



## **SEND Information Report 2020-21**

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 2020/21 academic year are below:

Ms C Davies – SENDCO

Mr M Pennington – Academy Principal

Mrs K Mathews – Vice Principal (Inclusion)

Mr P Bailey – SEND governor

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

### **1. What is Special Educational Needs and disability?**

In September 2014, the Department for Education published a new Special Educational Needs and Disability code of Practice: 0-25 years. The code of practice identifies four main areas of need: communication and interaction; cognition and learning; social emotional and mental health needs and sensory and/or physical needs.

A student is identified as having a Special Educational Need when his or her learning needs requires additional special educational provision to enable academic, social and emotional progress.

This may be identified with progress which:

- ✓ Is significantly behind that of their peers starting from the same baseline
- ✓ Fails to close attainment gap between the individual and their peers
- ✓ Widens the attainment gap
- ✓ Does not match or improve previous rates of progress

## **2. What is the provision for SEND at The Holgate Academy**

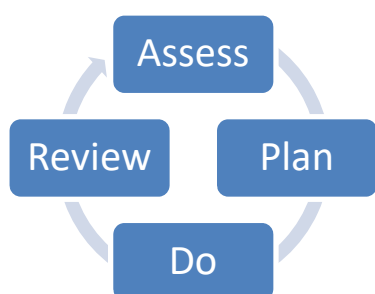
The Holgate academy is an inclusive school where everyone is made to feel welcome and supported to overcome barriers to academic, social and emotional progress. At Holgate, we believe in participation and progress for all. We value quality first teaching and aim to create a learning environment that 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. Our inclusive ethos aims to encourage all students and staff equally, reducing barriers to learning and providing required support so that all students feel able to participate. The Holgate Academy recognises special educational needs identified by the SEND Code of Practice.

## **3. How do staff at Holgate Academy know if a student needs extra help?**

Staff members seek to identify the needs of students with SEN as early as possible. This is most effectively done by gathering information from parents, educators, and health and care services and through transition from our feeder schools or early year settings. Where need have not been previously identified, staff have an obligation to report their concerns and observations to the SENDCO (Special Educational Needs Coordinator).

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.

Staff also monitor the progress of all students in order to aid the identification of students with SEND by carrying out termly progress checkers. Continuous monitoring of those students with send by their teachers will help to ensure they are able to reach their full potential. Regular faculty meetings and inclusion meetings are held across the curriculum giving staff an overview of the rate of progress and to discuss any concerns raised. These concerns are then recorded and monitored using the access, plan, do and review cycle.



#### **4. How is the effectiveness of the provision evaluated at The Holgate Academy?**

In order to make consistent and continuous progress in relation to SEND provision, the school encourages feedback from staff, parents and students during the academic year. Student progress will be monitored on a termly basis in line with the SEND Code of Practice. The inclusion Faculty offer an 'Open Door' policy where parents can access the SENDCO regularly. Further feedback from Parents can be given at any time through email contact and using transition, open and parent's evenings. The Academy hold SEN review meetings three times a year for those students identified as needing support above the standard curriculum offer and targets are set in collaboration with parents and students (where appropriate)

#### **5. How will both school staff and parents know how individual students are doing?**

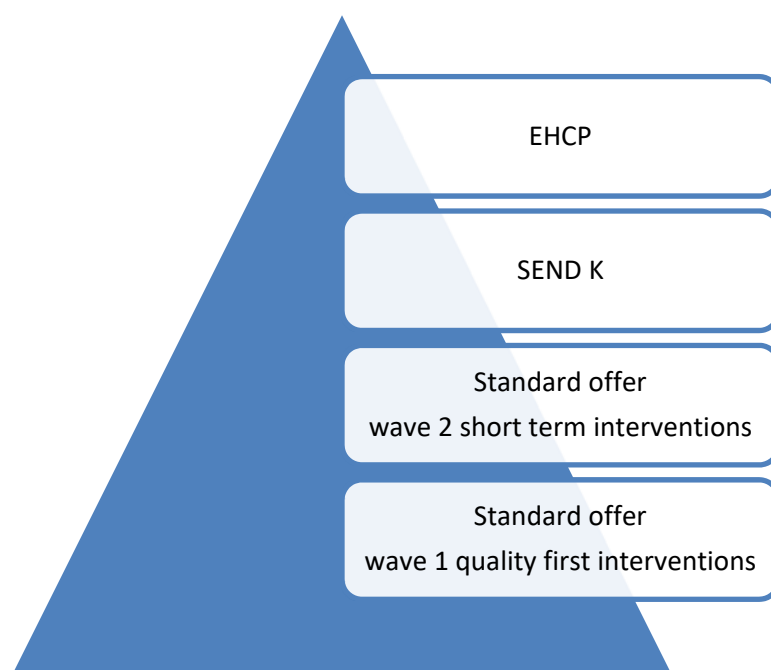
Every member of staff is responsible for assessing when a student presents with a difficulty in learning. The assessment of special educational needs will involve the student, their parents/carers and their teachers. The SENDCO will support with the identification of the barriers to learning.

Any student who is falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored. Once a student has been identified with SEND, they will be closely monitored by staff in order to assess their level of learning and possible barriers. The following actions will then be taken to ensure students are fully supported with The Holgate Academy:

- ❖ As part of the graduated response as set out in the code of practice, subject teachers will take steps to provide differentiated learning opportunities that will support the students' academic progression and enable the teacher to better understand the provision and learning style that needs to be applied.
- ❖ The SENCO will be consulted as needed for support and advice and may wish to observe the student in the class.
- ❖ Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. Parents are also encouraged to share information and queries with the school.
- ❖ The student is monitored if a concern is raised by a parent or teacher, but this does not automatically place the student on the school's inclusion meetings.
- ❖ Provision is recorded to aid further support if required and for future reference.
- ❖ Student progress meetings, academic tutorials, key worker meetings and parent evenings are used to monitor and assess the progress being made by students. The frequency of these meetings is dependent on individual progress and need.

## 6. What is the Academy's approach to teaching students with SEND?

If a student is identified as needing additional support and added to the inclusion register it will be through a graduated approach and based on individual needs as defined by the identification and assessment procedure. The nature of support will vary depending on the individual need of the pupil however it will follow the pathway of the graduated response approach as outlined in the SEND code of Practice. Students will have access to interventions described in the Holgate Academy SEND offer depending on the need of the individual.



## 7. How will the curriculum be co-ordinated to a young person's needs?

In class provision and support will be deployed to ensure that the curriculum is differentiated where necessary utilising quality teach first strategies. Individual or group tuition will also be made available where it is felt that students would benefit from this provision. As part of the assess, plan do and review cycle, individual targets that motivate and encourage students will be set in partnership with parents to stimulate students to do their best and to celebrate achievements at all levels.

## 8. How are the decisions made about the type of support a student receives?

Once a student has been identified as requiring additional support, the SENDCO and subject teacher should agree in consultation with parental input the adjustments,

interventions and support to be put in place. Targets should be out in place to assess the expected impact on progress, development or behaviour with a clear date of review (SMART targets).

For students with more complex needs, additional funding (HLN or high level Need) is retained by the local authority. This is accessed through the Family of schools. The Family SENDCO will refer individual applications to a multi-agency panel which is administered by the Local authority, who will then determine the level and complexity of need meets the threshold for this funding. The Local authority may also be consulted to request statutory assessment for an EHC plan to be put in place. Parents will be fully informed of any changes with identified level of need throughout the process and input will be required from home to fully understand the challenges a young person may experience.

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)
- 1:1 mentoring
- Peer mentoring
- Y11 support with college applications and career paths
- Outside agency input
- Flexible timetables
- Start well and End well sessions
- Art therapy
- Accelerated learning 1 , 2 and 3
- Functional skills
- COPE awards
- SAFE (anxiety based)
- Forest schools
- Lego therapy
- Positive play
- Social club

#### **9. How will students with SEND be included in wider school activities?**

As an inclusive school, every effort is made through the work of the pastoral team to ensure that all students are encouraged and feel able to participate in all activities offered as enrichment opportunities outside the classroom. Students are considered on an individual basis according to their needs and support is provided appropriately.

#### **10. How does the Academy prepare students for transition?**

If a student with SEND joins as a mid-year transfer, close liaison with the SENDCO and designated lead will ensure that any needs are met and facilitate a smooth transfer.

The transition leader will also liaise with feeder primary schools. If your child has any SEND then they will be referred to the inclusion faculty. The SENDCO will meet with the SENDCOs of Primary feeder to ensure that information sharing is clear and comprehensive.

A transition programme for the full cohort is offered at the end of the summer term, with additional parent/student parent's evenings to support the move. Liaison with Primary School Colleagues' identifies those students with SEND who may find the transition to

Secondary Education particularly challenging. Additional support may be put in place to further support this transition if appropriate.

Enhanced support into post 16 placements and apprenticeships etc. Bespoke interventions supporting transition to KS5 are also available.

### **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 2020/21 academic year are:

Charlotte Davies- 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 year leader:

Year 7: Miss J Chapman

Year 8: Mr M Randell

Year 9: M Berry

Year 10: Miss Y Foster

Year 11: Mr G Lambert

### **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
- Diverse Academies TA conference
- Whole school safeguarding training
- Academy CPD training on SEND