

## The Halifax Academy SEN Information Report

Headteacher	Mr Matthew Perry
Head of Primary Phase	Mr Richard Shaw
SENCo	Mrs Hayley Hopper
Governor responsible for SEND	Dr Phil Shepherd
Email contact	admin@thehalifaxacademy.org hhopper@thehalifaxacademy.org
School Address	The Halifax Academy Gibbet Street Halifax HX2 0BA
Telephone	01422 301080

We at The Halifax Academy believe that all students have the right to be included in the life of the school. We believe that the entitlement to a broad, balanced, relevant and differentiated curriculum is a right for all and should not be constrained by age, gender, creed, race, physical disability, special education needs or vulnerability. This entitlement should be delivered by trained personnel, committed to maximum inclusion, who are able to provide a happy, sensitive, secure and developmental environment in which all individuals are encouraged and enabled to undertake self-development, self-advocacy, respect for self, respect for others and respect for the environment

This report outlines how The Halifax Academy will cater to the needs of SEN students within the school setting. To gain a full understanding of the resources available to meet the needs of young people designated as having special educational needs, young people and parents should also refer to Calderdale Local Authority's 'Local Offer', available on the Local Authority's website: <https://www.calderdale.gov.uk/v2/residents/education-and-learning/local-offer/send>.

Please find answers to frequently asked questions below. If you cannot find what you are looking for or need further clarification, please do not hesitate to contact school for more information.

<p><b>What types of needs are provided for at The Halifax Academy?</b></p>	<p>At The Halifax Academy we provide support for a range of needs, within the four broad areas:</p> <ul style="list-style-type: none"> <li>• Communication and Interaction</li> <li>• Cognition and Learning</li> <li>• Social, Emotional and Mental Health</li> </ul>
--	--

	<ul style="list-style-type: none"> <li>• Sensory and/or Physical Needs</li> </ul> <p>Examples of more specific needs that fall within these categories include:</p> <ul style="list-style-type: none"> <li>• Visual Impairment</li> <li>• Hearing Impairment</li> <li>• Cerebral Palsy</li> <li>• Speech Language and Communication difficulties</li> <li>• Dyslexia</li> <li>• Dyspraxia</li> <li>• ASD</li> <li>• Moderate learning difficulties</li> <li>• Physical disability</li> <li>• Sensori-motor difficulties</li> </ul>
<p><b>How do you support students with SEND?</b></p>	<ul style="list-style-type: none"> <li>• All students have access to a broad, balanced curriculum with high quality teaching and learning</li> <li>• Accelerator classes</li> <li>• Regular liaison with external agencies and professionals</li> <li>• Student welfare officer</li> <li>• Counsellor in school</li> <li>• Rigorous tracking and monitoring of pupil progress</li> <li>• Interventions to support pupil progress</li> <li>• Sulp groups</li> <li>• Support assistants in lessons to maximise pupils learning</li> <li>• Extra-curricular activities</li> <li>• SENCo available to support students and parents</li> <li>• Progress leaders and tutors to monitor pupils achievement</li> <li>• Key workers for SEN pupils</li> <li>• Annual reviews for EHCP pupils</li> <li>• Pupil profiles to provide key information to staff</li> </ul>
<p><b>How do you support students with a physical disability?</b></p>	<ul style="list-style-type: none"> <li>• Fully accessible site, compliant with the Disability Discrimination Act</li> <li>• Lifts between floors in different areas of the school</li> <li>• Accessible toilets to facilitate personal care needs</li> <li>• Access to a range of ICT equipment and writing apparatus</li> <li>• Variable height tables and chairs available</li> <li>• A team of staff moving and handling trained</li> <li>• EVAC chairs in case of emergency</li> <li>• Personal Emergency Evacuation Plans in place</li> <li>• Passes to leave lessons early</li> <li>• Support assistants to escort students between lessons where necessary.</li> </ul>

<b>How do you support students with a sensory impairment?</b>	<ul style="list-style-type: none"> <li>• Close Liaison with the hearing and visual impairment teams</li> <li>• Impero installed in secondary ICT classrooms</li> <li>• ICT equipment available to support students</li> <li>• Level 2 BSL communicator in secondary phase</li> <li>• Extra-curricular BSL classes for students</li> </ul>
<b>How do you support students with speech and language difficulties?</b>	<ul style="list-style-type: none"> <li>• Sulp – Social Use of Language Programme</li> <li>• Liaison with the Speech and Language Service</li> </ul>
<b>How do you support students that struggle in numeracy?</b>	<ul style="list-style-type: none"> <li>• Accelerator classes in year 7 and 8</li> <li>• Teachers differentiate learning to the needs of their students and use a variety of teaching strategies to provide quality first teaching</li> <li>• Students are set according to ability to support differentiation of lessons</li> <li>• ICT programmes including Hegarty maths to support learning at home</li> </ul>
<b>How do you support students that struggle in literacy?</b>	<ul style="list-style-type: none"> <li>• Accelerator classes in year 7 and 8 – extra lessons to focus on developing reading skills for pupils in these groups</li> <li>• Teachers differentiate learning to the needs of their students and use a variety of teaching strategies to provide quality first teaching</li> <li>• Accelerated reader</li> <li>• Coloured overlays to support reading</li> <li>• Bedrock vocabulary and Lexia reading - ICT programmes</li> <li>• Dyslexia friendly teaching strategies used across school</li> <li>• Literacy lessons throughout KS3</li> <li>• Teachers across school aware of students reading levels</li> </ul>
<b>How do you support students that have social and emotional difficulties?</b>	<ul style="list-style-type: none"> <li>• Pastoral team with designated staff to support each year group</li> <li>• Tutors and progress leaders can provide mentoring to support students</li> <li>• Full time Educational Welfare Officer</li> <li>• Full time Home School Liaison Officer</li> <li>• In school counsellor available to speak with students upon referral</li> <li>• Access to Noah’s Ark in school upon referral</li> <li>• Sulp sessions</li> <li>• Social Stories sessions</li> <li>• Support from ASD service</li> <li>• Mindfulness sessions</li> </ul>

	<ul style="list-style-type: none"> <li>• Bereavement support</li> <li>• Student surveys to assess student's mental health state</li> </ul>
<b>How do you support students with medical needs?</b>	<ul style="list-style-type: none"> <li>• School Health Care Assistant</li> <li>• Individual Health Care Plans created and reviewed by school Health Care Assistant</li> <li>• Team of first aiders</li> <li>• Support from professionals linked with students with medical needs</li> <li>• Medical room</li> <li>• Risk assessments in place</li> <li>• Toilet passes</li> </ul>
<b>Which specialist services do you work with when necessary?</b>	<ul style="list-style-type: none"> <li>• ASD outreach team</li> <li>• Speech and Language Therapy</li> <li>• Educational Psychologists</li> <li>• Child and Adolescent Mental Health Service (CAMHS)</li> <li>• Visual Impairment Team</li> <li>• Hearing Impairment Team</li> <li>• Occupational Therapy</li> <li>• Physiotherapy</li> <li>• Connexions</li> <li>• Noah's Ark</li> <li>• Medical Needs team</li> <li>• Early Intervention Service</li> <li>• Family Support Service</li> <li>• Young Carers</li> <li>• Child Looked After Service</li> <li>• Epilepsy nurse</li> <li>• Independent Travel Training</li> <li>• Diabetic Outreach Nursing Team</li> <li>• Woodbank Special School</li> </ul>
<b>How do you train staff?</b>	<ul style="list-style-type: none"> <li>• Whole school staff CPD</li> <li>• SEN induction for new staff and trainee teachers</li> <li>• Weekly school briefings</li> <li>• Weekly support assistant meetings</li> <li>• Whole school coaching</li> <li>• Lesson observations/drop ins, learning walks, work scrutiny</li> <li>• All faculties work closely with accelerator teachers</li> <li>• Primary and Secondary Phase links</li> </ul>
<b>What are accelerator classes?</b>	Accelerator classes were set up at the start of the 2014-15 academic year. These classes are a separate specialist provision for pupils who

	<p>enter The Halifax Academy in year 7 below national average in English, maths and science. Class sizes are smaller and students are taught the majority of their lessons by the same specialist teacher. This consistent approach to teaching ensures continuity for our students and the relationships built between staff and students helps to maximise students learning. The aim of these classes is to accelerate pupil progress in the core subjects so that we can close the gap quickly giving our students the best possible start to their GCSEs.</p>
<p><b>How do you support transition from year 6?</b></p>	<ul style="list-style-type: none"> <li>• SENCO attends year 6 annual review meetings</li> <li>• Extra transition visits for year 6 EHCP students</li> <li>• Head of year 7 visits year 6 pupils in primary settings</li> <li>• Transition staff visit year 6</li> <li>• Close links with primaries to gather information about students</li> </ul>
<p><b>How do you communicate with/involve parents?</b></p>	<ul style="list-style-type: none"> <li>• Tutors and progress leader available to discuss subject specific concerns</li> <li>• SENCo available to discuss SEN needs</li> <li>• SENCo attends all parent's evenings and transition events</li> <li>• Annual review meetings</li> <li>• Phonecalls home if any concerns arise</li> <li>• Postcards and text messages home</li> <li>• Parents can contact school at any time with any concerns</li> </ul>
<p><b>How do you support gifted and talented students?</b></p>	<ul style="list-style-type: none"> <li>• Plan additional studies options for those students identified as talented in a particular subject.</li> <li>• Provide opportunities for students to showcase and celebrate their talents in school.</li> <li>• Provide opportunities for AGT students to become student leaders, attend conferences and be used in peer education where possible.</li> <li>• Provide 1:1 mentoring for AGT underachievers when needed.</li> <li>• Plan visits to university to ensure aspirations are high.</li> <li>• Plan specialised activities and visits which challenge thinking and skill development</li> </ul>
<p><b>Where can I find additional ways to support my child with additional needs?</b></p>	<ul style="list-style-type: none"> <li>• Calderdale's local offer <a href="http://www.calderdale.gov.uk/localoffer">www.calderdale.gov.uk/localoffer</a></li> <li>• Unique Ways 01422 343090</li> <li>• SENDIASS</li> <li>• Calderdale SEN team – 01422 266141</li> </ul>