
SEND at Hayle Academy



KEY GUIDANCE AND INFORMATION FOR SPECIAL
EDUCATIONAL NEEDS AT HAYLE ACADEMY

2024-2025

CURRICULUM OFFER

OUR MORAL COMPASS AND INTENT



Create a positive and
supportive environment for all
pupils so that they achieve
success

An inclusive school removes barriers to learning and participation, provides an education that is appropriate to pupils' needs, and promotes high standards and the fulfilment of potential for all pupils.

At Hayle Academy we promote positive relationships, active engagement, and wellbeing for all pupils and

- ensure all pupils can access the best possible teaching and learning.



TEACHING AND LEARNING

THE IMPLEMENTATION OF OUR PROVISION



OUR SCHOOL COHORT

BREAKDOWN FOR THE 2024 –2025 COHORT

There are four broad areas of need within SEND:

- Cognition and Learning Needs
- Communication and Interaction Needs
- Social, Emotional and Mental Health Needs
- Sensory and/ or Physical Needs

As stated in the Code of Practice:

“These four broad areas give an overview of the range of needs that should be planned for. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. In practice, individual children or young people often have needs that cut across all these areas and their needs may change over time. For instance speech, language and communication needs can also be a feature of a number of other areas of SEN, and children and young people with an Autistic Spectrum Disorder (ASD) may have needs across all areas, including particular sensory requirements. The support provided to an individual should always be based on a full understanding of their particular strengths and needs and seek to address them all using well-evidenced interventions targeted at their areas of difficulty and where necessary specialist equipment or software”



In our main school, we have 142 students with SEND which equates to 23.4% of our school population (605 on roll). This compares to 14.8% nationally and 17.1% in Cornwall. This means we have roughly 40 more students with SEN than a similar sized school.



We have 107 students on SEN support (17.6%) compared to national (12.4) and Cornwall (14.4%).



Hayle Academy has 39 students with an EHCP (including our ARB and those delayed in gaining their EHCP). This equates to 6.4% of our school role. This compares to 2.4% nationally and 2.7% in Cornwall.

If we remove the ARB students from these figures we have 19 students with an EHCP which is 3.1% which is slightly higher than the Cornwall average at 2.7%.



There are 92 boys in the cohort and 50 girls with SEND. This is a 63% : 35% split.

OUR SCHOOL COHORT

BREAKDOWN OF SEN NEEDS 2021 –2022

When we look at the breakdown in needs within our cohort of students with SEN we see we have roughly similar proportions of each need compared to Cornwall and National.

| Special Educational Needs | Hayle Academy | National | Cornwall |
|---|---------------|----------|----------|
| Specific Learning Difficulty | 19.6% | 18.1% | 18.7% |
| Moderate Learning Difficulty | 20.3% | 16.6% | 17.0% |
| Severe Learning Difficulty | 2.2% | 0.3% | 1.0% |
| Profound and Multiple Learning Difficulty | 0% | 0.1% | 0% |
| Social, Emotional and Mental Health | 25.4% | 23.6% | 24.3% |
| Speech, Language & Communication | 21.7% | 9.7% | 12.6% |
| Hearing Impairment | 0.7% | 1.5% | 2.0% |
| Visual Impairment | 0.7% | 1.0% | 1.2% |
| Multi sensory impairment | 0% | 0.3% | 0.7% |
| Physical Disability | 2.2% | 2.5% | 2.7% |
| Autism Spectrum Condition | 13.8% | 13.6% | 15.0% |
| Other disability | 2.2% | 5.0% | 5.6% |
| No specialist assessment | 0% | 2.9% | 4.0% |

SEND STRATEGY

THE IMPLEMENTATION OF OUR PROVISION

1. CREATE A POSITIVE AND SUPPORTIVE ENVIRONMENT FOR ALL PUPILS WITHOUT EXCEPTION

- An inclusive school removes barriers to learning and participation, provides an education that is appropriate to pupils' needs, and promotes high standards and the fulfilment of potential for all pupils. We should:

- promote positive relationships, active engagement, and wellbeing for all pupils;
- ensure all pupils can access the best possible teaching;
- adopt a positive and proactive approach to behaviour

2. BUILD AN ONGONG, UNDERSTANDING OF PUPILS AND THEIR NEEDS

- We should aim to understand individual pupil's learning needs using the SEN Learning Plans on Edukey as well as discussions with the SEN team. These plans shows the things each student need and feel that supports them in the classroom as well as the things they can focus on for themselves. Tutors play an important role in understanding need with the termly SEN review meetings held at the end of each of the Autumn, Spring and Summer terms.

3. ENSURE ALL PUPILS HAVE ACCESS TO HIGH QUALITY TEACHING

Good teaching for pupils with SEND is good teaching for all. Searching for a 'magic bullet' can be distracting and we miss the powerful strategies you already possess. Teachers should develop a repertoire of these strategies they can use flexibly in response to the needs of all pupils.

- flexible grouping;
- cognitive and metacognitive strategies;
- explicit instruction (chunked information, task boards / tasks PPT slide);
- using technology to support pupils with SEND;
- scaffolding or support to achieve the objective.

4. COMPLIMENT HIGH QUALITY TEACHING WITH EVIDENCE BASED SMALL GROUP AND ONE-TO-ONE INTERVENTIONS

- Small-group and one-to-one interventions can be a powerful tool but must be used carefully. Ineffective use of interventions can create a barrier to the inclusion of pupils with SEN. High quality teaching should reduce the need for extra support, but it is likely that some pupils will require high quality, structured, targeted interventions to make progress. The intensity of intervention (from universal to targeted to specialist) should increase with need. Interventions should be carefully targeted through identification and assessment of need.

5. WORK EFFECTIVELY WITH TEACHING ASSISTANTS

- Effective deployment of Teaching Assistants (TAs) is critical. Teachers and School leaders should pay careful attention to the roles of TAs and ensure they have a positive impact on pupils with SEND. TAs should supplement, not replace, teaching from the classroom teacher.

TEACHING AND LEARNING

THE IMPLEMENTATION OF OUR PROVISION

Scaffolding

Scaffolding offers temporary supports, such as a writing frame, that is gradually removed as the pupil becomes increasingly independent. Scaffolding is commonly considered part of guided practice in explicit instruction. Scaffolding can also be used to reinforce consistent expectations for behaviour - for example, what equipment is needed for each lesson and classroom routines within the school day.



Flexible grouping

Flexible grouping describes an in-class approach that sees groups formed with an explicit purpose. They focus on a specific learning need and are purposely disbanded when the purpose is met. Allocating temporary groups can allow teachers to set up opportunities for collaborative learning, for example to read and analyse source texts or complete graphic organisers.



Cognitive & Metacognitive strategies: chunking

Cognitive strategies are skills like memorisation techniques or subject-specific strategies like methods to solve problems in maths. Metacognitive strategies help pupils plan, monitor and evaluate their learning. Chunking the task at each stage will support pupils with SEND - this may be through provision of checklists or providing one question at a time to make the information easier to process.



Improving high quality teaching for all pupils will improve outcomes for pupils with SEND. Teachers should develop a repertoire of these strategies they can use flexibly in response to individual needs and use them as the starting point for classroom teaching for all pupils, including those with SEND.

Technology

Technology can assist teacher modelling. For example, a teacher may use a visualizer to model worked examples in English. To increase pupils' practice, technology applications, such as online quizzes can prove effective. Speech generating apps to enable note-taking and extended writing can be helpful. Technology, as a method to provide feedback to pupils and/or parents can be effective, especially when the pupil can act on this feedback.



Explicit instruction

Explicit instruction refers to a range of "teacher-led" approaches, focused on teacher demonstration followed by guided practice and independent practice. Explicit instruction is not just "teaching by telling" or "transmission teaching". It usually begins with detailed teacher explanations, followed by extensive practice, later moving on to independent work.



LITERACY & NUMERACY – intervention sessions are run by our specialist teaching assistants to support those student significantly behind age related expectations. Literacy intervention sessions run daily for Year 7, 8 and 9 with Freshstart Phonics based intervention for our lowest readers and Lexia PowerUp for those below ARE for reading. In addition to this, we run a peer reading mentoring programme with Yr7 partnered by Yr9 and Yr8 with Yr10 students. Our Numeracy intervention involves high pace, regular small group support throughout Yr7 & 8.

NURTURE – for students who may not be secondary ready or who have experienced trauma we provide four daily Nurture lessons in Year 7. The sessions are based on the principles of attachment and need for nurture with focuses on social and emotional skills via play, group working, cooking, arts and outdoor education to create a connection to self, others, nature and the school.

OUTDOOR EDUCATION – we run a weekly Outdoor Education session in Year 8 as well as intervention sessions in Yr8 and 9 for students needing outdoor education experiences. Students will develop their connection to self, others, nature and the school using outdoor learning activities such as fire lighting, shelter building, tool making and legacy projects within our newly created forest school and outdoor classroom areas.

SPECIALIST COURSES AT KS4 – in key stage 4 we offer the ASDAN course ‘My Independence’ for selected students to support their transition to post 16 education and preparation for adulthood. We also offer entry level qualifications for English, Maths and Science for students working below GCSE test levels.

DYSLEXIA SUPPORT – our dyslexic champion runs in house screening tests to understand areas if need and provides support via dyslexia workshops with groups of students and dyslexia clinics for those learners who need more specialist support.

SEMH PROVISIONS – alongside the support provided by the TIS trained pastoral team, the SEN team support our students with SEMH needs via 1 to 1 or small group draw and talk and TIS sessions. Students struggling to regulate are supported with zones of regulation intervention sessions. For those students whose anxiety or SEMH needs means they struggle to attend mainstream school, ‘The Hub’ is our in school alternative provision set up to support learning away from the main school.

NEURODIVERSITY SUPPORT – run by our ASD and ADHD champions we run peer mentoring sessions where students with neurodiversity can meet with other students and share their experiences and advice. We also run a half termly Neuro Café for parents to meet and hear from specialists and share experiences.

TEACHING AND LEARNING

THE IMPLEMENTATION OF OUR PROVISION



TEACHING AND LEARNING

The role of the teacher and SEND

OUR ROLE AS A TEACHER

In relation to children/young people at risk of or with special educational needs/disabilities, class and subject teachers should:

Ensure early identification of:

- special educational needs;
 - barriers to learning;
 - appropriate interventions and actions (eg 'graduated approach', 'SEN support') in consultation with the SENCO;
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- Have full knowledge of children's/young people's 'SEN support' or Education, Health and Care Plans;
 - Provide access to a broad and balanced curriculum;
 - Understand and provide 'high quality teaching';
 - Have appropriate high expectations based on assessment;
 - Assume responsibility and accountability for their learning, progress and development;
 - Maintain responsibility for working with them on a regular basis, even when interventions involve group or one-to-one teaching/support away from the main class;
 - Regularly assess, monitor and review their progress (academic, developmental and social-emotional) during the course of the year with a view to ensuring the ultimate outcome of 'a successful transition to adult life'

Our main role is to help identify and overcome barriers to learning inside and outside the classroom.

- Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from Teaching Assistants or specialist staff.
- Teachers should work closely with any Teaching Assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Working with the SENCO, teachers should revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil.
- Through professional development, secure knowledge, understanding and skills around SEND

