The Hessle Academy
Local Offer

1. What are the following contact details for your academy?

Title:	Assistant Headteacher - Alternative provision and Inclusion, SENDCO
Name:	Alex Brown
Contact Number:	01482 648604
Contact Email:	hhs-send@hessleacademy.com
Address:	Tranby House, Heads Lane, Hessle, East Yorkshire, HU13 0JQ

Title:	Special Educational Needs (SEN) Governor
Name:	Laura Leeman
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Contact Email:	Laura.Leeman@hessleacademy.com
Address:	Tranby House, Heads Lane, Hessle, East Yorkshire, HU13 0JQ

Who should parents/carers contact if they have a compliment, concern, or complaint about your Academy?

Title:	Assistant Headteacher - Alternative provision and Inclusion, SENDCO
Name:	Alex Brown
Contact Number:	01482 648604
Contact Email:	hhs-send@hessleacademy.com
Address:	Tranby House, Heads Lane, Hessle, East Yorkshire, HU13 0JQ

2. What is the ETHOS of the setting/school/academy/college regarding Children and Young People with Special Educational Needs and Disabilities (SEND)?

The Hessle Academy aspires to deliver high quality learning for all, empowering learners to strive for success and value achievement when they recognise it in others.
The Hessle Academy will engage all young people in the best education and learning experience. We will enable them to attain the best qualifications they can, whilst encouraging them to develop their life choices, in order for them to lead fulfilling lives and share these values to create a cohesive community.

3. Provide the link to the following policies on the website of the setting/school/academy/college
SEND Policy
Anti-bullying Policy
Health and Safety Policy
Safeguarding Policy

4. What is the standard admissions number?

   How many Children and Young People do you have on roll? 1896
   How many Children and Young People have SEND K? 235
   How many Children and Young People have an EHC Plan? 80

5. How does the setting/school/academy/college:

   - Identify and assess Children and Young People with SEND?

   The Hessle Academy uses a variety of strategies appropriate to identify learners with SEND. Use may be made of the following:

   ➢ Information from parents/carers
   ➢ Information from previous setting or school
   ➢ Information from external agencies
   ➢ Information records including support plans
   ➢ Monitoring assessments including Star Spelling Age, GL assessment, Young's Math's Test.
   ➢ Cognitive ability tests (CATS), standard assessments (SATS), Vernon's Spelling Test, NFER Test (reading age test)
   ➢ Diagnostic assessment delivered by Educational Psychologist

   - Evaluate the effectiveness of provision for Children and Young People with SEND?

   The Hessle Academy has rigorous tracking systems in place. Use may be made of the following:

   ➢ Regular reviews of the children's progress in comparison with other SEN and non-SEN learners within the school and nationally.
   ➢ Regular reviews of progress and provisions involving teaching staff, the SENDCO, parents and children
   ➢ Pupil voice
   ➢ Feedback from school staff

6. Who are the best people to talk to in your academy about a Child or Young Persons difficulties with learning/ Special Educational Needs or Disability (SEND)?

   Alex Brown, Assistant Headteacher - SENDCO
   Emily Bourne - Assistant SENDCo secondary phase site
   Nicola Loveridge - SENDCo primary phase site

7. What are the different types of support available for Children and Young People with SEND in the Academy?

   - Individualised provision for children with gross and fine motor difficulties

- Individualised provision to address speech and language difficulties based on SALT referral
- Individualised programmes to support children with literacy and numeracy difficulties
- Where appropriate, access to specialist support from external agencies
- Learning assistant support is provided, where appropriate, following an assessment of needs
- Use of ICT equipment
- Fully accessible site
- Adapted and resourced physiotherapy room
- Quality First Teaching

8. How will the Academy ensure ALL staff are aware and understand a Child or Young Person's SEND?

   At The Hessle Academy, each student with SEN will have a Learning Support Profile which will detail their area of need and ways in which their learning will be supported. This will include ways in which both teaching staff and support staff may address their needs, both inside and outside of the classroom. It will also give information about any other interventions which are in place by both in-house staff and external agencies. This information will be held centrally and disseminated on a 'need to know' basis, in line with our Data Protection Policy.

9. How will the Academy let a parent/ carer know if they have any concerns about their Child or Young Person's learning?

   Once a concern is raised regarding any student's learning, parents/carers will be informed, initially by telephone. Following this initial discussion, further consultation will take place as necessary, to ensure that parents/carers are always kept fully informed of what actions will be taken to address any such concerns.

10. How is support allocated to Children and Young People?

    Support will be allocated to learners on a need basis, dependent upon information collated during the assessment process. This will be reviewed regularly to monitor the effectiveness and appropriateness of any support being delivered.

11. How does support move between the key stages?

    There is a fluidity of movement of support across all Key Stages within the Academy. However, at regular intervals, this support will be reviewed to ascertain its impact. It may, therefore, be that support changes throughout a learner's education, but this will be due to a change in their level of need, be it increasing or decreasing and with due regard to available resourcing.

12. Which other people and organisations provide services to Children and Young People with SEND in your academy?

Educational Psychologists
SAPTs (Sensory and Physical Teaching Service)
The Hearing/Visual Impairment Service
CAMHs (Children and Adult Mental Health service
Northcott Autism Outreach Team
Speech and Language Therapists
School Nursing team
Inclusion Practitioner

13. What training have staff received to support Children and Young People with SEND?

Mr Chapman, Deputy Headteacher - undergoing NPQSEND
Mrs Bourne, Assistant SENDCo - NPQSEND and CCET

All teaching and support staff have received the relevant training to enable them to best support all students with additional needs. This training is reviewed and updated on a regular basis.

14. How will teaching be adapted for a Child or Young Person with SEN?

All of our teaching and support staff will respond as appropriate to the needs of all students within their classroom. Staff are supported through the sharing of information relating to a student's needs, and strategies with which to use to address this. Where appropriate, the following strategies and resources may be implemented:

- Additional adult support (Learning Assistant)
- Coloured overlays/paper
- The use of enlarged fonts on worksheets
- Writing frames
- The use of a laptop
- Visual prompting
- Differentiation of resources
- Personalised learning programmes
- Additional literacy and numeracy interventions

This list is far from exhaustive as there are many different ways to address additional needs within the classroom.

15. What support is available for parents/carers of a Child or Young Person with SEND?

Dependent upon the nature of the learner's SEND, there are a number of support mechanisms in place, both in and out of school. The SENDCo on each site will be able to signpost parents/carers as appropriate.

16. How is the Academy 's physical environment accessible to Children and Young People with SEND?

Both sites' physical environments are fully accessible to all, regardless of need.

17. What facilities are available for Children and Young People with SEND on the Academy site e.g. special quiet room, lunchtime club?

    Dedicated rooms are available on both sites for students to access during unstructured times.

18. How will Children and Young People be supported during transitions? (when moving to another setting/ school/ college or between classes/ groups in the setting/ school/ college)

    At the Hessle Academy we have a comprehensive system for the transition of all students, including those with SEND. When moving onto Further Education, we are supported by the Youth Support service. They will conduct interviews with students and liaise where necessary with college providers. Any transition to another school would involve much communication between the SENCOs of each setting.

    *As a through school, incorporating all ages through each key stage of their education from 3-19, the transition of students is managed through continued sharing of information. With such a wealth of information, transition can be supported in a more individual and personalised way.