

**SEN Information Report
2021-22**

Hammersmith Academy's

School Offer

for Special Educational Needs and Disability

SENCO – Tariq Hillman

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Question 1

1. Who are the best people to talk to at Hammersmith Academy about my child's difficulties with learning, special educational needs and/or disability?

- Talk to your child's subject/form teacher* about your concerns.
- It is likely that the class teacher will have discussed your concerns with the school's SEN department. You may wish to arrange a meeting with the SENCO.
- If you continue to have concerns arrange to discuss these with the Senior Leadership representative for SEN: **Matt Sheppard**.

Question 2

2. How will the school let me know if they have any concerns about my child's learning, special educational needs or disability?

- Your child's subject/form teacher may initially speak to you to discuss the concerns.
- The subject/form teacher may also talk to you about any issues at a parent/teacher consultation meeting.
- The SENCO may contact you and arrange a meeting to discuss your child's difficulties with learning and any possible support strategies the school might be considering.

Question 3

3. How will the school consider my views and those of my child with regard to her/his difficulties with learning, special educational needs or disabilities?

- At Hammersmith Academy we believe it is very important for parents/carers to be involved in all areas of their child's learning and we actively encourage discussions. We believe, where appropriate, that it is essential to understand your child's views on any difficulties they may experience with their learning.
- You will be able to share your views and discuss your child's progress at regular meetings with the subject/form teacher and others.
- If your child has an identified special educational need you will be invited to attend an information evening. You will also receive information regarding any interventions that have been put in place for your child. This will include a discussion around: current progress, support strategies being used and expected outcomes.
- If your child has an Education, Health and Care plan (EHCP) you and your child will be able to share your views at regular review meetings and at the Annual Review meeting.

Question 4

4. How does Hammersmith Academy ensure that teaching staff are appropriately trained to support my child's special educational needs and/or disability?

- At Hammersmith Academy we believe that your child's learning needs will first be met through high quality teaching delivered by her/his classroom teachers.
- We regularly review the school training schedule and professional development for all teaching and support staff to ensure there is the appropriate expertise to support children with special educational needs.
- The school is able to access training programmes from different organisations including Hammersmith and Fulham's staff training programme.
- Individual training can also be arranged for staff when necessary.

Question 5

5. How will the curriculum and the school environment be matched to my child's needs?

- At Hammersmith Academy we believe that your child's learning needs will first be met through the high-quality teaching delivered by her/his class teacher.
- We carefully plan our curriculum to match the age, ability and needs of all children.
- Classroom teachers will adapt lesson planning and teaching to match your child's special educational needs and/or disability.
- It may be appropriate to adopt different strategies or resources and adapt outcomes to meet your child's learning needs.
- Additional specialist advice is sought when appropriate and, when necessary, accessibility aids and technology may be used to support your child's learning.
- Hammersmith Academy regularly reviews its Accessibility Plan to ensure that all children have the fullest access to the curriculum and the school site as possible.

Question 6

6. What types of support may be suitable and available for my child?

This really depends upon the nature of your child's needs and difficulties with learning. But our education provisions will match the needs of the four broad areas of need as defined in the SEN Code of Practice 2015;

- **Communication and interaction**
 - Autistic Spectrum Disorders
 - Speech, Language and Communication Needs
- **Cognition and Learning**
 - Moderate Learning Difficulties
 - Specific Learning Difficulties e.g. dyslexia, dyscalculia
 - Global Development Delay
 - Dyspraxia
- **Social, emotional and mental health**
 - Attention Deficit Hyperactive Disorder (ADHD) & Attention Deficit Disorder (ADD)
 - Conduct Disorders, e.g. oppositional defiance disorder and related behaviours
 - Anxiety, depression, self-harm and eating disorders
 - Social and emotional difficulties
- **Sensory and/or physical needs**
 - Hearing Impairment
 - Visual Impairment
 - Poor fine and/ or gross motor skills
 - Mobility Issues e.g. gait irregularity
 - Medical Needs – e.g. remission from cancer

At Hammersmith Academy we have a 3 tiered approach to supporting a child's learning:

Tier One/Universal – this is the quality first teaching your child will receive from her/his class teacher and may include some minor adaptations to match learning needs.

Tier Two/Targeted - it may be appropriate to consider making additional short term special educational provision to remove or reduce any obstacles to your child's learning. This takes the form of a graduated four part approach of:

- a) **assessing** your child's needs,
 - b) **planning** the most effective and appropriate intervention,
 - c) **providing** this intervention and
 - d) **reviewing** the impact on your child's progress towards individual learning outcomes.
- Specific targeted one to one or small group interventions may be run outside the classroom. These will be limited to a number a weeks to minimise disruption to the regular curriculum. You will be kept informed of your child's progress towards learning outcomes.

Tier Three/Specialist – it may be necessary to seek specialist advice and regular long term support from a specialist professional outside the school in order to plan for the best possible learning outcomes for your child. This may include educational psychology, speech and language therapy, occupational therapy, sensory advisory teachers and the child development service. The school may need to prioritise referrals to these services. However, for a very small number of pupils access to these specialists is likely to be through an EHCP.

Question 7

7. How will you support my child to reach his/her learning outcomes?

- Classroom teachers and other staff working with your child help ensure that your child receives appropriate teaching and support in order to reach these goals. Individual education learning plans, strategies and progress will be reviewed termly.
- External agencies and specialists may also review your child's progress and adapt their planning accordingly, e.g. speech and language therapist, hearing impaired teacher etc.

Question 8

8. What is an EHCP and who can request one for one for my child?

An EHCP is an Education, Health and Care Plan. The purpose of an EHCP is to make special education provision to meet the special educational needs of a child or young person whose SEN is a significant barrier to their progress. It is intended to secure improved outcomes for them across education, health and social care and, as he/her gets older, prepare for adulthood. An EHCP will contain;

- the views and aspirations of you and your child,
- a full description of his/her special educational needs and any health and social care needs,
- establish outcomes for your child's progress,
- specify the provision required and how education, health and social care will work together to meet your child's needs and support the achievement of the agreed outcomes

You, your child (where appropriate and aged 16 and over) and/or the school, usually the SENCO or Headteacher, can request that the local authority conduct an assessment of your child's needs, called an Educational Health & Care Needs Assessment (EHCNA). This may lead to an EHCP.

Question 9

9. How will you help me to support my child's learning?

- There may be suggested strategies or activities for you to do at home to support your child's learning.
- We sometimes run parent/carer workshops in school to help you understand the strategies used in school. In addition, we may be able to offer you individual training in specific support strategies relevant to your child.
- The SEN department may also support you with strategies, resources and ideas for supporting your child's learning at home.
- You may have an opportunity to meet with other professionals involved in supporting your child.

Question 10

10. How is support allocated to children and how do they move between the different levels of support in school?

- Hammersmith Academy receives funding from the Education Funding Agency and/or the local authority. These funds include money to support the learning of children with SEN and/or disabilities.
- The Headteacher, in consultation with the School Governing Body, decides the budget for SEN provision on the basis of the needs of the children in the school.
- The Headteacher, Assistant Headteacher and SENCO discuss the effectiveness of the school's current interventions and provisions and prioritise an action plan, which may include additional or alternative interventions, staff training and equipment needs.
- This process is reviewed regularly to ensure the best possible intervention is provided to those children who require additional support to learn.

Question 11

11. How will the school know that the support has made a difference to my child's learning and how can I and my child be included in this review process?

- Your child's progress will be assessed both in terms of his/her regular learning within the class and with regard to specific intervention programmes.
- The impact of the support given is carefully measured to ensure that the learning outcomes have been achieved and if not, what adaptations are necessary. It may be decided that a further period of support would be beneficial for your child.
- You and your child will be kept informed and encouraged to be actively involved at all stages of this support.

Question 12

12. What support will there be for my child's happiness and well-being at Hammersmith Academy?

- At Hammersmith Academy we believe that the happiness and well-being of all our pupils is paramount. All members of staff take this aspect of school life very seriously.
- You can be confident that in particular your child's form tutor and subject teachers, Student Achievement Manager (SAM), Assistant Head Teacher in charge of the key stage your child is in, members of the SEN department and other relevant staff are available to provide support to match your child's needs.
- You should also feel free to contact your child's form tutor or classroom teachers if you have any concerns.

Question 13

13. How is my child included in all the same activities as his/her peers at school?

- Hammersmith Academy is an inclusive school and committed to providing equal opportunities for all children.
- School clubs, educational visits and residential trips are available to all children.
- When necessary the school will make reasonable adjustments to ensure that children with SEN and/or disabilities are included in all activities.
- You should also feel free to contact your child's form tutor or classroom teacher if you have any concerns.

Question 14

14. How will Hammersmith Academy support my child in transition stages?

- We liaise closely with the school your child is transferring from. We are able to discuss with the relevant teachers any individual needs and how best to support your child in school.
- While at Hammersmith Academy we take care to ensure that during transition points (between classes each year and at the end of Key Stages) all staff are aware of individual pupils needs, learning progress and best support strategies.
- Hammersmith Academy makes arrangements to ensure there is a smooth transition when your child transfers to his/her secondary school of choice. Please contact us for further details.
- If your child has an EHCP, we will participate and/or facilitate its review in sufficient time prior to him/her moving between key phases of education. You will be kept informed of these arrangements and asked to attend the reviews.
- From Year 9 all EHCP reviews will have a focus on preparing for adulthood, including employment, independent living and participation in society. As a result PFA (Preparing for Adulthood) outcomes will be included in your child's EHCP from Year 9 onwards.

Question 15

15. Who can I contact if I have a complaint about the SEN provision made for my child?

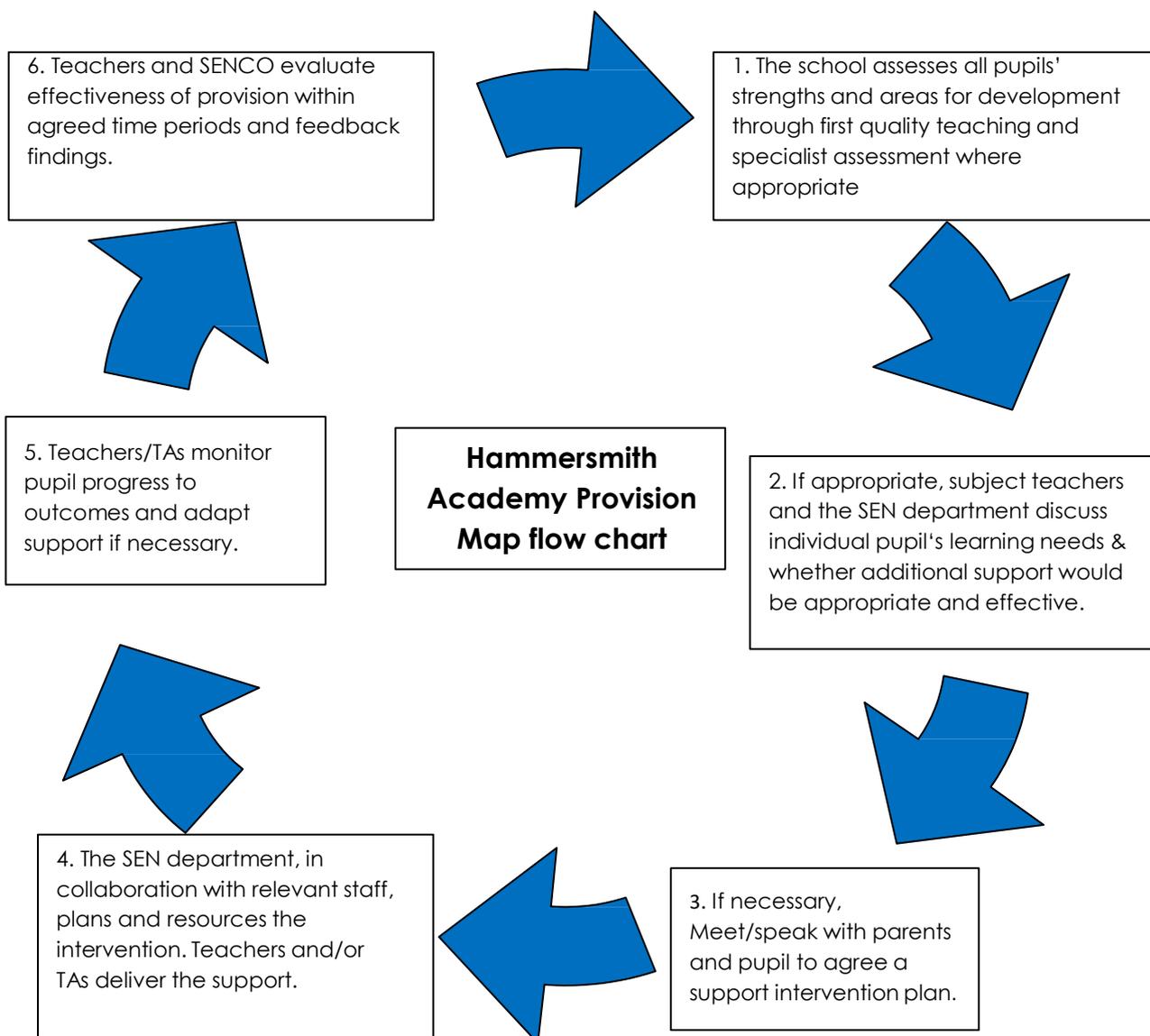
- Initially speak with your child's form tutor, subject teacher and/or the SENCO. Hopefully they will be able to address your concerns.
- You can then contact the Headteacher, who may direct you to the school's Complaints Policy and procedure.

Question 16

16. If I have any other questions about my child at Hammersmith Academy, who can I ask?

- At Hammersmith Academy we are very happy to speak to you about any aspects of your child's education. It is best to speak to one of the following in this order;
- The form tutor/ subject teacher
- Student Achievement Manager (SAM)
- The SEN department - the SENCO: Tariq Hillman
- Senior Leader for Inclusion: Matt Sheppard
- The Headteacher: Gary Kynaston

Parents' guide to Hammersmith Academy's Interventions



Outline of interventions at Hammersmith Academy

	Tier 1: Mainstream Classrooms	Tier 2: School-based additional intervention	Tier 3: Specialist intervention
Literacy	<ul style="list-style-type: none"> • Implementation of the literacy policy across subject department areas • TA support for targeted students • Year 7 Transition • Subject department driven interventions • Tutor time self-directed reading • SEN Homework Club 	<ul style="list-style-type: none"> • Reciprocal Reading • 1:1 reading programme • Vocabulary Enrichment • 1:1 literacy support • Small group literacy support • Lexonik/ Lexonik Leap • My Lexia • Touch Typing • Dyslexia Screening and recommended action • Pre-teaching of curriculum content • Enrichment curriculum time – ASDAN & Entry Level English 	<ul style="list-style-type: none"> • Speech and Language Therapy • Educational Psychology input • Child and Adolescent Mental Health Service (CAHMS) • Hearing and Visual Impairment teams • LBHF ASD Outreach teacher • Dyslexia diagnostic assessment • Child Physiotherapy services • Occupational Therapy assessment services
Speech and Language	<ul style="list-style-type: none"> • TA support for targeted students 	<ul style="list-style-type: none"> • 1:1 time with speech and language TA. • Speech Link 	
Numeracy	<ul style="list-style-type: none"> • TA support for targeted students • Year 7 Transition • Subject department driven interventions • SEN Homework Club 	<ul style="list-style-type: none"> • Small group numeracy • 1:1 numeracy support • Perform with Times tables • Perform with Time • Enrichment curriculum time – ASDAN & Entry Level Maths 	
Social, emotional and mental health needs	<ul style="list-style-type: none"> • Year 7 Transition • RSE/ PSHE & Tutorial curriculum • TA support for targeted students • SAM • SEN Homework Club 	<ul style="list-style-type: none"> • Story boarding • Social Stories • Emotional Literacy Support Assistant (ELSA) • School Counsellor • Family Support • Exam Stress group • Anger Management • ASDAN – Animal Management 	

Please refer to the Academy's SEN Policy for information about the roles and responsibilities of the SEN department and the Academy's website for other key policies.