



**HUMMERSKNOTT
ACADEMY**

SEN Information Report

...a school of possibilities

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Our school's approach to supporting pupils with SEND

Hummersknott Academy is proud to be described as a 'happy and inclusive school' where 'pupils with SEND receive excellent pastoral care' and 'teachers are well informed about how to best support pupils with SEND'. (Ofsted 2021)

All pupils with special educational needs and disabilities are part of the mainstream school. Teachers and support staff set high expectations for every pupil, including those with special educational needs or disabilities. Staff set targets which are ambitious. Lessons are planned to address potential areas of difficulty and to remove barriers to learning. Students with SEND access a broad and balanced curriculum and receive additional support as required. In all but exceptional cases, careful planning ensures that pupils with special educational needs and disabilities are able to study the full school curriculum.

Catering for different kinds of SEND

At Hummersknott Academy, we believe that all children and young people are entitled to an education that will:

- nurture each individual's aspirations and talents
- provide outstanding learning experiences and opportunities
- promote respect for one another and the environment
- encourage collaboration and partnership

Special educational needs and disabilities are broadly categorised into four key areas:

Cognition and learning

This area of need may include the following: specific learning difficulties; moderate learning difficulties; severe learning difficulties; profound and multiple learning difficulties.

Communication and interaction

This area of need may include the following: speech, language and communication needs; autism

Social, emotional and mental health

Students with SEMH may present with a range of social, emotional and mental health difficulties which impact on their learning and social inclusion

Sensory and/or physical needs

This area of need may include the following: visual impairment; hearing impairment; multi-sensory impairment; medical need; physical difficulties or physical disability

At Hummersknott Academy we support pupils with any, or all, of the above needs within a mainstream setting; we believe in inclusion for all students in all aspects of the curriculum. School life is planned, and reasonable adjustments are implemented, in order to best meet the needs of pupils with special needs and disabilities. We believe that every teacher is a teacher of SEND.

Areas of Need	Cognition and Learning	Communication and Interaction	Social, Emotional and Mental Health	Sensory and/or Physical	Total
Year 7	7	24	7	1	39
Year 8	11	17	13	3	44
Year 9	13	26	6	5	50
Year 10	11	21	11	8	51
Year 11	14	15	9	5	43
Total	56	103	46	22	227

Key staff and expertise

Name of staff member	Area of expertise	Level of qualification (e.g. BA (Hons), MA)
Mrs C. Chapman	Senior Assistant Principal – SENDCO Designated Teacher for LAC Teacher of English	B.Ed (Hons)- English Literature MA - English Literature NASENCO (Level 7) CCET +AAC -Certificate in Psychometric Testing, Assessment and Access Arrangements (CPT3A) (Level 7)
Miss J. Wills	Assistant SENDCO Nurture Group Teacher	BA (HONS) Primary Education NASENCO (Level 7)
Mrs D. Blair	TA – EHCP support ELSA	BA (Hons) – History; PGCE (Primary) Emotional Literacy Support Assistant
Miss H. Dale	TA – EHCP support / KS4 College support	NVQ level 3 Teaching Assistant ASDAN (BRONZE) COPE level 1 -2
Mrs L. Norcross	TA – EHCP support / HI support	NVQ level 3 Teaching Assistant Diploma in Childcare and Education British Sign Language Level 2
Mrs C. Rickinson	SEND Administrative Support	BA (HONS) Business Administration
Miss J. Sharp	TA – ASD Lead / EHCP support	Level 3 Diploma in Supporting Teaching & Learning in Schools Level 2 Understanding Autism

Mrs H. Standish	TA – ELSA / SEMH support / Sensory and Physical support	Level 3 Diploma in Supporting Teaching and Learning in Schools Level 4 Understanding Children with Social, Emotional and Mental Health Difficulties Foundation Degree (HNC) - Education Studies Promoting Emotional Regulation in Autistic Children Emotional Literacy Support Assistant (ELSA)
Additional Staff		
Miss J. Croom	TA Apprentice	N/A
Miss M. Joyce	TA Apprentice	N/A
Mr T. Pascoe	Agency TA	N/A
Mr D. Scott	Agency TA	N/A

The SENCO

Name of SENCO	Email address	Phone number
Mrs C. Chapman	xch@hummersknott.org.uk	01325 241191

Securing and deploying expertise

SENDCO

- Strategic planning for SEND
- SEN Assessments
- Multi-agency Meetings
- Parental Meetings

Assistant SENDCO

- Operational oversight of Learning support areas and Wave 2 interventions
- Parental Meetings
- Neurodevelopmental referrals

Communication and Interaction Base (Learning Support Centre): Miss J. Sharp

- Autism base area (e.g. environmental and sensory checklists; quiet areas; mentoring; transition support)
- Speech and Language interventions (e.g. Language Link)
- Communication and Interaction interventions (e.g. Zones of Regulation; Talkabout for Teenagers)

Cognition and Learning Base (Achievement Centre): Mrs D. Blair

- Long-term alternative curriculum
- Cognition and Learning interventions (e.g. IDL; spelling; reading interventions; handwriting; homework support)
- Assistive technology

SEMH Base (ELSA Centre): Miss H. Dale; Miss H. Standish

- Part-timetable students
- Medical support (fixed-term)
- Physiotherapy
- Sensory / Physical Base
- ELSA support
- Drawing and Talking Therapy

EHCP Support (In-Class): Mrs D. Blair; Miss J. Croom; Miss M. Joyce; Mrs L. Norcross; Mr T. Pascoe; Mr D. Scott; Miss J. Sharp

SEND Administrative Support: Mrs C. Rickinson

Equipment and facilities

Staff at Hummersknott Academy work closely with external agencies (Physiotherapy; Occupational Therapy; the Low Incident Needs Team; VI teacher; HI teacher) to assess the need for specialist equipment and facilities to best support students with SEND. Where applicable, staff will apply to Darlington Local Authority for additional funding to secure additional equipment.

Identifying and assessing pupils with SEND

At Hummersknott Academy we recognise the importance of early identification of SEND need. We believe that early intervention and response improves long-term outcomes for pupils.

Every student's skills and attainment will be assessed upon entry to Hummersknott Academy. The needs of pupils are evaluated through a range of indicators, including:

- liaison with primary schools
- outcomes from baseline assessments
- ongoing assessment and monitoring from subject teachers to track pupil progress
- concerns raised by parents and carers, the pupil and outside agencies

- standardised screening or assessment tools
- behaviour, engagement and attendance data analysis

If the academy has evidence that a pupil has a disability, as defined by the Equality Act 2010, it will put in place necessary reasonable adjustments (including the provision of auxiliary aids and services) in order to ensure that the pupil can participate fully in school life.

The offer of special educational provision will be based on information received from previous schools as well as Hummersknott Academy's own data. In deciding whether a pupil has special educational needs, information will be gathered from the following sources:

- pupil progress (in comparison with national and expected progress levels)
- the views of parents and/or carers
- the views of teachers
- the views of the pupil
- information from other sources (e.g. information from private assessments; external agencies; other professionals)

Persistent disruptive or withdrawn behaviour does not necessarily mean that a young person has special educational needs or a disability. If there are such concerns, assessment will be made to determine any causal factors such as undiagnosed learning, communication or mental health difficulties. The academy accepts that whilst some pupils can be identified as having special educational needs at an early age, other difficulties may emerge over time. Teachers should regularly assess pupil progress and be aware of the possibility of emerging difficulties or pupils making less than expected progress – consideration should then be given to possible assessment for special educational needs. There may also be times when a multi-agency approach is deemed appropriate.

Consideration of the special educational provision required should focus upon desired outcomes, including the expected progress and attainment and the wishes of the pupil and his/her/their parents or carers. This will determine the support needed and consider how this can be provided.

In planning for desired outcomes, the nature of these outcomes should also reflect the need to ensure the pupil is preparing for the transition from school to further education or to employment and to adult life. As well as preparing for post-16 transition, Hummersknott Academy will ensure that pupils with SEND have all relevant information needed including:

- the provision of independent careers advice
- information about local employers or apprenticeship opportunities
- information on further training and education

Hummersknott Academy will also inform parents, carers and students of information, advice and support services available from Darlington Council.

Consulting with pupils and parents

Parents

Hummersknott Academy believes that partnership with parents and carers plays a key role in promoting a culture of inclusivity. Staff actively seek to work with parents and carers and value the contribution they make. All parents and carers of pupils with special educational needs or disabilities are treated as partners.

Parents and carers are strongly encouraged to regularly contact the school regarding their child's progress. The school offers regular parents' evenings and the SENDCO and Assistant SENDCO are available to meet with parents and carers at these times. Additional meetings can be arranged via appointment throughout the school year.

The academy will provide an annual report on student progress and the SENDCO and Assistant SENDCO will offer to meet parents and carers at least three times per year. One meeting will take place in the Autumn Term and at two other occasions throughout the academic year; during these meetings SEND Pen Portrait reviews will take place. The meetings will provide parents and carers with an opportunity to share information and raise any concerns. These discussions will be led by the SENDCO or Assistant SENDCO. The pupil is encouraged to be involved in these discussions - either as a participant in all or part of the meeting, or through the gathering of the pupil's views as part of the meeting's preparation. A record of the outcomes, action and support agreed through the discussion should be kept – this will be sent to parents / carers and shared with relevant school staff.

Darlington Local Authority offers additional support and information for parents and carers of children who have or may have special educational needs. The 'SEND Information, Advice and Support Service (SENDIASS)' can be accessed via the Darlington Borough Council 'Livingwell' website (<https://livingwell.darlington.gov.uk>), by email (iass@darlington.gov.uk) or via telephone (01325 405878).

Pupils

All pupils must be fully involved in making decisions about their education, where possible and appropriate. As part of the pupil's SEND provision the school ensures the pupil's voice is heard. For pupils with special educational needs and disabilities, the school aims to involve the pupil in understanding his / her / their difficulties and what is needed to overcome them. The school encourages pupils with special educational needs and disabilities to make choices about outcomes and other elements of the special educational needs process, facilitated by an adult when necessary. All pupils with special educational needs and disabilities are given the opportunity to contribute to their SEND Portrait reviews, to meetings with their parents and carers and to participate in the annual review process for those with an Education, Health and Care Plan.

Involving key stakeholders

Where a pupil with special educational needs or a disability continues to make less than expected progress, despite the use of evidence-based approaches and appropriate interventions, the school will consider the involvement of specialist staff - either through the Local Authority or via other outside agencies.

The type of specialist services available may include:

- Educational Psychology Service
- Speech, Language and Communication Outreach Service
- Hearing Impairment Support Services
- Visual Impairment Support Services
- Speech and Language Therapy
- Occupational Therapy

- Child and Adolescent Mental Health Services (CAMHS)
- School Nurse Service
- SEND Information Advice and Support Service (SENDIASS)

Whenever a specialist referral is being considered, parents and carers will be fully involved in the process. The involvement of specialists, and any subsequent recommendations, will be shared with parents/ carers and relevant teaching and pastoral staff.

Students who are in the care of the Local Authority (Looked After Children or LAC) may also have special educational needs or disabilities. In such cases, the SENDCO (who is also the Designated Teacher for Looked After Children) will liaise with relevant social workers, Virtual Schools and other outside agencies.

Hummersknott Academy is supported by SEND specialists and SEND Trust Leads within the Advanced Learning Partnership (ALP); this collaboration ensures effective SEND practice and provision in partnership with other schools within the trust.

Progressing towards outcomes

When it is determined that a pupil has special educational needs, or a disability, the pupil's parents or carers will be formally notified that special educational provision is being made. A pupil's level of special educational need or disability will be recorded on the school data system (Bromcom).

The pupil's strengths and needs are captured in a 'SEND Pen Portrait'. These documents are made available to all staff through the Bromcom system in school. The SEND Pen Portrait includes the following information:

- Name
- Year group
- Category of SEND
- Strengths
- Areas of Difficulty
- Impact on Teaching and Learning
- Classroom Strategies

- Additional Interventions (where appropriate)
- External Agencies (where appropriate)
- Access Arrangements (where applicable)
- Pupil Voice

In addition, all students on the SEND Register will have an 'Adapting Practice for SEND Ten Tips' document – this document will offer specific advice to teaching staff on how to ensure practice is adapted to meet specific need. Some students will also have a 'SEND Plan' in addition to their SEND Portrait – this plan will detail any additional interventions or SEND programmes.

All parents and carers will receive a copy of the 'SEND Pen Portrait' and/or 'SEND Plan' during the Autumn Term of each academic year; they shall also be offered a meeting to discuss this profile. This document will be reviewed at two further points during each academic year – this is to ensure that the document remains an accurate picture of the pupil's needs and enables a discussion of progress towards agreed student outcomes. Individual outcomes are discussed with the pupil's subject teachers and communicated to parents through the school reporting system. At each review, parents and carers are invited to discuss the SEND Portrait and individual progress via a TEAMS meeting. Parents and carers who are unable to access TEAMS will be offered an alternative meeting format.

There may be times when, despite the school having taken appropriate action to identify, assess and meet the special educational needs of a pupil, the expected progress has not been achieved. In this case it may be appropriate for the school or parents / carers to consider requesting an Education, Health and Care needs assessment from the Local Authority.

Students with an existing EHCP will follow the termly review process above and, in addition, parents and carers will be invited to attend a formal statutory annual review of the EHCP.

The SENDCO meets termly with the link SEND Governor to discuss provision and progress of students with SEND. Progress data is analysed and discussed with the Data Manager and the Vice Principal.

Transition support

At Hummersknott Academy we recognise the importance of effective transition between primary and secondary schools, and between secondary and post-16 stages of education. Additional support will be offered to students and effective liaison arranged with parents and carers, relevant teachers, support staff, the careers advisory service, educational settings and other outside agencies to offer support and guidance at this time.

Primary Transition

Hummersknott Academy staff work closely with colleagues in our local primary schools. A specific programme of support will be offered to students with special educational needs transferring to Hummersknott Academy from primary school. This support will be dependent upon individual need but may include the following:

- SENDCO and Assistant SENDCO arranging meetings with primary SENDCOs
- SENDCO and Assistant SENDCO attending Year 5 and Year 6 EHCP review meetings
- additional visits by Hummersknott Academy staff to primary schools to observe students and meet with parents and carers
- an additional Learning Support Transition Day for identified students with SEND in the summer term of Year 6
- extended transition over the summer term for students with highly complex needs

The SENDCO and the Assistant SENDCO attend all Year 6 information and induction evenings and are available to meet parents and carers at these times. Individual appointments with prospective parents and carers whose children are in Year 5 and Year 6 are also available by appointment throughout the year.

Post-16 Transition

Hummersknott Academy staff meet with representatives from local Sixth Form and FE colleges in the Spring and Summer terms. Transition information is shared and any extended / enhanced transition requirements are discussed and agreed. Additional visits to local post-16 providers can be arranged and facilitated via the Learning Support department.

Year 11 students with an EHC Plan will receive additional support via the Local Authority SEND Case Officer. All Year 11 EHCP reviews will take place in the Autumn term of Year 11 to allow for formal consultations with prospective placements.

The SENDCO and Assistant SENDCO are available to offer support and advice for parents and carers of Year 10 and Year 11 students with SEND.

Teaching approach

Hummersknott Academy is committed to providing outstanding inclusive learning for all students. We aim to provide full access to a broad and balanced curriculum for all students within the Academy, at a level appropriate to their ability and needs, and which supports them to achieve their best as confident individuals. We believe in inclusion for all students in all aspects of the curriculum. School life is planned, and reasonable adjustments are implemented, in order to best meet the needs of pupils with special educational needs and disabilities.

We believe that every teacher is a teacher of SEND and that high-quality teaching, adapted and/or differentiated for individual pupils, is the first step in responding to pupils who have or may have special educational needs or a disability. Subject teachers are responsible for the progress and development of students in their classes, including instances when pupils access additional support from teaching assistants and/or specialist staff. All staff in the school will be provided with general or specific training on meeting the needs of individual pupils with SEND within their classroom. This includes reviewing and, wherever necessary, improving teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the special needs most frequently encountered. All staff have access to SEND training, including teaching assistants and other support staff.

Adaptations to the curriculum and learning environment

Students with identified SEND need access additional support via the 'Waves of Intervention' model:

Wave 1 - the expectation of 'Quality First' teaching, where high quality adaptive teaching ensures that all students make good progress. SEND portraits and Adapting Practice for SEND Ten Tips documents will be used to inform practice and ensure all teaching staff have a good understanding of individual student need.

Wave 2 - targeted at pupils with SEND specifically. Wave 2 SEND plans may detail access to specialist resources within the school (e.g. nurture group; Drawing and Talking therapy; identified interventions; additional adult support). Students may access small group or 1:1 interventions.

Wave 3 - external specialists are asked to advise on more specialised support, generally where a student has not progressed as well as expected with current additional Wave 2 intervention.

Inclusivity in activities

Hummersknott Academy is an inclusive school.

The Academy's buildings have been designed to give young people with a disability full access to facilities. Hummersknott Academy ensures that all pupils with special educational needs or disabilities have equal access to day and residential trips and extra-curricular activities - reasonable adjustments are made to meet individual needs. In accordance with the Equality Act 2010, Schedule 10, paragraph 3 and the Disability Discrimination (prescribed times and periods for Accessibility Strategies and Plans for Schools) (England) Regulations 2005, the academy has produced an Accessibility Plan which has been approved by the governing board.

Hummersknott Academy is fully compliant with the Equality duty and as such the full Equality, Diversity and Community Cohesion Policy can be viewed on the academy website. Hummersknott Academy recognises that pupils at school with medical conditions should be properly supported in order that they have full access to a broad and balanced curriculum (including school trips and physical education).

The school's Medical Conditions Policy specifies how pupils with medical conditions will be supported.

Some pupils with special educational needs or a disability may have an Education, Health and Care Plan which brings together health and social care needs, together with their educational provision. In such cases the school will ensure that the planning for each pupil's educational needs is co-ordinated with the other elements of his/her/their Education, Health and Care Plan.

Supporting emotional and social development

Hummersknott Academy recognises the need to support students who are presenting with emotional or social difficulties at a given time, or as a result of specific causal factors.

Additional support offers are listed below:

- Pastoral support via Form Tutors and /or College Managers
- School counsellors
- ELSA support / ELSA Centre
- Referrals to outside agencies e.g. CAMHS
- Drawing and Talking therapy
- Designated quiet spaces during breaks and lunchtimes
- Supported social environments e.g. Achievement Centre
- School Nurse
- Transition support
- Attendance support

Please contact your child's Form Tutor and College Manager with any concerns – they will be in a position to refer you and your child to the most appropriate service or member of staff.

The Hummersknott Academy anti-bullying policy can be found on <https://hummersknott.org.uk/about-us/policies-procedures/>

Evaluating effectiveness

At Hummersknott Academy, the effectiveness of SEND provision is monitored and evaluated in the following ways:

- Quality First Teaching is monitored through the Teaching and Learning Review Cycle – this involves the Senior Leadership Team (including the SENDCO) and Subject Leaders
- Monitoring the progress of SEND students against curriculum pathway targets and GCSE target grades
- The performance of SEND students in nationally accredited tests and examinations.
- The analysis of student tracking and testing data for both individual students and cohorts.
- The monitoring of policy and practice by the SEND Governor.
- Comments from parents/carers and students.
- External evaluation by ALP SEND Leads and OFSTED inspections.
- Parental involvement, especially attendance at reviews.
- The Governors' Annual Report to Parents.

All information will be collated and used to better inform current practice and student outcomes through the implementation of the SEND Improvement Plan.

Handling complaints

PARENTAL / CARER CONCERNS REGARDING SEND

If any parent or carer has concerns, or wishes to make a complaint regarding their child's special educational needs these procedures should be followed:

- Raise initial concerns with the SENDCO
- Arrange a meeting with SENDCO
- Raise concerns with Mr G. Sowerby, Head Teacher
- If conflicts cannot be resolved, then the Academy's complaints procedure should be followed.
- Parents / carers may also wish to contact the SEND Information, Advice and Support Service (SENDIASS) at iass@darlington.gov.uk

Spending the budget

The financial resources provided to the school include an element to support pupils with additional needs, including pupils with special educational needs and disabilities. The Academy Trust is responsible for determining the appropriate allocation from the whole school budget required to meet the needs of pupils with special educational needs and disabilities. As part of the budget planning process, each year the Finance Committee will consult with the Head Teacher in order to determine the amount to be budgeted for special educational needs and disabilities – this will also consider any additional top-up funding provided for individual pupils.

Local Offer

Darlington SEND Local Offer

'The Local Offer is Darlington Borough Council's publication of all the provision the local authority expects to be available across Education, Health, and Social Care for children and young people (0-25) in our area, who have special educational needs and/or are disabled, including those who do not have Education Health and Care (EHC) plans.

The main purpose of the Local Offer is to provide clear, comprehensive, accessible and up-to-date information about the available provision and how to access it; and to make provision more responsive to local needs and aspirations by directly involving children and young people with special educational needs and/or disabilities, their parents, and service providers in its development and review.'

<https://livingwell.darlington.gov.uk/>

Darlington SEND Information, Advice and Support Service (SEND IASS)

'What is the Special Educational Needs and Disabilities (SEND) Information, Advice and Support Service?

- It is a service which supports parents/carers of children who have or may have special educational needs.
- It is a service which supports young people who have or may have special educational needs.
- We can provide you with information and support on a one-to-one basis.
- It is a service which recognises the importance of parents, carers, young people and children's views.
- It is a service which helps the Local Authority and parent/carers and schools work together to meet the needs of children and young people.
- We support parents/carers and young people to make informed choices and decisions.
- This is a free impartial service.'

<https://livingwell.darlington.gov.uk/>

Named contacts

Name of individual	Email address	Phone number
Mrs C. Chapman (SENDCO)	xch@hummersknott.org.uk	01325 241191
Miss J. Barrett (DSL)	mbr@hummersknott.org.uk	01325 241191
SEN Mediation (This service is currently provided by Barnardos)	DAISMediationServices@barnardos.org.uk	07731 089877

Additional support

Hummersknott Academy recognises that pupils at school with medical conditions should be properly supported in order that they have full access to a broad and balanced curriculum (including school trips and physical education). The school's Medical Conditions Policy specifies how pupils with medical conditions will be supported. Some children with medical conditions may have special educational needs or disabilities and, where this is the case, the school will comply with its duties under the Equality Act 2010 and with due regard to this policy.

Some pupils with special educational needs or a disability may have an Education, Health and Care Plan which brings together health and social care needs, together with their educational provision. In such cases the school will ensure that the planning for each pupil's educational needs is co-ordinated with the other elements of his/her/their Education, Health and Care Plan.