



THE  
**HOLGATE**  
— ACADEMY —

## **SEND Information Report 2017-18**

The information included in this report describes the Holgate Academy 'offer' for students with Special Educational Needs and Disabilities (SEND).

We welcome your feedback and involvement in the review of our offer, so please contact us if you would like to discuss anything within the report. The people to contact for the 2017/18 academic year are below:

Suzy Mann – SENDCO

Sue Forsey – Academy Principal

Denise Hardy – Vice Principal (Inclusion)

Tracey Lidgett – SEND governor

If you would like to look at the Nottinghamshire local offer, please **click here**.

At Holgate Academy, we believe in participation and progress for all. We value quality first teaching and aim to create a learning environment that can be flexible to meet the needs of all members of our academy. We aim to provide every opportunity to develop the full potential of all our students.

At the Holgate Academy students with special educational needs or disabilities are valued as individuals and encouraged to integrate with their peers, both socially and academically. At all times, consideration will be given to maintaining and enhancing the self-esteem of students with special educational needs or disabilities.

## **How does the Academy identify SEND?**

At different times in their school career, a child or young person may have a special educational need. The Code of Practice defines SEN as:

**“A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:**

- (a) have a significantly greater difficulty in learning than the majority of others of the same age**
- (b) or have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions”**

At Holgate Academy, we are committed to ensuring that all students have access to learning opportunities. We will intervene for those who are at risk of not learning or making sufficient progress. If a student is identified as having special educational needs or disabilities, we will arrange provision that is ‘additional to or different from’ the normal differentiated curriculum, with the intention of removing the barriers to learning.

## **How does the Academy assess SEND?**

Every member of staff is responsible for assessing when a student presents with a difficulty in learning. The assessment of special educational needs will involve the student, their parents/carers and their teachers. The SENDCO will support with the identification of the barriers to learning.

Data will be used to help us accurately assess and plan for the needs of all students with SEND. The data used is a culmination of students' academic progress, standardised reading and spelling ages and diagnostic testing of strengths and weaknesses in maths and English.

The above information will form a starting point from which we can intervene and build a comprehensive picture of progress.

For some students, we may also seek advice from specialist teams.

## **How does the Academy support students with SEND?**

Every teacher is required to adapt the curriculum to ensure that students in their classes can access the learning.

Teachers at the Holgate Academy will use a variety of strategies to ensure that all students can access the curriculum. This might include:

- writing frames or other appropriate literacy support
- Reading/writing technology
- positive behaviour rewards system
- coloured overlays
- differentiated learning outcomes

Every learner identified as having Special educational needs or disabilities is entitled to support that is 'additional to or different from' a normal differentiated curriculum. The type of support offered is dependent on the learning needs of the individual and is intended to enable access to learning by removing the identified barriers to learning.

The support available is described as a provision map, which describes the interventions and actions we take to support students with Special educational needs or disabilities across the different year groups.

The implementation of support is achieved using a graduated response of assess, plan, do, review, making sure provision is appropriate and effective.

At times there is a need to support SEND outside of the classroom. This can take a variety of formats:

- Progress Centre – the progress centre is used to support students who may not be able to cope with a classroom environment or for those who are re-integrating back into school. Students are able to complete work set by their teachers in this small group environment with TA support.
- Individualised curriculum – some students need to have a more individualised timetable to meet their needs. Any changes to timetables will be done in consultation with parents.

- SEN lunch club – some students find unstructured times at break/lunch difficult as a result of their needs. The SEN lunch club provides them a staffed area where they can go.

Other interventions which we use at the Holgate Academy are:

- 1:1 reading/small group reading
- Lexia/Core 5
- Catch up literacy
- Catch up numeracy
- Star reading
- Buddy reading
- Accelerated reader
- Small group tuition
- Forest schools
- Positive play

## **Who are the best people to talk to about my child's SEND?**

The SEND department is made up of a team of staff including a SENDCO and a team of highly qualified teaching assistants.

If you have a child who already has an identified special educational need or disability, the best people for you to contact for the 2017/18 academic year are:

Suzy Mann – SENDCO

Key worker allocated

If you have initial concerns around your child having a special educational need or disability, you could contact one of the above, or your child's house leader:

Henry Diamond – Clumber

Michelle Berry – Sherwood

Jo Chapman – Rufford

Andrew Topp – Thoresby

### **How does the Academy know whether SEND support is effective?**

Monitoring progress is an integral part of teaching and leadership at the Holgate Academy. Any SEND support/provision will be monitored on a regular basis to ensure that the support/provision is having an impact.

Parents/carers, students and staff are all involved in reviewing the impact of interventions for students with special educational needs or disabilities. We follow the 'assess, plan, do, review' process and ensure that parents/carers and students are involved in each step.

Before any additional provision is put in place, the SENDCO, teacher, student and parents/carers will agree what they expect to be different following the intervention. A baseline will be recorded so that the impact of the provision can be analysed.

Students, parents/carers and their teaching and support staff will be involved in the reviewing process wherever possible. A meeting will be held at least once a term to discuss progress made and make plans for the next steps.

The SENDCO will collate data for the different interventions to ensure that we are only using interventions that work to accelerate progress.

**What other learning opportunities are available at the Academy?**

Holgate Academy prides itself on the quality of our period 7 extra-curricular sessions. We offer a wide range of additional clubs and activities which are offered to all. We will make reasonable adjustments where necessary to ensure that all students have the same opportunities available to them.

If you would like to discuss specific requirements needed for a student to attend a P7 session, please contact the SEND team.



### **How does the Academy know if my child needs extra help?**

If your child is transferring to the Holgate Academy and already has a special educational need or disability, your primary school or existing school will inform us during the transition process. These students will make up the majority of SEND students at the Holgate Academy.

During the transition period, there will be planning between the schools and with parents/carers during Y6. This will support the move between primary and secondary education.

On entry to the Holgate Academy, students will be involved in a series of testing sessions, which will allow us to pick up on any potential difficulties.

Sometimes, the first signs of difficulty may be picked up by parents, through conversations at home. Parents are welcome to contact school and talk to us about any concerns they may have.

### **What should I do if I think my child may have SEN or a disability?**

You can contact school by phone, letter or email. We will listen to your concerns and discuss them with you. If necessary, we will agree on a plan of support. This might involve monitoring, putting support/provision in place, or arranging for assessment by specialist staff or external agencies.

If your child is still at primary school, talk to their teacher in the first instance. They might be able to identify and support any issues, which will then be discussed during transition.

**How will the Academy help prepare my child to transfer to Post 16 education or to another school?**

All students will have at least one post 16 options meeting and a careers meeting offered to them. These meetings will give students the opportunity to discuss their post 16 options.

Students will have the opportunity to take part in a week of work experience which will give them a taste of a working environment and can help to inform them about courses/careers which they might like to take post 16.

Students will receive support with completing sixth form/college applications.

## **What special educational needs are provided for by the Academy?**

There are many reasons why a student may be identified as having SEND.

At the Academy we support students who have difficulties with literacy and learning. Difficulties in this area may include things such as:

- Reading and spelling
- Writing difficulties
- Working with numbers
- Working memory
- Concentration
- Specific difficulties such as dyslexia

To support these difficulties, students will receive quality first teaching with appropriate differentiation when needed. Where necessary, students who are targeted for extra support will be able to access:

- 1:1 and small group sessions that focus on literacy needs
- 1:1 and small group sessions that focus on numeracy needs
- Teaching assistant support in lessons
- Help from external agencies when needed
- Exam access arrangements
- Post 16 transition support
- Lunchtime clubs for targeted vulnerable students
- After school clubs for targeted vulnerable students

Students with sensory and/or physical needs are also supported at the Academy. Difficulties in this area may include things such as:

- Vision
- Hearing
- Fine/Gross motor co-ordination
- Specific conditions such as dyspraxia, cerebral palsy or physical injury

To support these difficulties, students will receive quality first teaching with appropriate differentiation when needed. For those who need it, the Holgate Academy will use visual aids or amplification of sound.

Where necessary, students who are targeted for extra support will be able to access:

- Support from the school nurse
- Access to teaching assistant support
- Exam access arrangements
- Specialist equipment and materials
- Outside agency support

Difficulties with communication and interaction are another area where the Academy provides support. Difficulties in this area include things such as:

- Understanding language
- Using language
- Understanding how to communicate socially with others
- Specific conditions such as Autism and Asperger syndrome

To support these difficulties, students will receive quality first teaching with appropriate differentiation when needed.

The Holgate Academy also works to support students with difficulties in social, emotional or mental health. Difficulties in this area relates to students experiencing periods of high anxiety, stress, distress or anger which is affecting their education.

Concerns might include things such as:

- Forming/maintaining relationships
- Bereavement
- Attendance
- Self esteem
- Life outside school

To support these difficulties, the following support can be provided:

- Summer school
- Progress centre lunch club

- Intervention groups (behaviour/social skills/self-esteem/ stress management)
- 1:1mentoring
- Peer mentoring
- Y11 support with college applications and career paths
- Outside agency input
- Flexible timetables

**Who are the other people providing services to children with SEND at the Academy?**

The school will support students with special educational needs or disabilities by working with external support agencies/services.

The following services will be involved as and when necessary:

- CAMHS
- Social services
- Educational Psychology service
- Speech and language
- Family services

## **How are the teachers at the Academy supported to work with children who have SEND?**

The Academy will provide in service training (CPD) to keep staff up to date with developments in teaching practice, in relation to the needs of students with SEND. The SENDCO will attend relevant SEND courses, Family SEND meetings and facilitate/signpost relevant training opportunities for staff.

The Academy is involved in the following:

- Family SEND training and moderation
- Annual safeguarding training
- SEND Local Authority conference
- DALP TA conference
- Whole school safeguarding training
- Academy CPD training on SEND