



## INFORMATION REPORT FOR SPECIAL EDUCATIONAL NEEDS OR DISABILITIES

At Haven High Academy, we are inclusive and support the Equality Act 2010 through our culture to ensure all learners access a world class education.

We welcome everyone into our community and aim to support every learner to reach their full potential.

This document is intended to give you an overview of the support and resources available in our Academy- but it is by no means exhaustive! As the needs of our learners change, so do the resources and support available.

The SENDCO for Haven High Academy is Rachel Sanderson:  
[rachel.sanderson@havenhigh.net](mailto:rachel.sanderson@havenhigh.net)

The Deputy SENDCo for Marian campus is Anstice Brown:  
[Anstice.Brown@havenhigh.net](mailto:Anstice.Brown@havenhigh.net)

The Deputy SENDCo for Tollfield campus is Abigail Gray:  
[Abigail.Gray@havenhigh.net](mailto:Abigail.Gray@havenhigh.net)

### ACRONYMS and ABBREVIATIONS

In order to help you decipher this report, please see below the list of acronyms and abbreviations used in this document and beyond.

ADD	Attention Deficit Disorder
ADHD	Attention Deficit Hyperactivity Disorder
COP	Code of Practice
EHCP	Education Health and Care Plan
EHCNA	Education Health and Care Needs Assessment
EP	Educational Psychologist
EWO	Education Welfare officer
LP	Learning Plan
NFER	National Foundation for Educational Research
ODD	Oppositional Defiance Disorder
OT	Occupational Therapist
PT	Physiotherapist
SALT	Speech and Language Therapy
SATs	Statutory Attainment Tests
SENDCo	Special Educational Needs Coordinator

SEND	Special Education Needs and Disabilities
SEST	Sensory Education Support Team
STT	Specialist Teacher Team
TA	Teaching Assistant
WTT	Working Together Team

### **What should I do if I think my child has a SEND?**

If you believe your child may have a SEND, then the first person to discuss this with is the SENDCO or Deputy SENDCO, who will be able to address your concerns in the first instance.

If your child is joining us part way through the year, you may wish to discuss your concerns directly with the SENDCO/ Deputy SENDCO. This can be arranged by contacting the Academy office by telephone on 01205 311979 or via email: [rachel.sanderson@havenhigh.net](mailto:rachel.sanderson@havenhigh.net)

### **How will the Academy respond to my concern?**

If you have a concern about the progress of your child, we welcome your comments through contacting the SENDCO or Deputy SENDCO who would undertake to assess/ observe the learner and then arrange a meeting to feedback their findings. This may or may not result in further intervention or assessment taking place.

### **How will the Academy decide if my child needs extra support?**

In line with The Code of Practice 2015, Haven High Academy identifies learners as having a Special Educational Need if:

“...they (the child) have a learning difficulty and/ or disability which requires special educational provision to be made for them.” (COP p15)

A child has a learning difficulty if: “...they have significantly greater difficulty learning than their peers.” (COP p15)

A child’s disability can be referred to as a special educational need if: “... (the disability) prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.” (COP p15)

If the SENDCO or Deputy SENDCO feels that there is a need to investigate a learner’s difficulties further, then they will begin a cycle of provision review. We will communicate or approach parents with feedback and amendments as part of our proactive relationship with parents and their children.

This will begin with a cycle of “assess, plan, do, review”. This process includes setting a target(s) for the learner and arranging some provision which is additional to or different from their peers, aimed at helping them to achieve their target.

Following this period of provision, the teacher will assess the learner and ascertain how much progress has been made. If the targets have been met, then the decision may be made to discontinue the provision. If the targets have not been met, then another cycle of provision will be arranged, and new targets set.

If, after this cycle, progress is still below expectation or a concern then the decision may be made to move the learner to SEND Provision and they will be formally added to the Academy’s Special Needs Register.

If further specialist assessments are needed these may be carried out by the local authority Specialist Teaching Team or other relevant professional.

### **What will the Academy do to support my child?**

The SENDCO remains responsible for planning the provision needed to help your child achieve their targets, whether these are for a special educational need or not. The support a learner needs may be in the form of a specialist intervention programme, delivered by a Learning Assistant or teacher.

However, the provision may also take the form of adjustments to the learning environment, timetable or specialist equipment.

### **Who will support my child?**

Depending on the needs of the child, support may be provided by the SENDCO, class/subject teacher, a Learning Assistant or a specialist advisor.

### **How does the Academy support children who are Children in Care (CIC) and have a special educational need?**

All children who are in care have a Personal Education Plan (PEP) which is created by the Virtual Academy. The Academy contributes to the targets on the plan, and these will reflect any special educational provision which needs to be made to meet the needs of the learner.

### **What types of special educational needs does the Academy support?**

The Academy supports all types of special educational needs, as detailed in the Code of Practice (2015). These needs fit under 4 areas: communication and interaction; cognition and learning; social, emotional mental health; and physical and/or sensory.

### **What training and experience do staff have for the additional support my child needs?**

The SENDCo is also the Assistant Head for SEND and Inclusion. She holds the National Award for Special Needs Coordination and has been a SENDCO for 12 years.

The Deputy SENDCo for Marian Campus managed exams for students with access arrangements for 5 years and completed training with The Exams Office before working within the Additional Learning Faculty as Literacy Learning Lead for 4 years. She is now completing her NPQ SEND.

The Deputy SENDCo for Tollfield campus holds the National Award for Special Needs Coordination and has been a SENDCO for 6 years. She is now completing her NPQ SEND.

The SEND Administrator for Marian campus holds the PATOSS Assessing for Access Arrangements qualification.

The Academy also accesses support from the local authority Specialist Teaching Team who are qualified to assess learners for SpLD and for legal access arrangements to GCSE/BTEC examinations.

Currently, there are staff (teachers and Learning Assistants) within the Academy who are trained in:

- Diabetes- administration and supervision of insulin • Epi-pens
- Moving and handling • Dyslexia
- Autism
- Speech and Language therapy • Physiotherapy
- Injections
- Catheterisation • Hoisting

We also have a wealth of experience in supporting children with a wide range of conditions such as:

- Cerebral palsy • Dyspraxia
- Muscular Dystrophy
- Autistic Spectrum Disorder • Hypermobility
- ADHD/ADD/ODD • Epilepsy

- Spina Bifida •  
Tourettes
- Down's Syndrome
- Hearing Impairment/ Deafness •  
Sight Impairment/ Blindness

Where specialist training is required to meet the physical needs of a learner, we will contact the relevant professional body who will support this.

### **Who else might be involved in supporting my child?**

The Academy benefits from the support of a wide range of outside agencies including:

- Educational Psychologists
- Sensory Education Support Team •  
Physiotherapists
- Occupational Therapists
- Speech and Language Therapists •  
Working Together Team
- ESCO
- Dyslexia Outreach

Support from these agencies is initiated either by Academy or parents (depending on their referral procedures) and then liaison with Academy is led by the SENDCO /Deputy SENDCo.

### **What support will there be for my child's social and emotional well-being?**

We have Year Teams who will support your child, they include non-teaching members of staff who are available during the extended working day. There is also a Deputy Designated Safeguarding lead who is managed by the Designated Safeguarding Lead.

When a learner has been identified as having a social or emotional difficulty, they will often be supported by the Year in the first instance. If, however, it is felt their need is greater they may be given support by the SENDCO and/or an outside agency where appropriate.

Attendance is monitored constantly by their Form Tutor and members of the Education Welfare Team. When a learner's attendance falls well below the expected level, parents are invited to attend Attendance Panel Meetings where support and advice to aid improvement is given. We firmly believe that a learner's SEND should not be a barrier to good attendance and as such, learners with SEND are subject to the same attendance procedures as all other learners.

### **How will my child be able to contribute their views and how will he/she be involved in the process?**

It is essential that, even from an early age, learners are included in decisions made on their behalf about their education. As a result, all learners are included in target setting in their classes.

If a Learning Plan is implemented, then this plan will be discussed with the learner and their ideas for targets recorded.

All learners with an Education, Health and Care Plan (EHCP) are given the opportunity to contribute their views either verbally or in writing for an Annual Review Meeting. We always value the views of all individual learners and listen to their opinions about issues which affect their lives.

### **How will the curriculum be matched to my child's needs?**

Adaptation is key to meeting the needs of all learners and this is an essential part of what we call 'Quality First Teaching'. Teachers adapt the opportunities in a variety of ways including changing the outcome, providing supportive resources and using adult support. By using adaptation, teachers can ensure they are meeting the needs of the learners appropriately therefore increasing the chance of success.

Where required, the work provided may also be differentiated to meet the individual needs of learners.

If a learner has a physical need, then the Academy is very well resourced to meet these needs, providing a variety of equipment for use by individual learners.

### **What opportunities will there be for me to discuss my child's achievements? How will I know how well my child is progressing?**

Parents' Meetings are held 3 times a year when attainment and progress are discussed. Where children have a LP or EHCP in place then the targets for their LPs are discussed at these meetings.

When a learner has an EHCP, a review meeting is held, at a minimum, annually. All key personnel involved with the learner are invited to this meeting and where they cannot attend, a report is usually provided.

Where necessary, home-to-Academy books are implemented to allow for a two-way dialogue between parents and staff, to discuss daily progress.

An appointment with the Head of Year, SENDCO or Deputy SENDCO can be made at any other time during the academic year in order to address any parental concerns.

Parents are also able to access support and information about their child's progress and support via the dedicated SEND email addresses for the SEND team or via the telephone number for the SEND team.

### **How does the Academy know how well my child is doing?**

Assessment is an on-going tool used by teachers to plan appropriate work for the learners in their class. Teachers use both summative and formative assessment. Summative is the assessment which is based on a test or assessments that tests the learners' knowledge on a particular subject. Formative assessment is assessment which teachers do every day, which comes from a variety of sources including what learners say, what they write or activities they may complete.

Over a term, teachers gather the formative assessments they have made on a learner and consider where the learner's attainment is in line with the expectations for their year group.

In addition, GL Assessments in reading and spelling are carried out at least twice a year for all learners in years 7 to 9 and for students with SEND in years 10 and 11. The results from these are used to determine whether students may need additional Literacy support.

Students in Year 11 can access GCSE, BTEC and entry level qualifications.

### **How will my child be included in activities outside the classroom including Academy trips?**

The Academy runs an extensive range of extra-curricular activities.

When considering visits out of Academy, including residential ones, all individual learner needs are considered e.g., 1:1 support, wheelchair access in theatres and on coaches. Additional needs should not prevent any student from accessing an Academy trip.

### **How accessible is the Academy environment?**

All premises are fully accessible to all as lifts are available.

Where necessary, for learners with complex additional needs, Individual Risk Assessments are agreed in consultation with the teacher, LAs and SENDCO to identify the needs and level of assistance that may be required in the event of an emergency incident necessitating the evacuation of the building.

Disabled toilet facilities are available for students, staff and visitors. Our Academy also benefits from specialist hygiene suite facilities.

There are disabled parking bays provided for parents/carers to drop off and pick up their children at both sites of our Academy.

Further details of accessibility can be found in the accessibility plan.

### **My child is disabled, can they still attend your Academy?**

Yes, we are proud of the inclusive nature of our Academy, and we will endeavour to ensure that children can be admitted into our setting, regardless of any physical disability. As a public service provider, we are bound by the Equality Act (2010) to ensure that we make 'reasonable adjustments' to the facilities and activities made available to our learners.

### **How will the Academy prepare and support my child to join the Academy?**

Our Academy will meet with the learner and their current Academy to discuss transition. The Academy will gather SEND information from the learner's current setting in order that they are as familiar as possible with the learner's needs when they start. In the Summer Term, the Academy has a transition period, where the Y6 pupils who have been offered a place come and familiarise themselves with the Academy, the teachers and some of the lessons available.

If a learner joins mid-year, they are provided with a buddy to help them settle into the new environment. There is close liaison with the learner's previous Academy setting and all data and relevant information is exchanged.

### **How will the Academy prepare and support my child to transfer to a new class or education setting?**

The Academy ensures that the learners will be involved in transition days, when they meet their new teachers and get to know their form tutor.

The SEND team will arrange time for the teachers to view the SEND files for the learners, so that they can familiarise themselves with the needs of the learners and the provisions which need to be in place from September.

Students moving on to further education such as college are supported through this process by the careers advisor and SEND team. Meetings with further education staff are organised for all students with EHCPs and others who may need to discuss plans for moving to college or sixth form.

### **How can I be involved in supporting my child?**



Parents are fully encouraged to work in partnership with the Academy to support their child's learning. Open communication is encouraged, and the SEND team, along with the Pastoral team, will ensure they maintain contact where support is required.

Parents are encouraged to support their children with their Home Learning and to assist the learner to uphold the values of the Academy.

### **How does the Academy monitor the effectiveness of the SEND support available?**

The SENDCO is responsible for monitoring the effectiveness of SEND provision within each setting. This is done through a variety of methods including: monitoring pupil progress, learning walks and lesson observations.

The Trust is responsible for quality assuring SEND provision in the Academy and various methods are used to capture this throughout the academic year.

### **What should I do if I have a complaint about the SEND provision in my child's Academy?**

In the first instance this complaint should be addressed with the Headteacher or SENDCO. Following this, if you feel the situation has not been resolved, the Academy has the Complaints procedure detailed on their website or alternatively, a copy can be obtained from the Academy office.

### **How can I access further information about SEND in Lincolnshire?**

Support for parents/carers and families can be found at: [SEND Local Offer – Lincolnshire County Council](#)

### **Who can I contact for further information?**

	Name	Telephone	Email
Executive Headteacher	Mr Austin Sheppard	01205 311979	<a href="mailto:Austin.Sheppard@havenhigh.net">Austin.Sheppard@havenhigh.net</a>
Head of Marian Campus	Mr Stuart Hutton	01205 311979	<a href="mailto:Stuart.hutton@havenhigh.net">Stuart.hutton@havenhigh.net</a>
Head of Tollfield Campus	Mr Lewis Baxter	01205 311979	<a href="mailto:Lewis.Baxter@havenhigh.net">Lewis.Baxter@havenhigh.net</a>
SENDCo and Assistant Head for SEND & Inclusion	Mrs R Sanderson	01205 311979	<a href="mailto:rachel.sanderson@havenhigh.net">rachel.sanderson@havenhigh.net</a>
Deputy SENDCo (Marian campus)	Mrs A Brown	01205 311979	<a href="mailto:Anstice.Brown@havenhigh.net">Anstice.Brown@havenhigh.net</a>
Deputy SENDCo (Tollfield campus)	Mrs A Gray	01205 311979	<a href="mailto:Abigail.Gray@havenhigh.net">Abigail.Gray@havenhigh.net</a>

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