



THE HILL
PRIMARY ACADEMY
Astrea Academy Trust

INSPIRING BEYOND MEASURE

SEN

Information Report

2018 – 19

Date	September 2018
Written by	SENDSCO
Adopted by Trust Board	N/A
Adopted by LGB	
Review Date	September 2019
Consulted with NJCC	N/A

At The Hill Primary Academy we are committed to ensuring that every child gets the best support we can offer in order to help them enjoy their learning, feel confident and happy amongst their friends and make the best progress possible.

Every child is an individual with individual needs that can affect their learning. Sometimes children need special support to give them an extra boost or to help them catch up with other children of the same age. They may need this support for a short time or a longer period, but during this time they will be part of our Special Educational Needs and Disabilities (SEND) Register and we will monitor their progress, look carefully at what special support they need and keep in close touch with their parents.

Our Special Educational Needs and Disability Co-ordinator (SENDCO) is **Mrs Karen Halford**, who can be contacted via the main office. She co-ordinates a team of people to provide additional support for our more vulnerable children.

What is SEND?

SEND means 'Special Educational Need and Disability'.

Children learn at different rates. Many children, at some time during their school life, will experience difficulties which may impact upon their rate of learning; these may be long or short term.

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- have a significantly greater difficulty in learning than the majority of others of the same age;
- have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age

(SEND Code of Practice 2015)

Children with SEND have needs that fall into a range of categories. The categories of SEND that provision is made for in our academy are:

- Moderate Learning difficulties (MLD)
- Specific Learning difficulties (SpLD)
- Autistic Spectrum Disorder (ASD)
- Social, Emotional and Mental Health (SEMH)
- Visual impairment (VI)
- Hearing impairment (HI)
- Physical Difficulties (PD)
- Speech, Language and Communication Need (SLCN)
- Multi-sensory impairment (MSI)

What is a disability?

The Equality Act 2010 states that a person has a disability if they have a physical or mental impairment and the impairment has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

A physical or mental impairment includes: learning difficulties including specific learning difficulties; medical conditions including epilepsy, diabetes, more severe forms of asthma and eczema; autism; speech, language and communication impairments.

If the impairment has a substantial and long-term effect on a person's ability to carry out normal day-to-day activities it may amount to a disability.

What should I do if I think my child has special needs or a disability?

If you feel that your child may have SEND then you should ask to speak to your child's class teacher, in the first instance. Your child's class teacher may also feel that it would be helpful to have the SENDCO attend the meeting. The academy closely monitors all children. If the attainment of your child is below the range expected we will put in place some additional support to help remove barriers to learning. Your child will be placed on the SEND register. This will enable us to monitor your child and their progress more quickly.

What is an Early Help Assessment?

An Early Help Assessment (EHA), begins with a gathering of information, which once established, will help the academy to organize a Team Around the Family Meeting (TAF). This meeting will consider the best way in which your child can be supported. For the majority of children, actions taken using this graduated approach often mean that the child begins to make adequate or expected levels of progress. If this is the case, the academy may decide that your child no longer needs additional support because they are making the appropriate progress.

How is extra support allocated to children with additional needs?

For many children, simple changes to the way that the curriculum is delivered can make a significant impact on removing the barriers to their learning. These changes accelerate learning and help children to catch up with their peers and make expected levels of progress. This is called 'differentiating the curriculum'. Your child's class teacher will be doing this on a daily basis in order to ensure that all the children in the class can make the most of the learning experiences presented.

For some children this may not be enough to help them make adequate progress and they may need something which is 'additional to and different from' that which is normally provided for all children. If a child requires this type of support the academy will monitor them according to the SEND Code of Practice. You will be kept informed of the additional support that your child is receiving. This could mean that the class teacher may be using different strategies to help your child to learn, or perhaps your child will be receiving some additional support in a small group alongside other children with similar needs. The small group work will be carefully targeted to address your child's needs and his/her progress will be closely monitored and evaluated.

The academy will provide some suggestions as to how you can best support your child's learning at home. The important thing is give lots of praise and encouragement and to try and make the learning fun.

You will be kept informed of their progress through regular meetings. At the meeting the academy will share with you how they plan to personalise learning for your child.

What interventions does the academy deliver, and how could they support my child's progress?

Some children may require access to group interventions for short periods of time. These are overseen by the class teacher and progress is carefully monitored.

The SENDCO and Principal are responsible for the allocation of group interventions. This information is detailed within the Academy's Provision Map. The Provision Map shows the various levels of support for children with additional needs throughout the academy. Some children may also require some 1:1 interventions on occasion to help with more specific needs.

What is a statutory assessment?

A small percentage of children require support of an additional nature beyond this. If this is the case, then the SENCO will discuss with you the possibility of asking the Local Authority to undertake a statutory assessment of your child's needs. If this is considered appropriate, the academy will collect together your child's information and evidence of the carefully evaluated additional strategies and interventions that have been put in place and send it off to the Local Authority for consideration. Whilst this is taking place the School will continue to meet your child's needs with the support that is already in place.

1. Once the Local Authority receives a request to consider whether to make a statutory assessment or not, a legal timescale begins. The process of statutory assessment is carefully bound by the legislation and guidance within the SEN Code of Practice. The SENCO will be able to explain the process and timescales to you or alternatively you would find this in the SEN Code of Practice https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf
2. If the decision is made to go ahead with a statutory assessment then the Local Authority will signpost you to guidance and support that will assist you through the process for example from Barnsley's SENDIASS Service: parentpartners@barnsley.gov.uk

How will my child's learning needs be assessed and their progress monitored?

The academy has a rigorous program for the monitoring and assessment of children's learning. On-going assessments take place on a daily basis to ensure that the learning opportunities presented to children are appropriate to meet need and aid their learning and development. Some assessment takes place at the end of specific pieces of work to inform teacher's planning of the children's next steps in learning.

The academy sets aspirational targets for all its children including those with special educational needs. Individual targets are shared with children so that they are aware of what they need to learn next and have ownership of their learning. Children with special educational needs have an individual support plan (ISP), this, sets out targets that are specific to your child's needs. Plans are shared with parents at open evenings and review meetings, and their contribution to the setting of new targets is welcomed. Once a new ISP has been written the academy will carefully monitor the progress being

made.

How is The Hill Primary Academy accessible to children with SEND?

There are a wide range of ways in which the academy makes adjustments for children and adults with additional needs or impairments e.g.

- visual cues are clearly displayed in classroom and communal areas in order to facilitate easier access for our children who require a communication friendly environment. Visual timetables are clearly displayed in all classrooms.
- the academy will always endeavor to make reasonable adjustments to internal and external teaching and learning environments to best accommodate the additional needs to children.

Directly funded by the school:

- SENDCO
- Inclusion & Safeguarding Lead
- Two Home/ School Liaison Officers
- Learning Mentor
- SEN learning support assistants
- Licensed Thrive Practitioners

The academy has a three year accessibility plan which sets out a timescale of planned changes to make the building and curriculum more accessible to the learning community.

Who are the other people providing services to children with an SEN in this school?

Classroom differentiation is often sufficient to mean that your child no longer has barriers to their learning and they start to make progress. However, for some children this may not be enough and the expertise of other external agencies will be sought to provide specialist support. This may include:

Directly funded by the school but provided by the Local Authority and delivered in school:

- Communication and Interaction Team
- Educational Psychology Service
- Sensory Service for children with visual or hearing needs
- Behaviour Support Service

Provided and paid for by the Health Service but delivered in school:

- Health Visitor
- School Nurse
- Occupational Therapy
- Physiotherapy
- Speech and Language Therapy Service

How will we support your child when they are leaving this school? OR moving on to another class?

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

If your child is moving to another school:

- We will contact the school SENDCO and ensure he/she knows about any special arrangements or support that need to be made for your child.
- We will make sure that all records about your child are passed on as soon as possible.

When moving classes in school:

- Information will be passed on to the new class teacher IN ADVANCE and in most cases, a planning meeting will take place with the new teacher. All ISPs will be shared with the new teacher.
- If your child would be helped by a book to support them understand moving on then it will be made for them.

In Year 6:

- The SENDCO will meet with the relevant receiving secondary teachers to discuss the specific needs of your child; records will be transferred prior to your child starting.
- Your child will do focused learning about aspects of transition to support their understanding of the changes ahead.
- Wherever possible your child will make additional visits to their new school to help familiarise them with the setting and the staff.

How will I be kept informed of my child's progress?

- The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used.
- All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report.
- ISPs will be reviewed with your involvement each term.
- Homework will be adjusted as needed to your child's individual needs.
- A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child.

What activities are available for the children to engage in?

All of the Academy activities, including our breakfast and after school clubs are freely accessible for children with SEN. We encourage them to participate in academy life as much as possible.

What are the Academy arrangements for dealing with complaints?

The Academy has a complaints procedure for dealing with any issues regardless of their nature.

What is the Local Offer?

By law, each Local Authority is required to publish its Local Offer for children with SEN and disabilities. The purpose of the Local Offer is to enable parents and young people to find out more easily the services that are available in their area and how to access them. The Local Offer will include provision from birth to 25, across education, health, social care and the voluntary sector. The local offer can be found here <https://www.barnsley.gov.uk/services/children-families-and-education/children-with-special-educational-needs-and-disabilities-send/send-local-offer/>