



Horizons Specialist Academy Trust

Special Educational Needs (SEN) Policy

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Responsible Officers: Academy Principals, Rebecca Whelan, Kathryn Thompson, Mel Lyons, David Penny, Pete Ewart

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Introduction

Horizons Specialist Academy Trust (HSAT) champions the rights of pupils and students with special educational needs.

The HSAT motto is 'to do more and to do it better'. This highlights the drive and determination of our academies to provide high quality educational and learning experiences which aim to develop:

- Confident individuals who are positive about who they are and what they achieve.
- Successful, enthusiastic and motivated learners.
- Positive participants in their local and wider communities.

Education Provision

All children and young people at HSAT academies have an Education, Health and Care Plan.

We provide education for children and young people from KS1 to Post 16 with a range of special needs including:

- Autistic spectrum disorder
- Communication difficulties
- Moderate to severe learning disability
- Multi-sensory impairment
- Significant medical conditions
- Social, emotional and mental health difficulties
- Physical disability

We believe that the physical environment is important in setting the climate for learning. Our buildings are well maintained and resourced and provide a calm and safe environment in which children and young people can thrive.

Abbey Hill Academy is all on one level with wide corridors, it is housed in two buildings which are purpose built, they are modern, bright and well maintained to a high standard. They benefit from access to the following;

CAN department (located in the Stephenson building)

- Life skills space
- Interactive, sensory, immersive tower
- Hydrotherapy pool
- Physiotherapy department
- Dark room
- Soft paly
- Communication space
- Cognition space
- Changing and showering facilities
- Creative space
- Sensory garden
- Outdoor space

Stephenson building:

- 16 classrooms and two specially designed IT suites
- Enterprise Learning Base (ELB) to provide enterprising learning opportunities.
- Plant beds
- Large polytunnel
- Outdoor play equipment and playground markings designed with our students through Student Council
- Access to the school gym and changing rooms
- Multi-Use Games Area (MUGA)
- Woodland area
- Bistro

Walker building:

- A kitchen area
- Quiet area
- A sensory room
- An outdoor planting area
- Outdoor play equipment
- 6 classrooms designed for students with ASC
- Access to the school gym and changing rooms
- Access to a polytunnel

North Shore Academy Hub for students with moderate learning difficulties, who benefit from a specialist education whilst developing social skills alongside mainstream students.

Abbey Hill Academy Sixth Form is located on the Abbey Hill Academy site in the Sheraton Building which is on two floors, the first floor being accessed by a lift. It is a modern, bright building and is maintained to a high standard. It benefits from access to the following;

- Polytunnel
- Football/Playing field
- Outdoor seating areas
- Selected areas for physiotherapy
- Disabled toilet area with hoist
- Access to hydrotherapy
- Access to a gym
- Access to rebound area
- Access to a sensory area
- Purpose built kitchen
- Resistant materials area
- Two ICT suites
- Conference room
- Art room
- Hair Salon

Green Gates Academy is housed in one building on two levels, with a lift from the ground floor to the first floor. There are six classrooms which can accommodate up to ten children in each. Access to the academy is via steps and a ramp. There is a disabled toilet. The grounds are extensive with both grassed and hard play surfaces and are suitable for both dry and wet playtimes. Children can also make use of the outdoor library.

Westlands Academy has a bespoke new build which has been designed to meet the needs of its students. It incorporates a purpose built food technology facility, science laboratory, library, ICT suites, student social area and art room as well as the more traditional classrooms. The original part of the building is on two levels, the first floor to the residential provision is accessed via stairs. The residential provision can support up to 15 children and young people and is available to children and young people from across the Trust where there is an assessed need for residential support.

Hollis Academy is a bespoke new build which has been designed to meet the needs of its students. It incorporates purpose built classrooms to meet the needs of the curriculum as well as having more traditional classrooms. It is fully accessible for wheelchair users with lifts to the upper floors.

Curriculum

The Curriculum at HSAT academies supports our vision ‘to do more and to do it better’ by giving pupils and students the opportunity to learn and develop in a supportive and creative environment in which there is a focus on recognising achievement and supporting progression. The curriculum is individualised and flexible allowing for the needs of each pupil or student to be met.

The Trust is committed to providing a broad and balanced curriculum, based on the National Curriculum for those pupils and students of compulsory school age. This is blended with opportunities for pupils and students to develop functional skills, independence skills and skills for working life as appropriate in line with the 14-19 Curriculum.

Pupils and students are continually assessed against own baselines and National Standards both through teacher assessment and accessing national tests. Teacher assessments are moderated through cross site and with other specialist academy trust meetings as well as the use of standardised tests as comparisons.

Learning outcomes are accredited within the following levels and exam boards:

- KS1 and KS2 SATs
- AQA Unit Awards – range of curriculum areas
- Entry Level qualifications - range of curriculum areas
- Entry Level Functional Skills – Maths, English, ICT
- OCN Level 1 Independent Living
- GCSE – Maths, English, Science. Art, Photography
- City & Guilds Entry Level – Food, Hospitality & Catering
- City & Guilds level One- Horticulture, Textiles, Photography
- ASDAN - PPU/Awards/Independent Units
- BTEC Entry Level – Hairdressing
- British Safety Council – Entry Level Safety in the Workshop
- PPU
- Open Awards – entry level skills for further learning and employment diploma
- Open awards – entry level units in Art and Science

To meet the complex learning needs of our children and young people we supplement the academic curriculum, with individualised timetables providing opportunities for pupils and students to receive support from our Educational Psychologist, Speech and Language Therapist and Occupational Therapist. Within Abbey Hill there are a number of students with Complex and Additional Needs who are dis-applied from the National Curriculum due to the complexities of their needs. For these students an alternative, well-balanced curriculum has been written to meet their requirements. Progress is assessed continuously using a set of well researched learning interventions that are unique to each individual student. Evidence is presented in a range of ways with the aim of capturing all progress.

The Trust has established links with mainstream schools, other special schools, Stockton Riverside College, and supported employment providers.

Review Process

Progress against individual targets is monitored on a termly basis at Green Gates Academy, Westlands Academy, Hollis Academy and Abbey Hill Academy Sixth Form and half-termly at Abbey Hill Academy.

Written reports are sent to parents/carers termly at Green Gates Academy, once a year at Abbey Hill Academy & 6th Form, Hollis Academy and Westlands Academy. Other reports are sent out linked to annual reviews, EHCP's, PEP's and vocational reviews.

Parents/carers are invited into academies each term at Green Gates Academy, Abbey Hill Academy and Westlands Academy and each year at Abbey Hill Academy 6th Form to discuss progress; this is in addition to the formal meeting of the Annual Review of the child or young person's Education, Health and Care Plan. This is an opportunity for all of the people involved in working with a child or young person to come together with the parents/carers, and the child or young person, to discuss progress, plan for the following year and to raise any concerns. The annual review meeting is a person-centred process. Each academy also welcomes parents/carers in to discuss individual concerns about their child or young person.

Equal Opportunities

The Trust supports the rights of all pupils, students and staff to equal access and opportunities regardless of age, culture, religion, gender, ability, disability or sexuality. The Trust promotes an ethos of respect for everyone.

Professional Learning

A programme of ongoing Professional Learning is in place to ensure that our staff are fully able to respond to and meet the needs of each pupil.

Complaints

Any complaints made to the Board of Directors from parents/carers of pupils or students concerning the provision made within the Trust are dealt with under the procedures of the Trust's Complaints Policy.

