

Hall Cross Academy

Brief description of the school

Hall Cross Academy is a large and vibrant comprehensive academy with nearly 2000 students on roll including approximately 450 students in our thriving sixth form, Hall Cross is located over two campuses close to Doncaster town centre.

Our Mission in support of all our learners:

- To develop and define a sense of identity as they move from childhood to young adulthood and to take their place in the World.
- To refine their interests academically so that they can move confidently towards identified goals.
- To be able to participate fully in an exciting community and feel valued for their contributions.
- To make sense of the World as global citizens.
- To have access to wide ranging opportunities and experiences beyond the classroom.
- To enjoy a safe, secure and positive environment, confident that the adults know them and care about them as individuals.
- To experience success and be recognised and rewarded.

We believe that we must all hold each other to account to contribute to a dignified and mutually respectful environment. This belief underpins the standards and expectations we have for everyone at the school. We are committed to being more than just a school.

How we identify if your child may need additional help and/or has Special Educational Needs/Disabilities (SEND)

The SEND team at Hall Cross Academy is committed to identifying and addressing the needs of students with Special Educational Needs/Disabilities. Throughout their learning journey, we will ensure that every child with special educational need(s) and/or disability receives the most appropriate and bespoke package of support to meet their needs.

If you have any concerns or questions related to your child's special educational needs, please do not hesitate to contact the special needs co-ordinator (SENCO) Nichola Laszkowicz (contact details are given in this document). We will then follow a graduated response in order to gather all necessary information in order to support your child effectively.

Progress and achievement is tracked termly and the data is used to identify both underachievement and lack of progress. We gather information from:

- Baseline assessments;
- Pastoral staff;

- Primary schools, if a Y6 pupil has an Educational, Health and Care Plan (EHCP) a member of the Academy will endeavour to attend review meetings;
- SEN Support Plans/ EHCP documents;
- Information from outside agencies, including educational psychologist, Autism and Social Communication Education and Training Service (ASCETS), Speech and Language Team (SALT) and Child and Adolescent Mental Health Service (CAMHS);
- For students who transfer to the Academy, we will gather information from their previous educational setting.

Where we have concerns about a student's progress, or emotional well-being, we will seek advice from support agencies, as appropriate.

Data provided by teachers will be used alongside information from standardised assessments and observation to determine whether or not a student would benefit from being placed at the 'SEN Support' stage on the special educational needs register.

How we involve parents and carers in meeting the needs of their child and in whole school developments

The Academy works closely with primary schools to identify students with SEND to ensure that appropriate provision is in place for the beginning of year 7. During the summer term the SENCO may visit primary schools to establish links with those needing additional support. There is an annual induction day for all Year 6 students. Additional visits may be arranged for vulnerable or anxious pupils. There is also an opportunity for parents to discuss support at the information evening.

Parents/carers are welcome to contact the Academy, if they have concerns about progress, achievement and current support. Monitoring and tracking progress is essential when ensuring positive outcomes for all of our students and we recognise the importance of keeping you informed of your child's progress. We monitor and track progress as follows:

- Students' data from subject teachers is monitored and tracked at termly review points;
- The progress of students with an EHCP is formally reviewed at an annual review with the student and all adults involved;
- You will be invited into parents' evenings, where you can discuss the progress of your child with the subject teacher;
- You will be invited into parents' evenings, where you can discuss the progress and review SEN Support Plans with the SENCO;
- A representative from the SEND Team attends parents' evenings and open evenings and will be available to answer questions.

- Regular reviews will take place for those students with a SEN Support Plan.

How we will involve your child in the planning and review of their support

Young people are invited to attend meetings, where they have the opportunity to talk about the support they receive, and share what they think is working and what feel may need changing. The Academy conducts pupil voice interviews with students and they are asked to contribute to a one-page profile which is shared with subject teachers.

How we match the curriculum, teaching and learning approaches if your child has SEND

All teachers are teachers of SEND. Teachers at Hall Cross Academy use their “best endeavours” to support students with SEND. Support is provided by the SENCO and the SEND team regarding the individual needs of SEND students and ideas for strategies to support are offered to ensure all students’ needs are met effectively within the classroom. Teachers use this information and data about students in their lessons to differentiate resources and personalise learning, ensuring that all students have access to a broad and balanced curriculum.

How we provide additional support if your child has learning needs

Hall Cross Academy provides young people with Quality First teaching and learning experiences within the mainstream classroom. For any students’ identified as SEND, the class teacher will work alongside the SENCO to develop strategies that will support them in making progress.

Teaching assistants work collaboratively with the class teachers and offer support to young people both inside and outside the classroom.

The Academy runs a number of successful interventions. At KS4 and 5, students may be granted ‘access arrangements’ (reader, scribe, additional time, separate room) to support them during the external exams. Students are assessed to determine if they are entitled to these arrangements and applications are then made to the exam board.

How we provide additional support if your child has social and communication needs

If your child has identified social and communication needs, we can refer them to and obtain support from external agencies such as SALT and ASCETs.

Additional interventions (small group or one-to-one) are delivered according to the advices from relevant professionals.

Referrals to the Communication Pathway are carried out by the SENCO.

How we provide additional support if your child has physical, sensory and/or medical needs

If your child has identified physical, sensory and/or medical needs, you will be asked for your help in drawing up a health care plan which will be shared with relevant staff.

The Academy will consult with Health Services to update care plans and make sure that risk assessments/ Personal Emergency Evacuation Plans (PEEPs) are in place where necessary.

The Academy is committed to meeting its requirements to make reasonable adjustments for students with sensory needs.

How we provide help to support your child's emotional health and well being

The Academy works closely with the local CAMHS group. In addition, support is received through the Trailblazer Project to ensure emotional health and well-being needs are being met. Students have access to the following support:

- KS3/KS4 Hub to provide support to vulnerable students;
- Form tutors, who liaise with parents/carers and see the young people every morning;
- Year managers, who liaise with parents/carers and see the young people each day;
- An educational psychologist;
- CAMHS practitioners;
- 1:1 key workers;
- Safe haven at break and lunch;
- Homework Club.

How we promote developing independence

Our aim is for our students to progressively become independent learners, with a gradual reduction in support. The strategies used will be personalised to the individual child. Individual targets are shared with students for them to take responsibility in achieving them. Those targets are reviewed regularly. We support students to develop their confidence and skills to allow them to make a successful transition to adulthood.

How we measure and review your child's progress against their targets and longer term outcomes

Any child who has an SEN Support Plan/ ECHP will have a number of targets/ longer term outcomes that are monitored and reviewed throughout the year. In line with the SEN Code of Practice, the Academy will endeavour to ensure that targets are reviewed a minimum of 3 times a year (once a term), using the Assess, Plan, Do, Review model.

How we adapt the learning environment and ensure that our school facilities are safe and welcoming to children with SEND

The Academy Premises Team carries out access audits to assess signage and displays, colour schemes, parking facilities, entrances, level changes, lighting, circulation space and walkways, flooring, walls, internal doors, and communication and control systems. Access audits examine specific areas of the building, e.g. the school office or reception area, library, classrooms, laboratories, kitchens for pupils, assembly halls, washrooms, canteen areas and toilets.

The Academy is largely accessible for students who may require the use of a wheelchair ramps with each block having ground floor rooms accessible to disabled students. Disabled toilets are available. The Academy provides disabled parking, to ensure safe access into the main buildings..

How we include children with SEND in the life of our school

Hall Cross Academy is committed to ensuring that reasonable adjustments are in place to give every child the chance to participate fully in Academy life. All students are encouraged to participate in a wide range of extra-curricular activities, which cater for the talents and interests of all our young learners. We will always attempt to make reasonable adjustments where possible, to ensure that all students are able to actively participate and be fully included in any Academy visits.

The Academy works closely with students, families and external agencies to create bespoke packages of support to ensure reasonable adjustments have been made.

How we ensure that all our staff are trained and supported to meet a wide range of children's needs

Hall Cross Academy fully understands and supports the need for our staff to have appropriate training and be supported in meeting the needs of all students. Staff have continued professional development about SEND in line with identified training needs. This training may be gained via in-service training, teaching and learning briefings and guidance from the SEN specialists in school and external agencies.

External support and expertise we can call upon to help us to meet children's needs

The Academy works in partnership with a range of outside agencies and specialist services to ensure the needs of our students are met effectively. These include:

ASCETS
CAMHS

The Educational Psychologist Service
The Doncaster Hearing Impaired Service
The Doncaster Visual Impaired Service
The Speech and Language Team
Early Help
Social Care, Occupational Therapist and Physiotherapy Services

These agencies may be involved at the Assess, Plan, Do, Review stages for particular students.

How we prepare children to join our school

Hall Cross Academy works closely with feeder primary schools to identify students who are likely to require additional support. Academy representatives (e.g. Year 7 year manager or a member of the SEND team) visits primary schools during the summer term to discuss individual students including those with special educational needs. This allows us to ensure that appropriate arrangements are in place when students first arrive at the Academy.

Year 6 students are invited to attend two transition days during the summer term. If a child is identified as requiring additional visits these will be arranged with primary school.

How we prepare children to move on from our school

The Academy works closely with post-16 providers to ensure that students make a successful transition to the next phase of their education. The transition of students at Y11 and 13 to further education etc. is supported by the school's SEND team and careers officer where necessary.

Transition meetings take place between staff regarding Y9 students transitioning from Lower School to Upper School. Vulnerable students are given the opportunity to make extra visits to the Upper School.

How we deploy our resources to meet the needs of children with SEND

The deployment of resources is determined through the Assess, Plan, Do, Review process. Students are supported individually, in small groups or in mainstream lessons.

Support for EHCP students will be allocated according to need and the demands within a subject area. Students at SEND Support access high quality first teaching which is differentiated and matched to need. Teaching Assistants are available to support students if required.

Contacts for more information

Head teacher/ Principal: Mr. S. Swain

Chair of Governing Body: Mr. D. Westwood

Address: Thorne Road, Doncaster, DN1 2HY

Telephone: 01302 320626

Email: enquiries@hallcrossacademy.co.uk

Website: www.hallcrossacademy.co.uk

SENCO: Nichola Laszkowicz

SEND Policies and SEN Information Report link(s):

<https://hallcrossacademy.co.uk/about-the-academy/policies/>

Link to School Contribution to Local Offer:

<http://www.doncasterchildrenandfamilies.info/disabilitiessecondaryschools.html>