



Hemlington Hall Base Provisions



Welcome to our school!

Hemlington Hall Academy



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We pride ourselves on being a highly inclusive school which caters for children from Nursery—Year 6.

The motto of our school is ‘Embracing, Encouraging, Educating’ and it is key at Hemlington Hall.

Our Provisions cater for children who meet some of the following criteria;

- Developmental Delay
- Moderate Learning Difficulty
- Severe Learning Difficulty
- Social, Communication and Interaction difficulties including ASD
- Elements of SEMH
- Possible diagnosed medical conditions
- Mild/Moderate Hearing Impairment

Our Bases offer personalised and targeted support to meet the very individual needs of each child with highly qualified and committed staff.

Base 1 has been oversubscribed for the last four years as a result of the excellent provision offered, recognised by Middlesbrough L.A. SEND Team.



The SENDCo, Deputy SENDCo and I work with parents, professional services, schools and specialist providers to manage the complex needs of individual children and ensure the most effective and comprehensive support is available. We also work closely together in a timely manner to ensure the educational and specialist pathway is well-planned and effective for a smooth transition, when the time comes.

All staff are well-trained to support children with additional needs, which underpins our inclusive ethos. We expect excellent behaviour, kindness, respect and good manners from all of our children and in return we promise to provide an excellent education, within a caring school community.

We understand that it can be difficult to decide whether to move your child from their local area to access more specialist provision. Therefore, we have produced this guide to answer some of the questions which you may have as a parent looking to join our school.

We hope you find this guide useful; should you have any further questions or concerns, please do not hesitate to contact us – our details are included at the end of the guide.

Mrs Karen Edmenson

Head Teacher



Base Provision Overview

From September 2020, we are pleased to announce that we have expanded our Base Provision so, where it is appropriate, we will be able to offer children specialist support for the whole of their primary school life (Reception to Y6).

The Base provision structured like this;

Base 1— Resource Base Provision for 15 children from Reception to Year 2.

Base 2 — Resource Base Provision for 12 children in Year 3 and Year 4.

Base 3 — Resource Base Provision for 12 children in Year 5 and 6.



Base 3



Base 2



Base 1



What our parents say...

The best school with the most wonderful staff.

My son has progressed so much since being in the Base.

The Base unit has helped our son so much and due to that help he has become the person he is today. The staff have so much patience and go above and beyond to support his individual needs. Not only do they support him in school, they support us at home too. They gave our son confidence, helped discover what was best for him, gave him push to improve but the time he needed to do that and helped him to be who he is.

It has really helped with him coming on with his reading and writing and that's what he struggles with the most. He's also more confident now with his work.

Hemlington Hall Academy is B's world. He can't wait to get to school on a morning to see his teachers and friends. When he started in the Base, he couldn't speak and got very frustrated not being able to explain what he wanted or needed and this was very stressful for both B and myself.

In the Base he had help from teachers and being around other children and he started talking bit by bit he began to be more calm and more happy with life now. Now in Base 2 he has settled in very well and now is reading his school books like he couldn't before, doing his Maths work on his own and these things have been very hard for B.

I am so proud of the way he has come on in the past 5 years he would not be where he is now without all the help and support from all staff from Base 1 and 2.

I would definitely recommend the base as the staff there have really helped with J's progress. I don't think I would be where I am today without the Base.

Our son's schooling had been nothing but tears, worry and stress from the first day of school nursery. Since moving to HHA and the Base, I can go to work knowing our son is settled, learning and most importantly, happy. The Base has literally changed our lives. I cannot recommend this setting more. We now cry happy tears when involved with school. He has come on leaps and bounds from the child he was and knowing he is somewhere that just 'gets him' and loves him for his differences is priceless!

My son has made a huge change since joining Hemlington Hall. The Base unit and teachers are amazing and understand his needs so well as he can be challenging at times, his work has come on leaps and bounds and so proud of the hard work put in by all, he is much more confident.

I can see a big step in E from the Base. She has come on loads and gets the support she needs. She is still a little bit anxious but we are working well on that too.

The Teachers in the Base helped my little girl so much she has come on so well and will be going in to mainstream classes in September. I can't thank them or recommend them enough.

How would my child get to Hemlington Hall Academy?

Generally, our children are collected from home by taxi if they do not live within walking distance of our school. The taxis are provided by the Local Authority and are free to parents. In most instances, children from our Provision travel in groups together, in a minibus style taxi. If your child was to be offered a place, the transport team would contact you to arrange travel. For reference, their contact number is detailed in 'useful contacts' should you have any questions. All taxis have an escort to ensure your child is safe and happy throughout their journey and our staff are ready to meet your child upon arrival.

What does my child need to wear for school?

Our school uniform is;

- Royal Blue Jumper / cardigan
- White or Pale blue t-shirt
- Grey or black trousers/skirt/dress
- Black, grey or white socks / tights
- Smart black shoes



School will provide children with a PE kit—shorts and t-shirt but ask that you send a pair of black plimsolls into school.

Please put your child's name in every item of clothing including coats and shoes, so that items are not misplaced and can be easily found if they are.

For further information and "do's and don'ts" please refer to our website.

You can order sweatshirts, cardigans, polo shirts and fleeces from the school with the school badge / logo.

Hemlington Hall Bases

All children in our Bases regardless of their Special Educational Need, feel valued, safe and are encouraged to make the best possible progress academically, socially, communicatively and emotionally from their own individual starting point.



What is a Resource Base Provision / SEN Unit ?

A RBP / SEN Unit is a special provision within a mainstream school where the children with a specific type of SEN are taught mainly within separate classes. The children at Hemlington Hall Academy in the Base also have the opportunity to join year group classes, if appropriate, depending on the needs of the individual child.

How Can you Apply for a Place?

To gain a place in Hemlington Hall's Base Provisions an application needs to be made to the Local Authority so they can establish which provider will be best and most appropriate to meet the needs of the child. In all cases, the LA and Hemlington Hall Academy work together to ensure that the admission of a child is appropriate for the needs of a child. The number of places are limited each year.

Base Place Criteria

Children who require a Base place at Hemlington Hall Academy will meet some of the following criteria, which will have been evidenced through reports provided by their settings or other professionals.

- Developmental Delay
- Moderate Learning Difficulty
- Severe Learning Difficulty
- Social, Communication and Interaction difficulties including ASD
- Elements of SEMH
- Possible diagnosed medical conditions
- Mild/Moderate Hearing Impairment



What is Development Delay?

Children develop skills in five main areas of development:

Cognitive (or thinking) skills: This is the ability to think, learn and solve problems. It's how your child explores the world around him with his eyes, ears and hands. In toddlers, it also includes things like learning to count, naming colours and learning new words.

Social and emotional skills: This is the ability to relate to other people. That includes being able to express and control emotions. In primary-aged children, it means being able to ask for help, show and express feelings and get along with others.

Speech and language skills: This is the ability to use and understand language. In primary-aged children, it includes understanding what's said and using words correctly and in ways that others can understand.

Activities of daily living: This is the ability to handle everyday tasks. For children, that includes eating, dressing and bathing themselves.

Fine and gross motor skills: This is the ability to use small muscles (fine motor), particularly in the hands, and large muscles (gross motor) in the body. In primary aged children, this includes being able to hold utensils, work with objects, draw and write. Gross motors skills in primary-aged children are used to sit upright, walk, jump, run and climb stairs.

What is a Moderate/Severe Learning Difficulty?

Moderate Learning Difficulties (MLD). The general level of academic attainment of these **learners** will be significantly lower than that of their peers. Their cognitive ability and/or attainment levels will be at or below the second percentile. Generally they will have **difficulty** acquiring literacy and numeracy skills.

A **severe learning disability** will be identified at birth or in early childhood. Someone who has a **severe learning disability** will have little or no speech.

What are Communication and Interaction difficulties?

Children with social communication and interaction difficulties have problems understanding what other people mean. Communication is not just the words we use but how we use our body language, facial expression and tone of voice to communicate with someone else.



Children with these difficulties may find it hard to understand the messages we give to each other without speaking, such as the meaning we put into our voice, the expressions on our faces, and gestures such as waving, pointing or shrugging.

Eye contact is another important part of non-speaking communication, and most of us do this without thinking about it. Children with social communication difficulties may not know instinctively how and when to give eye contact.

Children with social communication and interaction difficulties can also have trouble in understanding what other people are thinking or feeling; finding it difficult to see things from someone else's point of view. They may do things which seem out of place; such as talking in a very loud voice to the person who is standing next to them, talking continually about things that interest them to someone they have never met before, and taking turns can be challenging. This can often make it hard to make or keep friends and join in games.

WHAT IS AN AUTISTIC SPECTRUM DISORDER? Under SPL

Autistic Spectrum Disorder describes a developmental disability which affects the way a person communicates and relates to people around them. It is described as a 'spectrum' because there are a wide range of behaviours and difficulties which appear to have autistic tendencies. It can affect people across the range of intellectual ability. There is no cure for ASD, it is a life long condition and can be genetically linked. People who are diagnosed as being autistic have impairment in the three areas known as the Triad of Impairment. These are:-



1. Impairment of Language and Communication

Difficulties with language and all forms of communication, including facial expression, gesture and other body language. Some of the things that will be visible in people with ASD include:

- Facial expression being 'out of line' with speech.
- A lack of pointing to share attention.
- An inappropriate use of, or poor quality, eye-contact.
- A restricted repertoire of gestures.
- A lack of speech, or impaired use of speech eg. pedantic speech, odd intonation, use it out of social context.
- A literal interpretation of what is said.
- Difficulty understanding jokes/idioms/sarcasm.

2. Impairment of Social Interaction

Difficulties with understanding and skills needed for social interaction. This is shown in a number of ways which include:

- A lack of attention to other people.
- Failing to comment on or show things to others.
- Not responding when addressed as a member of a group.
- Behaving inappropriately to the social context.
- Poor awareness of the feelings of others.
- Poor awareness or incomprehension of other people's thoughts/beliefs

3. Impairment of Flexibility of Thought

There will be evidence of rigidity and inflexibility of thought processes, and a difficulty in producing mental images of what is not present or has not taken place. This can lead to compulsive/obsessive behaviour and a resistance to change in routine. Some of the things visible will include:

- A dependence on routine.
- Being inflexible.
- Resisting change.
- Having obsessive rituals.
- Being preoccupied with a limited range of interests.
- Poor imitation skills.
- A lack of, or minimal symbolic play.
- Difficulty with generalisation.



All 3 impairments need to be evident for a diagnosis to be made, but a variation in the overall severity of the difficulties and the way in which they show themselves will be apparent in each individual.

What we will provide?

Inclusion is at the heart of our entire school. We are committed to achieving the best possible outcomes for all of our children, and work hard to ensure that the needs of our pupils are met across the day.

In order to meet this challenge, our provision has:

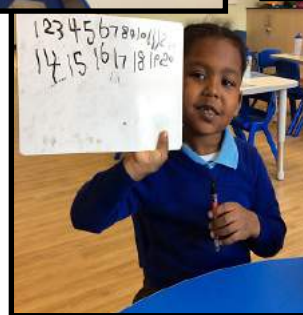
- A dedicated Base leader and a SENDCo to oversee the provision for all children with additional needs across the school.
- Experienced staff working with children with speech and language difficulties, social interaction difficulties, social, emotional and mental health and cognitive and learning delay.
- A safe, small group nurturing environment with a high staff to pupil ratio to maximise learning opportunities. As a result of high staff ratios a high focus can be given to extend attention, concentration and communication skills and to develop their skills in all areas.
- An environment with clearly defined routines and structures communicated in the most effective and personalised way.

- Personalised and small group teaching opportunities, this provides time for 1:1 intensive interactions.
- A safe place to develop physical, gross and fine motor skills.
- Effective monitoring of learning achievement.
- Learning presented in small bursts to optimise short attention spans.
- Activities with a clear beginning and end.
- Staff support with the development of communication skills and language skills.
- Activities which to incorporate therapy and education, where needed.
- Close working relationships between home and school, involving other professionals.
- Staff skilled in adapting learning to meet the needs of the children.
- Learning which can be play based and incorporate multi-sensory approaches to all aspects of the curriculum.
- A close working relationship with a range of agencies to support all aspects of the children's individual needs.
- A Headteacher whom is fully committed to inclusion and high quality experiences for all children.
- A family ethos, where each child and their needs are understood by all of the school community.



Curriculum

At Hemlington Hall Academy we provide children with a flexible approach to a broad and balanced curriculum which enables us to accommodate individual needs and allows the children to reach their full potential. Teaching methods are diverse and within the Base Units they use a range of multi-sensory equipment and strategies to engage children in learning. It is expected that children will make progress towards age expected targets to the best of their ability with a modified teaching and learning environment. Where appropriate children will sit assessments in the same way as their peers. All of the staff in school are aware of the needs of the individual children and embrace and encourage individuality and progress. Children are supported by an adult when learning in year group classes, but when they are comfortable and confident in the supporting adult will gradually be withdraw where possible.



Learning Environment

- Quality first teaching
- Dedicated Base Unit classrooms
- Daily opportunities for children to be taught in smaller, distinct classes with high levels of support
- Children will be taught in a variety of ways, dependent on the activity and the needs of the child
- Resources to match the needs of the children
- A structured programme and daily routine
- Tasks broken down into small steps
- Visual support for learning
- Space and time for children to cope with and calm down as necessary
- Organisation and Independence
- Interacting and working with others
- Outdoor garden/space
- Sensory room and a quiet room (Base 1)



What involvement can we have as parents at Hemlington Hall Academy?

At Hemlington Hall Academy we value the contribution that parents make to their child's education. In order for parents to be fully involved in the life of the school, when they generally do not drop off or pick up their child from school, both school and home must work hard to ensure the lines of communication are kept open through:

- ClassDojo app used to communicate between home and school
- Phone contact with a member of Base staff if there are any issues
- Termly parent meetings to discuss academic and social progress
- Parent / child activities such as Christmas Craft day, World Book Day, etc.
- Review Meetings.



How long will my child stay at Hemlington Hall?

If your child gets a place in a Base at Hemlington Hall Academy, they will remain with us until Year 6, however there will be an ongoing dialogue between staff at school and yourself as to whether the Base remains the best provision to meet the needs of your child .

At the end of their time, or as we assess and review their progress, a decision will be made whether your child transitions back to their previous school , on-to a mainstream setting or if they need to transition to a specialist provision where their support can be continued.

Who are my main points of contact?

Miss Sarah Lovatt—SENDCo and Base Leader	01642 591171
Mrs He—Deputy SENDCo and ASD Base Teacher	01642 591171
Mrs Karen Edmenson- Head Teacher	01642 591171
Transport	01642 353447
SEN Team—Local Authority	01642 201831
CAMHs	0300 013 2000
Speech and Language	01642 944488
Middlesbrough Psychology Service	01642 727439
Occupational Therapy	01642 944506



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SENDCo—Miss Sarah Lovatt
Deputy SENDCo— Mrs Emma He**