



## SEND Offer / Information Report

**Our SENCO is  
Mr Calum Stewart**

## What is a SEND Information Report?

A SEND Offer / Information Report is information for parents/carers of children who have Special Educational Needs. The offer outlines the support and provision that they can expect to receive from Hogarth Academy.

## SEND Offer Statement

At Hogarth Academy we strive to achieve the highest standards to support pupils with Special Educational Needs and Disabilities (SEND). We promote an inclusive educational environment in which we support and encourage all pupils to reach their potential. Quality first teaching is vital; however for some children there are occasions when further additional support may be needed to help them achieve their targets. In order to do this, steps may be taken to support young people through their learning journey.

Hogarth Academy works closely with Nottingham City Local Authority in order to support our children who are identified as having an additional need within the four areas of SEND, as identified by the DfE (SEN CoP 2014)

- Communication and Interaction (including ASD across the spectrum)
- Cognition and Learning (including dyslexia, dyspraxia and SPLD)
- Social, Emotional and Mental Health (including ADHD)
- Sensory and/or Physical



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## How do we define Special Educational Needs?

At Hogarth Academy we keep a detailed up to date register of all students who receive additional support in the following three categories - which currently are:

SEN Support - Your child is receiving additional intervention(s) to support them in making academic progress and meet their targets.

Additional SEN Support - Your child has an outside agency working with them and school to assist in making the best provision for them.

Education Health Care Plan - Your child has significant and complex needs and has been identified as requiring support to access the curriculum.

## What Can I Expect if I send my Child to Hogarth Academy?

A personalised approach to learning with the relevant support and adjustments that will maximise your child's learning.



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## How do we support parents and pupils with SEND?

**Support for:**

**Parents**

**Pupils with SEND**

Your child is the responsibility of his/her class teacher. They plan and deliver the majority of your child's lessons and learning

The SENCO co-ordinates the relevant support for children with SEND. This includes, if required, additional adult support, interventions, tracking and collaboration with outside agencies.

Your child's class teacher will be able to support or answer any queries you might have regarding your child. However, the SENCO, who has responsibility for inclusion, or the Headteacher are available to meet with you to discuss your child's progress or any concerns/worries that you may have.

All information from outside agencies and professionals will be shared with you in person or via written reports. The SENCO will share any new assessments and support strategies suggested by outside agencies with you. You will be informed if a new support measure is put into place.

The SENCO is also able to signpost you to any relevant support organisations or websites that could assist you.



## How can I let the school know that I am concerned about the progress that my child is making?

- If you have any concerns about your child's progress, you should speak initially to your child's class teacher. They will address your child's needs through the normal school procedures.
- If your child is continuing to cause you or the school concern then they may be referred to the SENCO for further investigation.
- If you are not happy that the concerns are being managed and that your child is still not making progress you should ask to speak to the SENCO or the Headteacher.



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## Universal Provision

(This what Hogarth Academy  
provides to all pupils)

All pupils will be:

- Supported by the school 's pastoral systems
- Encouraged and supported to achieve their full potential in all aspects of school life
- Supported by a safe, happy and purposeful environment
- Able to access an enriched curriculum that incorporates different learning styles in all subject areas
- Supported through differentiation
- Supported to ensure that they are making progress which is monitored and tracked within school
- Encouraged to be actively engaged in their learning
- Offered a varied range of clubs and extra-curricular activities
- Able to access further support should a need be identified
- Taught by staff who have information on the nature and degree of pupil's specific needs



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## **SEN Support & Additional SEN Support**

**If your child is in need of additional support, these are some of the support systems currently being offered in our school.**



### **Communication and Interaction:**

- Adult in class support
- One-to-one support / small group support
- Literacy and numeracy intervention programmes
- Writing aids e.g pencil grips
- Daily meet and greet
- Use of visual prompts and symbols
- Social stories
- Visual timetables
- Lunchtime support
- Provision maps (an outline of support and short term targets)
- Lesson observations
- Extra time for completion of tasks
- Liaison with Local Authority external agencies e.g Autism Team, Speech and Language Therapy (SALT), Educational Psychology (CEPs), Child and Adolescent Mental Health Service (CAMHs)
- Links with support groups and agencies



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### **Cognition and Learning:**

- Adult in class support
- One-to-one support / small group support
- Literacy and numeracy intervention programmes
- Writing aids e.g pencil grips
- Daily meet and greet
- Use of visual prompts and symbols
- Social stories
- Visual timetables
- Lunchtime support
- Provision maps (an outline of support and short term targets)
- Lesson observations
- Extra time for completion of tasks
- Liaison with Local Authority external agencies e.g Autism Team, Speech and Language Therapy (SALT), Educational Psychology (CEPs), Child and Adolescent Mental Health Service (CAMHS)
- Links with support groups and agencies



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### **Social, Mental and Emotional Health:**

- Adult in class support
- One-to-one support / small group support
- Literacy and numeracy intervention programmes
- Daily meet and greet
- Use of visual prompts and symbols
- Social stories
- Visual timetables
- Lunchtime support
- Provision maps (an outline of support and short term targets)
- Lesson observations
- Extra time for completion of tasks
- Access to counselling service
- Liaison with Local Authority external agencies e.g Autism Team, Speech and Language Therapy (SALT), Educational Psychology (CEPs), Child and Adolescent Mental Health Service (CAMHs)
- Links with support groups and agencies



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### **Sensory and / or Physical Needs:**

- Adult in class support
- One-to-one support / small group support
- Use of specialist toileting facilities
- Identified staff provided with training from specialists eg, physiotherapy / sensory teachers
- Writing aids e.g pencil grips
- Additional support in practical lessons, eg PE
- Use of visual prompts and symbols
- Social stories
- Visual timetables
- Lunchtime support
- Provision maps (an outline of support and short term targets)
- Extra time for completion of tasks
- Liaison with Local Authority external agencies e.g Autism Team, Speech and Language Therapy (SALT), Educational Psychology (CEPs), Child and Adolescent Mental Health Service (CAMHs)
- Links with support groups and agencies
- Reasonable adjustments made to aid learning eg, modified language, enlarged resources.
- Reasonable adjustments made to the school environment, eg, hand rails, door handles, marking steps.
- Personalised evacuation plan and risk assessment



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## How do we ensure that your child has a successful transition from one Key Stage / class to another?

- Successful transition is ensured through transition days and phasing into a full time table if necessary.
- Transition meetings are held with the child and family prior to the move.
- These are attended by the old and new class teachers and the SENCO.
- Additional professionals from the healthcare may also be invited e.g. Autism transition specialist; community nurse or speech and language therapist.
- We are keen on having a Professional Voice with our Parent and Child Voice at these transition meetings.