

Name of School: Hatchell Wood Primary Academy

Date of Report: 29.9.2020

SEND INFORMATION REPORT

<p>The kinds of special educational needs and disabilities that are provided for in school</p>
<p>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):</p> <ol style="list-style-type: none">1. Communication and interaction2. Cognition and learning3. Social, mental and emotional health4. Sensory and/or physical
<p>The name and contact details of the SENCO (mainstream schools) and further contacts where parents/ carers may have concerns</p>
<p>Inclusion team: Kimberley Durkin – SENCo (538108) Gemma Snow – Inclusion manager/deputy head teacher (538108) Sarah Morgan – Inclusion lead (538108)</p>
<p>Policies for identifying children and young people with SEND and assessing their needs <i>(list all relevant policies)</i></p>
<p>SEN Policy Behaviour Policy Equality Policy Accessibility Plan Intimate Care Policy</p>
<p>Arrangements for consulting parents of children with SEND and involving them in their child's education</p>
<ul style="list-style-type: none">○ 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 centered 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.

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

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.

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

We recognise that transition can be difficult for a child with SEND so we try and ensure that it goes as smoothly as possible. As part of our transition program for new starters to our school in reception, the children are invited in to spend mornings/days in school. The EYFS teachers will also make nursery visits to meet the children prior to starting school. For children with SEND, the school works closely with parents/ other schools/childminders/ private nurseries etc. to find out as much information as possible so that we have the correct provision in place for when the children begin at our school. A personalised transition programme is put in place if required. For children moving to Y7 timetable, The staff from local secondary schools will come into school first to talk to the children about their new school and begin the transition process. Children with SEND may need extra transition and

the school works closely with the secondary school to plan a sequence of transition meetings and events to ensure their needs are met. If children need travel training, the school liaise with the team for children with autism to provide this support. If a child is in year 6 and have an annual review, we will invite staff from the secondary school to attend.

Approach to teaching children and young people 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.

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

The Disability Discrimination Act requires schools to make reasonable adjustments (according to need but that are practically and financially viable) to ensure that disabled pupils and users of the school are not put at substantial disadvantage and are able to access the same opportunities as their non-disabled peers. Specifically, that all pupils will have the same access to information, the school environment and the curriculum (as stated in the Accessibility plan).

Quality first teaching involves differentiation at all levels in all areas of the curriculum.

Children with and SEN support plan also have time to work specifically on their targets either within a small group or on a 1:1 basis as appropriate. They also may need specific resources to engage them or to allow them to access the curriculum dependent on their needs. We ensure every effort is made to allow pupils with SEN to access the curriculum.

The learning environment may require physical modifications-for example ramps for wheel chair access or a changing bed.

We monitor and evaluate the effectiveness of provision to meet the additional needs of students who have special needs.

The expertise and training of staff to support children and young people with SEND, including how specialist expertise will be secured

Students with special educational needs and their families, have the right to be supported by high quality skilled professionals. The school supports this principle by ensuring that staff have access to relevant professional development which directly addresses the development of expertise in SEND. Some of this professional development will consist of the exchange of best practice between schools. A comprehensive and appropriate staff development program will be developed, which addresses the skills and knowledge staff will need to fully support and teach all students who attend the school. Support staff are trained in specific strategies and interventions.

Evaluating the effectiveness of the provision made for children and young people with SEND

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.

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 a PHSCE 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. 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
- Thrive activities
- Close supervision of all areas at all times
- Anti-Bullying activities

How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEND and supporting their families

The school involves other agencies such as: the health visitor and school nurse, social services, speech and language, specialist support such as Occupational Therapy. Good relationships have been made with outside agencies and the school supports parents throughout this process lead by the SENCo and Inclusion manager and Inclusion lead.

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

If parents are unhappy with the provision made for their children, they should contact Mr J Harris; the Headteacher, Mrs K Durkin; the SENCo, Mrs G Snow; the inclusion manager or Mrs S Morgan; the inclusion lead. We are committed to supporting you and your children and ensuring that the provision meets the needs of children in our care

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.