



# Hinckley

## ACADEMY

# Send Local Offer

## 2021

<b>Date of last review:</b>	<b>September 2021</b>
<b>Reviewed by:</b>	<b>Azizah Pathan, Vice Principal</b>
<b>Approved by Governors on:</b>	<b>October 2021</b>
<b>Frequency of review:</b>	<b>Annually</b>
<b>Date of next review:</b>	<b>September 2022</b>

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### **Regulation 3 Special Educational Needs and Disability (Information) Regulations (2014)**

**School Name:** Hinckley Academy and John Cleveland 6<sup>th</sup> Form Centre

**Address:** Butt Lane, Hinckley, LE10 1LE

**Telephone Number:** 01455 632183

**Name of Head of School:** Ms Lisa Hickman

**Head of school's contact details:** [lhickman@hajc.leics.sch.uk](mailto:lhickman@hajc.leics.sch.uk)

**Website address:** [www.hinckleyacademy.co.uk](http://www.hinckleyacademy.co.uk)

**Facebook account details:** @HinckleyAcademy @JCSixthForm

**Twitter Feed details:** @Hinckley Academy @JC6thform

**School Specialism:** Mainstream

**Age range of students (start to finish) to include Post 16 onwards where relevant):** 11-18

**Date of Last Inspection:** May 2018 (monitoring inspection November 2019)

**Outcome of Last Inspection:** Inadequate

**Does school have a specialist designated unit/additional learning support department:** 1 learning support group per year group

**Total number of students with special educational needs at college/setting:** 125

**Total number of students receiving additional learning support:** 23 ECHP or TU students

## **1. The kinds of special educational needs for which provision is made at Hinckley Academy and John Cleveland Sixth Form Centre.**

At Hinckley Academy and John Cleveland Sixth Form Centre we support and value the abilities of all our students, we believe that all students should be given the opportunity to succeed and live fulfilling lives. Special Educational Needs and Disabilities (SEND) students receive Quality First teaching and are provided with support to help them access the curriculum and enable them to make progress and be successful. We aim to provide equal opportunities for all our students in a safe learning environment which meets the needs of each individual. We are committed to ensuring that all students with SEND can fulfil their potential and achieve success. In order to achieve this Hinckley Academy and John Cleveland Sixth Form Centre adopts a graduated approach to SEND support. The Academy makes provision for students under the following main categories:

- Sensory and Physical e.g. Hearing impaired, some medical issues
- Communication and Interaction e.g. Autism, speech and language difficulties
- Cognitive and Learning e.g. mild learning difficulties, dyslexia
- Social, Mental and Emotional e.g. health, anxiety, attachment Disorder, ADHD

Provision for other students is made on an individual basis.

We believe that Quality First Teaching is the key in ensuring that all students make progress and achieve. We also recognise that the majority, but not all students are able to follow a full mainstream timetable and therefore additional/adapted curriculum models are in place to meet the individual needs of the students where this is not appropriate.

## **2. Information about Hinckley Academy and John Cleveland Sixth Form Centre policies for the identification and assessment of students with special educational needs.**

Students transfer to Hinckley academy and John Cleveland Sixth Form Centre at the end of KS2 or join the Sixth Form at the end of Year 11. Students who have been on the SEND register at their previous school are transferred to the SEND register until such time as we have been able to carry out additional testing and assessment. The SENDCo may also receive recommendations from the SEND team or other members of teaching staff with regard to students they believe should be placed on or removed from the register. If parents/carers think their child should be on the register then they should contact the SENDCo. All students take reading tests at the start of Year 7 and CAT tests, which help to inform ability setting. Some students may be selected for further testing to determine the level and types of class or examination support required. Further information about the tests can be obtained from the SENDCo.

The SENDCo visits all feeder Primary Schools to speak with staff and students. During induction days the SEND team will also observe students. This information, along with feedback from teachers will be used to identify further students requiring additional support. Hinckley Academy and John Cleveland Sixth Form Centre uses a graduated approach to support students as identified in the SEN Code of Practice (January 2015).

The SENDCo hold details of all SEND students. Student Support Passports and subject targets for individual students are kept on SIMS and are accessible to all staff.

### **3. Information about Hinckley Academy and John Cleveland Sixth Form Centre policies for making provision for students with special educational needs whether or not students have Education Health and Care (EHC) Plans, including:**

- (a) How Hinckley Academy and John Cleveland Sixth Form Centre evaluates the effectiveness of its provision for such students

Hinckley Academy and John Cleveland Sixth Form Centre is committed to continually monitoring, evaluating and improving the provision that is made for students with Special Educational Needs and Disabilities. The school regularly tracks and monitors the progress that students are making to ensure that the correct support is being provided. Regular assessments are sent home so that parents/carers are aware of how their child is progressing. The SEND department carries out self-evaluation by the use of:

- Using data to analyse the progress SEND students are making
- Analysing examination results of SEND students against targets
- Weekly meetings
- Parental Questionnaires
- Student Voice
- Staff training audit
- SEND audit
- SEND Governor visits
- Observations of HLTAs and TAs
- Teacher Observations
- Continuous Professional Development (CPD) audit to identify CPD requirements

The Governors receive regular updates of the effectiveness of SEND provision. The SEND Governor meets regularly with the SENDCo to discuss provision and development of SEND at the school.

- (b) The setting's arrangements for assessing and reviewing the progress of students with special educational needs.

The school monitors the progress being made by all students; regular assessments take place and students' progress and achievement are tracked. In addition to this the Key Worker for each SEND student will review and monitor the progress for their allocated students. They will liaise with subject teachers to identify the interventions required. The information is then discussed with the SENDCo to ensure that appropriate interventions are being put in place.

If parents/carers are concerned about the progress of their child they can contact the SENDCo directly for further information.

(c) Hinckley Academy and John Cleveland College Sixth Form Centre approach to teaching students with special educational needs.

The Academy is committed to Quality First Teaching for ALL students. We aim to provide every child with a broad and balanced curriculum; this includes implementing the National Curriculum in line with the SEN Code of Practice.

Our objectives are:

- To identify students with SEND as early as possible
- To monitor the progress of all students to ensure they reach their full potential
- Make appropriate provision to overcome the barriers to learning to ensure that students with SEND are able to access the full curriculum

It is the teacher's responsibility to ensure that they plan and deliver lessons that meet the needs of students in their class. In order for this to take place staff are provided with:

- An up to date SEND Register identifying specific needs of students
- Student Support Passports which detail specific teaching strategies for individual students
- Practical advice on teaching strategies – RILUTs (routine, information, language, understanding, time)

Various strategies are put into place to ensure that teaching is appropriate and meets the needs of SEND students. The following are examples but not necessarily exhaustive:

- Classroom support using the graduated approach
- Supported Study
- Scaffolding work
- Use of laptop
- Enlarged text and copies of PowerPoints
- Seating Plans
- Staff and Peer Mentoring
- After school Homework Club
- Counselling
- Specific Break and Lunchtime allocated area
- Phonics intervention
- Literacy support
- Student Support Centre
- Breakfast club
- Dyslexia interventions
- Maths interventions
- Anxiety workshop
- English as an Additional Language (EAL) support

(d) How Hinckley Academy and John Cleveland College Sixth Form Centre will adapt the curriculum and learning environment for students with special educational needs.

In addition to the mainstream curriculum some students will be given the opportunity to follow one of the following alternative curriculum models:

- Enrichment Programme
- Modified Curriculum
- Literacy/Maths Intervention including Phonics

In addition to this the curriculum that students follow will be considered on an individual basis. Any changes to the curriculum which students follow will only be made after a discussion with parents/carers.

All students are encouraged to discuss their option choices a KS4 in light of Teacher Assessments. Adaptions to the classroom environment will be made depending on the individual needs of the student. The Academy has made adjustments to its environment to assist SEND students, these include:

- Disabled parking bays
- A lift
- Disabled toilets and changing facilities including a shower
- A ramp
- Coloured edges to steps
- Grip rails

Where adjustments do not allow for access to subject areas the subject will be timetabled elsewhere, so that students can fully access the curriculum. However, it should be noted that due to the age and nature of the school buildings access to some areas may be limited.

(e) How Hinckley Academy and John Cleveland Sixth Form Centre will provide additional support for learning that is available to students with special educational needs.

All students who are on the SEND Register will receive additional support using the graduated approach.

Students with an Educational Health and Care Plan (EHCP) will receive appropriate provision for their specified hours. It should be noted that where a student has a Statement/EHCP with up to 25 hours support in Years 12 – 14 this will be proportional to the number of lessons they have timetabled.

Students without an EHCP will receive appropriate support already identified in this document.

(f) Activities that are available for students with special educational needs in addition to those available in accordance with the curriculum.

Students who have SEND have access to the extra-curricular activities available to all students at the school. In addition, the following may be provided for students on the SEND Register:

- Allocation of a Key Worker
- Meet and greet in the morning
- Early transition to and from lessons
- Support Centre – also opens at break and lunchtimes
- Literacy and numeracy catch up in Years 7 and 8
- Accompanied Visits to FE College
- Careers Interviews
- Friendship Group
- Social Communication Group

(g) Support that is available for improving the emotional and social development of students with special educational needs.

At Hinckley Academy and John Cleveland Sixth Form Centre we recognise that students who have SEND may require additional support to improve their emotional and social well-being. All students follow a Personal Development curriculum and attend regular assemblies.

In addition, we also provide additional Welfare Services including access to a Counsellor and School Nurse. Mentors (staff and/or older peers) are allocated where appropriate and specific groups are available for Conflict Resolution and Social Interventions.

Supported Study sessions in the Student Support Centre can be granted to SEND students if/when deemed necessary by their teachers.

Referrals are made to outside agencies such as CAMHS, Health Specialists, Youth and Social Care Services when needed.

#### **4. The name of and contact details of SEN co-ordinator / Manager of Special Educational Needs or Disabilities (SEND) / Additional Learning Support Department.**

Miss Johanne Mungovan – SENDCo

Email: [jmungovan@hajc.leics.sch.uk](mailto:jmungovan@hajc.leics.sch.uk)

Tel: 01455 632183

Hinckley Academy and John Cleveland Sixth Form Centre  
Butt Lane  
Hinckley  
Leicestershire LE10 1LE

## 5. Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.

The SENDCo is a fully qualified, experienced teacher of SEND students.

All teachers are appropriately qualified to teach within their specialist subjects and receive regular professional development for teaching students with Special Educational Needs and Disabilities.

The SEND team comprises of:

- A SENDCo
- An Assistant to the SENDCo
- Higher Level Teaching Assistants
- Teaching Assistants

Hinckley Academy is committed to the ongoing training of staff. Training has included:

- SEND – New code of practice
- Quality first teaching
- Autism Educational Trust Tiers 1, 2 and 3
- Safeguarding
- Scaffold approach for supporting students
- Autism Education Trust Progression framework
- Behaviour management recording and analysis
- E Safety
- Emotional Well-being
- Self-harm awareness
- Child and Adolescent Mental Health training
- Visual Impairment
- Hearing Impairment
- ADHD training
- ODD (Oppositional Defiance Disorder) training
- Behaviour Management
- Dyslexia screening
- Dyspraxia

## **6. Information about how equipment and facilities to support children and young people with special educational needs will be secured.**

We are committed to ensuring that young people receive the support and equipment and resources required so the SEND students can access the curriculum and make good progress. In order for this to happen the SENDCo's Team identifies where support is required and how this will be carried out.

When necessary the College seeks support from outside agencies or services to meet the need of individual students.

These include:

- Inclusion Team
- Learning Support Team
- Autism Outreach
- Educational Psychologists
- Hearing Impaired Services
- Visual Impaired Services
- Specialist Teaching Services
- CAHMS
- Supporting Leicestershire Families
- SEND Information, Advice and Support Service (SENDIASS)
- Hinckley & Bosworth Education Partnership
- First Response
- Occupational Therapy
- Speech and Language Therapy
- Social Care
- Attendance Office
- School Nurse
- Well-being Officer

## **7. The arrangements for consulting parents/carers of children with special educational needs about, and involving such parents/carers in the education of their child.**

We believe that it is important to work in partnership with parents and carers and we are committed to involving them in the education of their child.

Parents/carers are invited to attend annual reviews to give their opinions regarding the progress their child is making and suggest ways we can work together to bring about further improvements.

Parents/carer questionnaires are carried out annually. Parents/carers are informed about specific details that affect their child e.g. curriculum adaptations, examination concessions etc. They also receive regular assessments including information about the support provided for their child.

Parents/carers are encouraged to make appointment with the SENDCo as deemed necessary.

Annual parent evenings are held for parents/carers to discuss progress with subject staff and with the SENDCo to discuss additions or amendments to the Student Support Passports.

In addition parents/carers are able to contact their child's Year Leader if they have any concerns about their child's progress.

## **8. The arrangements for consulting young people with special educational needs about and involving them in their education.**

As part of the school's Quality Assurance regular Student Voice activities take place. In addition the SEND department carry out specific Student Voice activities. This involves staff carrying out interviews/discussions with the SEND students to gather first-hand information in order to respond to or adapt working practice. Regular work scrutinies and learning walks take place throughout the year.

Each Year group also has representation on the Student Council where students are given an opportunity to 'voice' their opinions. This also includes a student representative from the SEND register.

Individual discussions take place with SEND students with regard to their career aspirations and future plans. They all receive a careers interview with the Academy Careers Adviser and are given additional support when completing applications at the end of KS4 and KS5.

## **9. Any arrangements made by the local governing body or the proprietor relating to the treatment of complaints from parents and carers of students with special educational needs concerning the provision made at the setting.**

If a parent/carer or student wishes to make a complaint they can contact the SENDCo directly at the school. Any general concerns can be addressed to the SENDCo, who is the first point of contact for SEND concerns.

For general academic concerns parents/carers may wish to contact their child's Year Leader. If parents/carers feel a complaint has not been adequately dealt with they should contact the Head of School.

Contact details for key personnel and SENDIASS can be found on the Academy website.

**10. How the local governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of students with special educational needs and in supporting the families of such students.**

Heads of Year oversee the welfare of students in their allocated year group. They will liaise with the appropriate outside agencies to ensure that the needs of students and families are being met.

In addition the Academy has a Designated Safeguarding Lead (Klaire Wright ) for Child Protection issues, all other members of staff have also received the Child Protection training.

Other staff who have received Designated Lead Training are:

Vice Principal - Ms A Pathan

Director of KS5 - Ms J Paterson

Director of KS4 - Mr N Bennett

Pastoral Leader Year 11 - Mr R Arnold

Years 12 and 13 Leader - Mr M Boast

If parents wish to seek independent external support they can contact:

SENDIASS-SEND Independent Advice and Support Service (was known as Parent Partnership)

Telephone Number: 0116 2575027

**11. The contact details of support services for the parents and carers of students with special educational needs, including those for arrangements made in accordance with clause 32.**

<https://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability/where-to-start-with-send/what-is-the-local-offer>

**12. The setting's arrangements for supporting students with special educational needs in transferring between phases of education or in preparing for adulthood and independent living.**

Students transfer from Hinckley Academy and John Cleveland Sixth Form Centre either at the end of KS4 or KS5.

**KS4:**

The school has a Post 16 Careers evening where external organisations also provide information about the Post 16 options. SEND students will receive a careers interview where deemed necessary. They will also receive support with applications and visits to local Further Education College(s)/

**KS5:**

SEND students receive support with careers advice and receive extensive support with applications for University, Further Education Colleges. Apprenticeships and employment.

**13. Information on Hinckley Academy and John Cleveland Sixth Form Centre contribution to the publication of the Local Authority's local offer.**

The Hinckley Academy and John Cleveland Sixth Form Centre Offer forms part of the Local Authority Local Offer.