



SEND Information Report

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SLT Responsible: **Lee Jenkinson**

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| <p>School Mission Statement</p> | <p>Hodgson provides an excellent education for 11-16 year olds of all abilities. Our academy is a vibrant and exciting place. Happiness, hard work and resilience are the key to success for our students. The academy's ethos is friendly, caring, positive and well disciplined.</p> <p>Our motto is Imagine • Believe • Achieve to encapsulate how everyone should strive to make their dreams come true.</p> <p>We have high expectations for every single student here, to ensure they work hard to achieve to the very best of their ability. Each individual is appropriately challenged and supported to gain the qualifications, skills and attributes they need for further education and a successful life after school.</p> <p>As a consequence, our students are well educated, well rounded, confident and respectful of others.</p> <p>This SEND Information Report outlines information regarding the ways in which we provide support for all students with Special Educational Needs and Disabilities (SEND), in order to realise their full potential, make outstanding academic and personal progress and grow to be equipped for their future lives.</p> <p>Provision may change and develop over time. The information required to be included in this SEND Information Report is stated in The Special Educational Needs and Disability Regulations 2014 and fits in with the SEND codes of practice 0 – 25 released by the government in 2015. More information can be found at: https://www.gov.uk/government/publications/send-code-of-practice-0-to-25 and the academy's link to the Local Offer which is available separately on the website.</p> |
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| <p>What types of SEND are provided for?</p> | <p>Communication and Interaction Speech & Language and Communication Needs (SLCN), Developmental Language Delay (DLD), Autism Spectrum Disorder (ASD).</p> <p>Cognition and learning Moderate Learning Difficulties (MLD) Severe Learning Difficulties (SLD), Profound and Multiple Learning Difficulties (PMLD), Specific Learning Difficulties (SpLD) of Dyslexia, Dyscalculia and Dyspraxia.</p> <p>Social, Emotional and Mental Health Difficulties Mental Health Difficulties (anxiety, depression, self-harming, substance misuse, eating disorders), Attention Deficit Disorder (ADD), Attention Deficit Hyperactive Disorder (ADHD), Attachment Disorder (AD), Oppositional Defiance Disorder (ODD), Conduct Disorder (CD).</p> <p>Sensory and/or physical needs Vision Impairment (VI), Hearing Impairment (HI), Auditory Processing Disorder (APD), Multi-Sensory Impairment (MSI), Physical Disability (PD).</p> |
| <p>A whole school approach</p> | <p>High Quality First Teaching and additional interventions are defined through our dialogue across the academy contributing to our provision management approach. These documents help us to regularly review and record what we offer a young person in our care. These discussions also serve to embed our high expectations among staff about Quality First Teaching and the application of a differentiated and personalised approach to teaching and learning. We make it a point to discuss aspirations with all our learners underpinning all our provision in school is the graduated approach cycle of:</p> <div data-bbox="766 1254 1069 1523" data-label="Diagram"> <pre> graph TD Assess --> Plan Plan --> Do Do --> Review Review --> Assess </pre> </div> <p>All teachers are responsible for every child in their care, including those with special educational needs.</p> <p>SEND support at Hodgson Academy is implemented and regularly reviewed using the ‘graduated approach’, outlined above. The team will be involved at every stage of this process:</p> <ol style="list-style-type: none"> 1. Assess: the parent(s)/ carers, child, subject teacher, Head of Department, Pastoral Team or Learning Support Department should clearly analyse a student’s needs before identifying them as needing SEND support. |

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| | <p>2. Plan: the parent(s)/ carers, child, subject teacher, Head of Department, Pastoral Team or Learning Support Department should agree the support to be put in place. Parents/carers will be informed and included within this process. The support will usually be set out within the student passport.</p> <p>3. Do: the subject teacher remains responsible for working with the student on a daily basis. Students may also receive additional interventions outside the main curriculum, but the focus should be on integrating all students and continuing to use high-quality student centred teaching.</p> <p>4. Review: the subject teacher and Learning Support Department/ SENDCO should review the effectiveness of the support regularly and agree any changes where needed.</p> <p>The quality of teaching for students with SEND, and the progress made by students is a core part of the academy's performance management arrangements and its approach to professional development for all teaching and support staff.</p> <p>The Assistant Headteacher (Quality of Teaching and SENDCO) works directly with the Deputy Headteacher implementing the academy's teaching and learning CPD and the quality assurance of the academy's teaching and learning. A teaching and learning working party has created a six strand teaching and learning focus which are all underpinned by quality first teaching to support all learners.</p> <p>The Assistant Headteacher (Quality of Teaching and SENDCO) in collaboration with the Senior Leadership Team will discuss any patterns in the identification of SEND, both within the academy and in comparison with national data, and use these to reflect on and reinforce the quality of teaching.</p> <p>The identification of SEND is built into the whole school approach on assessment.</p> |
| <p>How do we identify children and young people with SEND and assess their needs?</p> | <p>Identification of students with SEND results from:</p> <ul style="list-style-type: none"> • Information from either the primary or previous school which is passed to the Learning Support Department. • The academy's own baseline assessments. • KS2 SATs scores. • Cognitive Ability Tests (CATS) • Reading and Spelling Ages • Progress based on data collections. • Teacher SEND referrals. • Head of Year/ House referrals. • Parent / carer referrals. • Pastoral Team referrals. • Student self-referrals. • Report from Educational Psychologist (EP) • Referral from an outside agency. |
| <p>What is the local offer?</p> | <p>Lancashire's local offer can be found using this link:</p> <p>https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/your-local-offer/</p> |

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| | <p>Blackpool's Local Offer can be found using this link: http://www.blackpool.fsd.org.uk/kb5/blackpool/fsd/localoffer.page</p> |
| <p>What is the name and contact details of our SENCo and Learning Support Manager?</p> | <p>Assistant Headteacher (Quality of Teaching and SENDCO): Mr L. Jenkinson Email: L.jenkinson@hodgson.lancs.sch.uk</p> <p>Learning Support Manager: Mrs L Beaumont Email: l.beaumont@hodgson.lancs.sch.uk</p> <p>Tel: 01253 882815</p> |
| <p>How do we consult with parents/ carers of children with SEND and involve them in their child's education?</p> | <p>We believe that regular and effective engagement with parents / carers by schools often leads to improved student outcomes, attendance and behaviour.</p> <p>Where a student is receiving support, we talk to parents / carers regularly to set clear outcomes and review progress towards them. We discuss with parents / carers the activities and support that will help achieve them and identify the responsibilities of the parent / carer, the student and the academy.</p> <p>We will report home three times a year regarding your child's progress and effort.</p> <p>Heads of Department, Heads of House and Learning Support Team will monitor and review your child's progress and pick up on any subjects where your child is not making the right amount of progress. We will then use a selection of intervention strategies to support their specific need. At the next reporting time, we will check whether progress has been made. We report to the Governing body who monitor the work of all departments including Learning Support.</p> <p>In addition to parents' evenings, we meet parents / carers of students with an EHC plan at least once a year. These are to review the progress students are making in relation to the targets in the student's passport and for their annual review. However, we regularly communicate with our parents/ carers and keep our lines of communication open.</p> <p>Parents/ Carers can also track their child's attendance, house points, behaviour points, homework and receive school information via Arbor.</p> <p>Academy staff will also communicate with parents/ carers via telephone, email or face-face appointments.</p> |

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| <p>How do we consult young people with SEND and involve them in their education?</p> | <p>We consult with SEND students by:</p> <ul style="list-style-type: none"> • Heads of House/ Department/ Senior Leadership Team speak to targeted groups of students including SEND students. • Departments collect student views on their work and progress in the classroom. • Students with an EHCP have an opportunity to tell us what they think as part of the review process. • Students of SEND are actively encouraged to be part of the student leadership teams. • Students' views are considered when creating their Student Passport. • Students of SEND are awarded in the annual celebration assemblies with the 'Exceptional Progress' Awards. • Students of SEND are awarded in the Y11 Presentation Evening with tailored and personalised awards. • Students of SEND are awarded through the 'Treemendous' tree and House Points. • Assistant Headteacher (Quality of Teaching and SENDCO) leads on collecting SEND student voice annually. |
| <p>How do we assess and review children and young people's progress towards outcomes?</p> | <ul style="list-style-type: none"> • All students, including those with SEND, are assessed on a regular basis, in accordance with the Academy's Assessment, Recording and Reporting Policy. Teachers formally assess and review progress and attainment throughout the year which is communicated to parents/carers by a report that is sent home. • Progress is continually monitored by teachers, Heads of Department, Heads of House/Year, Learning Support Department and Senior Leadership Team. • The progress of children with an EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education. • The SENCo and Learning Support Team will review the progress of students on the SEND register after the relevant data drops. • Progress of students in Y11 with an EHCP or who are identified as SEND support is reviewed after each data collection by the Learning Support Department. • SENCo and Learning Support Manager attend all parent/carer evenings. |
| <p>What opportunities are there to work with parents / carers and young people as part of any assessments and reviews?</p> | <ul style="list-style-type: none"> • SENCo and Learning Support Manager attend all parent/carer evenings for individual discussions with students of SEND. • The student and parent / carer voice are captured ahead of and during Annual Reviews to review outcomes and set new goals. • Student and parental views are considered when creating all individual and personalised Student Passports. • In a more relaxed setting, the Learning Support Department are planning Parent Information Evenings whereby we meet our students with SEND and their families and offer support and guidance. • The education provision of children with an EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education. |

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| <p>How do we support children and young people in moving between phases of education and in preparing for adulthood?</p> | <p>To ensure a successful transition to Hodgson Academy for students with SEND:</p> <ul style="list-style-type: none"> • The academy holds an open evening in September/October for all primary students and their families who are in the process of choosing a secondary school and Learning Support Department and SENCo are available to speak to parents / carers. • We contact our feeder primary schools to find out as much information about the needs of the SEND students transferring to Hodgson Academy. • There is planning between the schools and with parents/carers in Year 6 to support the student’s move from primary to secondary school. • On the evening before Intake Day, parents/ carers and students are invited to meet their form tutor/ Head of Year and Head of House to reassure and provide key information. The SENCO and Learning Support Manager are available for discussions at this event. • The primary Intake Day takes place in July for all students transferring to Hodgson Academy. • In addition to the Intake Day, we invite students of SEND to potentially two but at least one additional morning transition event. • On entry to the academy, all students KS2 scores are reviewed. This helps pick up potential difficulties at the earliest stage. • We ensure that teachers are highly alert so that such areas of need are spotted early and referred to the Learning Support Department/ Head of Year 7/ Pastoral Team so that support can be coordinated promptly. • In Year 8, SEND students are supported by form tutor/ Head of House/ subject teachers / Learning Support Department regarding their option process for GCSE subjects to make sure they have chosen the best subjects and qualifications for their career path. • There is an extended vocational offer at KS4 in place to support students with SEND: Sport, Health and Social Care, Performing Arts, Construction Entry Level Science and Functional Skills English and Maths. • In addition, in Year 10, the Learning Support Department will identify a small cohort of students who would benefit from a Work Skills/ AQA Units qualification and invite parents/ carers and students to discuss this option. <p>We help prepare SEND students for transfer to post -16 education:</p> <ul style="list-style-type: none"> • All students are offered Careers Education Advice, Information and Guidance (CEIAG) from an external careers advisor. • We have an annual careers convention for all year groups, which includes local employers, colleges and training providers. Follow up drop in visits are made by colleges to support potential students in completing applications. • The academy also offers support with application to our students. • We have a Mock Interview evening for all Year 11 students where students complete a CV and have an interview from someone external to the school and all students receive feedback on both their CV and interview techniques. All students of SEND are fully supported through this process. • All students with an EHCP will have at least one extra meeting with a Careers Advisor. During this meeting, students will have the chance to talk about their personalised Post 16 options. |
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| | <ul style="list-style-type: none"> • At the Y11 annual EHCP review, local post 16 providers are invited to the meeting with students and parents/carers to begin personalised transition plan. • Students may take part in programmes of work which help prepare them for life post-16 e.g. Duke of Edinburgh. • All students receive an extensive PSHE curriculum that explores careers, the world of work and further education. • In Year 10, all students partake in Futures Week where they visit local colleges and further education providers. Students will explore skills required in a variety of work settings. • Students receive support with completing college applications and, if required, a member of the Learning Support Team can also attend the college interview to support the process. |
| <p>What is our approach to teaching children and young people with SEND?</p> | <p>Quality First Teaching. Our teachers have high expectations of ALL students. All teachers will be told about your child's individual needs through the student passport and will adapt their lessons to meet these requirements. All teachers will create a Class Profile for each class they teach to inform their planning which will specifically identify students with SEND and the access arrangements and strategies required to prepare them for success. This may involve using different strategies and activities, which the SEND department will support with. This means all children can fully access learning.</p> <p>Our SEND provision will depend on the student's needs.</p> <p>If a child has difficulties with literacy and learning</p> <p>Students have an opportunity to access:</p> <ul style="list-style-type: none"> • Quality First Teaching with appropriate differentiation (including best SEND practice). • Visual aids to support key vocabulary, concepts and themes. • Whole-school Lexonik approach to secure and learn key vocabulary and to encourage meta-cognitive learning. • Whole-school Reading Programme with a reading period built into the academy timetable. • Access to homework support clubs with support from a Teaching Assistant. • KS2 to KS3 transition support. • Access to assessment for identification of significant needs. • Bespoke Reading intervention delivered by a Higher Learning Teaching Assistant (HLTA). • Specialist small group teaching by the Specialist Dyslexia Teacher. • An alternative literacy curriculum in English at KS3 delivered by an English teacher in a small group. • Opportunity to study English Entry Level at KS4 to build foundations for GCSE study. • Dedicated and caring staff who value all students regardless of ability. <p>Support for targeted groups of students may include:</p> <ul style="list-style-type: none"> • Blocks small group lessons that focus on a range of needs such as literacy, comprehension and spelling. |

- Withdrawal from full curriculum to enable small group literacy teaching delivered by SEND specialists if parent/carer permission is gained.
- Teaching Assistant support in identified lessons.
- Targeted lunch time clubs for vulnerable students.
- Higher Learning Teaching Assistant literacy intervention
- Lexonik Advanced and Lexonik Leap intervention programmes.
- A bespoke reading intervention programme (Piper Books) during the 'Reading period' each day led by the Learning Support Team.

Targeted individual support may include:

- Individual personalised student passport implemented to give teachers strategies to support the students' learning.
- Where needed, help from an external agency (e.g. Educational Psychologist or Specialist Teacher).
- Regular testing for students with literacy difficulties to review and plan.
- Subject-specialist teaching assistants in key subjects to provide on-going support.
- External agency advice where needed including learning assessments completed by our in-house Specialist Dyslexia Teacher.
- Access to assistive technology like ReadWrite software or Reading Pen.
- Exam Access Arrangements by our in-house assessor.
- Post 16 Transition support.

If a child has sensory and/or physical needs

Students have an opportunity to access:

- Quality First Teaching with appropriate differentiation (including best SEND practice).
- Visual aids to support key vocabulary, concepts and themes.
- Amplification of sound for aid users.
- Access to homework support clubs with support from a Teaching Assistant.
- Specialist clubs offered at lunch times.
- Access to Occupational Therapy Services.
- If required, a medical care plan will be in place.
- KS2 to KS3 transition support
- Access to assessment for identification of significant needs.
- Dedicated and caring staff who value all students regardless of ability.

Support for targeted groups of students may include:

- Medical Care Plans.
- Handwriting /fine motor/keyboard skills training.
- Access to assistive technology, software, audio digital books and iPad applications.
- Access to teaching assistant support.

Targeted individual support may include:

- Individual personalised student passport implemented to give teachers strategies to support the students' learning.
- Personalised Student passport/ Heath Care plans.

- 1:1 Outside Agency support from Advisory Teachers.
- Individual handwriting /fine motor/keyboard skills training.
- Specialist equipment and materials, such as low vision aids and enlarged adapted resources including modified coloured paper and exercise books.
- Access to assistive technology, software, audio digital books and iPad applications.
- Targeted TA support for complex medical needs, including practical support.
- Exam Access Arrangements.

If a child has difficulties with communication and interaction

Students have an opportunity to access:

- Quality First Teaching with appropriate differentiation (including best SEND practice).
- Visual aids to support key vocabulary, concepts and themes.
- Whole-school Lexonik approach to secure and learn key vocabulary and to encourage meta-cognitive learning.
- Access to homework support clubs with support from Learning Support / Pastoral Teams
- Specialist and intensive support for students with EHCPs with SLCN inclusive of Developmental Language Disorder.
- Access to Speech and Language Therapy input and assessment if this is required.
- Piper Book Reading Programme.
- KS2 to KS3 transition support.
- Access to assessment for identification of significant needs.
- At KS3, all students have one lesson a week of Communication Studies.

Support for targeted groups of students may include:

- Assessment and identification of language need and feedback to parents / carers and staff.
- Small group sessions in the Learning Support Department with specialist teacher/Teaching Assistant/Speech and Language Therapist.
- In-class Teaching Assistant support in identified lessons.
- Lunch time extra-curricular offer.

Targeted individual support may include:

- Individual personalised student passport implemented to give teachers strategies to support the students' learning.
- 1:1 sessions with a Speech and Language Therapist for young people with EHCPs identifying SLCN.
- 1:1 sessions with other specialist staff in the academy, linked to other needs on ECHP.
- On-going monitoring and regular feedback to parents / carers and students (including the Annual Review).
- Exam access arrangements.
- Post 16 transition support.

If a child has difficulties with social, emotional health or mental health

Students have an opportunity to access:

- Quality First Teaching with appropriate differentiation (including best SEND practice)
- All students have consistent significant relationships with key support staff in school: form tutor, Head of House, Pastoral Support Officer
- Access to a wider variety of internal support staff in school including: Pastoral Team, Learning Mentors, Peer Mentors, Teaching Assistants, Subject Teachers.
- Access to external support including: Life Coach, Resilience Coach, Addaction, Butterfly and Phoenix Project, School Nurse, Women's Aid, CFWS, CAMHS, CSC, Specialist Teacher support, School Medical Advisor, Primary Mental Health Care workers and a wider variety of other external agencies.
- Whole-school focus on Personal Development.
- Whole-school policy for behaviour management with graduated response and a focus on a restorative justice.
- Key Stage transition support including support from mentors.
- Access to peer mentoring led by the student Mental Health and Well-Being Ambassadors.
- Anti-bullying processes.

Support for targeted groups of students may include:

- Pastoral and Learning Support lunchtime drop-in.
- Year 7 transition support groups.
- Peer mentoring
- Year 11 support with college applications and career paths.
- Year 11 support for exam stress management.
- Access to support in liaison with CAMHS professionals.
- Group sessions with Women's Aid, Addaction, ACE resilience sessions etc.
- Support from staff on Exam Results Days.

Targeted individual support may include:

- 1:1 mentoring.
- Counselling.
- Outside agency input: Educational Psychologist, Resilience Coach, Life Coach, Women's Aid Support Worker, and Bereavement Counselling etc.
- Flexible and personalised timetables.
- In-class support for students at risk of exclusion from Behaviour Support Officer.
- Individualised behaviour improvement plans with mentor from Senior Leadership Team.
- Support by a mentor if a student attends an alternative pathway and needs support at the transition phrase.
- Child Looked After support from Safeguarding Lead and Safeguarding Manager and large team of DSPs. All Looked After Students have an assigned DSP.
- Close liaison with the family to build collaboration and partnership.

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| <p>How are adaptations made to the curriculum and the learning environment of children and young people with SEND?</p> | <ul style="list-style-type: none"> • Most of our students follow a traditional curriculum, however a small number of learners have a more personalised curriculum to match their individual needs and abilities. This may include option choices, additional literacy, small work related groups, intervention groups and the number of qualifications studied; it may also look at alternative provision outside the academy. • Teachers plan lessons and homework according to the specific needs of all groups of children in their class using the Student Passports and their SEND Snapshots for each class. They will endeavour to meet the needs of each student within their class. • A teaching assistant may work with the teacher to support a child's learning in the classroom. • Specific resources and strategies will be used to support a child individually and in groups as is judged appropriate to meeting a child's needs. • We provide targeted support with homework at lunchtime and after school. • Timetables are adjusted to support students with SEND – for example providing specialist literacy intervention classes or a vocational offer at KS4. • Specific subjects and qualifications are offered at KS4 such as Sport, Health and Social Care, Performing Arts, Construction and Work Skills/ AQA Units • Entry Level is offered at KS4 in English, Maths and Science. • Differentiated schemes of work across all subject areas. • Lexonik strategies embedded into all curriculum areas to support all students with subject specific vocabulary. • Our academy is a safe and accessible building (see our accessibility policy) and we do our best to make it welcoming to the whole community. All safeguarding procedures and risk assessments are in place and adhered to by all staff. We have a number of staff trained as first aiders. We have zoned areas for each year group to support your child feeling safe in their own age appropriate community. Staff are very visible and on duty at all times in all areas of the academy. • We have a range of facilities to help students throughout our academy: disabled toilets, accessibility ramps, wide corridors and appropriate equipment to support our students. |
| <p>How do we train staff to ensure that they are fully able to support children and young people with SEND?</p> | <p>We develop our staff's knowledge and practice through the following methods:</p> <ul style="list-style-type: none"> • Our Learning Support Manager is a fully qualified Specialist Teacher of Dyslexia and Access Arrangements Assessor. • SENCo attendance at SENCo Network Meetings. • Whole-school INSET sessions that focus on SEND and Inclusion. • Four fully trained Lexonik Intervention practitioners. • Specific Training for TAs and non-teaching staff covering range of SEND needs. • In school sessions led by– SENCo, Senior Leadership Team and Heads of Department delivering/organising training for teachers and support staff on the different categories of SEND/ Safeguarding/ strategies/use of TA/ technology etc.. • Delivering SEND specific training sessions for newly qualified staff, trainee teachers (SCITT) and staff new to the academy. |

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| | <ul style="list-style-type: none"> • Learning Support Team working closely with teachers and Heads of Department to make sure that the most effective strategies and interventions are used to meet the needs of all SEND students. This takes place on request. • SENCo/ Learning Support Manager attend biweekly House meetings to share information and strategies about individual students and their families with key staff. • Internal reviews which focus on SEND good practice. • Subject teachers are encouraged to develop their own subject specific expertise by attending relevant courses and/or seeking out information. • Team teaching opportunities in departments to develop teaching practice. • The establishment of SEND Champions working party to share good teaching practice for our SEND students. • SENCo involvement in the termly department reviews and a specific focus on each department's SEND provision. • As an academy we can access a range of services including the SEND Traded team, Visual and Hearing Impaired Team and Disability Team. These services are contacted when necessary and appropriate, according to your child's needs. If you believe your child needs specialist equipment or other facilities, please contact either Learning Support Manager or SENDCO to discuss the issue. Alternatively, this can be a discussion at the next review/parents evening. |
| <p>How do we evaluate the effectiveness of the provision made for children and young people with SEND?</p> | <p>We believe that regular and systematic monitoring and evaluation is vital to ensure effective SEND provision.</p> <p>We do this in several ways including:</p> <ul style="list-style-type: none"> • Regular observations and learning walks. • Reviews with Senior Leadership Team including Headteacher or Deputy Headteacher with a specific focus on SEND provision. • Departmental reviews of the progress of SEND students • Departmental Self Evaluation Forms completed termly with a specific focus on SEND provision. • Scrutiny of teacher's planning and students' work. • The views of parents / carers and the students. • Regular monitoring by the governing body/SEND governor. • Analysis of the attainment and achievement of different groups of students with SEND. . • Post 16 destinations of young people with SEND. • Maintenance of assessment records – numeracy, reading and spelling ages etc. – that indicate progress over time for students involved in small group/ individual intervention. • Annual reporting on successes and identifying aspects for future improvement. • Monitoring the number of students requiring lower levels of support. • Monitoring procedures for identification and assessment of and provision for students with SEND. |
| <p>How do we ensure that children and</p> | <ul style="list-style-type: none"> • We offer a large range of sport, academic and hobby/interest clubs at Hodgson Academy. These are open to all students. This is called the Hodgson Co-curricular offer. |

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| <p>young people with SEN are enabled to engage in activities available with children and young people in the academy who do not have SEND?</p> | <ul style="list-style-type: none"> • We make every effort to include all students in school trips. If an individual risk assessment is required, we will write this to ensure that everyone is fully included. • We monitor the attendance of SEND students on school trips. • We also help prepare children for any changes in their school day, such as school trips, awards ceremonies and sports day. • Students of SEND are actively encouraged to be part of the student leadership within the academy and they are supported with applications for student leader positions. <p>Throughout the academy, all staff promote an inclusive environment for all students.</p> |
| <p>What support does the academy provide for improving emotional and social development?</p> | <p>At Hodgson Academy, we take our pastoral responsibilities seriously. We pride ourselves on providing a high level of student support and guidance. One way we support our students is by assigning them to a Form Tutor who will (in most cases) remain with them as they progress through the Academy. This provides continuity and builds a strong relationship between tutor and students.</p> <p>We support children to develop socially and emotionally in the following ways:</p> <ul style="list-style-type: none"> • Fully embedded ethos of CARE (Consideration and Respect for Everyone). • Extensive Personal, Social, Health and Economic education (PSHEe) curriculum with strong focus on healthy lifestyles, positive mental health and well-being. Please see website for more details on topics covered in this key curriculum area. • PSHEe is timetabled one hour per week for the full five years. • Daily Form Tutor sessions. • Assemblies led by Mental Health Ambassadors and Safeguarding Team. • Regular and flexible pastoral support that are trained Mental Health First Aiders. • Lead Learning mentor sessions. • Counselling services • Vocational pathways • An extensive Hodgson co-curricular timetable offering a wide range of clubs including sport, academic and hobbies and interests. • Reward trips • Residential opportunities • Varied and inclusive PE curriculum. |

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| <p>What arrangements are there for listening to the views of children and young people with SEND?</p> | <ul style="list-style-type: none"> • Heads of House speak to targeted groups of students including SEND students at regular intervals. • We have a member of the senior leadership team that is responsible for Student Leadership who ensures that students are provided with opportunities to share their views. • Students of SEND are actively encouraged to be part of the student leadership teams. • Form time sessions are designated for student voice discussions. • Departments collect student views on their work and progress in the classroom. • During school review processes, students are interviewed to gather their views and includes students from key cohorts including SEND. • Students with an EHCP have an opportunity to tell us what they think as part of their individual review process. • The Headteacher has meetings with students including those with SEND from all years to hear their views on the way the academy is run. |
| <p>What measures are there to prevent bullying?</p> | <p>Hodgson Academy has adopted a range of strategies to prevent and reduce bullying, to raise awareness of bullying and support targets and those displaying bullying behaviour, including:</p> <ul style="list-style-type: none"> • The consistent promotion of the academy's ethos: CARE (Consideration and Respect for Everyone) • The commitment to the value of respect in our 'CARE' ethos. • The reinforcement of the clear message that violence has no place at Hodgson Academy and that restorative practice is a key aspect in restoring broken relationships overseen by Senior Assistant Headteacher (Student Conduct) with the Pastoral Team and the Behaviour Support Officer. • Consultation with the 'Student Voice' on bullying. • Mental Health and Wellbeing ambassadors promote anti-bullying. • Annual training for all members of staff to recognise the signs of bullying. • The supervision by staff of all zone areas at lunch times, break times, before and after-school. • Swift and decisive action by the Heads of House/ Duty Manager in conjunction with Pastoral team members if required. • Peer mentoring support. • Providing information to all parents / carers on the symptoms of bullying and the steps to take if the suspect their child is being bullied. • Mobile phones not being permitted to be used during school hours. • The celebration of all student's backgrounds and cultures through assemblies, form tutor sessions, the selected novels in the reading programme and lessons. • Students discuss and explore bullying issues and how to increase the anti-bullying culture of the academy during tutor periods and lessons in relevant curriculum areas, e.g. PSHEe. |

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| | <ul style="list-style-type: none"> • Raising awareness of cyber bullying and teaching students to safely use technology (including mobile phones, email, and internet). • All websites accessed in school are screened. This software screens the language used in all documents, emails and websites. Rude or offensive emails, websites, documents are sent to the Safeguarding Leads including staff with responsibilities for online safety. If appropriate, action will be taken and recorded. • Regular communication via Hodgson Academy social media platforms providing support for parents on online safety. • Effective recording systems to track and monitor patterns. • Work with multi-agency teams including police as appropriate. • Contacting the parents of both the child being bullied and the bully. • Challenging sexual content within verbal abuse, specifically homophobic and gender abuse/ discrimination. • Established Diversity Club. • For confidential and anonymous reporting of bullying we have two email addresses: not@hodgson.lancs.sch.uk and safeguarding@hodgson.lancs.sch.uk • Partnership and collaboration with the charity Doherty's Destiny. |
| <p>How does the academy involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, to support children and young people with SEND and their families?</p> | <p>The academy aims to work in partnership with a range of agencies to provide effective support based on the individual needs of the student and their families. These services are contacted when necessary and appropriate.</p> <p>Such specialist services include:</p> <ul style="list-style-type: none"> • Educational Psychologists • Child and Adolescent Mental Health Services (CAMHS); • Specialist teachers or support services for learning. • Therapists (including speech and language therapists, occupational therapists and physiotherapists). • SEND Traded Services. • Life Coach • Resilience Coach • Addaction • Butterfly and Phoenix Project • Doherty's Destiny • School Nurse • Women's Aid • The DEN • CFWS • CSC, • School Medical Advisor • Primary Mental Health Care workers <p>The school works closely with Lancashire and Blackpool Councils and use the Early Support and Intervention process when appropriate to do so.</p> <p>We also regularly arrange Multi-Agency meetings to secure effective expert support from outside agencies in assessing more complex cases and making provision for the most vulnerable students.</p> |

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| <p>Who should I contact to find out about support for parents and families of children with SEND?</p> | <p>Lancashire Special Educational Needs and Disabilities (SEND) North - Fylde, Wyre and Lancaster Tel: 01524 581 200 SEND.North@lancashire.gov.uk</p> <p>Blackpool SEND Refer to Blackpool council and their Local Offer. 01253 476553</p> <p>Special Educational Needs and Disability Service (SEND) Tel: 01772 532509 Email: FIND@lancashire.gov.uk <u>SEND Information advice and support service referral form</u>: For general information about SEND or to find out if the service can help you contact: Tel: 0300 123 6706 Monday to Friday 9am to 5pm Email: information.lineteam@lancashire.gov.uk</p> <p>North Area Locality Team (Lancaster, Fylde and Wyre) White Cross Education Centre, Quarry Rd, Lancaster LA1 3SQ 01524 581158 http://www.lancashire.gov.uk/children-education-families/special-educational-needs-anddisabilities/health/health-services.aspx</p> <p>Lancashire Local Offer http://www.lancashire.gov.uk/children-education-families/special-educational-needs-anddisabilities.aspx</p> <p>Blackpool and North Lancashire Blackpool Teaching Hospitals NHS Foundation Trust www.bfwh.nhs.uk/departments/csalt</p> <p>Lancashire Children and Young People’s Trust http://www.lancashirechildrenstrust.org.uk/resources/?siteid=6274&pageid=45056</p> <p>Child and Adolescent Mental Health Service (CAMHS): www.lancashirecare.nhs.uk/CAMHS</p> <p>Young Minds http://www.youngminds.org.uk/</p> |
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| <p>What arrangements are there for handling complaints from parents / carers of children with SEND about the provision made at the academy?</p> | <p>We seek to promote an active partnership with parents/carers and to involve them fully at every stage.</p> <p>Most concerns and complaints should be resolved swiftly and satisfactorily through communication with key staff.</p> <p>Formal complaints are resolved through our complaints process.</p> <p>Our complaints process is detailed in a document entitled Complaints Procedure Policy.</p> <p>This document can be found on our website.</p> |
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Key Staff

Assistant Headteacher (Quality of Teaching and SENDCO): Mr Lee Jenkinson
 Learning Support Manager: Mrs Linda Beaumont

Deputy Headteacher (Culture, Ethos, Conduct and Safeguarding): Miss Fiona Bate
 Safeguarding Manager: Mrs Sue Fox

Heads of House/ Year:

Head of Year 7 and Primary Transition: Laura Garside
 Head of Dragon House: Mr Richard Farmer
 Head of Griffin House: Mrs Jane Wade
 Head of Pegasus House: Mrs Aimee King
 Head of Phoenix House: Miss Charlotte Boyle

Pastoral Support Officers:

Dragon House: Mrs Alyson Wenham
 Griffin House: Mr Graham Wharrier
 Pegasus House: Mrs Tracy O'Neill
 Phoenix House: Mrs Louise Giddings
 Behaviour Support Officer: Mrs Carly Spencer-Hodge
 Attendance Officer: Mrs Amanda Collier
 School Governor with responsibility for SEND: Mrs Helen Benwell

You can contact any member of staff by telephoning 01253 882815.

Reviewed by: Lee Jenkinson
 Approved by: SLT
 Approved Date: 7th February 2022
 Next Review Due: January 2023