



Hemlington Hall Academy's Local Offer:

From a parent / carer's point of view:

Identification of needs

1a. How does the school identify children with special educational needs?

All children are taught a broad and balanced curriculum. Their progress, including the personal, social and emotional development of all pupils, is monitored. Progress in English and Mathematics is formally measured at the end of every half-term. Teacher assessments and data are used to identify pupils who may be working below age-related expectations in particular areas, e.g. academic, communication, personal or physical development. We recognise that it is important to identify additional needs at an early stage in order to help children to achieve their full potential.

When children require extra support, the class teacher takes initial responsibility and parents are kept informed. Pupil progress meetings, with senior members of staff, are held termly and provide opportunities for teachers to discuss any children that they may be concerned about. Additional provision is made for these pupils and their progress is carefully monitored by senior leaders. If progress continues to be a cause for concern, the class teacher will liaise with the SEN Co-ordinator (SENCo) and further intervention(s) and / or other professional services may be accessed as a more in-depth analysis of a child's particular needs and how best to meet them may be required.

1b. How do we involve parents in planning for those needs?

We promote positive partnerships with parents and actively work with them to enable their children to achieve their best. Parents are invited to meet their



child's new class teacher prior to their transition to a new class / environment. We recognise parents as the main educators of their children and operate an 'open-door' policy to share information, as well as more formal consultation evenings.

At all stages, we work with parents to agree on the best decisions and provision for their children. Parental consent is obtained prior to pupils being added to the register of Special Educational Needs and/or Disabilities. When pupils are registered as needing SEN support, their progress and targets are shared with parents in the form of a 'Reach for the Stars' Individual Education Plan. These meetings take place on a termly basis. Every effort is made to strengthen home / school links and to encourage parents to work with their children and staff in order to overcome learning or behavioural difficulties.

1c. What specialist provision do we have at Hemlington Hall?

At Hemlington Hall we have a 10-place High Needs Base. Places are allocated by the Local Authority according to the specific needs of children across Middlesbrough. The High Needs Base (HNB) provides a nurturing, needs-led environment, enabling detailed assessment to take place on a day-to-day basis in a small group setting. We place an emphasis on the integration of these children into mainstream environments, such as their own year group, whole-school assemblies, the dining hall and playground at appropriate times and with relevant support.

HNB pupils may be taught within the unit for up to 3 years, or until they are 7 years old and due to make the transition to Key Stage 2. In preparation for this, HNB staff work closely with parents / carers, Educational Psychologists and other professionals, and forwarding schools to provide a smooth and successful transfer of pupils to their new placement. It is our aim to work with the Local Authority to ensure HNB pupils move to a setting that will best meet their particular needs during the next phase in their education.

Additionally, from January 2015 Hemlington Hall will provide a predominantly Key Stage 2 Nurture Room – an Inclusion area called "The Learning Zone", specifically to target those children whose personal, social and emotional well-



being is impacting massively on their learning attitudes and, in some cases, behaviour. There would be a strong emphasis on LEARNING here – providing a nurturing environment where learning can flourish through positive, trusted relationships.

NB. From January 2015 our High Needs Base will extend to a 15-place provision.

Support

2a. Who will support my child in school and how will this be monitored and evaluated?

The majority of support is provided by the class teacher and support staff within your child's immediate environment. If close monitoring and assessment identify that your child has continuing difficulties despite additional support being put in place, the SENCo will be consulted. A 'Reach for the Stars' Individual Education Plan (IEP) identifying future small-step targets and support may be generated for your child. These targets and progress made towards them will be reviewed regularly with you and your child, by the class teacher. Ways that you can support your child at home will be discussed, too. The SENCo also monitors IEPs periodically to check that the targets set are meeting the needs of your child and allowing him / her to progress in their learning.

If your child has behavioural difficulties he / she will also have a 'Behaviour Management Care Plan' which will be shared with you and your child in the same way as the IEP above.

We also work closely with a number of other agencies, e.g. Speech and Language Team, etc. (see Section 7 'Specialist Services').



2b. How are the decisions made about the type and amount of provision my child will need?

Your child's additional needs will be met on an individual basis. Initially, class teachers decide which strategies will be used in the context of the classroom to meet your child's particular needs, e.g. providing different activities and / or levels of tasks to make them more accessible or enabling your child to work with an increased level of adult support. Your child may be provided with an intervention programme, e.g. Lexia, to help him / her to make progress in his / her area of difficulty: these can be short-term or long-term. The progress made by pupils receiving specific interventions is monitored by senior members of staff, so the effectiveness of interventions in meeting the needs of pupils can be reviewed. A different intervention will be used when it is evident another is not helping your child in his / her learning.

If a specialist service (see Section 7 'Specialist services') makes recommendations for your child, we will put the appropriate intervention in place, e.g. the Speech and Language Team may recommend he / she has some regular therapy to complement the work they are doing with your child. Additionally, the Occupational / Physiotherapy Service may recommend your child has some specialist equipment to enable him / her to access their learning more effectively. In all instances we will provide your child with the materials they need. If required, we will also ensure that your child takes this equipment when they move to a new year group in order that they may continue to be supported appropriately in their new environment.

If your child has significant and sustained difficulties despite ongoing intervention, we can apply to the Local Authority for some additional funding to enable us to meet his / her needs. The Head Teacher, in consultation with the SENCo and class teachers, will decide when an application for High Needs Funding will be made. Information regarding the support your child has had previously in school will be collated and presented to the Local Authority. They will then make a decision as to whether any additional funding will be allocated to enable your child to access support in school that will help him / her to learn more effectively.



Curriculum

3. How will the curriculum be matched to meet the needs of my child?

At Hemlington Hall, we believe that all pupils should have equal opportunities and should be enabled to attend school and receive their entitlement to education. Children registered as needing SEN support will have full access to the National Curriculum in keeping with our Equal Opportunities Policy. We recognise that it is important to identify additional needs at an early stage in order that positive strategies may be put in place to help particular children to enjoy a broad and balanced curriculum, equal to that of their peers, and to overcome potential barriers to learning.

Our school sets suitable learning, personal and social challenges that are responsive to every child's diverse needs. Where it is necessary we will:

- provide your child with different activities and / or levels of tasks to make them more accessible;
- allow your child to work with an increased level of adult support, whether in a small group or individually;
- provide your child with supporting equipment to help him / her to learn more effectively.

Senior members of staff observe teaching and learning in school on a regular basis and report on 'inclusive' practice within the classroom context.

Accessibility

4. How accessible is Hemlington Hall Academy?

We have arrangements in place for the admission of pupils with disabilities and ensure that they are treated no less favourably than any other pupil. As stated in our Access Policy, Hemlington Hall Academy recognises that some of its pupils, parents, staff and visitors may have specific, individual needs when



using school facilities. As part of our ongoing commitment to the delivery of inclusive education, we endeavour to ensure that disabled pupils receive the same standards of education as non-disabled pupils. We make 'reasonable adjustments' to our working practices and have continued to adapt our creative curriculum to meet the needs of all children, through an evolving personalised learning ethos.

We are also committed to improving accessibility to our school and consult with disabled pupils, parents and disability organisations in order to be more effective in the future. Hemlington Hall Academy has a Disability Equality Scheme and Accessibility Plan. This details all existing facilities in place to assist access to the school by all pupils, parents, staff and visitors. Hemlington Hall is a single storey building which has a disabled toilet accessible from the main entrance and a dropped counter at the main desk to support wheelchair access. We have offered parents / carers the opportunity to access any correspondence via means other than letters and leaflets, etc.

NB. This will be updated by January 2015 when the new High Needs Base / Key Stage 1 building works have been completed.

Parental involvement

5. How will both the school and myself know how my child is doing and how will the school support his / her learning?

At Hemlington Hall, we operate a continuous cycle of planning, assessment and monitoring. We will regularly review your child's targets to ensure that they are achievable, are being supported and are allowing him / her to progress in their learning. If your child is registered as needing SEN support, we will do this by sharing a 'Reach for the Stars' Individual Education Plan (IEP) with you and your child. The targets set will encourage small-steps in learning for your child, particularly in relation to his / her area of difficulty. The IEP will



also state how progress towards the targets will be supported in school. Parent / child consultation meetings will take place on a termly basis.

In addition, the SENCo and other senior members of staff will monitor the progress your child is making through regular discussion with his / her class teacher and by analysis of assessment data. At all stages, we will work with you to agree on the best decisions and provision for your child.

At Hemlington Hall, we regularly invite parents / carers into school to share in their child's learning journey, e.g. for reading sessions and 'World Book Day', context activity afternoons, Science Day, and lots more. Our school website and notice boards within the school grounds provide information about the curriculum and activities specific to each year group.

We also have a Family Liaison Officer (see Section 12 'Further Information').

Overall well-being

6. What support will there be for my child's well-being?

At Hemlington Hall Academy, we have a whole-school approach to promoting the health and well-being of all of our pupils. We recognise that all adults have a full and active part to play in protecting our pupils from harm and that every child's welfare is our paramount and collective concern, as identified in our Safeguarding Policy.

We understand that developing the resilience of your child to mental health problems will enable him / her to develop into a healthy adult in the future. Our school will provide a caring, positive and safe environment for your child where he / she can develop a sense of belonging and feel able to trust and talk openly with adults about their problems. We will offer personal, social and emotional guidance to your child at each stage in their educational journey, in line with our Policy for Personal, Social and Health Education (and Citizenship). This policy states that staff at Hemlington Hall will provide your child with the



knowledge, skills and understanding that he / she will need to live a confident, healthy and independent life and become an informed, active and responsible citizen.

As a school, we recognise positive behaviours and effectively use Peer Mentors to encourage peer-to-peer support in low-level conflict situations. We also provide access to a weekly, informal 'nurture group' for some of our most vulnerable pupils. This is led and managed by our Infant Assessment Class staff.

NB. (See also 'the learning zone' in Section 1c 'Specialist Provision').

Class teachers work with your child every day and get to know him / her well, so they will notice changes in his / her behaviour that might indicate a problem. At all times, we will keep you informed and work with you to overcome any difficulties. If necessary, we may involve other specialist services to assist in assessing, planning and supporting your child and reviewing his / her progress. Your opinions and wishes will be taken into account.

We have a Policy for Managing Medicine in School. All staff have been trained in treating pupils with epi-pens, asthma, diabetes and epilepsy recently and key members of staff are managing these medical conditions. We also have staff who are trained to administer First Aid.

Specialist services

7. What specialist services and expertise are available at or are accessed by the school?

- Child Protection Officer – Mrs K E Edmenson (Head Teacher)
- SENCo and Infant Assessment Class (IAC) Teacher – Mrs J Purvis
- Higher Level Teaching Assistant with SEN specialism in IAC – Mrs S Stephenson



We access the following specialist services and expertise externally:

- Local Authority SEN Team
- Educational Psychology Service
- Speech and Language Team
- Occupational and Physiotherapy Services
- School Nursing Service
- Health Visitors
- Social Workers
- CAMHS / LDCAMHS
- Daisy Chain
- Outreach Support, e.g. from Holmwood and Beverley Schools, etc.
- SENCo Network
- Play Therapists
- The Visually Impaired Service
- The Hearing Impaired Service

Specialist Services staff liaise with school staff about the progress of pupils they are working with.

Staff training

8. What SEND training has the staff supporting my child had?

Teaching and support staff have been trained in the following areas:

- Child Protection training
- Completing Behaviour Management Care Plans
- Epi-pen training
- Asthma training
- SEN High Needs Funding Matrices
- BME Awareness training



- SEND Reforms 2014
- Diabetes training
- Daisy Chain Autistic Spectrum Condition training
- Epilepsy training
- Managing Children's Behaviour in the Playground and Positive Play

Further training is planned for the Autumn Term 2014:

- The New SEND Code of Practice 2014 and 'SEND Policy' (The Governing Body will also be included in this training)
- Mental health and behaviour in schools and catering for pupils with Attachment Disorder
- Managing behaviour and discipline in schools and the 'Behaviour, Bullying and Discipline Policy'

Key members of staff have been trained in the following areas:

- Early Bird Plus training to support pupils with a diagnosis of Austistic Spectrum Disorders
- Middlesbrough Achievement Partnership
- SEND Task and Finish Group
- Early Help Task and Finish Group
- Funding for Looked After Children
- First Aid and Paediatric First Aid
- Speech and Language Team training and modelling sessions
- Positive Handling Strategies

Further training is planned for the Autumn Term 2014:

- Designated Officer training

In addition, Mrs Purvis has completed the following training during the academic year 2013 to 2014 in order to fulfil her roles as Infant Assessment Class Teacher and SENCo within school:



- SEND Conferences
- New SEND Reform workshops
- High Needs Funding meetings
- SEN Network meetings
- ELKLAN Speech and Language training
- Autism and Vulnerable Pupils training
- Peer observations at Beverley Nursery
- Visit to Beech Grove and Marton Manor Autistic Units
- Behaviour Management training
- ‘Sweating the Small Stuff’ training for pupils with attachment disorder
- Raising Achievement training
- Parents4Change Conferences in Middlesbrough and Redcar and Cleveland.

Further training is planned for the academic year 2015-2016:

- National Award for SEN Co-ordination

Activities outside of school

9. How will my child be included in activities outside of the classroom, including school trips?

At Hemlington Hall Academy, we believe that all pupils should have equal opportunities in keeping with our Equal Opportunities Policy. We have high ambitions for all pupils and expect them to participate and achieve in every aspect of school life. Appropriate support is given to ensure that pupils identified as needing additional support can be included in the same activities as their peers, including those outside of the classroom and school trips.

For example:



- if your child has difficulties in participating in particular physical activities during Sports Day, tasks may be made simpler to make them more accessible for him / her;
- if your child has social difficulties but wishes to participate in a club for instance, a key adult may attend alongside him / her to offer support and guidance;
- if your child has a specific need, you may be invited to accompany them on an out of school visit.

We are keen to work with you to ensure that your child achieves their full potential in all areas of school life.

Transition

10. How will Hemlington Hall prepare and support my child in joining their school and how will they support him / her in the transition to the next stage of their education?

Foundation Stage:

Before starting Nursery, your child will be visited by Nursery staff at home or invited to a welcome session. Prior to transition to Reception, you will be invited to a meeting to share information about starting school and to give you the opportunity to ask questions. You will be able to accompany your child for a 'trial lunch' in the school dining hall.

Key Stages 1 / 2:

As your child transfers to a new year group he / she will be given the opportunity to meet their new class teacher on a number of occasions prior to their transition to a new class / environment.

If your child has particular difficulties in coping with change, additional provision may be made, e.g.:



- They may visit their new class teacher / environment on a greater number of occasions to enable them to feel more prepared and less anxious;
- They may be provided with a visual support to help them to prepare for the change;
- It may be possible for a key supporting adult to make the transition to a new year group with him / her to provide continuity for your child.

Transition to Key Stage 3:

When your child is ready to make the transition to Key Stage 3, his / her class teachers and the SENCo will arrange to meet with staff from the relevant Secondary Schools to discuss any additional needs your child may have. Key Stage 3 settings now provide additional induction arrangements for pupils who require extra support, whether this be a need relating to their academic or personal, social and emotional development. You will also be invited to Open Events where you will receive the information you need to support your child in their transition.

SEND resources

11. How are the school's resources allocated and matched to my child's special educational needs and/or disabilities?

The SEND budget is used to provide additional support staff and to purchase appropriate resources and equipment to allow our pupils with additional needs to make progress in their learning. When it is necessary to do so, the SEND budget will also allow us to buy in external specialist services to work with particular children (see Section 7 'Specialist services').

NB. (See also Section 2b in 'Support').



Further information

12. Key points of contact and how further information can be accessed.

Hemlington Hall Academy

Briscoe Way

Hemlington

Middlesbrough

TS8 9SJ

Tel. 01642 591171

Head Teacher – Mrs KE Edmenson

Parents can discuss any concerns relating to SEND with the SENCo, Mrs J Purvis, via the school office – Tel. 01642 591171.

Hemlington Hall's Family Liaison Officer, Mrs J Harrison, or class teachers are also available by appointment via the school office.

For further information about Hemlington Hall – contact us at:

hemlingtonhall@mcschools.org.uk

Additional information is available at Middlesbrough Council website:

www.middlesbrough.gov.uk



From a child / young person's point of view:

Identification of need

1. How does my school know if I need extra help?

Your teachers are monitoring your progress all of the time, for example, when they talk to you and ask you questions or when they mark your work.

Support

2. What should I do if I think I need extra help?

You should tell your teachers or your parent / carer if you don't understand and think you need extra help with your work.

Curriculum

3. How will my school work be organised to meet my individual needs?

Your teachers might ask an adult to work alongside you more. They might give you different tasks and activities or provide you with equipment to help you work more successfully.



My involvement

4. How will I be involved in planning for my needs?

When you have your 'Reach for the Stars' mentoring meeting with your teacher, he / she will talk to you about things you are doing well and work you might be finding difficult. Your teacher will tell you what you need to do to improve your learning, attitude or behaviour, etc.

Learning

5a. Who will tell me what I can do to help myself and be more independent?

You should listen carefully to what your teachers say and make as much effort at you can to improve. They will challenge you to be more independent as you become more confident with the things you find difficult.

5b. How will I know if I am doing as well as I should be?

Your teachers will tell you how well you are doing towards your targets all of the time. Then, when you have your 'Reach for the Stars' mentoring meeting your class teacher will talk to you, and your parents, more fully and set new targets for you to achieve.

Well-being



6a. What should I do if I am worried about my school work?

If you are worried about your school work, you should tell your teachers or your parent / carer. We want to work together to help you. Your teachers and parent / carer may decide to ask other adults, from outside of school, to help you too.

6b. How can I get help if I am worried about things other than my school work?

If you are worried about anything at all, you can tell your teachers, including Mrs Edmenson, the Head Teacher, or Mrs Harrison. We are all here to help with any concerns you may have, whether they are to do with your school work, getting to school or something else at home.

Involvement in activities outside of the classroom

7a. How will I know who can help me?

If you are taking part in an after school club, tell the person who is leading the activity if you think you need extra help. If you are going on a school trip, tell your teachers if you are worried about it. During the trip, there will be lots of adults that you could ask for help, including teachers or other members of staff and school governors.

7b. Who can I talk to about getting involved in activities if I need extra help?

At Hemlington Hall Academy, we like all of our pupils to feel able to get involved in all activities, even if they need extra help. You can talk to your teachers or the person leading the activity for more information or about the help you may need.



7c. If I have a disability or additional need how can I join in school activities?

At Hemlington Hall Academy, we like all of our pupils to feel able to get involved in all activities, even if they have a disability or additional need. You can talk to your teachers or the person leading the activity for more information or about the support you may need.

Transition

8a. What help is there to get ready to start school?

Before starting Nursery, you will be visited by Nursery staff at home or invited to a welcome session. When you are ready to join Reception, you will be able to come to the dining hall with your parent to try a school lunch. As you go through school each year, you will meet your new class teacher on a number of occasions before you move to your new class / environment.

8b. How will I be prepared to move onto the next stage of my school life including life skills?

When you are in Year 6, you will be taught how to organise yourself and begin to get ready to go to Key Stage 3 Secondary School. You and your parents will be invited to Open Events in the Secondary Schools to help you to choose the right one for you. Your teachers at Hemlington Hall will meet with the staff from the school you will go to and discuss any additional needs you may have. Your new Key Stage 3 teachers will come and meet you and take you to your new school during Transition Week in the Summer Term. If you have additional needs, you may have more visits to help you to settle in.