designated Safeguarding Lead

Where a member of staff is unable to provide the information required, they will support the parent or carer to contact the appropriate person.

Complaints about SEND provision in the Academy should be made to the Form tutor in the first instance. They will then be referred to the school's complaints policy.

The parents or carer of pupils with disabilities have the right to make disability discrimination claims to the first tier SEND tribunal if they believe that our school has discriminated against their child.

They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services.

### **1.16 Contact details of support services for parents of pupils with SEN**

There are a range of support services available to parents and carers of pupils with SEND needs within the local area.

SEND Information, Advice and Support [Service](#) (SENDIAS) is a free service for children, young people 0-25 with Special Educational Needs and Disabilities, parents and carers. Alternative support can be found on Milton Keynes Local offer information.

### **1.17 Contact details for raising concerns**

We have a team of staff with specific areas of responsibility related to the support of students with SEND needs at the Academy.

Key members of staff at the Academy are:

- Head of School with responsibility for SEND - Ms T Whiteman
- SENDCo – Ms K Dallas
- Deputy SENDCo – Mrs Aguado-Bush

### **1.18 The local authority local offer**

Most pupils at various stages in their learning require additional support, some more than others, and at The Hazeley Academy we adhere to the SEND Code of Practice to ensure that children and young people's individual needs are met in line with the local authority offer.

Our contribution to the local offer is found in the [local offer information](#).

The Milton Keynes local offer is published on their [website](#).

### **Monitoring arrangements**

The 5DT SEND policy and Information report will be reviewed by Ms K Dallas, SENDCo every year. It will also be updated if any changes to the information are made during the year.

### **Links with other policies and documents**

This report links to our Special Educational Needs policy, as well as:

- Accessibility plan
- Behaviour policy
- Complaint's policy
- Supporting children with medical conditions
- Equality information