

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) LOCAL OFFER

The Hazeley Academy

1. How does the school know if children need extra help?

We know a child needs help when:

- Transfer information or records from the previous school setting inform of a need;
- Details are shared during transition meetings with primary schools;
- Concerns are raised by parents or carers;
- Concerns are raised by the pastoral team or teaching staff;
- External agency reports;
- There is a lack of progress or a change in the child or young persons behaviour which impacts on learning.

2. What should I do if I think my child has Special Educational Needs?

There are a number of ways that you can raise your concerns with the academy:

- Speak to the child or young person's tutor, Pastoral Lead or Progress Leader
- Contact the school's Special Educational Needs Co-ordinator (SENDCo) Miss K Dallas.

3. How will the school support a child or young person has been identified as having special educational needs or a disability?

If your child is identified as requiring additional SEND support, we take a number of steps:

- We gather the views of the child or young person, parents/carers and staff about the SEND needs and identify the type of support that might be beneficial
- At times we liaise with external professionals to identify strategies, intervention and support that might be beneficial
- We create or update the SEND Support plan, with input from the child or young person, parents/carers and staff with targets, a review period and a plan for support
- We add the child or young person to the Additional Needs Register and 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 an agreed period and outcomes are used to inform future support.
- If the child or young person has a 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 is process is coordinated by the SENDCo.

4. How will the school's curriculum be matched to the needs of SEND students requiring additional support?

Our curriculum is designed to meet the needs of the child or young person in a range of ways. These include:

- Quality First Teaching
- Banded ability sets in selected subjects
- Access to additional literacy and numeracy sessions
- Differentiated teaching and learning activities and additional or differentiated resources

- Access arrangements for eligible students in school based and external examinations
- Teaching Assistant support
- Access to alternative venues and additional adult support at breaks and lunchtimes
- Targeted and personalised interventions focusing on the development of specific skills
- Opportunities for support with homework
- Use of more specialised resources or equipment as advised by external professionals
- Alternative curriculum options for students depending on preference and curriculum route
- For students with an EHC Plan: individualised support and interventions as detailed on their plan

5. How will I know how my child is doing?

The school keeps parents/carers informed about their child's progress in a number of ways. These include:

- 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 person's progress. Where there are concerns, these are shared with parents/carers

6. How will you support me to help my child?

We have a number of procedures to promote the well-being of students with SEND. These include:

- Strategies and outcomes will be shared with parents/carers at review meetings, outlining ways to help with home learning
- A SENCo responsible for monitoring the progress and well-being of students on the school's SEND register and the coordination of SEND provision from teaching assistants and/or a specialist teacher
- Referral to the school's pastoral lead for additional support
- Referral for therapeutic support through the school counsellor
- Signposting to the appropriate agencies outside school
- Referral to the school's Matron or school nurse
- Specific parent workshops provided by the school
- Where students and their parents/carers are already involved with external agencies, collaborative work can be undertaken

7. What specialist services are available at The Hazeley Academy or can be accessed by the Academy?

The school works with a number of specialist services. These include:

- Milton Keynes SEND Team
- Educational Psychology Service

- Child Adolescent Mental Health Service
- 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

8. What training has been provided for the staff supporting children or young people with SEND?

All teachers are trained in accordance with the Teacher Standards. In addition, the school has a number of staff trained or receiving training to support various needs in the following areas:

- Teaching assistants: literacy and numeracy difficulties, communication and interaction difficulties and social, emotional and mental health needs
- Teaching assistants: use of Evac chairs
- Teaching staff, teaching assistants and first aiders: use of Epipens
- Teaching assistants and first aiders: support for students with Epilepsy
- SENDCo

9. How will my child be included in activities outside the classroom?

The school is committed to involving all students in all activities, wherever possible, including residential and day trips. This involves:

- Making transport arrangements appropriate for the needs of students with physical and/or medical needs
- Providing additional adult support for students with physical and/or medical needs
- Agreeing care plans for students with physical and/or medical needs, including the administration of any medication
- Providing additional adult support as required for students with social, emotional and/or mental health needs
- Risk assessments are carried out and procedures put in place to enable all children to participate in activities outside the class environment.

10. How accessible is the school environment?

The school 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
- 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
- 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

11. How will my child be prepared and supported during the transition to and from the school?

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

- Collaborative planning meetings with Year 6 colleagues
- Opportunities for parents / carers to discuss their child's EHC plan or additional support needs with the SENCO prior to transfer
- Opportunities for Year 6 students 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 Key Stage 4 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 6th Form for identified students

12. How are the school's resources allocated and matched to children's SEND?

We receive funding for students with identified SEND. Our funding is allocated in a variety of ways to match the needs of SEND students. This includes meeting the cost of:

- Additional staff to work with SEND students in lessons and to deliver out-of-class interventions and support
 - Resources and equipment required to meet the needs of SEND students
 - Staff training and development to meet the needs of SEND students
- Meetings and administration time to plan, monitor and review provision for SEND students

13. How is the decision made about how much support a child will receive?

A number of factors are considered. These include:

- Where a student has an EHC plan, we make provision according to the requirements recorded on the plan
- For SEND students without an EHC plan, we attempt to match the amount and type of support to the level of need. A number of factors are considered. These include:
 - Levels of attainment and well-being compared to peers
 - Progress in response to whole-school and SEND provision and interventions
 - Advice received from external agencies
 - Views of subject teachers, the student and the parents/carers
 - Availability of resources

14. Who can I contact for further information?

We are committed to working closely with parents/carers and any member of staff can be contacted in the first instance. This includes:

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

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

Milton Keynes Local offer

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