

Lime Academy Hornbeam

SEN Information Report 2021-2022

(Information about how the SEN Policy is implemented)

This SEN Information Report will be updated annually to reflect changes and plans within the school. The report states the current provision within Lime Academy Hornbeam.

What are the kinds of special educational needs for which provision is made at Lime Academy Forest?

Lime Academy Hornbeam is two campus day special school for children aged 2 - 19 years. Children are provided with an appropriately paced and differentiated curriculum.

Lime Academy Hornbeam is a member of the Lime Trust.

The Brookfield House campus and William Morris campus includes Early Years, Key Stages 1 & 2 (Primary), Key Stage 3, and Key Stage 4 & 5.

In our school we cater for students with different degrees of learning difficulties, profound and complex learning difficulties and medical needs in a safe, enabling and inclusive environment.

At Lime Academy Hornbeam, the pupils' identified needs are typically complex and significant in the area of cognition and learning (severe learning difficulties or profound and multiple learning difficulties) as described in the SEN Code of Practice. Students may also have associated needs in the areas of emotional/social and communication and interaction (autistic spectrum disorder and/or speech and language difficulties). In addition, students may have sensory or physical disabilities.

The 2021-22 cohort of students at Lime Academy Hornbeam has the following categories of needs

- Cognition and learning
- Emotional/Communication and interaction
- Physical and/or sensory

Admissions to the school are managed by the local authority, who will liaise with Lime Academy Hornbeam.

<https://thehub-beta.walthamforest.gov.uk/pupil-and-family-support>

How do we identify children and young people with SEN and assess their needs?

All pupils who attend Lime Academy Hornbeam will be on an assessment place or have a statement of special educational needs or an Education Health and Care Plan (EHCP).

All pupil referrals come to us through the Local Authority (Waltham Forest) SEN

department. We then consider if we can meet the needs of the pupil as outlined in their Statement/ EHCP. In addition, we invite the child and their parents/carers to visit the school and also, where possible, observe them in their current setting to assess whether a placement at Lime Academy Hornbeam is appropriate.

We work to the national guidelines of transferring all our pupils' statements of special educational needs to Education, Health and Care Plans and work closely with the local authority on this. We are following the local LA's conversion schedule and all of our pupils will have an EHCP by the end of this academic year. All families of children that involved in this process will receive information on the process and be supported by school. Families' experience of this process is positive.

We utilise a range of assessment methods during the pupil's time in school. These include observations and checklists as well as assessment data collection systems.

We involve other professionals as appropriate such as physiotherapists, occupational therapists, speech and language therapists, health professionals and educational psychologists.

We liaise closely with parents/carers as we believe that they know their children best.

Further information on the admissions and assessment processes to our school can be found on our website.

Lime Academy Hornbeam does not have a SENCO so the main contact with regard to this is the Headteacher: Ben Hawes

How do we consult parents of children with SEN and involve them in their child's education?

At Lime Academy Hornbeam, parents/carers are fully included in the process of working with their children/young people.

We welcome close communication between school and home have the following structures in place:

- Initial visits to school
- Introductory meetings
- Home/school emails for information exchanges and key messages
- Parent/Carer and teacher meetings including updates from other professionals
- Sharing pupil termly targets and their evaluated progress
- Weekly Newsletters
- Parents' Evenings Remote were possible
- EHCP reviews are carried out yearly taking an Annual Review style
- EHC plans
- Parent involvement in changes in school through informal and formal consultations
- Parental representation on the Strategic Advisory Board

- Parentmail
- Parent stay and learn session where parents are invited in to share in the learning experience

How do we assess and review children and young people's progress towards outcomes?

All children and young people in our school are treated with dignity and respect.

We are committed to hearing 'the voice' of our young people and provide them with lots of opportunities to make choices and express preferences. This includes creative activities within the classroom, rewards, break and lunch activities as well as an active school council that enables students to contribute and decide on aspects of school life relating to their needs.

The curriculum is designed to provide personalised learning activities matched to their individual learning and development targets. This ensures all our pupils can access and experience success throughout their school life.

Termly, individualised targets are set for each of our young people and evaluated at the end of each term. They are then sent home to parents and shared with pupils. Targets are discussed with parents/carers at Annual Review and consultation meetings.

The assessment and Annual Review process of statements of SEN and EHC Plans includes the choices and views of pupils.

Our assessment procedures include clear feedback to learners about next steps in learning and our reward systems reinforce positive activity and pupil choice.

The School Council enables students to contribute and decide on aspects of school life relating to their needs.

How do we support children and young people in moving between phases of education and in preparing them for adulthood?

All transitions are well planned for throughout the school as children and young people move from class to class and phase to phase. New pupils are invited into school prior to starting to meet their peers and teachers. Transitions are geared around the child. Many of our pupils find change very difficult and so where necessary a phased transition is arranged to allow pupils to settle into their new environment.

From Year 9 onwards, students are increasingly supported in planning for their transition from school to adult life. We work with our students to advise them and parents/carers about what is available after leaving Lime Academy Hornbeam.

What is the provision for pupils/students with SEN at Lime Academy Hornbeam and how is it evaluated?

All pupils/students attending Lime Academy Hornbeam will have a Statement of SEN or an

EHC Plan. There may be agreement with the LA that a child or young person is placed pending the outcome of an assessment for an EHC Plan.

Our provision is based on strong values:

- Our School is a place where everyone is treated with dignity, with respect and is of equal worth
- Our vision is to develop a highly effective learning community
- All staff have a responsibility to meet the needs of all the pupils/students at the school
- Our key purpose is the construction, delivery and constant improvement of quality
- Learning experiences appropriate to the needs of all our pupils

To achieve our vision, we aim to:

- Create a happy and secure learning environment where all pupils' needs are met and where achievements and success are recognised and praised
- Ensure that the National Curriculum/statutory curriculum guidance is delivered to and/or adapted for all pupils, as appropriate
- Ensure that ICT is used as a vehicle to access and enhance the curriculum and communication for pupils
- Ensure that Safeguarding, including e-safeguarding, is at the centre of our work to ensure that all members of the school community remain safe
- Provide all staff with training and development opportunities to enable effective practice
- Promote the pupils' spiritual, physical and emotional well-being so that they are secure, confident and well-motivated
- Help pupils acquire the knowledge, skills and confidence which enable them to lead as full, interesting and independent lives as possible
- Develop in pupil's personal responsibility and encourage decision making and choice, communicating through whatever means appropriate
- Provide a wide range of age-appropriate learning experiences, which are both exciting and challenging
- Offer opportunities of working co-operatively alongside others, developing friendships and respect for others
- Provide pupils with experiences of their own and other religious and cultural backgrounds and values

Foster relationships with parents and other professionals

- We continue to highlight different parts of our provision through our 'school offer' and this develops each year
- We ensure that staffing levels in each class reflect the needs of the pupils
- The school receives advice and assessments from a range of health professionals in order to meet the needs of the pupils.
- We work closely with our health and social care colleagues to implement the new SEN Code of Practice
- We evaluate our school development plan at the end of the year and monitor progress throughout the year

How are adaptations made to the curriculum and the learning environment of children and young people with SEN?

At Lime Academy Hornbeam, we are committed to identifying and removing barriers to learning so that all our pupils and young people can achieve. We want our students to enjoy their lessons as we believe that where learning is fun and enjoyable, greater learning will take place.

All our pupils have individual learning needs and our flexible curriculum approach reflects this. We adapt the curriculum and the learning environment to enable all learners to access the curriculum more easily. Where appropriate, students may be provided with specialised equipment or resources such as ICT and/or additional adult support.

Teachers plan their lessons based on students' individual needs. They continually review and assess pupils' achievement levels and differentiate tasks and activities to ensure that every student makes progress. Personalised targets are set and evaluated for all students each term.

In Early Years to Key Stage 3, we adopt a Topic base cross-curricular approach to ensure that the curriculum provides extended opportunities for learning. Our curriculum is differentiated for the different levels of ability, is relevant, developmental and appropriately challenging to ensure that it meets the individual learning needs of all pupils.

Key Stages 4 and 5 students, follow accredited courses matched to their personal choice and their learning needs through bespoke timetables. Learning is focussed on developing independent living and employability skills.

We believe that learning takes place in a variety of settings, not just in the classroom. Assemblies and other whole school events, breaks, lunchtimes and off site visits all provide opportunities for learning and developing skills for life.

What training do staff have in relation to the needs of pupils/students at Lime Academy Hornbeam?

Hornbeam Academy is a committed member of the Whitefield Teaching School programme. All our teachers are experienced in SEN and many have additional specialist qualifications.

We have a commitment to train all new staff to gain the specialist SEN Advanced Diploma or complete MA courses.

We also support a number of teaching assistants without degrees to take a Foundation Degree course with the expectation that they will progress onto School Direct in the future.

All staff have a core induction programme related to their work which is specifically related to the needs of children in our school and as required by statutory guidance.

Other staff continue to gain a range of certificates to mark their completion of courses such as Higher Level Teaching Assistant, Pediatric First Aid and Makaton. We continue to commit to have qualified trainers in school for courses such as Team Teach, Makaton, and Moving and Handling.

How will equipment and facilities be provided to support pupils/students at Lime Academy Hornbeam?

Both William Morris and Brookfield House campuses of Hornbeam Academy are fully accessible for wheelchair users. All classrooms at Brookfield are on one level. William Morris classrooms are on two levels, with lift access to the second floor.

We are continually reviewing and updating our equipment, particularly in the area of ICT and AAC (Augmentative and Accessible Communication) resources.

We have reviewed and enhanced curriculum resources in response to the new curriculum.

We continually review our resources for pupils/students and the Annual Review meetings are a regular forum for discussing individual needs.

Our SEN Policy can be found on our website and is reviewed annually.

How do we support the emotional and social development of students and listen to their views? How do we prevent bullying?

Lime Academy Hornbeam provides a nurturing environment where students tell us they feel safe but we are always looking at ways to improve emotional and social development of our children and young people.

The small classes provide a welcoming and supportive forum where emotional and social development is delivered as part of the students' personalised curriculum. The teachers and TAs are with their classes throughout the day so know their students well and are able to develop good relationships and support them in all aspects of learning, social and personal development.

Circle Time is a regular feature of many classes which enables students to express their feelings and concerns. Our PSED lessons cover topics such as friendship and bullying, some classes use 'emotion' charts with students and we have a programme of daily collective worship.

Our Family Support Team offers opportunities for students to share their concerns at weekly 'drop in' sessions as well as providing a valuable link with the home.

We invite outside agencies to provide more specific sessions depending upon the need and nature of the students; for example, some students may be encountering relationship difficulties, struggling to build appropriate friendships with their peers and so targeted

sessions can be organised to support them in dealing with these matters.

Breakfast and lunchtime clubs contribute to emotional and social development encouraging interaction with peers.

Older students buddy up with some of the younger students and act as mentors and role models for them. The 'nurture room' is used for students experiencing social and emotional difficulties; this is place where they can off-load to dedicated members of staff in a more relaxed environment where they would be learning at the same time and building on new skills.

We are also keen to become involved with various community projects where students would become engaged in different activities that help to build the community and contribute to its well-being.

All students take part in extracurricular activities like participation in disability sports aimed at building their resilience. The school, its families and young people also benefit from the support of the CAMHS Service, through advice and guidance from the Educational Psychologist.

How does the Local Governing Body involve others - including health, social services, local authority services and voluntary organisations - in meeting the needs of pupils/students at Lime Academy Hornbeam and in supporting their families?

The Lime Trust Directors and the Local Governing Body are aware of the wide range of staff working together within the school to support the children, young people and their families. Some staff are employed directly by the school; others have different lines of management as can be seen below. The Local Governing Body ensures that there is a consistent monitoring of practice through meetings and reports to ensure that children and family's needs are met.

Classroom staff are employed directly by the school. This includes teachers, teaching assistants and lunchtime supervisors. Admin staff are also school employees.

School Nurses, Speech and Language Therapists, Physiotherapists, Occupational Therapists, CAMHS are employees of NELFT (North East London Foundation Trust). All these professionals work closely with the school to offer support, advice and training to staff. They work with children and families as and when necessary.

Educational Psychologists are employed by the Local Authority. The Ed Psych has a strong working relationship with the school and supports the pupils, parents and staff in managing behaviours. The Ed Psych also completes reports for EHCP conversion and provides training for staff.

Specialist Teachers, including those for visually impaired and hearing impaired, provide staff training and advice on individual children's needs, and work for different agencies.

Transport to school is arranged and managed by the Local Authority - not the school. Transport staff are employed by the transport companies.

There are Social Workers for children/young people with disabilities who are Local Authority employees and are based within the Children Specialist Services.

If families have a query relating to these areas, it is best to contact the professionals directly. This ensures that any message/queries/concerns from families are dealt with in the most efficient way.

What arrangements are in place for handling complaints from parents/carers of children with SEN (including Looked After Children with SEN) about the provision made at the school?

The process for all complaints is explained in the Complaints Policy which is available on the Lime Trust website or by contacting the main school office: Tel: Brookfield House Campus: 020 8527 / William Morris Campus: 020 8503 2225

Where can you find the SEN Policy?

The Lime Academy Hornbeam SEN Policy can be found at:
<http://limeacademyhornbeam.london/>

Who can we contact for more information or in situations where young people or parents have concerns?

Please contact the Headteacher, Ben Hawes if there are any issues you wish to discuss.
Tel: Brookfield House Campus: 020 8527 / William Morris Campus: 020 8503 2225

Where is the information on Waltham Forest's local offer published?

There is further detail on our website on our own school offer and this links to the Waltham Forest Local Offer for children with Special Educational Needs and Disabilities and their families on: <https://thehub-beta.walthamforest.gov.uk/pupil-and-family-support>

Where can I find further information and advice about SENDIASS – Special Educational Needs and Disability Information, Advice and Support Service?

Special Educational Needs (SEN) and Disability Information, Advice and Support Service (SENDIASS) provide legally based, impartial, confidential and accessible information, advice and support to parents/carers, children and young people on matters relating to education and schools.

All SEN and Disability Information, Advice and Support Services are required to provide an 'arm's length' service from the Local Authority. Part of these arrangements includes a multi-agency steering group that meets termly and oversees service direction. It is chaired by a parent of a child with special educational needs.

For more information about SENDIASS please follow the link below:
<https://www.walthamforestsendiass.org.uk/>

