

Horbury Academy Offer



| | Academy Wide Provision | Targeted support for individuals or small groups Short/medium term | Specialised individual support. Medium/longer term |
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| Learning Curriculum | <ul style="list-style-type: none"> • Access to qualifications in line with Progress 8. • Each student is tracked through a 'Progress Pathway' in each subject. • Broad and balanced with options in Year 9, 10 & 11 to allow students to develop a range of skills. | <ul style="list-style-type: none"> • Ruth Miskin Literacy programme during Year 7 and 8. • Differentiated curriculum. • Reading Matters intervention programme 10 weeks. • Step Up to English intervention. • Maths and English withdrawal group in Year 7 and 8. • Adapted timetables. • All Year 7 students receive assessed reading and spelling tests. • Dyslexic screening process. • Dyslexic Pledge. | <ul style="list-style-type: none"> • A range of alternative provision e.g. Early College transfer, RDA. |
| Support | <ul style="list-style-type: none"> • Form Tutor, Pastoral Year Leaders, Subject leaders, SENCO, SEN Learning Mentors, Inclusion Manager and Learning Mentors. | <ul style="list-style-type: none"> • Handwriting intervention. • Exam Access Arrangements. • Literacy lesson as part of students English lessons. • Homework Club. • Learning Resource Centre (LRC). • Adapted timetables. • Access to the SEN Hub support area. • Access to appropriate technology. • Periods 7's (study skills and revision opportunities). • Reasonable Adjustment documents to support staff and students. | <ul style="list-style-type: none"> • RAL advice and support. • Educational Psychologist. • CAMHS, TYS, EWO, |

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| | | <ul style="list-style-type: none"> • Dyslexia Drop-in. • Pen Portraits, One Page Profiles, Health Care Plans, My Support Plans and Education, Health Care Plans. • Reading Matters intervention. • Life Skills intervention. • Time Out and Medical passes. | |
| Teaching Approaches | <ul style="list-style-type: none"> • Assessment and feedback policy. • Classroom differentiation. • Peer/self marking purple pens. • Collaborative learning. • Challenge Zones to build on students skills set. • Accord Classroom Strategies. • Hinge assessments. | <ul style="list-style-type: none"> • Differentiation within the classroom for example, giving longer processing times, key word banks, reading instructions aloud etc. • Adapting resources and staffing. • Using recommended aids, such as laptops, coloured overlays, large font, colour veil for computer screens and interactive whiteboards, coloured resources and exercise books, RNIB Bookshare (enlarged educational resources) and radio aids. • Access to strategies/programmes to support occupational/physiotherapy needs. • Advice from external agencies. • Staff training in administering medications e.g. EpiPen, insulin etc. • Key staff trained in First Aid. • SEN Subject Learning Mentors in all subject areas providing subject specific interventions, collaboration with curriculum areas and development of resources. | <ul style="list-style-type: none"> • Resource provision support from communications team, visual, hearing teams, Learning Support Service. |

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| | | <ul style="list-style-type: none"> • SEN Individual Learning Mentors providing in class support. • Referrals to EP and LSS. | |
| Physical and Emotional | <ul style="list-style-type: none"> • Form Tutor. • First Aider. • Medical Room. | <ul style="list-style-type: none"> • Hub's (including SEN Hub). • Dyslexic Hub. • Learning Mentor's. • Referrals to EP. • Referral to CAMHS. • Referral to CIAT. • Referral to SEMH. • Referral to Children's First Hub. | <ul style="list-style-type: none"> • Work placement. • Referral to school nurse or hospital school. • Physiotherapist and Occupational Therapists. • Primary Practitioner. |
| Well Being (Emotional) | <ul style="list-style-type: none"> • All teaching and support staff. • Students Support Team. • Pastoral Year Leaders. • Learning Mentors. • Safeguarding Team. • Inclusion Manager. • Education Welfare Officer. • SENCO. | <ul style="list-style-type: none"> • Social Skills. • Life Skills. • Preparation for Adulthood. • Puberty intervention. • Talking Partners. • Anger Management. • Cognitive Behaviour Therapy Group. • Peer Mentors. • Mindfulness. • BEAM. • Self-esteem, Emotions and Empathy. • Exam Stress. • Restorative Practice. • Thinking About the Future. • Anxiety Management. • Mentoring. • Emotional Support/Relationship Support. • Time in Hub's. | <ul style="list-style-type: none"> • Targeted Youth Support. • Think family/troubled families. • CAMHS. • KOOTH. |

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| <p>Transition</p> | <ul style="list-style-type: none"> • Assistant Head responsible for transition, SENCO Year 7 Pastoral Year Leader liaise with Primary Schools. • 1 day of programmed activities for all, plus Year 5 Taster Day. • Year 6 Welcome Evening. | <ul style="list-style-type: none"> • Additional transitional visits in small groups. • SENCO attends Year 5 and 6 EHCP review meetings. • Individual meetings with SENCO at parents' request including tour of facilities. • SENCO holds transition meetings with all feeder Primary Schools. • Transition booklet for vulnerable/SEN students who attend extra transition sessions. | <ul style="list-style-type: none"> • Targeted students for SEN Learning Mentors support during the first 2 weeks of the new academic year. |
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