

SEND Information Report Hewett Academy

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This SEND information report forms part of the [Norfolk Local Offer](#) for learners with special educational needs and disabilities (SEND). The Local Offer, published by Norfolk County Council's Children's Services, provides an outline for the provision available in Norfolk across education, health and social care for children with SEND.

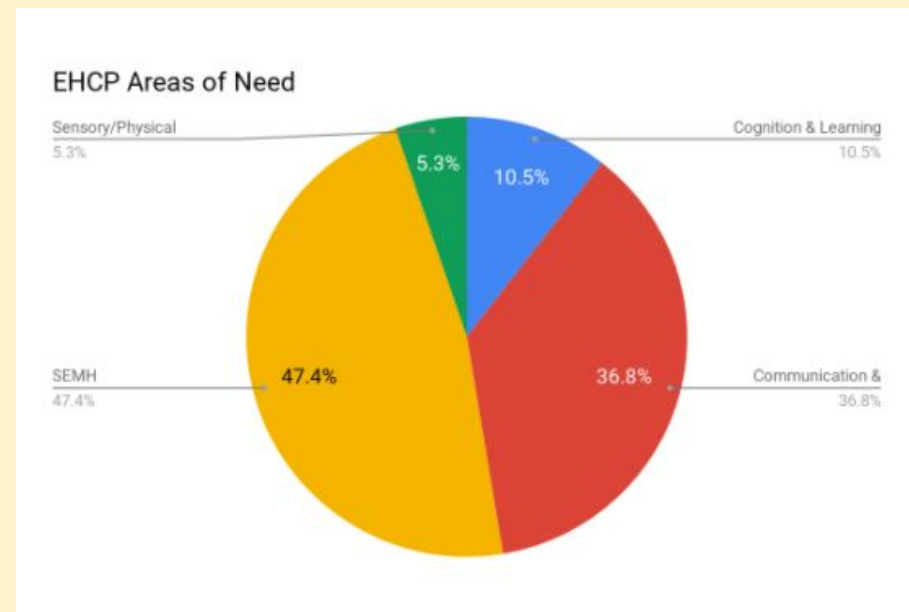
What kinds of SEND do we provide for?

Our academy provides for a wide range of Special Educational Needs and Disabilities (SEND). This includes physical and sensory difficulties, such as **visual** or **hearing** problems. We have a specialist resource base (Autism) and support children with **ADHD** and **ASD (autism)** as well as children who do not have a diagnosis but who may have difficulties with communication and interaction. We also support children with **social, emotional** and **mental**

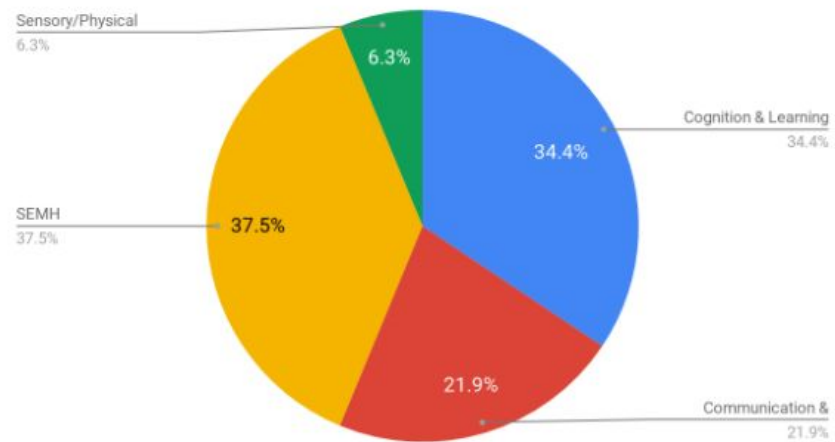
health difficulties. Our teachers also provide for specific learning difficulties such as **dyslexia, dyscalculia** and **dyspraxia**.

We currently have 58 pupils on the SEND register in years 7 to 11. This is 20% of the school.

There are 21 pupils with an EHCP and 37 pupils with SEND support.



Areas of Need SEND Support



How do we identify students with SEND?

There are lots of reasons why a child may fall behind. Only those with a learning difficulty that requires special educational provision are identified as having SEND. We use a range of information to help identify SEND. This includes information from their previous setting, information from the child's teachers and parents and information from the child themselves. We may also use

	<p>screener tools to help identify the likelihood of conditions like dyslexia.</p>
<p>How do we work with parents and carers of children with SEND?</p>	<p>The views of parents and carers are important to us and we will involve you in discussions about provision for your child's SEND. We will keep you informed about your child's progress and take your views into account when reviewing provision for your child.</p>
<p>How do we involve young people* with SEND in their education?</p>	<p>The wishes and feelings of young people with SEND are central to our provision. We involve them in discussions about the support they receive and we gather their views at regular points throughout the year.</p>
<p>How do we assess and review pupils' progress towards outcomes?</p>	<p>We use a graduated approach. This means that we follow a process of Assess, Plan, Do and Review.</p> <p>Assess: when a child is identified as having SEND, we establish a baseline. This could include data from assessments and observations as well as discussions with parents/carers, key staff and the pupil.</p>

	<p>Plan: together we make a plan about what actions need to be taken and what support needs to be put in place and a date is set for review.</p> <p>Do: the plan is put in place as agreed.</p> <p>Review: the impact of the provision for the pupil is evaluated. Next steps are established. The cycle may begin again.</p>
<p>How do we support pupils during transition?</p>	<p>Transition primary school to high school: Hewett Academy will liaise with primary school to discuss support needed and arrange visits ahead of main transition events as necessary. Additional support will be offered as needed to students with SEND regarding GCSE Options.</p> <p>Transition high school to post-16: Hewett Academy will liaise with high school to discuss support needed (including any exam access arrangements granted at GCSE) and arrange additional transition events as necessary. Further support with the application process will be offered as needed to pupils with SEND.</p>

What is our approach to teaching pupils with SEND?	Our approach is inclusive and based on quality first teaching. This means that lessons are designed to meet the needs of all pupils, including those with SEND. Teachers make adjustments for individual pupils based on the information shared with them and their knowledge of the pupil. They use a range of strategies to enable access to the curriculum so that <i>all</i> pupils know more, remember more and can do more.
What kind of adjustments are made to the curriculum and the learning environment of pupils with SEND?	The type of adjustments made depends on the type of SEND. It could include the use of visual resources, access to quiet space, dyslexic-friendly resources, purposeful seating plans, writing frames or sentence starters.
What additional support for learning is available for pupils with SEND?	Hewett Academy receives funding from the Local Authority to support students with SEND. This funding is used in a range of ways:

	<ul style="list-style-type: none">• long-term interventions such as the SRB (Autism), the Accelerated Learning Unit (SEMH) and the Year 7 Nurture Group (Cognition & Learning)• short-term interventions such as Emotional Regulation Groups and ELSA to support SEMH learning needs• learning aids such as Hearing Loop equipment in all classrooms to support those students and staff with hearing impairment• securing support from specialists outside of the academy such as ADHD Norfolk
What expertise and training do staff have to support pupils with SEND?	<p>All of our staff receive training on SEND. Ongoing training is provided as needed in response to the individual needs of pupils.</p> <p>Our SENDCO has completed the National Award for SEND coordination.</p> <p>Our SEND Manager is a qualified teacher with specialism in SEMH.</p>

	<p>Our SRB Lead is a qualified teacher with specialism in Autism and Communication and Interaction.</p> <p>Our teaching assistants have completed SEMH, ASD and Speech and Language training.</p> <p>Additional support may be provided by specialist services upon referral to an external agency, such as Access To Technology or School2School Support. A pupil may be referred to an external professional, such as an Educational Psychologist for an assessment to help the school understand how to support the pupil better.</p>
<p>How do we evaluate the effectiveness of the provision made for pupils with SEND?</p>	<p>We use both quantitative and qualitative data to judge how effective our provision is. Depending on the provision, this might be assessment data or attendance or behaviour data or it might be evidence gathered through observations or questionnaire responses. Wherever possible, evidence gathered is compared to a baseline measure so that the impact of the provision can be directly compared.</p>

How do we enable pupils with SEND to engage in activities available with those in the school who do not have SEND?	We are committed to ensuring inclusion in extra-curricular activities. All of our trips, electives (clubs) and activities are open to all students. Where necessary, we consult with parents/carers and specialist advisers to ensure accessibility. Additional support may be offered to students with SEND to ensure that they are given support to sign up if needed.
What support is available for improving emotional and social development?	Additional pastoral support is available through the pastoral team as well as through the SEND department. This could take the form of small group interventions with a specific focus such as social skills or 1:1 mentoring with an Emotional Literacy Support Assistant.
How does the school involve other organisations, in meeting pupils' SEND and supporting their families?	We work closely with external organisations to support the needs of our students and their families: https://point-1.org.uk/ https://www.matthewproject.org/ https://benjaminfoundation.co.uk/

	<p>https://magdalenegroup.org/rose-project/</p> <p>https://www.theharbourcentre.co.uk/</p> <p>https://nelsonsjourney.org.uk/</p>
How are disabled pupils supported within school?	<p>Our building has been adapted to widen accessibility for pupils with physical disabilities. This includes accessible toilets, additional handrails, hearing loop and clearly marked steps.</p> <p>Our Accessibility Plan can be found here.</p> <p>Admissions</p>
How can parents or carers of children with SEND make a complaint about the provision made at the school?	<p>We aim to ensure that any complaint is handled sympathetically, efficiently and at the right level so that it can be resolved as soon as possible. Complaints about SEND provision should be made to the SENDCO in the first instance and will be dealt with in line with our Complaints Policy.</p>

<p>Where can parents or carers get more support for children with SEND?</p>	<p>Further advice and support is available from the <u>Norfolk SEND Partnership</u> and the <u>DfE Parents and Carers Guide</u>.</p>
<p>Who should parents or carers or children/young people contact if they have concerns?</p> <p><i>Academies should edit this to suit their setting. It should be a named person or role (e.g. form tutor, class teacher)</i></p>	<p>Parents/carers should contact Alex Wynn, SEND Manager in the first instance. <u>alexwynn@inspirationtrust.org</u></p> <p>The SENDCO is Andrea George-Samuels</p> <p>The SEND governor is Rebekah Kerner.</p>