

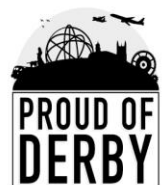


SEN&D School Information Report

March 2021



Derby City Council



Hackwood Primary Academy is an inclusive school where diversity is celebrated.

What is SEN&D and SEN&D support?

SEN&D stands for special educational needs and, or a disability. The SEND Code of Practice (2014) states that 'A student has SEN where their learning difficulty or disability calls for special educational provision, that is different from or additional to that normally available to child or young person (CYP) of the same age.' Many children will have special educational needs of some kind during their education. Schools and other organisations can help most children overcome the barriers their difficulties present quickly and easily. A few children will need extra help for some or all of their time in school

Who are the best people to talk to at our school about my child's difficulties with learning/SEN&D?

The class teacher has responsibility for:

- checking on the progress of your child.
- identifying, planning and delivering the differentiated curriculum for your child in class as required.
- personalised teaching and learning for your child.
- ensuring that the school's SEN&D Policy is followed in their classroom.

SENDCo: Stacey Munton, Tel: 01332 985466 Email: sherbert01@lakeside.theharmonytrust.org

They are responsible for:

- developing and reviewing the school's SEN&D Information report/policy.
- co-ordinating all the support for students with special educational needs or disabilities .
- updating the school's SEN&D register (a system for ensuring that all the SEN&D needs of students in the school are known) and making sure those records of your child's progress and needs are kept up to date and are confidential.
- providing specialist support for teachers and support staff in the school, so that they can help students with SEN&D in the school to achieve the best possible progress.

They are also responsible for ensuring that you are:

- involved in supporting your child's learning.
- kept informed about the support your child is receiving.
- involved in reviewing how your child is doing and liaising with all other agencies which may be involved with your child e.g. Educational Psychology, Behaviour Support Service, Social Care and Health Service.

What types of SEN&D are provided for in our school?

When identifying the nature of a learner's special educational need, the four areas of need taken into account are:

- communication and interaction
- cognition and learning
- social, emotional and mental health difficulties
- sensory and/or physical needs.

The school recognises that your child may need support in more than one of these areas.

How are learners with SEN&D identified at our school?

Referring to the SEN&D code of practice (2014), a child has SEN if 'their learning difficulty or disability calls for special educational provision, that is provision different from or additional to that normally available to pupils of the same age'. Class teachers make regular assessments of progress for all learners. From this, the school is able to identify those making less than expected progress given their age and individual circumstances. Other factors including attendance, punctuality and health are considered. Consideration is also given to the particular circumstances of students, for example those who are in care and/or eligible for the Pupil Premium.

When deciding whether to make special educational provision, a discussion will be held between the SENDCo and class teacher to consider all the information gathered from within the school. Following on from this, parents/carers will be notified by a telephone call/letter of a meeting when the following will be discussed:

- their child's areas of strengths and difficulties
- any parent/carer concerns
- any additional support your child may receive
- any referrals to outside professionals that are needed to support your child's learning

When a learner is identified as having SEN&D, the school will seek to remove barriers to learning and put SEN&D provision in place. THE SEN&D support will take the form of a four part cycle:

1. **Assess** - an analysis of their need will be carried out by the class teacher and SENDCo. Outside agencies may also be involved.
2. **Plan** - if the school decides to provide the learner with SEN Support, parents/carers will be notified. All staff who work with the child will be informed.
3. **Do** - interventions/support will be delivered.
4. **Review** - the effectiveness of the intervention/support will be reviewed regularly.

What are the different types of support available at our school?

Teachers have the highest possible expectations for your child and all those in their class. The quality of teaching and learning is reviewed regularly to ensure the highest possible standards are achieved. The school has a training plan for all staff to improve learning and teaching, including those with SEN&D. This includes whole school training on SEN&D issues. Teachers adapt planning to support the needs of learners with SEN&D, they use a variety of teaching styles and cater for different learning styles to allow them to access the curriculum and other adults in the classroom work together to give targeted support according to your child's needs. Staff are responsible for ensuring that your child is fully involved in learning in class and strategies which may be suggested by the SENDCo. or other professionals working with your child are in place to support your child to learn.

In some cases, specific group work or individual intervention may be needed for your child. This could be for reading, reading comprehension, spelling, numeracy, social skills. These could be delivered by a teacher, teaching assistant or intervention support staff. In addition, specialised programmes for learners with social, emotional and mental health needs can be put into place if required.

Adaptations to the curriculum or learning environment may be made to remove barriers to learning. This can include:

- Sitting at the front of the classroom

- Using enlarged resources
- Use of ICT
- Use of coloured overlays
- Visual timetable provided
- Having someone scribe your work

There are many more that may be put in place depending on the individual pupils needs.

You may be asked to give permission for your child to be referred to an outside agency or specialist professional, e.g. Educational Psychologist. This will help the school and you to understand your child's needs better and so support them more effectively. The specialist professional may work directly with you and your child and may make recommendations on support strategies to be used at home and in school.

How do we report on progress and consult with parents'/carers'?

The academic progress of our learners at HPA is continually monitored by the class teacher as well as the SENDCo. Progress is reviewed at regular intervals and formally at various assessment points during the academic year. If your child is receiving SEN&D Support or has an EHC Plan (previously a Statement of Special Educational Need), you and your child will have a termly review with their class teacher on their progress, as well as having the opportunity to speak to their class teacher at parent/carer evenings.

The progress of each learner with an EHC Plan is formally reviewed at an annual review with the SENDCo, for which you will receive a written invitation to attend.

The SENDCo is also responsible for evaluating the effectiveness of the provision or interventions that your child may receive. Alongside the senior leadership team, they will also monitor that your child is making good progress in any targeted work, whilst also reviewing the effectiveness. The four-part cycle of assess, plan, do, review will continue to be used, through which earlier decisions and actions are revisited, refined and revised with a growing understanding of your child's needs and of what supports them in making good progress and securing good outcomes.

How can I let the school know I am concerned about my child's progress in school?

If you have concerns about your child's progress you should, in the first instance, speak to your child's class teacher. This can be done by arranging a meeting with them before, during or after school. If you have concerns that your child has an unmet special educational need after speaking to one of the above staff, you should contact the SENDCo.

What support is there for my child's overall wellbeing?

There are a number of adults available in school to support your child, these include: their class teacher; their year group teaching assistants; and the SENDCo. Individual children may have another support system in place for them as part of a specific programme. This may involve working alongside outside agencies such as the Health Service, and/or specialist educational services.

How is SEN&D support allocated to children at our School?

The school budget is received from Derby City Local Authority, which includes funding to support children and young people with SEN&D. The Senior Leadership Team decides on the budget allocation for SEN&D in consultation with the Harmony Trust, on the basis of needs within the

school. The Senior Leadership Team, School Business Manager and SENDCo discuss information they have about children who have a SEND including those: already receiving extra support; needing extra support and who have been identified as not having made as much progress as expected. All resources/training and support are reviewed regularly and changes made as necessary. Learners will be taken off the SEN&D register if and when targets/outcomes have been achieved.

Who else could support your child with SEN&D?

Directly funded by the school:

- Teachers
- Teaching Assistants funded from SEN budget who support in class and deliver programmes designed to meet individual and group needs
- Interventions
- Educational Psychology Service / STePS

Paid for centrally by LA/Health Service:

- Speech and Language Therapy
- Occupational Therapy
- Behaviour Support Service (LA)
- Multi-agency team
- SENDIASS
- Support Services for the Hearing, Physically & Visually impaired
- Connexions Careers Service
- Community Learning Disabilities Team
- Child and Adolescent Mental Health Service (CAMHS)
- Social Care
- School Nurse
- Physiotherapy Service

Voluntary Sector:

- Umbrella
- Fun8bility
- Disability Direct
- Derby City Parent and Carer Forum
- Voices in action

Go to www.derby.gov.uk/sendlocaloffer where you will find further information about the Local Authority's Local Offer. You can also use a text service or phone if you don't have the use of the internet or need some help finding anything. You can text the word **START** to **82727** and someone will call you back to help.

What support do we have for you as a parent/carer of a child with SEN&D?

This section is also appropriate for children and young people who are looked after by the Local Authority (corporate parent)

- Class teachers, SENDCo and CLT are available to discuss issues, as appropriate to their roles in school.
- Your child's target will be reviewed three times a year, we will work with you to plan and review them.

- We will attempt to meet with you three times a year to discuss how you think things are going.
- We will hold meetings with outside professionals where and when appropriate.
- We hold parent/carers evenings.

Parent/carers support groups include:

Derby SEND Information Support and Advice Service (SENDIASS)

Website: <http://www.derby.gov.uk/education-and-learning/schools-and-colleges/sendias/>

Email: SENDIASS@derby.gov.uk

Tel: 01332 641414

Umbrella

Website: <http://www.derby.gov.uk/media/derbycitycouncil/contentassets/documents/sendlocaloffer/independent-support-local-offer.pdf>

Email: Independent.Supporters@umbrella.uk.net

Tel: 01332 785658

How does the school support CYP with medical conditions?

The school follows '*Supporting pupils at school with medical conditions Statutory guidance for governing bodies of maintained schools and proprietors of academies in England* (April 2014)'. The school has a policy regarding the administration and management of medicines on the school site. Some children will have a care plan in place. Staff receive updates on conditions and medication affecting individual students and training, where appropriate, so that they are able to manage medical situations.

How is our school accessible to CYP with SEN&D?

Our school is wheelchair friendly. There are fully accessible toilets available on site. Teaching resources and equipment used are equally accessible to all. After school and extra-curricular provision is accessible to all, including those with SEN&D. All learners have an equal opportunity to go on all school visits. Extra support is provided if required. Educational visits will only be planned to locations accessible to all. Risk assessments are carried out prior to any off site activity.

How will my child be supported through transitions?

The school recognises that transitions can be difficult for learners with SEN&D and their families and so take steps to ensure any transition is as smooth as possible.

Starting school

- Visits to school
- Parent sessions
- Share records

When moving classes in school:

- Information will be passed on to the new class teacher. All relevant information will be shared.

If your child is moving to another school:

- We will contact the school's SENDCo and ensure they know about any special arrangements and support that needs to be made for your child.
- All records about your child are passed on as soon as possible.

Transition from Key Stage 2 to Key Stage 3:

- Transition meeting with staff from both schools
- Record sharing
- Enhanced transition, which includes visits and activities with designated members of staff
- Extra support for tests, assessments and examinations will be considered as and when necessary

How will my child be able to share their views?

We value and celebrate each child being able to express their views on all aspects of school life. This is usually carried out through regular meetings of the School Council. If your child has a SEND Target Plan or an EHC Plan, they will be involved in writing and reviewing their targets.

What training have the staff had about SEN&D?

There is an on-going professional development programme throughout the school year which addresses areas of SEN&D within the school. For example:

- differentiation,
- access arrangements,
- ADHD, ASD, Dyslexia, Diabetes
- applying the new Code of Practice
- using specialist medical equipment
- counselling

What if I want to complain?

Our school has a complaints policy which can be found on our website. If you wish to complain we always suggest you come and speak to us first to try to resolve any issues. If you still want to complain you can do so in writing to the Head of School. Please see the complaints policy for full details.

Linked documents on the school's website include:

- Complaints Policy http://www.hackwood.theharmonytrust.org/serve_file/364435
- Inclusion Policy http://www.hackwood.theharmonytrust.org/serve_file/344399
- Safeguarding Policy http://www.hackwood.theharmonytrust.org/serve_file/379748

Completed by:

Stacey Munton	SENDCo	05/03/2021
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This report will be reviewed again by: March 2022