

## The Hastings Academy



### Local Offer for Children with special educational needs and disabilities

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

The Hastings Academy is an inclusive school and strives to ensure all students' needs are met. Staff from the SEN and Inclusion team work with all teaching staff, parents and carers to ensure that learning and enrichment activities and clubs are accessible to all students. We provide a range of additional support for students who have been identified as having a specific need. This might include:

- small group of approximately 15 students in a Year 7 transition class, taught by a small number of teachers in English, maths, humanities and personal, social and health education (PSHE);
- in-class teaching assistant support across the curriculum;
- literacy and language groups taught by highly skilled teaching assistants;
- support for the development of fine and gross motor skills;
- opportunities for small group work to focus on “sensory and motor skill development”;
- social use of language groups (4-6 students).
- Support for students with social and emotional development needs through Thrive.

Cate Bance, Assistant Principal for Inclusion, & SENCO with National Award for SEN Co-ordination Accreditation, manages the SEN/ Inclusion team working together with the learning support managers for the team of teaching assistants and the special facility for speech, language and communication. The inclusion team consists of three Thrive trained licensed practitioners who use the Thrive approach to support students with social and emotional developmental needs. Year 7 is staffed by two transition teachers.

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

Staff at the Hastings Academy meet with primary school teachers before your child joins the school to discuss the needs of each child. Your child's progress is monitored throughout their time at school by every teacher, curriculum leader and Head of School. Additional support is put in place if your child does not make expected progress.

Teachers have opportunities to share any concerns regarding SEN with the Inclusion team, who will carry out further assessments (both formal and informal) and work with other professionals where appropriate. Similarly if you have any concerns you should contact the SEN/ Inclusion team via Laura Starkin on [l.starkin@hasla.org.uk](mailto:l.starkin@hasla.org.uk)

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

All teachers at the Hastings Academy are responsible for applying strategies and using resources to ensure all students enjoy and achieve in their lessons. Classes are set in core subjects to allow the appropriate level of support and challenge for all learners. In the first two years, all national curriculum subjects are covered and, in Year 9 students are able to select the subjects they wish to pursue from a broad range that includes vocational learning on- or off-site to access specialist courses.

The Inclusion and SEN staff work closely with a number of external educational support services, including the Child and Adolescent Mental Health Services (CAMHS). Educational Psychology Service; Language and Learning Support Service; Traveller and English as an Additional Language Service; Education Support, Behaviour and Attendance Service; Service for Children with Sensory Needs; and youth support teams such as the Targeted Youth Support service to ensure that the curriculum is matched to your child's needs.

### **What specialist services and expertise are available at or accessed by the Academy?**

The Hastings Academy has access to the full range of Local Authority services in education, health and social care.

The Academy's SENCO has the National Award for SEN Co-ordination Accreditation and a specialist primary practitioner to support the learners in the transition class in Year 7.

All teachers and teaching assistants have access to ongoing training programmes including awareness of the needs of students with speech, language and communication difficulties, autistic spectrum condition (ASC) and dyslexia. A number of teaching assistants have gained higher qualifications in different aspects of SEN, including speech, language and communication and dyslexia, accredited by The University of Brighton.

### **How accessible is the Academy?**

The Hastings Academy is a new purpose built building, opened in February 2012. The building is fully wheelchair accessible. It has disabled changing and toilet facilities and a lift to allow access to all levels. There is a level pathway from the school to the sports facilities and disabled parking bays for staff and /or visitors.

### **How will I know how my child is doing?**

At the Hastings Academy we track your child's progress throughout the year and action is taken when students are not making the expected progress.

As a parent/ carer you will receive regular reports and are invited to parents' evenings and academic review days to discuss your child's progress. Staff from the SEN/ Inclusion team are available to meet with you on these occasions. Students with a statement of SEN and /or Education Health and Care Plan will also have an annual review to discuss progress and outcomes. Additional meetings are always available by request (email or telephone) and for students with a high level of need , regular contact is available.

The support your child receives will be outlined in a letter, providing details about the focus and aim of the support, frequency and desired outcomes when a specific support programme is considered necessary.

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

The organisation of the Academy into four 'schools' of up to 215 students provides security through a sense of belonging to a community. Within a school, each student is a member of a tutor group. The tutor groups contain about 15 students of different ages. This size and structure enables students to be known really well by their Tutors and to mix with students in different year groups. The mixing of age groups allows buddy support for reading, independent study and developing social skills.

Each school is led by a Head of School and an Assistant Head of School who monitor attendance and punctuality, behaviour and readiness to learn. The school's Student Support Manager, a non-teaching member of staff, is available throughout the day to support students and families. These staff, with the Tutors, work with our students to enable them to make best possible progress. A further key strength of this small school model is the support it offers to students when they move from primary school.

Student support managers from each of the schools work closely with the families of students identified as vulnerable to underachievement.

The Academy's work with other services is well co-ordinated and leads to improved attendance and progress of students. Students are able to access the support of a mentoring service through a school referral system, and the school nurse operates a fortnightly health drop-in service. Students are also able to access the services of the Targeted Youth Support team and the Education, Support, Behaviour and Attendance Service.

Students are encouraged to contribute their views on school life, and do this through student forum meetings linked to each school within the Academy.

The Hastings Academy is committed to helping all students stay safe and enjoy their time at school, and to help develop their confidence and self-esteem so they are able to take their place as valued individuals in their community. All heads of school have responsibility for child protection and monitor the progress and wellbeing of children in their care.

### **How will I be involved in discussions about, and planning for, my child's education?**

The Academy presents opportunities throughout the year for parents/ carers to meet with their child's teachers to discuss educational progress. All parents and carers of children with SEN also have the opportunity to meet and discuss individual progress and discuss any queries with staff from the SEN/Inclusion team at these whole school events. Parental involvement is important and welcomed, so that there is a collaborative approach to meeting the needs of our young people.

### **How will you help me to support my child's learning?**

There is regular communication between school and home to ensure any concerns or queries are dealt with as swiftly as possible. Students are able to attend after school subject support sessions to gain further advice and guidance on topics explored in class. Any specific concerns about your child's learning are addressed by specialist staff within the SEN/ Inclusion team.

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

All students at the Hastings Academy have access to all activities offered by the school and, where necessary, additional adult support will be available to assist your child on school trips. It is expected that parents/ carers will meet with school staff to plan appropriate levels of support prior to the trip taking place.

### **How will the Academy prepare and support my child to join the school, transfer to a new school / college or the next stage of education and life?**

The Academy has a well-established transition programme to provide support to students transferring from our local primaries. Staff from the SEN/Inclusion team visit the primary schools in Terms 5 and 6 to gather important information about how best to support your child when they arrive in Year 7. The Academy offers an opportunity for Year 6 students to engage in their learning and socialise with one another through our summer school programme. Both a Year 6 induction evening for parents and an induction programme for students are held in July. Additional transition visits are arranged for students with high level needs.

The Academy uses the skills of a personal intensive adviser to help plan for post-16 provision for your child, and staff at the school will accompany children with high level needs on college taster days and support at college interviews if necessary. Your child's needs and any successful support strategies will be shared with their new college.

### **How are the school's resources allocated and matched to children's special educational needs?**

Students will be allocated resources based on their individual need, assessed in collaboration with other educational and health care professionals.

### **How will the school decide how much money is spent on my child?**

The Academy's budget is used to provide a wide range of support for your child. This support is accessed according to their individual needs. Support for students with the highest level of need will be outlined in Education Health and Care Plans and, for those with the lowest levels of need, information from parents, other professionals and school staff will be used to plan support, which will be paid for by the school.

### **Who can I contact for further information?**

Your child's Head of School is your main contact. If you have any specific questions or concern relating to SEN, you can contact Laura Starkin on (01424) 711950 or email [l.starkin@hasla.org.uk](mailto:l.starkin@hasla.org.uk) who will answer your queries, or pass them on to the relevant member of staff.

This offer is accurate now, but services are regularly reviewed and could change. All information will be updated as soon as possible to reflect any new service offer.

**An invite for feedback**

This offer is intended to give you clear, accurate and accessible information.

If you would like to comment on the content of the offer, or make suggestions to improve the information, please email [c.bance@hasla.org.uk](mailto:c.bance@hasla.org.uk)

Cate Bance

Assistant Principal – Inclusion/SENDco