

The School offer and SEN Information Report for Havelock Academy – January 2019

<p>Questions referenced to SEN (Information) Regulations (Clause 65)</p>	
<p>DECISIONS ABOUT WHETHER A STUDENT HAS SEN</p>	
<p>How does the school know if children need extra help and what should parents do if they think their child may have special educational needs?</p>	<p>The identification of need is by:</p> <ul style="list-style-type: none"> • Primary School liaison; • SEND Coordinator meeting parents of Y6 students on request; • Screening students for reading age, Irlen syndrome, dyslexic tendencies, examination board access arrangements; • Teaching staff and tutors, in line with Academy assessments policy and procedures; • Students themselves directly SEND Coordinator or via other staff, parents or friends.
<p>How is the decision made about how much individual support pupils will receive?</p>	<p>The review of need is conducted three times per year through individual education plans, feedback from on-going assessment in line with the academy assessment policy, discussion the student, parents, staff and other professionals as appropriate and via the annual review process for students with Education Healthcare Plans.</p> <p>Every student on the SEND register will have an Individual Education Plan. This gives information on the student’s needs, strategies to assist teaching and targets for that student to reach. Students may remain on the SEND register at SEND support or be removed from the SEN register at a review. If the intervention listed for a student at SEN support is ineffective this will be discussed with SEN Coordinator and parents who will decide if a move to formal assessment for an Education Health Care Plan is appropriate.</p>

SUPPORT FOR LEARNING AND WELL-BEING

How does the school support pupils with special educational needs?

The arrangements made for coordinating the provision of education for students with special educational needs and disabilities are through regular meetings with the SEND Coordinator. Other staff or agency workers may be invited to these meetings when appropriate;

- calendared faculty meetings;
- informal liaison with staff as and when necessary;
- meetings with agency key workers to arrange and review input;
- weekly meetings of the SEN support staff team;
- review meetings of students with Education Health Care Plans.

What mechanism are in place for supports pupils' overall wellbeing?

Tutors are available as a first point of contact for pupils with SEND to support attendance, behaviour and any day to day problems that may arise.

The medical room is staffed throughout the week by trained first aiders.

The Academy employs two Educational Welfare Officers to help monitor attendance and to arrange SAP and LAP meetings when necessary.

The pastoral team also meet regularly to discuss issues that SEND students may be facing.

PROGRESS, PLANNING AND KEEPING PARENTS INFORMED

How will parents know how their child is doing?

Students on the SEND Register have their review of need conducted three times per year through individual education plans; feedback from on-going assessment in line with the academy assessment policy; discussion with the student, parents, staff and other professionals as appropriate and via the annual review process for students with Education Health Care Plans. There are calendared Academic Review Days where opportunities exist for parents to raise any concerns they may have.

	The SENDCO is always contactable via the telephone or email if parents have any concerns. MHargreaves1@havelockacademy.co.uk
How are parents involved in discussions about planning for their child's education?	Parents can be involved via Academic Review Days and various other calendared events.
How are children able to contribute their views?	Students' views are taken account via the Student Council.
PROVISIONS, RESOURCES & SERVICES	
How is learning and development provision matched to individual pupils' needs?	An intervention wave in Years 7 ensures that those students who enter the academy below level can be supported by a Key Stage 2 trained teacher.
How are the school's resources allocated and matched to pupils' SEND?	The Academy's SEND budget is allocated by the Finance Manager and it then becomes the responsibility of the SENDCO to allocate and match to pupil's needs.
What specialist services and expertise are available to the school or accessed by the school?	<p>The Academy employs a full time Key Stage 2 trained qualified teacher who teaches those students in Year 7 who arrive below level in Literacy and Numeracy.</p> <p>Additional numeracy and literacy lessons are also offered across key stages three and four.</p> <p>Specialist staff are trained to screen for dyslexic tendencies and for Irlen Syndrome.</p> <p>The Academy is able to access support from the Specialist Advisory Service and the services of an Educational Psychologist if required.</p> <p>The Academy works closely with the Disability Team at Barnardos, the Specialist Advisory Service and the Educational Team for Hearing and Vision (ETHV).</p> <p>The Academy works closely with Young Minds Matters to support students where necessary.</p>
How accessible is the school/academy environment?	The school is situated on two levels, accessible by a lift to the first floor. Lift passes can be issued where necessary to aide independent

<p>(n.b. every school/academy must have an up to date Accessibility Plan which is reviewed periodically by Governors).</p>	<p>mobility across the whole the school site. There are disabled toilet and showering facilities in the sports block and disabled toilet facilities the main school building. Ramps are attached to the building outside, to ensure that all area of the academy are accessible via wheelchair if necessary.</p>
<p>How are pupils included in activities outside the classroom including trips? (n.b. the DDA Reasonable Adjustments legislation expect school/academies to be anticipatory in respect of school activities and trips).</p>	<p>Parents have to complete a consent form. Risk assessments are completed by the Party Leader prior to trips or visits being approved.</p>
<p>STAFF TRAINING</p>	
<p>What training have the staff supporting pupils with SEND had, or what are they expected to have? (N.B. under the SEND Code of Practice legislation, school/academies need to offer high quality professional development and training to the work force).</p>	<p>The SENDCO is completing the National Award for SEN Leadership. Havelock Academy is committed to the continuing professional development of all staff. All teaching staff complete a weekly development programme, focussing on teaching and learning. Sessions have included differentiation, using additional adults in the classroom, behaviour management, ASD awareness and strategy support for dyslexia. Additional nationally recognised qualifications are also completed such as Child and Young People’s Mental Health. Staff training is ongoing and regular throughout the academic year.</p>
<p>TRANSITIONS</p>	
<p>How does the school prepare and support pupils to join the school, transfer to a new school or the next stage of education and life in order to ensure their well-being?</p>	<p>The Transition Coordinator and SENDCO liaise closely with feeder and Primary staff to ensure a full and complete handover of relevant information and documentation. Additional transition sessions are offered to relevant year 6 SEND students. CEIAG Officer in the Academy to offer support and guidance when necessary. YPSS (Careers) Worker invited to annual review meetings of all KS4 pupils with Education Health Care Plans.</p>
<p>FURTHER INFORMATION</p>	

Who can parents contact for further information?

Parents can contact the SENDCO, Mrs M Hargreaves
MHargreaves1@havelockacademy.co.uk.
There is also an independent service, Parent Partnership Service
which is available to help. Their address can be obtained from the
Academy.