



HORNBEAM ACADEMY TRUST

Hornbeam Academy Special Educational Needs Policy

Adopted by	Hornbeam Academy Trust
Date	June 2018
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Signed by Chair of HAT or CEO	Gary Pocock

Hornbeam Academy

SPECIAL EDUCATIONAL NEEDS POLICY

Hornbeam Academy Trust supports the General Principles of the United Nations Convention on the Rights of the Child. We will put the best interests of the child at the centre of all we do and actively promote the key rights respecting values of non-discrimination, participation, safety and personal development. We believe that every child has the right to say what they think in all matters affecting them and to have their views taken seriously.

Special Educational Needs

Hornbeam Academy aims to meet the special educational needs of children aged between 2 and 19 with a wide range of disabilities and complex needs. These could include Communication and Interaction; Cognition and learning; Social, Emotional and Mental Health and Sensory and Physical Needs. To ensure their success in their learning and development, based on a holistic multi-professional approach, we have on-site speech therapy and medical provision, we receive regular input from physiotherapy, occupational therapy and specialist medical services, and we provide weekly therapeutic input (Counseling, music therapy, art therapy, music and sports). The school also includes the Hospital and Home Teaching Service (HHTS) based at Whipps Cross Hospital.

Article 3 "All adults should do what is best for you. When adults make decisions, they should think about how their decisions will affect children".

Article 23 "You have the right to special education and care if you have a disability, as well as all the rights in this Convention, so that you can live a full life".

School Aims and ethos

We aim to provide a safe, supportive and inspirational learning environment that enables pupils to successfully achieve their full potential in all areas of their development in an atmosphere of mutual respect, positive energy and high expectations for all. This is achieved by a holistic and highly personalized curriculum based on the highest standards of teaching and learning, working as a team, in partnership with pupils, their families/carers, relevant professionals and agencies, the governing body and the LA.

Article 28 "You have the right to a good quality education. You should be encouraged to go to school to the highest level you can".

Article 29 "Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people".

Admissions

All pupils attending this school have an Education Health and Care plan (EHCP) or are in the process of assessment. Admissions can be sought at any time during the academic year. All pupils are admitted via the LA SEN department which, after taking advice from all relevant professionals will consult / request that we admit them. Following this request, the pupils and parents/carers will be invited in to visit and after consideration of

the reports from other professionals the Principal, in conjunction with the CEO, will decide whether or not to offer a place at the school and the LA informed accordingly. For some children there may be a gradual transition to ensure a smooth, happy integration into school. On admission a period of assessment is undertaken to enable the formulation of an appropriate Individual Education Plan which is shared with the pupil, parents/carers and school staff. Children and young people in Waltham Forest of statutory school age who are medically unfit to attend school can access the Hospital and Home Teaching Service until they are well enough to return to school through referral from schools and medical professionals.

Person-Centred Annual Reviews / Educational Health Care Plan

All pupils annually have a person-centred review / Educational Health Care Plan of their special educational needs to ensure progress is monitored, provision is appropriate and targets are set. The views and input of the pupil and his/her parents/carers are an integral part of this process. All professionals working with the child are invited to attend the meeting. At the meeting we will all say what we like and admire about the child or young person first of all before discussing what is working well and what could be better.

At the end of the meeting we will have an action plan which says what each person is going to do to support the young person achieve their goals.

Reviews taking place after a pupil's 14th birthday are Person Centred Transition Reviews and are attended by a representative of the local authority's advice and guidance team. This facilitates preparation for the next, phase of a pupil's education.

Provision

The Strategic Advisory Board, the Leadership Team and the School Staff ensure that all pupils receive a broad and balanced curriculum which is relevant, differentiated, progressive and coherent. It is our intention for pupils to learn and make the best progress they can and to encourage maximum independence in learning.

The school follows a curriculum which is carefully planned to meet statutory requirements but is modified to meet individual pupil need. The delivery is enhanced and supported by the use of ICT, Additional & Augmentative Communication (AAC) systems and Makaton.

The school is organised into Early years and Foundation Stage (EYFS), Primary (KS1 & 2) and Secondary (KS3 & 4) departments. Classes are organised according to pupil age, needs, learning style and level of ability. Pupils are mainly kept in classes within their key stage.

Hospital and Home Teaching Service teachers liaise with home schools to ensure children maintain access to their appropriate curriculum while at home. This ranges from a sensory curriculum, National Curriculum, GCSE studies and end of life pathways. More bespoke pathways may also be identified when supporting pupils as a Traded Service.

Mainstream Links

The school supports the principle of inclusion and our Inclusion Policy illustrates our commitment with examples of links with mainstream schools for social inclusion, personal enrichment, curriculum enhancement or movement towards full-time mainstream placement. This is a two-way policy and we also provide placements for mainstream pupils for the same reasons.

The Hospital and Home Teaching Service team work closely with staff in home schools, not only to ensure appropriate delivery of lessons, but also to maintain, as far as possible, the child's presence in the school while medically unfit to attend. This can support children to maintain relationships with staff and peers and eases transition when the child is ready to return to school.

Resources

The school provides access to medical, nursing, physiotherapy, occupational therapy, HI and VI peripatetic services and optometry services. We have a rolling programme of input from the School Sport Partnership providing coaching in a number of sporting disciplines. The school is well resourced with equipment to allow children to access the curriculum. There are computers and ipads in every classroom.

The Hospital and Home Teaching Service has a fully equipped schoolroom with access to ICT and a range of resources that support different curriculum pathways. Teachers delivering lessons at home provide a variety of equipment to make lessons fun, accessible and engaging.

Parents

The school recognises the importance of working in partnership with parents. Their knowledge, views and experience are highly valued. Regular contact with parents is maintained through Home/School books. Parents' evening takes place twice a year and parental input at the annual review is essential. Parents are also encouraged to make contact with the school. If parents have any concerns arrangements will always be made to meet with staff at a mutually convenient time. Parents and families are invited to transition days, special events, religious and festive occasions and to participate in Parent Workshops and PTA events.

The Hospital and Home Teaching Service initiates, promotes and maintains excellent links with parents which reflect the special nature of the working relationship.

Assessment Recording and Reporting

These procedures are well established within the school and are detailed in our Assessment Policy. Our main aims are to establish a clear picture of the child using a multi-disciplinary approach which demonstrates what he/she knows, understands and can do based on recorded observation and evidence.

The Hospital & Home Teaching Service reports on the progress made by individual children during and after the teaching programmes.

In Service Training

The school is committed to the training of all staff to meet a wide range of needs. Training needs are identified through the Whole School Development Plan and analysis of individual Performance Review targets.