



## **Sir Christopher Hatton Academy Information Report** **2022 - 2023**

**Sir Christopher Hatton Academy is a secondary school for young people aged 11-18 years, with 1400 young people currently on roll. Students on the SEND register will have special needs that broadly cross the following four areas of SEND as stated in the Code of Practice 2014: cognition and learning, communication and interaction, social, emotional and mental health and sensory and/or physical needs.**

### ***1. How does the school know if children/ young people need extra help and what should I do if I think my child may have special educational needs?***

The SEND team liaise with the SENDCos of all of the Primary feeder schools, and will be alerted to students with an identified SEND before they join the Academy, through a rigorous transition programme. In addition to this, the SEND team access student folders, so further relevant information and reports from the Primary settings are utilised and then disseminated to SCHA teaching and support staff, as required.

Year 6 SEND students, as identified by their Primary school, will have the opportunity to attend an additional transition session, where they meet the SEND Team, and can explore the Academy site. Parents and carers of SEND students will have access to the SEND team's contact details so they can make contact to discuss transition and any concerns around it, and arrange additional school tours, if appropriate.

In addition to this, SCHA also identifies young people with SEND through analysis of progress and attainment data, pupil progress meetings and specific assessments. Information is gathered from teaching and support staff and evaluated by the SEND team. Following on from this, in-depth information on a child is gathered through classroom observations, meetings with parents and relevant assessments. Referrals are then made and outside agencies, such as Educational Psychologist and Community Paediatrician, who will then be involved in assessing a child's Special Educational Need.

Once a pupil has been identified, and during the process of identification, relevant interventions are put into place to ensure the child can access their learning and receive the appropriate support. We employ a cycle of assess, plan, do, review as per the graduated approach stated in the SEND Code of Practice.

If you think your child has special needs and this has not already been identified by their primary school, then an appointment can be made to see the SENDCo and your child's needs can then be discussed and an appropriate plan of action will be made.

### ***How will school staff support my child?***

The SENDCo is responsible for co-ordinating SEND, which is done in close liaison with the Senior Leadership Team. A team of specialists work alongside the SENDCo to ensure students are supported both inside and outside of the classroom. In addition to teaching staff who support SEND, it is delivered by the:

- Assistant SENCO
- 8 TAs



- 2 Welfare Officers
- Educational Psychologist team
- Pastoral team

In addition to this, there is an EAL specialist Teaching Assistant and a HLTA in Maths.

The SENDCo will involve parents and carers in any additional plans for the student. School staff will measure the impact of the support given to the student and the progress the student is making.

The SENDCo will also coordinate 'Team around the child' meetings, if appropriate: this involves all staff teaching, or support staff, focussing on a particular student to share good practice and updates. This ensures that all staff have the key knowledge and strategies they need to successfully support a child. In some cases, an Educational Psychologist be invited to lead on these.

## **2. *How will the curriculum be matched to my child's needs?***

The school recognises that young people are at different levels in their learning and learn in different ways. Where young people are struggling to achieve in an age expected way and/or identified as having special educational needs, the academy provides for these additional needs in a variety of ways and might use a combination of these approaches to address targets identified for individual pupils:

- Teachers differentiate work as part of quality first teaching
- Small group withdrawal time (limited and carefully monitored to ensure curriculum entitlement is not compromised) – year 7 through to year 11
- Individual class support / individual withdrawal
- Personalised curriculum where appropriate
- Further differentiation of resources
- Nurture / support groups during social times (before school, break time and lunch time).
- Speech therapy sessions (where referrals have been made)
- Variety of counselling / self-esteem programmes of intervention
- Use of technology / laptops/ reading pens
- Occupational therapy / physiotherapy interventions (where referrals have been made)
- Individual reward charts / behaviour charts
- Pastoral support for children with SEMH
- Service Six counselling
- Use of sensory equipment, linked to individual sensory profiles
- A variety of interventions to support with literacy (reading and comprehension) – year 7 through to year 9
- Online tutoring

We understand that children learn at their own pace so we closely monitor progress, using teacher feedback, class data, Star Reader programme, GL assessment data and data obtained from any interventions.



### **3. *What support will there be for my child's overall wellbeing?***

The school will keep in close contact with you about your child's overall wellbeing. To support the development of positive behaviours and friendship groups, we have breakfast, break and lunchtime clubs to support all children in building friendships.

Pastoral needs are discussed in weekly welfare meetings and impact of interventions is reviewed accordingly.

We offer a range of interventions including:

- Service Six counselling
- Protective Behaviours
- Weekly 1:1 Key worker sessions
- Social skills interventions

### **4. *What specialist services and expertise are available at or accessed by the school?***

We commission the services of:

- Educational Psychologist
- NHS Speech and Language therapist
- Occupational Therapist
- Physiotherapist
- ASD/ADHD team – ADHD specialist nurse
- Community Paediatrician
- Child & Adolescent Mental Health Service (CAMHS)
- Early Help and prevention practitioners
- SEN Specialist Services
- Teacher of the Deaf
- Teacher of the Visually Impaired
- Mental Health Support Team (MHST)

Schools can also look at what is available on the Local offer in this area and make a referral if relevant: <https://www3.northamptonshire.gov.uk/councilservices/children-familieseducation/send/local-offer>

### **5. *What training do the staff supporting children and young people with SEND receive?***

In accordance with Section 6 of the SEN Code of Practice 2014, our Special Educational Need and Disabilities Coordinator is a qualified teacher, working in our Academy and has statutory accreditation.

All staff are trained in how to best support all vulnerable learners in order to maximise their achievement as part of the academy development plan and annually schedule continuous professional development with this.



Specialist advice and expertise in relation to assessment and support of individual pupils will be commissioned by the academy from the open market. Service level agreements and quality assurance criteria are put in place at the point of commissioning and senior leaders are responsible for reporting to Directors on the efficacy of these arrangements (including value for money).

Every week, staff are involved in briefings that focus on key areas of teaching and learning, incorporating current research and lead by specialists within the Academy. Teaching staff also meet weekly in small Teaching and Learning communities to research, implement and reflect on improving their practice for the students.

The SENDCo attends relevant Local Network Inclusion Meetings and Annual Inclusion Conferences to keep up to date with any legislative changes in SEND.

Staff meetings are regularly delivered by the SENDCo throughout the academic year, to ensure that all staff have a breadth of knowledge about SEND.

School staff have recently been trained in Attachment Awareness Practice. They have also had a Mental Health masterclass from Natasha Devon (MBE).

Key staff members are trained in Team Teach and restraint. All staff have regular De-escalation training.

A staff representative from each curriculum area has also recently attended a day of Autism Awareness training.

Relevant staff have received training from teacher of the deaf, teacher of VI, occupational therapist and physiotherapist. This is reviewed bi- annually and updates are scheduled in.

#### ***7. How will my child be included in activities outside the classroom including school trips?***

Where possible, provision will be made for all pupils to access all areas of the curriculum including extra-curricular activities. Trip planners will contact you before a planned activity if we think your child may require additional support to meet required health and safety standards. This may involve a specific risk assessment to identify any additional support needs your child may have to ensure full participation.

No child is ever excluded from a school trip/residential: the trips are fully inclusive through risk assessments.

#### ***8. How accessible is the school?***

We consult with specialist professionals and parents to ensure that we are able to provide the equipment and facilities to support all children. There is wheelchair access to most areas of the school, including the outside environment, and a student in a wheelchair would have full accessibility to all areas of the curriculum.



**9. *How will the school support my child to join the school and how will the school support my child in transferring to the next stage of education?***

The Academy have open nights, where the Principals of the Academy discuss Hatton Life. Parents and young people can also book on to a school tour, during the school day, to observe and experience different lessons across the curriculum.

The child and parents/carers will be invited to look around the school and meet the SEND team. We will contact any Primary settings that your child has attended, to gather information about their needs. We will contact any specialist services that support your child to ensure that we are working in partnership to achieve the best outcomes for your child.

SEND students will have the opportunity to attend an additional transition session and school tours.

**10. *How are the school's resources allocated and matched to a child's or young person's special needs?***

The school's SEND budget is allocated to meet the needs of the children on the SEN Register.

The progress and attainment of all children is tracked and resources are allocated according to need.

The SEN budget is used to ensure that school staff are qualified and trained to support your child and to purchase specialist help if needed.

We also use the school budget to ensure that children's individual needs are met from specific interventions and programmes, where appropriate.

When specialist equipment or a high level of staffing support is required to support a pupil with special educational needs, our academy will fund this as additional SEN support up to £6,000 per annum for each individual pupil. Thereafter, if the cost is higher and the provision of these facilities is likely to be prolonged, the academy will apply to the Local Authority for High Needs Block Funding.

Specialist equipment and expertise in relation to its use will be purchased/hired/ commissioned by the academy from the open market, subject to the usual guarantees, service level agreements and quality assurance criteria. Our academy will, wherever possible, join with other schools in joint purchasing/hire of equipment.

All staffing appointments to support vulnerable learners will be carried out in accordance with equal opportunities legislation, employment law, safer recruiting policy and best practice. All vacancies will be competitively advertised and recruited.

**11. *How is the decision made about what type and how much support my child receives?***

Following guidance from the Code of practice 2014, Hatton adopts early identification following a graduated response.

Children are identified through the information from the primary setting or teacher referrals to the SEND team. Appropriate actions are identified from these referrals.



Progress is monitored through pupil progress meetings, IEPs and intervention targets. Children are assessed in a variety of ways:

1. Accelerated Reader Programme
2. GL tests
3. Switch On reading intervention
4. Teacher assessments

**12. *What do I do if I have a complaint about SEN provision for my child?***

In the first instance we encourage you to contact the SENDCo to discuss the current provision.

If there are still have concerns, then please contact the Co-Principal, Nick Salisbury.

In the unlikely event that your concern is not resolved, then please follow the Academy's complaint policy.

**13. *Children who are looked after by the local authority***

The arrangements outlined above apply to children who are looked after by the local authority where the child has special educational needs.

**14. *Who can I contact for further information?***

If you require more information about our school, please go to our website: <http://www.hattonacademy.org.uk>

If you would like to contact the SENDCo please email: [nicholse@hattonacademy.org.uk](mailto:nicholse@hattonacademy.org.uk) or call 01933 231236.

Alternatively, you can contact the assistant SENDCo please email: [murphym@hattonacademy.org.uk](mailto:murphym@hattonacademy.org.uk) or call 01933 231227.

The Local Offer can be found at

<https://www.northamptonshire.gov.uk/councilservices/children-families-education/send/local-offer/Pages/default.aspx>