

# SEND Information Report

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## WHAT IS SEND?

SEND stands for Special Educational Needs and Disabilities and a child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

Here at Harton Academy, our vision for children with special educational needs and disabilities is the same as for all children and young people - that they achieve well and lead happy and fulfilled lives. With the focus on inclusion, students with SEND are integrated into the mainstream school and supported through the Equal Opportunities Department.

## **THE EQUAL OPPORTUNITIES DEPARTMENT**

All staff at Harton Academy endeavour to provide a safe and fully equipped learning environment that caters to the needs of every student as an individual. We adopt a 'whole school approach' to special educational needs where all staff work together to ensure inclusion and equal opportunities for all students and demonstrate a strong commitment to ensuring that students with SEND can fulfil their potential and achieve optimal educational outcomes.

Our Equal Opportunities Department is focused on providing for those whose academic, physical, social or emotional development is hindering their progress and achievement to have appropriate support so that they can become individual, independent learners and fulfil their potential through high attainment and achievement.

### **Who We Are:**

Chief Executive Officer - Sir Ken Gibson

Headteacher - Mr J Skurr

SEND Governor - Mary Robertson

Assistant Headteacher / Equal Opportunities Manager / SENDCo /

Specialist Teacher of Dyslexia / Mental Health Champion - Mrs R Wall

Speech and Language Therapist - Miss Steadman

Occupational Therapist - Miss Oliver

Specialist Teacher of Dyslexia / Access Arrangements Assessor - Mrs Gray

Assistant SENDCo / Emotional Literacy Support Assistant / Assistant OT /

Speech and Language Focus - Mrs Houston

Lead SSA / Autism Focus - Mrs Nelson

HLTA - Miss Denker

HLTA - Miss Tait  
HLTA - Mrs Jeffrey  
HLTA - Mrs Parkin  
SSA - Mr J Catley  
SSA - Mr Tooley  
SSA - Ms Rickleton  
SSA - Miss Stephenson  
SSA - Mrs Appleby  
SSA - Mrs Pike  
SSA - Miss Mart  
SSA - Miss Hindmarsh  
SSA - Miss Morton  
SSA – Mr McCardle  
SSA – Miss Williams  
SSA – Ms Ford  
SSA – Miss Fascione  
SSA – Miss Martino  
SSA – Mrs Fowler

Contact details for SENDCo:

Mrs R Wall

[Rwall@hartonacademy.co.uk](mailto:Rwall@hartonacademy.co.uk)

## **SPECIAL EDUCATIONAL NEEDS AT HARTON ACADEMY AND THE PROVISIONS MADE**

Harton is an inclusive school and this is reflected in the number of SEND students we have, with a wide range of needs requiring extensive provision, categorised in the following way:

### ***Communication and Interaction***

Learning difficulties or disabilities, including speech, language and communication needs and also those with Autism.

### ***Cognition and Learning***

Learning difficulties or disabilities, including moderate learning difficulties

(MLD) and specific learning needs (SpLD) such as Dyslexia, Dyscalculia and Dyspraxia.

***Social, Emotional and Mental Health Issues***

Learning difficulties or disabilities, including social and emotional difficulties and Attention Deficit Hyperactivity Disorder (ADHD).

***Sensory and/or Physical Needs***

Learning difficulties or disabilities, including hearing or visual impairments, Cerebral Palsy and other physical disabilities.

***Provisions made for the categories of SEND (internal and external):***

- Continued monitoring and support through the Equal Opportunities Department and Pastoral Team.
- Child-friendly student profiles and needs-based plans.
- Differentiated curriculum and resources.
- Visual timetables.
- Allocation of support staff where needed throughout the school to ensure student progress and independence.
- Specific resources such as coloured overlays, rulers, grip pens, time-out passes, etc.
- Areas of low distraction.
- Support / supervision at unstructured times of the day.
- Social skills programme/support, including strategies to enhance self-esteem.
- Small group targeted literacy and numeracy intervention programmes.
- Access to ICT to reduce barriers to learning where possible.
- Strategies/programmes to support speech and language development.
- Strategies to reduce anxiety/promote emotional wellbeing.
- Participation in a phonics reading programme to develop reading accuracy.
- Regular small group help focusing on reading accuracy and comprehension.
- Access to Local Authority one-to-one specialist teaching for help with literacy development.
- Placement in smaller sets/nurture class if required.
- Applying for access arrangements, such as extra time or readers.
- Access to a broad and balanced curriculum that is relevant and differentiated to suit individual needs.
- Encouraging an environment that challenges students to achieve their full potential.
- Effective pastoral care.

- Effective behaviour policy and procedures focusing on positive behaviour and rewards.
- Small group and individually directed programmes to develop social skills, personal behaviour management and emotional resilience.
- Access to trained Emotional Literacy Support Assistants (ELSA).
- Risk assessments, when necessary, regarding the safety and inclusion of all students in all activities.
- Work placements, and vocational courses are used to offer a distinct approach to the curriculum. This both encourages and supports students with social, emotional and behavioural needs.
- Peer supporter and 'Buddy' programme.
- Access to the LA behaviour provision: 'The Beacon Centre' where KS3 and KS4 students can be referred for therapeutic intervention.
- Access to the School Nurse; Pupil Services including the Educational Psychology Service, EAL Service and the Sensory Impairment Service; Social Services; Services for Young People including Family Workers, Behaviour Support Workers, Transition Mentors, the Emotional Resilience Team and CYPS.
- Full medical list and medicine administration policy.
- First-Aid trained staff and duty rota.
- Fully inclusive environment for blind, deaf and physically disabled students, including accessible toilets/changing/showers, Impero and FM systems.
- Access to the Inclusion Resource Base - Local Authority additional resource base for students with Communication and Interaction needs, as identified by the Local Authority.
- We strive to create a sense of community and belonging for all our students. We have an inclusive ethos with high expectations and suitable targets. A broad and balanced curriculum for all students and systems for early identification of barriers to learning and participation are priorities. All students are entitled to full involvement in all the school offers including extra-curricular activities, clubs and school trips.

### *Admission Arrangements*

Harton Academy admission arrangements for all students are in accordance with national legislation, including the Equality Act 2010. This includes students with any level of SEND, those with Education, Health and Care (EHC) plans and those without. The school aims to be as inclusive as practically possible.

# IDENTIFICATION AND ASSESSMENT OF STUDENTS WITH SEND

Harton Academy holds teachers responsible and accountable for the progress and development of all students in their classes with high quality teaching, differentiated for individual students, as the first step in responding to students who have or may have SEND.

A student at Harton Academy could be identified as having SEND if they are making less than expected progress given their age and individual circumstances, which can be characterised by any one of the following:

- Being significantly slower than their peers starting from the same baseline.
- Failing to match or better their previous level of progress.
- Failing to close the attainment gap between them and their peers.
- Widening the attainment gap.
- Needing to make additional progress with wider development or social needs in order to make a successful transition to adult life.

Where students require further special educational provision to achieve desired outcomes, assessments are made to determine whether it can be provided by the school's core offer of Student Support or whether something different or additional is required through an Education, Health and Care assessment. Within school, special educational provision is assessed and provided predominantly through the Equal Opportunities Department, led by the SENDCo.

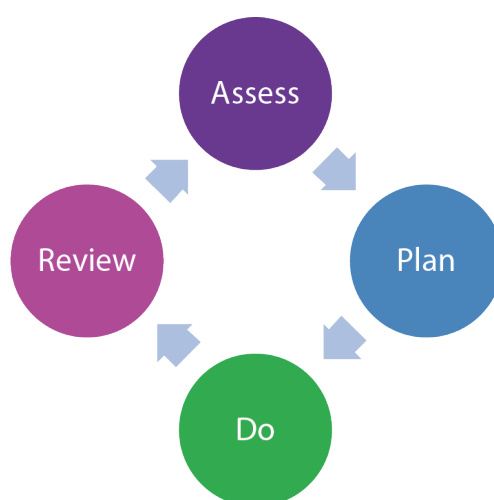
When a student is identified as requiring further special educational provision, parents/carers are notified and involved in decisions about their support; from identification and assessment to outcomes of additional learning needs. The student is added to the school's Special Educational Needs Register and positive and constructive relationships are made (with parents / carers) through regular communication face-to-face, over the telephone and/or via email.

## SEND POLICY AND PROVISIONS

Harton Academy's SEND Policy is available on the school website. In accordance with the SEND Code of Practice, where a student is identified as having SEND, action is taken to remove barriers to learning and effective special educational provision is put in place.

At Harton Academy, this SEND provision takes the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the student's needs and of what supports the student in making good progress and securing good outcomes. This is known as the **GRADUATED APPROACH**:

1. **Assess**: the class teacher and SENDCo will clearly analyse a student's needs in relation to the learning and progress being made.
2. **Plan**: students and parents/carers will be notified in relation to the support and SEND provision to be provided.
3. **Do**: the subject teacher will remain responsible for working with the child and implementing the plan. Where the interventions involve group or 1:1 teaching away from the main subject teacher, he/she should still retain responsibility for the student.
4. **Review**: the effectiveness of the support should be reviewed in line with an agreed date and the graduated approach continued as necessary.



## **The Curriculum and Learning Environment for Students with SEND**

At Harton Academy, students who have been identified as having SEND are fully integrated into mainstream classes in which they have full access to the National Curriculum and equal entitlement to all aspects of the school life.

All students with SEND are integrated in tutorial arrangements, with mixed ability year group form classes. In curriculum areas, the grouping system varies with each year group. Student teaching groups are based on their ability levels with a designated SEND group in each year for those students with MLD. Students with SEND who are in lower ability banded classes have the opportunity to mix with the rest of the year group in P.E and technology lessons.

We aim to give students of all abilities access to a balanced and broadly based curriculum, including the National Curriculum. The arrangements for this educational provision are a shared responsibility of all staff to ensure appropriate learning experiences are provided.

### **Additional Support for Learning**

The SENDCo and Equal Opportunities Department hold details and information on all SEND students relating to their broad areas of need. Relevant information on individual students is provided to staff as well as guidance on suitable targets and strategies to best suit students' needs and aid progression. All SEND students are placed into a category of need, with a range as per Local Authority guidance.

Collaborative working with Heads of Year and Subject Leaders will identify SEND students who are at risk of not making progress, putting appropriate strategies and interventions in place to help students overcome barriers and secure good outcomes.

### **Improving the Emotional, Mental and Social Development of Students with SEND**

Harton Academy has a very effective pastoral system that supports students throughout their school day, led by the Pastoral team and Deputy Headteacher. Every student in the school is based directly within their academic year group and assigned to a form class.

The Pastoral team consists of:

- Deputy Headteacher for Pastoral and Behaviour
- Pastoral Lead
- Heads of Year and Assistant Heads of Year



- Student Safeguarding Manager
- Attendance Officer
- Learning Support Centre Manager
- On call
- Mental Health Wellbeing Counsellor

SEND students are integrated into their year group, with each year group having an experienced team of tutors who will develop the form tutor/student relationship over a period of five years. The tutor is in a position to watch each student grow and learn, developing relationships over a long period of time and act to support when necessary.

There are also a number of Mental Health Champions and Emotional Literacy Support Assistants within the Academy who work closely with the majority of SEND students who are identified as having Social, Emotional and Mental Health needs, providing additional support and mentoring as required, through individual or group sessions based on the student and their needs. There is also a new Mental Health Wellbeing provision, which includes two Mental Health Wellbeing Counsellors.

### **The Expertise and Training of Staff in Relation to Students with SEND**

The Equal Opportunities Department has expertise in supporting and teaching students with SEND across all curriculum areas and all key stages.

SEND in-service training is arranged by the SENDCo, on a whole school, group or departmental basis as appropriate. Training may take the form of working with outside agencies or guest speakers or may be 'in-house' with the SENDCo and Equal Opportunities Department delivering training to fellow members of staff.

All staff members are encouraged to acquire skills appropriate to working with students with SEND.

The training needs of the SENDCo and student support staff are met through a combination of in-house training, LA in-service training, short courses at higher education institutions and attending national courses run by recognised service providers.

### **Specialist Expertise for Students with SEND**

If the required provision for SEND stretches beyond that which the school can provide within its core offer, it will call upon the services of external

agencies, including the Educational Psychology Service, Sensory Service, Speech and Language Services and the Ethnic Minority, Traveller and Refugee Achievement Service (EMTRAS). The SENDCo will contact the requisite service once parental permission has been given for referral. In some cases, it will be sufficient to discuss the student's difficulties with the appropriate external agency and to implement the strategies suggested. In other cases, it will be necessary to involve an external agency directly in assessment and action, in consultation with parents.

The SENDCo and class teacher, together with the specialists, will consider a range of well-founded and effective teaching approaches, appropriate equipment, strategies and interventions in order to support the child's progress. They will agree the outcomes to be achieved through the support, including a date by which progress will be reviewed. Support will be adapted or replaced depending on how effective it has been in achieving the expected outcomes.

### **Equipment and Facilities to Support Students with SEND**

The Equal Opportunities Department has their own specialist teaching base, and their department office, all of which are used for support and intervention. There are Speech and Language and Autism specialisms at Harton Academy. There is also a Local Authority Additional Resource Base at Harton, with 25 commissioned places.

There is full access for wheelchairs into and around the school and lifts that ensures access to all floors. There are accessible toilets and in addition, accessible showers/toilets.

### **Involving Others in Supporting Students with SEND: Health and Social Services, LA Support Services and Voluntary Organisations**

The school aims to work in partnership with health, social services and educational welfare services to bring about the best possible outcomes for students with SEND, alongside additional LA support services and voluntary organisations who can support a student in their educational needs. The SENDCo, Head of Year or Assistant Head of Year are able to make referrals to these agencies when there is a cause for concern. Information received from these agencies is then used to adopt a framework to appropriately and most effectively support the student.

There are also members of staff who are designated as the Safeguarding Team. They are the point of contact in school for all issues relating to child protection.

### **Supporting Students with SEND during Transition**

Students with SEND are included in all transition arrangements, with particular focus on Year 6, Year 9 and Year 11. At Year 6, in the term before transition, the SENDCo contacts each feeder primary school to discuss any students who may have special educational needs. Their needs are then reviewed at meetings the term before transfer to Harton Academy, involving all persons involved with the education and wellbeing of the child.

There is also a team of Transition Mentors from the Emotional Resilience Team linked to South Tyneside primary schools that provide additional liaison and support for SEND students. These Transition Mentors work closely with Harton's Transition team to ensure a continuity of care and guidance at this critical stage.

From Year 11 transition, Harton Academy works with an allocated careers advisor from Careers Education, Information, Advice and Guidance (CEIAG) who gives support and advice to SEND students on appropriate courses or training to ensure that they receive suitable support for their next educational options or placement.

### **School Evaluation: The Effectiveness of SEND Provisions**

The effectiveness of SEND provisions are monitored regularly by the SENDCo, in consultation with the SEND Governor, Headteacher, Heads of Year and Subject Leaders. Feedback from parents/carers and students is also used widely as a measure of the effectiveness of SEND provisions.

Ultimately, student progress is overwhelming evidence of the success of SEND provisions. The criteria that are used to evaluate the success of the school's SEN provisions include progress in any of the following areas:

- Achievement of targets.
- Progress from Key Stages 3 to 4, based on expected levels of progress.
- External examination results, including GCSEs and A Levels.
- Improvement in reading ages and other standardised test results.
- Improvement in attainment in English and Maths.

- Movement of students on and off the SEND Register, demonstrating effective monitoring and intervention.
- Positive changes in students' behaviour.
- Improvements in attendance.
- Increased motivation to learn.
- Increased self-esteem.

## WHO CAN HELP?

### *The Local Offer*

The Local Offer is the publication, set out in one place, of information about provision available across education, health and social care for all children and young people in South Tyneside, who have SEND or are disabled.

Our Local Offer can be found at:

<https://sendlocaloffer.southtyneside.gov.uk/>

### ***SENDIASS***

Parents can also contact South Tyneside Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS) for impartial information, advice and support in relation to their child's SEND at:

[SENDIASS@southtyneside.gov.uk](mailto:SENDIASS@southtyneside.gov.uk)

Tel: 0191 424 6345

### ***LA Family Coordinator***

Parents can also contact the Family Coordinator at the Local Authority on [suzanne.connor@southtyneside.gov.uk](mailto:suzanne.connor@southtyneside.gov.uk)

# ARRANGEMENTS FOR HANDLING COMPLAINTS

Any parent/carer wishing to complain about special educational provision in the school should follow the general school complaints procedure. Complaints should initially be taken up with the Equal Opportunities Manager, followed by the Headteacher. If parents are not satisfied that the complaint has been dealt with adequately, the matter can then be referred to the Chair of Governors. The SEND Code of Practice outlines additional measures the LA must set up for preventing and resolving disagreements, and these measures will be explained to parents/carers who contact the LA.