

Hatchell Wood Primary Academy –

September 2023 SEND INFORMATION REPORT

The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools **must** publish information on their websites about the **implementation of the governing body's or the proprietor's policy for pupils with SEND**. The information published **must** be updated annually and any changes to the information occurring during the year must be updated as soon as possible.

The information required is set out in the Special Educational Needs and Disability Regulations 2014 (and in the updated 2015 Code of Practice).

The SEN Information Report must include the following information and be cross referenced to the School's SEND Policy, Accessibility Plan and how the school meets its duties under the Equality Act 2010 (and updates issued in 2012).

The kinds of special educational needs and disabilities that are provided for in school

We believe that it is important for every pupil to feel valued and respected, and that each person is treated fairly and equally. Pupils with either a disability or special educational needs are warmly welcomed by the school and the governing body. We are an inclusive school which accommodates all kinds of special educational needs and disabilities. These are classified according to 4 main categories as referred to in the reforms to the SEN Code of Practice (Sept 2014):

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

The name and contact details of the SENCO (mainstream schools) and further contacts where parents and carers may have concerns

Inclusion team:

Sarah Morgan Inclusion Lead/ SENDCO (538108)
Gemma Snow – Inclusion manager/deputy head teacher (538108)
Joanne Swiffen- Learning Mentor (538108)
Emma Postlethwaite- Learning Mentor (538108)

Policies for identifying children and young people with SEND and assessing their needs

(list all relevant policies)

SEN Policy

Behaviour Policy
Equality Policy
Accessibility Plan
Intimate Care Policy

Arrangements for consulting parents and carers of young people with SEND and involving them in their child's education

- Assist parents/carers in their understanding of SEND procedures, provision and support
- Ensure that the review process seeks and takes account of the parent/carer's view wherever possible
- Provide opportunities for meeting and discussions

Children with SEND will have at least termly meetings and informal discussions as necessary where the parents will be involved and encouraged to attend. If your child is on the SEN register and has a Support Plan (which contains their targets and how school and parents can help them to achieve their targets) there will be meetings held to discuss the progress of these targets. These support plans also include a child centred one-page profile. A child with an EHCP will have annual review meetings where parents/carers and other agencies involved will be invited to attend, this follows the 'Asses, Plan, Do, Review' cycle.

Arrangements for consulting young people with SEND and involving them in their education

We believe in a child centered approach where children are informed about and involved in setting their own targets whenever possible. They are supported to achieve them and to know what they need to do to achieve them. Children are involved, wherever possible and appropriate in the discussions between parents, class teacher and inclusion team.

Approach to teaching children and young people with SEND. How adaptations are made to the curriculum and the learning environment of children and young people with SEND through Quality First Teaching; schools should include details of how the broad and balanced curriculum is adapted or made accessible for pupils with SEND

All staff, whatever their role within the school have a duty to promote the equality of opportunity for all pupils and positive attitudes towards all pupils.

Quality First teaching is always personalised and differentiated. Our approach to teaching and learning meets the learning styles and needs of all the children. Suitable resources are chosen which both motivate and are sensitive to children with additional needs.

We support the children within the class to involve and engage them through quality first teaching and additional support from Key Adults and Learning Support Assistants when appropriate. We support and provide time-limited intervention for pupils within the class to enable first quality

teaching to have a high impact both academically and socially on the pupils. We ensure children are pre-taught the skills they may need to access particular lessons and provide small group sessions when children may not have grasped the learning in the whole class setting. We also offer interventions outside the classroom for children that have been identified with specific difficulties and these include:- Thrive support, Nurture groups, Talkabout, Time to Talk, FFT, speech and language programmes, Precision teaching, Lego Therapy, 5 Point Scales, Comic strip conversations, working memory intervention.

The academy seeks to provide interventions which have a secure research base and are founded by EEF research.

Arrangements for assessing and reviewing children and young people's progress towards outcomes, including the opportunities available to work with parents/ carers and young people as part of this assessment and review

Targets for each child are set based on their individual needs whether that be academic or social/emotional. Each child's academic progress is tracked against the objectives for the years' curriculum, or the objectives of the year group they are working in. During termly parent meetings your child's progress towards these will be discussed. It may be necessary for SEND pupils to be supported through interventions to achieve targets set. Tracking data is maintained by our staff and monitored by the SLT during Pupil Progress meetings.

For children with SEN Support plans or EHC plans parents and pupils are involved in the agreement of the targets set and the provision allocated. Measurements of progress towards targets are then taken at strategic points, three times a year and effectiveness monitored through assessment tracking and pupil progress meetings. This allows for the class teacher or SENCO to adapt or change the intervention to maximise progress. Parents and children are invited to attend SEND support plan meeting and contribute to the outcomes and provision of the new plan. These Meetings are held termly (or more frequent in necessary) with parents, class teachers, support staff and relevant outside agencies to look at progress and the child's social and emotional development. Support and ideas are given regarding how to best help children and parents are supported both at home and at school on how to do this by school and other agencies.

Evaluating the effectiveness of the provision made for children and young people with SEND
<p>The SENCo creates provision maps to ensure the needs of all SEN children are being met as well as scrutinizing individual SEND Support Plans which are reviewed at least termly with parents. Interventions are regularly evaluated by senior leaders and progress measured. If progress is not sufficient staff and parents come together and alternative arrangements are made whether it means an alternative intervention or the need to refer on to other agencies. If necessary the inclusion team may refer on for a statutory assessment. Parents will be fully informed at every stage and the views of both parents and pupils considered. The school operates a plan, do review cycle with clear plans to address any need identified.</p>
<p>Tracking of children is paramount to the identification of additional help or SEN. The school can also involve more specialist advice from the Educational Psychologist, along with a number of other outside agencies (eg Speech Therapist, Occupational Therapist, ASCETS, school nursing)</p>
How the school applies the Graduated Approach for SEND in school.

Universal

- All children have access to whole school quality first teaching
- Small group learning where needed
- Additional resources; adults, technology, manipulatives
- Lessons will be differentiated to support, challenge and extend children's learning.
- Specific interventions will address gaps in children's learning, wellbeing, social skills and emotional regulation.
- Visual prompts and reminders will be used.
- Effective teacher feedback will be provided.
- Opportunities will be provided to build strong and positive relationships with adults and peers.
- Opportunities will be provided to build on speech and language skills through modelling.
- The learning environment aids wellbeing.

Universal Plus

- Whole class teaching and learning will be personalised.
- Small group interventions will be offered where needed.
- Pre-teach and over learning groups will be provided.
- Short term specific provision and interventions will be used to address the gaps in learning and understanding.

Targeted

- An SEN Support plan will be written by school. This will record additional to and different from long-term provision.
- The plan> do> review process will be followed to ensure the plan is regularly reviewed.
- Support of other an Educational Psychologist will be sought.
- A balanced and personalised curriculum will be provided.

Specialist

If the child's additional support goes beyond the schools allocation then additional support in the form of an application for Additional Top-Up Funding or Early Intervention Allowance may be submitted to the Local Authority. An Education Health care Plan would be furthered through the

use of the school's Educational Psychologist and Outreach support from the Special Schools Team.

How the school accesses local authority support services using the Graduated Approach and how this is co-ordinated through the 'Team Around the School' model. How the school involves other bodies, including health and social care bodies, and voluntary sector organisations, in meeting children and young people's SEND and supporting their families.

If a child has moved through the graduated approach in school and through the plan>do>review process is identified as needing a targeted or specialist approach the school will do the following;

Targeted

- An SEN Support plan will be written by school. This will record additional to and different from long-term provision.
- The plan> do> review process will be followed to ensure the plan is regularly reviewed.
- Support of other an Educational Psychologist, Speech and Language Therapist, member of the ASCET team, Occupational Therapist, Physiotherapist, Behaviour Outreach Support Service or CAMHS will be sought.
- A balanced and personalised curriculum will be provided.
- The SENDCO meets termly with all outside agencies to discuss current cases and ay staff training needs across the school.

Specialist

If the child's additional support goes beyond the schools allocation then additional support in the form of an application for Additional Top-Up Funding or Early Intervention Allowance may be submitted to the Local Authority. An Education Health care Plan would be furthered through the use of the school's Educational Psychologist and Outreach support from the Special Schools Team.

Systems in place to ensure that the SEND Notional (Element 2) and the Element 3 Funding is directed to those children and young people with SEND to match their level of need

Children who have a personalised SEND plan in place will have a provision map detailing the provision in place for that child. The SENDCO also keeps a whole school provision map which details the total amount of Element 2 and Element 3 funding the school holds and how this is used to allocate resources across the school.

The expertise and training of school staff to support children and young people with SEND

and plans for professional development

The school has a non- teaching SENDCO and Inclusion Lead – Mrs Sarah Morgan who has completed the NASENCO award. Mrs Gemma Snow is the school’s deputy head and inclusion manager. Mrs Swiffen and Mrs Morgan are Licensed Thrive practitioners, Miss Postlethwaite is a Learning Mentor and Mrs Jenkins is a Forest school practitioner.

Further Training also includes Solihull Parent Support Training and Senior Mental Health Lead training.

Graduated Approach training has been delivered to all staff (October 2022) and SEN updates are reviewed regularly to ensure all staff are up to date with new practice. We purchase through the LA our Educational Psychologist provision. Training on developing effective outcomes for SEND pupils has taken place focusing on SMART targets and SEN Support Plans. We have had whole school training from Camhs on a range of Mental Health issues and whole school training on Dyslexia and specific learning difficulties related to Literacy.

Relevant teaching staff have attended specific training prior to taking responsibility for specific needs within the SEN spectrum. The school training programme now indicates how we keep our staff up to date with specialist in depth training for staff;

- * SEND New Code of Practice refresh – all staff
- * Autism Awareness Training – All staff
- * Safeguarding Level 1 training – All Staff
- * First aid – All Staff
- * Team Teach training-selected staff
- * Moving & Handling training – Selected staff
- * Precision Teaching – Selected staff
- * Local Authority Graduated Approach Training – All staff
- * SALT training-selected staff.

How children and young people with SEND are enabled to engage in activities available with children and young people in the school who do not have SEND

Wherever possible, children are taught together with quality first teaching including appropriate differentiation and support to allow them access to the curriculum. It is very rare that we cannot make the necessary adaptations or provide the appropriate support to ensure inclusion takes place.

Support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEND and measures to prevent bullying

We have an Embrace curriculum which is delivered through the Jigsaw programme and whole class THRIVE sessions. The Behaviour Policy is based upon the Schools Code of Conduct and supports the whole school Thrive approach. We have daily Nurture Group provision for Key Stage One and Key Stage Two pupils. Individual Thrive time is allocated to pupils who require intensive support within this

area of development. We have a team of pupil wellbeing champions who support emotional and social development of our children. We work closely with With Me In Mind who run workshops in school and work 1-1 with young people who need it. This provides extra support for identified pupils in their social and emotional development. Our Anti-Bullying policy emphasises to all members of the school community that bullying is not acceptable and must be totally discouraged. We aim to produce a consistent school response to any bullying and incidents of harassment that may occur.

It is important that we create an atmosphere in school where anyone who is being bullied, or others that know about it, feel that they will be listened to, and that action taken will be swift and sensitive to their needs. Disclosure (telling an adult) can be direct and open or indirect and anonymous. Everyone must realise that not telling means that bullying or harassment is likely to continue. The exact course of action will vary with each situation but the main objectives are that bullying and incidents of harassment are brought into the open, discussed and strategies to help solve the problem. It is always important to make clear that:

- The bully's behaviour is unacceptable and the bullying must stop
- Everything that happens must be carefully recorded
- The application of sanctions will depend on the individual circumstances of each incident
- Revenge is not appropriate for the victim
- The school will work with the parents of both the victim and the bully
- Support will be available for the victim
- Support will be available for the bully to help change his/her behaviour

The school curriculum will be used to:

- Raise awareness about bullying behaviour and the school's anti-bullying policy
- Challenge attitudes to bullying, increase understanding and help build an anti-bullying ethos in the school
- There are many opportunities within the curriculum to raise awareness, teach about relationships, to enunciate policy and to discourage bullying or harassment via-
 - Assemblies
 - PHSE/Embrace curriculum
 - Thrive activities
 - Close supervision of all areas at all times
 - Anti-Bullying activities

Arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society

When joining our school, the parent and child will be invited in for a tour with a member of the SLT. If joining in the reception, the staff operate a comprehensive transition programme with a range of drop-in session both with and without family members present. For our SEND pupils this can be extended to build the familiarity with the environment and staff.

We hold an excellent relationship with our feeder secondary schools. Our SEND pupil's needs are discussed at length in the annual review meetings prior to going into Year 6, the secondary school will then attend the child's transition meetings and extra transition is put in place where needed. Each child is discussed at length with the schools pastoral and Inclusion team and the Local Authority Transition Lead.

Arrangements for handling complaints from parents and carers of children and young people with SEND about the provision made at the school

In the first instance we invite you discuss any concerns with your child's class teacher, Mrs S Morgan; the SENCo or Mrs G Snow. We are committed to supporting you and your children and ensuring that the provision meets the needs of children in our care.

If you still feel the provision for your child is not meeting their needs an appointment can be made with the Head teacher, Mr J Harris or Mrs F Burton Head of School to discuss this further by calling the school office on 01302 538108.

Details of the school's contribution to the Local Offer, including information on where the Local Authority's Local Offer is published

All schools have a similar approach to meeting the needs of pupils with Special Educational Needs and/or Disabilities and are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as inclusive as possible, with the needs of pupils with Special Educational Needs and/or Disabilities being met in a mainstream setting wherever possible, where families want this to happen. For more details of this see the school website:

<https://www.hatchellwood.com/> and follow the tab 'statutory information' and then SEND- Local Offer.

Please note:

The above should include arrangements for supporting children and young people who are Looked After by the Local Authority and have SEND.

Schools should ensure that the information is easily accessible by young people and parents and is set out in clear, straightforward language.

Schools should also make data on the levels and types of need within the school available to the Local Authority. This data will be required to inform local strategic planning of SEND support, and to enable the Local Authority to identify pupils who have or may have SEND. Such data, collected through the School Census, is also required to produce the national SEND Information Report.