



Cabot
Learning
Federation



Hans Price
Academy

SEND Information Report 2024/25

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Hans Price: SEND Information Report 2024/25

Assistant Principal Inclusion: Mrs Rebecca Collis

Telephone: 01934 629307

Email: Rebecca.Collis@clf.uk

SENCO: Miss Kerry Mullinder

Telephone: 01934 629307

Email: Kerry.Mullinder@clf.uk

SEND Team

Name	Position
Heidi Platt	Deputy SENCO
Claire Edgell	Teaching Assistant
Jean Bullingham	Teaching Assistant
James Cunningham	Teaching Assistant
Josh Hicks	Teaching Assistant
Lauren Beavis	Teaching Assistant
Lauren James	Teaching Assistant
Laura Philps	Teaching Assistant
Yvonne Taylor	Teaching Assistant
Zindziswa Swan	Teaching Assistant
Liudmyla Zhykhar	Teaching Assistant
Shannon Bird	Teaching Assistant
Sharon Irving	Teaching Assistant
Linda Staines	SEND Admin
Beverley Cawley	SEND Admin

Interventions Team

Name	Position
Michelle Nicholas	Deputy SENCO
Alison Cooper	Intervention Lead (HLTA)
Dawn Redmore	Engage Lead (HLTA)

Ready to Learn (R5) SEND Team

Name	Position
Joshua Hicks	Inclusion Lead
Bonnie Smith	R5 Teaching Assistant

Social, Emotional and Mental Health Team

Name	Position
Samantha Chapman	SEMH Lead
Isabel Worrall	SEMH HLTA
Brenda Fowler	Nurture Lead (HLTA)
Katie Betts	SEMH HLTA
Celina Macatbag	Nurture Teaching Assistant
Gayle Winton	Nurture Teaching Assistant
Alesha Tedstill	Nurture Teaching Assistant

Counselling Team

Name	Position
Alex Gaulton	Counsellor
Sarah Fleet	Counsellor
Jessica Foster	Counsellor

Introduction

At Hans Price Academy we are committed to supporting all students with additional needs. We try to promote equality and diversity in the school, to value everyone's unique contribution, and to make sure that all our academic and social provision is inclusive. We have several provisions and interventions to support young people with Special Educational Needs and Disabilities. These include the Engage room, Quiet Room, Nurture, G5 and Intervention room.

Identifying and assessing SEND

Additional needs can be considered under four broad areas:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health
4. Sensory and/or physical

At Hans Price the SEND team will work with primary schools to establish which students have additional needs. All students will complete a reading test when they first start at Hans Price Academy.

However, some students SEND may become more apparent as they progress through secondary school therefore, we use a variety of professional services to assess student needs. These services may include screeners, formal assessments, or referrals to external services.

Information will be requested from primary schools if there is any formal paperwork, such as Educational Psychologist reports, Learning Difficulties Assessments, Occupational Health reports, Speech and Language reports and other assessments. Some primary schools will invite Hans Price representatives for a transition review in year 6.

If a student has an Educational Health Care Plan the SENCO at Hans Price will work with the Local Authority, students' family, and primary school to establish need and support.

The SEND team will take responsibility for providing additional support. They will complete referrals and assessments where necessary and agree the support strategies to be deployed with the teachers concerned, and the student. This is called the Pupil Passport, and this is shared with all staff. They will regularly review with the student whether the support is meeting their needs.

Interventions offered at Hans Price include (but not limited to):

- Lexia
- That Reading Thing
- Touch typing
- Memory skills
- Life skills
- Social skills
- Numeracy/maths
- Pre-learning

Some students may be in receipt of Top Up Funding, the SENCO will work with the Local Authority to establish how funding is used to support everyone.

Social Emotional, Mental Health

Key Contact: Samantha Chapman

All students have at least three key adults to support them day to day; these include their Learning Family Tutors and their College Leader. However, some students may need enhanced support from having specific resources or interventions such as fidget toys to accessing provisions. Examples of resources may include time out card, fidget toy, leaving class early, 1:1 check ins or toilet pass.

Hans Price Academy offers a range of SEMH interventions such as:

- Managing emotions workshop
- Thrive
- ELSA
- Anxiety workshop
- Lego Therapy
- Therapy based play
- Anger workshop
- Stress workshop
- Self esteem workshop
- Mindfulness
- Healthy relationships/ friendships
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Hans Price also have three different provisions that support a range of students including those with SEMH needs.

Engage

A provision that supports students to access their education via a smaller provision. This is a temporary provision that supports students being introduced back into the classroom. This is agreed by referral. Only 15 students can attend every period.

Quiet Room

This provision is for students who may become dysregulated or overstimulated and need a smaller environment for 5 minutes during lesson time to regulate. This is agreed by referral.

Nurture

Nurture is a provision for students who need a bespoke curriculum that focuses on SEMH skills and academic work. This is a 12-week intervention and is by referral. Only 10 students can access every period.

Counselling Team

Further to the SEMH support offered at Hans Price Academy we also have an extensive counselling service.

Our counsellors receive referrals via our Every Child Matter's meeting or College Leaders and assess what support the student might need. They will do an initial meet and assessment with the student and then plan the support for the student. Students will receive approximately 6 sessions of counselling support; however, this may change depending on need.

We also receive support from our School Nurse and the Mental Health Services Team. All our SEMH team and Counsellors have extensive experience working with external services such as CAMHs.

Definition of Terms

Key Contact: Rebecca Collis and Rebecca Farler

CIC- Children in Care-A child who is being looked after by their local authority is known as a child in care. They might be living:

- With foster parents
- At home with their parents under the supervision of social services
- In residential children's homes
- Other residential settings like schools or secure units.

They might have been placed in care voluntarily by parents struggling to cope. Or children's services may have intervened because a child was at significant risk of harm.

Key Contact: Kerry Mullinder

EHCP- Education Health Care Plan- This means that students have an Education Health Care Plan. This is a legal document that states the diagnosed needs of the student and the support the school must put in place to meet their needs.

K- SEND Support- These students have been recognised because their needs require specific differentiation and/or external services will be involved.

TUF- Top up Funding-If a school requires funding that goes beyond the maximum £6,000 to provide a pupil's special educational provision, then depending on the assessed needs of the pupil concerned, the LA will provide the required funding.

Working with parents and young people

We take a lead from the student as to the level of involvement of parents/ carers on a day to day basis and try to support students to take responsibility for their own learning. However, all parents/carers are invited to Parents Evenings.

You will also be able to access live data about your young person's attendance and academic progress through Bromcom, and you will receive formal reports throughout the year. In between, you can ask to see or speak to their Tutor or College Leader who can liaise with teachers, or you can contact a particular teacher directly.

Any concerns about support for a student with additional needs can be directed to the SENCO by phone or email.

Access Arrangements

Key Contact: Heidi Platt

Some students require Access Arrangements in order to access tasks in lessons and exams in GCSE's and BTEC's. Access arrangements are put in place to make it fair for all students and remove any disadvantages they may have. **Access Arrangements must reflect the normal way of working in lessons.**

There are a range of Access Arrangements which reflect the individual needs of students, these include:

- Extra time granted for the completion of exams (typically 25%)
- Reader
- Scribe
- Word-processor

The Deputy SENCO makes applications at the start of Year 10 for students that require Access Arrangements. Information is collected by the Deputy SENCO in partnership with teachers, in class support staff and previous educational settings. This must show:

- Evidence of need
- History of need
- The Access Arrangement being applied for is that student's normal way of working in college.

If a parent or teacher feels that a student is disadvantaged in a particular area and feels they would benefit from having an access arrangement subject they need to speak to the Deputy SENCO about this. They will then investigate this further and discuss their findings with the teacher and parents.

In all cases written evidence in support of applications must be provided and must cover the dates appropriate to the claim.

Transition

Key Contact: Kerry Mullinder

The SENCO and Deputy SENCO's will work with primary schools to establish which students in their settings may have additional needs. From there we will work with any student with additional needs we know about through the admissions process and transitions process. If we are made aware of any transitional or Education Health Care Plan reviews at schools for students who intend to join us, we will attend them. All students with additional needs who have been highlighted by their primary school will be invited in for enhanced transition to support their transition to Hans Price Academy. This will include additional visits and activities.

Throughout the time that they are with us, we start to prepare students for transition to the next stage of their life. There is a significant amount of support for students to transition to Further Education via the Hans Price Careers team. There are many occasions where events are held at Hans Price and externally for students to experience post-16 options including work experience. The SEND team will work with the Careers team and post-16 providers to support students with transition.

Glossary of Terms

Acronym	Meaning
ASC	Autism Spectrum Condition
CAMHS	Child Adolescent Mental Health Services
CIC	Child in Care
CoP	Code of Practice
EHCP	Education Health Care Plan
EP	Educational Psychologist
GLD	Global Learning Delay
HI	Hearing Impairment
HLTA	Higher Level teaching Assistant
K	SEND Support
LAC	Looked After Child
LO	Local Offer
MLD	Moderate Learning Difficulties
OT	Occupational Therapy
PMLD	Profound and Multiple Learning Difficulties
SALT	Speech and Language Therapist
SENCO	Special Educational Needs Coordinator

SEND	Special Educational Needs and Disabilities
SEMH	Social, Emotional Mental Health
SLCN	Speech and Language Need
SLD	Severe Learning Difficulty
SpLD	Specific Learning Difficulty
TA	Teaching Assistant
TUF	Top Up Funding
VI	Visual Impairment

Links to further information and support

DFE SEND Code of Practice: 0-25	https://www.gov.uk/government/publications/send-code-of-practice-0-to-25
DFE SEND: guide for parents and carers	https://www.gov.uk/government/publications/send-guide-for-parents-and-carers
North Somerset's Local Offer	https://nsod.n-somerset.gov.uk/kb5/northsomerset/directory/localoffer.page?localofferchannel=0
SENDIAS (SEND and You)	https://www.sendandyou.org.uk/how-we-help/areas-covered/north-somerset-services/
Hans Price Academy Policies	https://hanspriceacademy.clf.uk/policies/
Hans Price Academy, North Somerset Directory	https://nsod.n-somerset.gov.uk/kb5/northsomerset/directory/service.page?id=MCiveryQI3M&localofferchannel=3004