



HORNBEAM ACADEMY TRUST

Hornbeam Academy Special Educational Needs Policy



Adopted by: Hornbeam Academy Trust
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Signed by Chair or HAT: Gary Pocock

Hornbeam Academy

SPECIAL EDUCATIONAL NEEDS POLICY

Special Educational Needs

Hornbeam Academy aims to meet the special educational needs of children aged between 3 and 19 with physical disabilities and or complex medical needs. We are also a designated school for children with Hearing Impairment. Some of the children have associated learning difficulties and some are operating within age appropriate levels. We have on-site speech therapy and medical provision and receive regular input from physiotherapy, occupational therapy and specialist medical services. The school also includes the Hospital and Home Teaching Service (HHTS) based at Whipps Cross Hospital.

School Aims and ethos

We aim to provide a safe, supportive and challenging environment that enables pupils to achieve personal growth in an atmosphere of mutual respect, energy and enthusiasm. This is achieved by education, medical and therapy staff working as a team, in partnership with pupils, their families/carers, the governing body and the LA.

Admissions

All pupils attending this school have a physical disability, complex medical need or hearing impairment, many accompanied with additional learning difficulties. Admission can be sought at any time during the academic year. All pupils attending this school have a statement or are in the process of assessment. It is also possible for pupils recovering from illness or surgery to attend on a short term placement. All pupils are admitted via the LA SEN department which, after taking advice from professionals will 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 Head of School, in conjunction with the Executive Principal, 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 aged 0 - 18 who are medically unfit to attend school can access the HHTS through referral from a consultant doctor or specialist nurse.

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 ensures 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 the national 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 British Sign Language (BSL).

The school is organised into Foundation Stage, Primary (KS1 & 2) and Secondary (KS3 & 4) departments. Pupils are mainly kept within their key stage and progress through the school age appropriately although an amalgamation of year groups dependant on numbers and pupil ability can occur. Each class receives support from at least one teaching assistant and pupils with complex and/or multiple needs are given individual support as required.

HHTS teachers liaise with mainstream schools to ensure children have appropriate access to meet their specific curriculum needs.

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.

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 with physical disabilities to access the curriculum. There are computers in every classroom and a dedicated ICT suite.

The HHTS has a fully equipped schoolroom with access to ICT and a range of resources that support the national curriculum at all levels.

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 take place twice a year and parental input at the annual review is essential. Parents are also encouraged to make contact with the school if they have any concerns and 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 HHTS 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 HHTS 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.