

Hornbeam Academy

SEN Information Report

(Information about how the SEN Policy is implemented)

This SEN Information Report will be updated annually to reflect changes and plans within the school. The report states the current provision within Hornbeam Academy.

What are the kinds of special educational needs for which provision is made at Hornbeam Academy?

Hornbeam Academy is part of the Hornbeam Multi-Academy Trust. The Hornbeam Academy was formed on the 1st September 2015 from the amalgamation of Brookfield House School and William Morris School. The School caters for pupils aged 2 to 19 with all categories of SEND.

The Brookfield House campus includes Early Years, Key Stages 1 & 2 (Primary), Key Stage 3, and some of our older (Key Stage 4 & 5) who have profound and complex learning difficulties and medical needs.

William Morris campus is a very unique secondary setting where we cater for Key Stage 3, Key Stage 4 and 6th Form students with different degrees of learning difficulties and SEND in a safe, enabling and inclusive environment.

We also manage the Hospital & Home Teaching Service, based at Whipps Cross Hospital, on behalf of Waltham Forest; it meets pupils' needs exceptionally well, whether they have a short or long stay in hospital or require home tuition.

In Hornbeam Academy, the pupils' identified needs are typically complex and significant in the area of cognition and learning (severe learning difficulties or profound and multiple learning difficulties) as described in the SEN Code of Practice. Students may also have associated needs in the areas of emotional/social and communication and interaction (autistic spectrum disorder and/or speech and language difficulties). In addition, students may have sensory or physical disabilities.

The 2018-19 cohort of students at Hornbeam Academy has the following categories of needs:

- Cognition and learning
- Communication and interaction
- Social, emotional and mental health needs
- Physical and/or sensory needs

Admissions to the school are managed by the local authority, who will liaise with Hornbeam Academy.

<https://directory.walthamforest.gov.uk/kb5/walthamforest/directory/localoffer.page?directorychannel=1-2>

How do we identify children and young people with SEN and assess their needs?

All pupils starting at the Hornbeam Academy will be referred by the Local Authority.

The majority of students will have an Education Health and Care plan (EHCP) in place, and a small number of pupils will start on an assessment placement.

We have an extremely reflective team of professionals that reports regularly on every student progress as specified in the school's assessment policy. We utilize a wide range of assessment methods during the pupil's time in school, depending on the very individual needs. We involve other professionals and relevant agencies when appropriate such as physiotherapists, occupational therapists, speech and language therapists, Educational Psychologists, Hearing Impairment Advisory Teachers, Visual Impairment Advisory Teachers, Medical Support Team and other health professionals. Our academic assessment is monitored and moderated throughout the year. We are also part of the Challenger Partners Community of schools.

Majority of our students leave when they are nineteen years old. The sixth form courses meet students' needs well. The experience and qualifications they gain enable them to go on to suitable courses. The transitions to the next stage of the pupils' education or training are very well managed to make sure that pupils can move on confidently and successfully. We have a robust Transition Team involving School Senior Leaders, the Transition Team and the Family Support Team that work closely with young people and their families to support transitioning. Families' experience of the process is positive overall.

Further information on the admissions and assessment processes and procedures can be found on our website.

At Hornbeam Academy the SENCOs are the Principals of each Campus:

- Tania Dorman (Brookfield House)
- Maria Pla (William Morris)

How do we consult parents of children with SEN and involve them in their child's education?

At Hornbeam Academy, parents/carers are fully included in the process of working with their children/young people. We encourage parents to express their views on the interventions and support provided as we believe parents know their children best.

The school has well-established systems for informing parents about pupil's progress, these include:

- Initial visits to school
- Introductory meetings
- Daily home/school book for information exchanges and key messages
- Parent/Carer and teacher meetings including updates from other professionals
- Sharing pupil termly targets and their evaluated progress
- Weekly Newsletters

- Termly Parents' Evenings
- Person Centred Review (PCR)/Annual Review meetings and reports
- EHC plans reviews
- Parent workshops and training
- Coffee mornings
- Parental Representation on Governing Body
- Parent involvement in changes in school through informal and formal consultations
- Annual Parent/Carer Survey

***How do we consult young people with SEN and involve them in their education?
How do we assess and review children and young people's progress towards outcomes?***

All children and young people in our school are treated with dignity and respect. We are committed to hearing 'the voice' of our young people and provide them with opportunities to make choices and express preferences. This includes creative activities within the classroom, rewards, break and lunch activities as well as peer contact.

The curriculum is designed to provide personalized learning activities matching their individual learning and development targets. This ensures that they can access and experience success throughout their school life.

Termly, individualized targets are set for each of our young people and evaluated at the end of each term. They are then sent home to parents and shared with pupils. Targets are discussed with parents/carers at PCRs and consultation meetings.

The assessment and PCR/Annual Review process of statements of SEN and EHC Plans includes the choices, dreams and aspirations and views of pupils/students.

Our assessment procedures include clear feedback to learners about next steps learning and our reward systems reinforce positive activity and pupil choice.

The School Council enables students to contribute and decide on aspects of school life relating to their needs.

How do we support children and young people in moving between phases of education and in preparing them for adulthood?

All transitions are well planned for throughout the school as children and students move from class to class, phase to phase and, especially, site to site.

Detailed and tailored planned transitions are arranged in order to ensure success for all students. Transition periods are flexible and pupil led. This is especially the case for students transitioning between school sites; this program often starts several months prior to transition.

A Transition Day takes place in the Summer Term during which pupils meet their new classmates and staff. Parents/Carers always have the opportunity to meet the new teacher and class staff in advance of any move.

We work closely with local mainstream schools to provide Inclusion opportunities for children and young people.

From Year 9 onwards, students are increasingly supported in planning for their transition from school to adult life. Staff from Future Focus (previously Connexions) and the Transition Team work with students in school, and closely with the SLT, to get to know them and to advise both pupils/students and parents/carers about what is available after leaving Hornbeam Academy.

Increasing numbers of older pupils are gaining recognised qualifications, including BTEC vocational courses and functional skills in English, mathematics and ICT at levels which enable them to go on to take GCSE and more advanced vocational qualifications at college, and different ways into employment (Pre-supported internships, Supported Internships, Apprenticeships, etc.)

What is the provision for pupils/students with SEN at Hornbeam Academy and how is it evaluated?

Hornbeam Academy aims to get the absolute best outcomes for all pupils. Our provision is based on strong values:

- Our School is a place where everyone is treated with dignity, with respect and is of equal worth.
- Our vision is to develop a highly effective and supportive learning community
- All staff have a responsibility to meet the needs of all the pupils/students at Hornbeam.
- Our key purpose is the construction, delivery and constant improvement of quality learning experiences appropriate to the needs of all our pupils/students.

To achieve our vision we aim to:

- Create a happy and secure learning environment where all pupils/students' needs are met and where achievements and successes are recognised and praised.
- Ensure that a relevant Curriculum is delivered by high quality teaching for all pupils/students, as appropriate.
- Promote a school environment and ethos which promotes rich aided language throughout the school day
- Ensure that ICT is an essential vehicle to access and enhance the curriculum and communication for pupils
- Ensure that Safeguarding, including e-safeguarding, is at the centre of our work to ensure that all members of the school community remain safe
- Provide all staff with training and development opportunities to enable effective practice.
- Promote the pupils/students spiritual, physical and emotional well-being so that they

are secure, confident and well motivated.

- Help pupils/students acquire the knowledge, skills and confidence which enable them to lead as full, interesting and independent lives as possible.
- Develop in pupils/students personal responsibility and encourage decision making and choice, communicating through whatever means appropriate.
- Provide a wide range of age-appropriate learning experiences, which are both exciting and challenging.
- Offer opportunities of working co-operatively alongside others, developing friendships and respect for others.
- Provide pupils/students with experiences of their own and other religious and cultural backgrounds and values.
- Foster relationships with parents and other professionals.
- We continue to highlight different parts of our provision through our 'school offer' and this develops each year.
- We ensure that staffing levels in each class reflect the needs of the students. Class sizes are usually in the order of 8 – 10 students. Typically, each class has a teacher and at least two teaching assistants. However, an appropriate number of additional teaching assistants may be deployed to meet the needs of the class group.
- The school receives advice and assessments from a range of health professionals in order to meet the needs of the students. We work closely with our health and social care colleagues to implement the new SEN Code of Practice.
- We evaluate our school development plan at the end of the year and monitor progress throughout the year.

How are adaptations made to the curriculum and the learning environment of children and young people with SEN?

At Hornbeam Academy, we are committed to identifying and removing barriers to learning so that all our pupils and young people can achieve.

We also want our students to enjoy their lessons as we believe that where learning is fun and enjoyable, greater learning will take place.

All our pupils have individual learning needs and our flexible curriculum approach reflects this. We adapt the curriculum and the learning environment to enable all learners to access the curriculum. Where appropriate, students may be provided with specialised equipment or resources such as ICT and/or additional adult support.

Teachers plan their lessons based on students' individual needs. They continually review and assess pupils' achievement levels and differentiate tasks and activities to ensure that every student makes progress. Personalised targets are set and evaluated for all students each term.

In EY – Key Stage 3, we adopt a Topic base cross-curricular approach to ensure that the curriculum provides extended opportunities for learning. Our curriculum is differentiated for the different levels of ability, is relevant, developmental and appropriately challenging to ensure that it meets the individual learning needs of all pupils.

Key Stages 4 and 5 students, follow accredited courses matched to their personal choice and their learning needs through bespoke timetables. Learning is focussed on developing independent living and employability skills.

We believe that learning takes place everywhere throughout the day, during structured learning activities, during transitions, and in the playground. Assemblies and other whole school events, and off site visits provide further opportunities for learning and developing skills for life.

What training do staff have in relation to the needs of pupils/students at Hornbeam Academy?

Hornbeam Academy is a committed member of the Whitefield Teaching School programme. All our teachers are experienced in SEN and many have additional specialist qualifications.

We have a commitment to train all new staff to gain the specialist SEN Advanced Diploma or complete MA courses.

We also support a number of teaching assistants without degrees to take a Foundation Degree course with the expectation that they will progress onto School Direct in the future. All staff have clear job descriptions which detail the required qualifications for each post in school. All staff have a core induction programme related to their work as a teaching assistant which is specifically related to the needs of children in our school and also as required by statutory guidance.

Other staff continue to gain a range of certificates to mark their completion of courses such as Higher Level Teaching Assistant, Paediatric First Aid and Makaton. We continue to commit to have qualified trainers in school for courses such as Team Teach, Makaton, and Moving and Handling.

How will equipment and facilities be provided to support pupils/students at Hornbeam Academy?

Both William Morris and Brookfield House campuses of Hornbeam Academy are fully accessible for wheelchair users. All classrooms at Brookfield and most classes at William Morris are on one level. There is lift access at William Morris.

We are continually reviewing and updating our equipment, particularly in the area of ICT and AAC (Augmentative and Accessible Communication) resources.

We have reviewed and enhanced curriculum resources in response to the new curriculum.

All parents and families are welcome to visit the school prior to their child or young person attending the school.

We continually review our resources for pupils/students and the annual review (PCR)

meetings are a regular forum for discussing individual needs. Our SEN policy can be found on our website and is reviewed annually.

How do we support the emotional and social development of students and listen to their views? How do we prevent bullying?

Hornbeam Academy provides a nurturing environment where students tell us they feel safe but we are always looking at ways to improve emotional and social development of our children and young people.

The small classes provide a welcoming and supportive forum where emotional and social development is delivered as part of the students' personalised curriculum. The teachers and TAs are with their classes most of the day so know their students well and are able to develop good relationships and support them in all aspects of learning, social and personal development.

Circle Time is a regular feature of many classes which enables students to express their feelings and concerns. Our PSED lessons cover topics such as friendship and bullying, most classes use 'feelings' charts with students and we have a programme of daily collective worship.

Our Family Support Team offers opportunities for students to share their concerns at weekly 'drop in' sessions as well as providing a valuable link with the home.

We invite outside agencies to provide more specific sessions depending upon the need and nature of the students; for example, some students may be encountering relationship difficulties, struggling to build appropriate friendships with their peers and so targeted sessions can be organised to support them in dealing with these matters.

After school clubs contribute to emotional and social development encouraging the children and young people to mix with peers they wouldn't normally socialise with during normal school hours.

Older students buddy up with some of the younger students and act as mentors and role models for them. Sometimes young people tend to listen to the advice of older peers rather than adults. Some of the older young people would have already experienced the situations the younger ones might be currently experiencing and are able to speak about how they coped with difficult situations etc. The 'nurture room' is used for students experiencing social and emotional difficulties; this is place where they can offload to dedicated members of staff in a more relaxed environment where they would be learning at the same time and building on new skills.

We are also keen to become involved with various community projects where students would become engaged in different activities that help to build the community and contribute to its well-being.

All students take part in extracurricular activities like participation in disability sports aimed at building their resilience. The school, its families and young people also benefit from the support of the CAMHS Service, through advice and guidance from the educational

psychologist.

How does the governing body involve others - including health, social services, local authority services and voluntary organisations - in meeting the needs of pupils/students at Hornbeam Academy and in supporting their families?

The Directors and Governing Body are aware of the wide range of staff working together within the school to support the children, young people and their families. Some staff are employed directly by the school; others have different lines of management as can be seen below. The Governing Body ensures that there is a consistent monitoring of practice through meetings and reports to ensure that children and families needs are met. The Governing Body currently has 3 committees: Finance & Resources, Curriculum, Health & Safety. Classroom staff are employed directly by the school. This includes teachers, teaching assistants and lunchtime supervisors. Admin staff are also school employees.

Other professionals work for a range of agencies – some are based within the school, others have office bases elsewhere and work in school on particular days or as necessary. School Nurses, Speech and Language Therapists, Physiotherapists, Occupational Therapists, CAMHS are employees of NELFT (North East London Foundation Trust). The academy purchases extra services as necessary such as the Family Support Team, extra Speech and Language Therapist, Educational Psychologist, Music and Occupational therapist. All these professionals work on both academy sites, training staff, advising staff, working with children and young people who are on their case load.

Specialist Teachers, providing staff training and advice on individual children's needs, work for different agencies. Visually Impaired and Hearing Impaired specialists are employed by Joseph Clarke School (Whitefield Academy Trust).

Transport to school is arranged and managed by the Local Authority - not the school. Transport staff are employed by the transport companies.

There are Social Workers for children/young people with disabilities who are Local Authority employees and are based within the Children Specialist Services.

If families have a query relating to these areas, it is best to contact the professionals directly. This ensures that any message/queries/concerns from families are dealt with in the most efficient way.

What arrangements are in place for handling complaints from parents/carers of children with SEN (including Looked After Children with SEN) about the provision made at the school?

The process for all complaints is explained in the Complaints Policy which is available on the Hornbeam Academy website or by contacting the main school office: Tel: 020 8503 2225

Where can you find the SEN Policy?

The Hornbeam Academy SEN Policy can be found at:

<https://www.hornbeamacademy.org/info/policies>

Who can we contact for more information or in situations where young people or parents have concerns?

Please contact the Principals at the appropriate campus if there are any issues you wish to discuss.

- Brookfield House: Tania Dorman
- William Morris: Maria Pla
- The contact for the Hospital & Home Teaching Service is: Melanie Hall

Where is the information on Waltham Forest's local offer published?

There is further detail on our website on our own school offer and this links to the Waltham Forest Local Offer for children with Special Educational Needs and Disabilities and their families on:

<http://walthamforest.childrensservicedirectory.org.uk/kb5/walthamforest/fsd/localoffer.page>

Where can I find further information and advice about SENDIASS – Special Educational Needs and Disability Information, Advice and Support Service?

This is now delivered via The Citizen's Advice Bureau:

CAB
220 Hoe Street
Walthamstow
E17 3AY

Tel: 0300 330 1175