



Heather Garth
Primary Academy
Stars Aiming High

Special Educational Needs and Disabilities (SEND) Information Report

Introduction

At Heather Garth Primary Academy we ensure that we meet the needs of all pupils with Special Educational Needs and/or disabilities, regardless of their specific needs, make the best possible progress in school.

The broad areas of SEND, as stated in the Special Educational Needs and Disability code of practice (2015) are:

- **Communication and Interaction**
- **Cognition and Learning**
- **Social, Emotional and Mental Health**
- **Sensory and /or Physical Needs**

Definition of SEND

The Special Educational Needs and Disability Code of Practice (2015) states that:

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools

What is the Local Offer?

The Children and Families Bill was enacted in September 2014. From this date Local Authorities (LA) and schools or academies are required to publish and keep under review information about the services they expect to be available to children and young people with special educational needs (SEN) aged 0-25. This is referred to as the local offer.

The intention of the local offer is to improve choice and transparency for families. It is also an important resource for parents in understanding the range of services and provision available locally.

The Barnsley Local Offer can be found at:

<http://fsd.barnsley.gov.uk/kb5/barnsley/fsd/localoffer.page>

What is the special educational needs information report?

The Academy utilises the local offer to meet the needs of SEND children as determined by the academy policy and the provision that the academy is able to provide.

The questions and answers below provide more information about SEND at Heather Garth Primary Academy.

What kinds of Special Educational Needs might the children at Heather Garth Primary Academy have?

According to the Special Educational Needs and Disability Code of Practice (2015), there are **four broad areas** of SEND:

- **Communication and Interaction**
- **Cognition and Learning**
- **Social, Emotional and Mental health**
- **Sensory and/or Physical**

Communication and Interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with an Autism Spectrum Disorder, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication, social interaction and imagination, which can impact on how they relate to others.

Cognition and Learning

Support for learning difficulties may be required when children and young people are not making the expected level of progress, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, Emotional and Mental Health difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and/or Physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children and young people with an MSI have a combination of vision and hearing difficulties, which makes it even more difficult for them to access the curriculum or study programme than for those with a single sensory impairment.

Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Who are the best people to talk to at Heather Garth Primary Academy about my child's difficulties with learning / Special Educational Needs or Disability (SEND)

There are several members of staff who you can talk to regarding your child's learning or SEND. In the first instance, please speak to your child's class teacher.

Your child's class teacher is responsible for:

- Checking your child's progress and identifying, planning and delivering any additional help your child may need (e.g. targeted work, additional support) and letting the Special Education Needs & Disabilities Coordinator (SENDCo) know as necessary
- Writing pupil progress targets/ individual Support Plans and sharing / reviewing these with parents at least once a term and planning for the next term
- Personalised teaching and learning for your child as identified on the academy's provision map
- Ensuring that the academy's SEND policy is followed in their classroom and for all the children they teach with any SEND

You can also talk to our **SENDCo**, Mrs Dunwell. She is responsible for:

- Developing and reviewing the academy's SEND policy
- Co-ordinating all the support for children with special educational needs or disabilities (SEND)
- Ensuring that you are:
 - Involved in supporting your child's learning
 - Kept informed about the support your child is receiving
 - Involved in reviewing how they are doing
- Liaising with all the other people who may be coming into school to help support your child's learning (e.g. Speech and Language Therapists, Educational Psychologists)
- Updating the academy's SEND register (a system for ensuring that all the SEND needs of pupils in the academy are known) and making sure that records of your child's progress and needs are kept
- Providing support for teachers and support staff so the children with SEND within the academy achieve their potential and make the best progress possible

You can also speak to our **Parent Support Advisor**, Mrs Bennett and her **Deputy** Mrs Donaldson. Mrs Bennett is responsible for:

- Leading our Family Engagement Team
- Supporting you and answering any questions you may have
- Co-ordinating Early Help Assessments, to ensure that you and your child's needs are supported
- Liaising with other agencies, such as social care to ensure that you and your child are supported
- Supporting you and your child with good school attendance

You can also speak to our **Learning Mentor**, Mrs Cath Le Masurier. She is responsible for:

- Helping pupils to improve their self-confidence, self-esteem
- Ensuring our pupil's overall Wellbeing is taken care of by listening to them and devising appropriate strategies to support the pupils in our school
- Supporting pupils inside and outside the classroom
- Liaising with class teachers, parents and outside agencies to ensure your child's needs are supported

You can also speak to our **Head Teacher**, Mrs Winnard. She is responsible for:

- The day-to-day management of all aspects of the academy, including the support for children with SEND
- Making sure that the Governors are kept up to date about issues relating to SEND

We also have our Governors who have responsibility to ensure that the necessary support is given to each child who attends the academy, and that appropriate support is provided for all SEND children. Our designated SEND Governor is Mrs Farr.

How are children with Special Educational Needs identified and assessed?

At Heather Garth Primary Academy, children are identified as having SEND in a variety of different ways, including but not limited to the following:

- Liaison with the previous educational setting
- School based assessments carried out by the class teacher
- Liaison with external agencies
- Health diagnosis

What are the different types of support available for children with SEND in our Academy?

➤ Quality first teaching by the class teacher

For your child this would mean:

- That the teacher has the highest possible expectations for your child and all pupils in their class
- That all teaching is built on what your child already knows, can do and can understand
- Different ways of teaching are in place so that your child is fully involved in learning in class. This may involve things like using more practical learning
- Specific strategies (which may be suggested by the SENDCo) are in place to support your child to learn
- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap or gaps in their understanding/learning and needs some extra support to help them make the best possible progress
- Specific group work and interventions which may be run by a teacher or a Teaching Assistant (TA)

➤ Specialist groups run by outside agencies e.g. Speech and Language Therapy

This means they have been identified by the SENDCo and class teacher as needing some extra specialist support in school from a professional outside the school.

This may be from:

- Local Authority services, such as specialists from the Hearing Impairment (HI) or Visual Impairment (VI) Teams
- Outside agencies such as the Education Psychology Service (EPS)
- Health services such as Occupational Therapists, Speech and Language Therapists or Physiotherapists
- You will be asked to give your permission for the academy to refer your child to a specialist professional
- This will help you and the academy to better understand your child's particular needs and we will be able to provide targeted support within the academy

➤ Specified Individual Support

This type of support is available for children whose learning needs are, severe and complex. This is usually provided via a Statement of Special Educational Needs or an Education, Health and Care Plan (EHCP). This means your child will have been identified by professionals as needing a particularly high level of individual or small group teaching.

This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups. Your child will also need specialist support in school from a professional outside the school. This may be from:

- Local Authority central services such as the hearing or visual impairment team
- Outside agencies such as the Speech and Language therapy (SALT) Service

For your child this would mean:

The school (or you) can request that Local Authority Services carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child.

- After the request has been made to the 'Panel of Professionals' (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the current support.
- After the reports have all been sent in, the 'Panel of Professionals' will decide if your child's needs are severe, complex and long-term. If this is the case they will write a Statement of Special Educational Needs or an Education Health Care Plan (EHCP). If this is not the case, they will ask the school to continue with the current level of support and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.
- The Statement or EHC Plan will outline the number of hours of individual/small group support your child will receive from the LA and how the support should be used and what strategies must be put in place. It will also have long and short term goals for your child.

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

- If you have concerns about your child's progress, please speak to your child's class teacher initially.
- If you continue to be concerned that your child is not making progress, you may speak to Mrs Dunwell, the Special Education Needs / Disabilities Coordinator (SENDCo).

How will the Academy let me know if they have any concerns about my child's progress in school?

If your child is identified as not making progress, or if staff have a particular concern, the academy will set up a meeting to discuss this in more detail and to:

- Listen to any concerns you may have
- Plan any additional support your child may need
- Discuss with you any referrals to outside professionals in order to support your child's learning

Who are the other people providing services to children with SEND at Heather Garth Primary Academy?

Academy provision:

- Teaching Assistants (TA)
- Learning Mentor (LM)
- Parent Support Advisor (PSA)

Provision from outside agencies:

- Educational Psychology Service (EPS)
- Visual Impairment team (VI)
- Hearing Impairment team (HI)
- Communication and Interaction team (C&I)
- Speech, Language and Communication (SALT)
- School Nurse (SN)
- Occupational Therapy (OT)
- Physiotherapy (PT)
- Child & Adolescent Mental Health (CAMHS)

How are teachers in the academy helped to work with children identified as having SEND and what training do they have?

The SENDCo supports the class teachers in planning for all children with SEND in the academy. In addition to this:

- The academy provides training and support to ensure that all children, including those with SEND, make progress and reach their potential. This includes whole staff training on SEND issues such as Autistic Spectrum Disorder (ASD), Attachment Disorders, and Speech, Language and Communication
- Individual teachers and teaching assistants also attend training run by outside agencies that is relevant to the needs of the individual children they are working with

Staff Training

Regular training on SEND issues are scheduled for class teachers and support staff. Staff have received / will receive training in the following areas:

2015 - 2016

- The New Code of Practice
- Barriers to Literacy
- Raising Awareness of Autistic Spectrum Disorder (ASD)
- Raising Awareness of Attention Deficit and Hyperactivity Disorder (ADHD)
- Positive Handling (Team Teach)

2016 – 2017

- Raising Awareness of Pathological Demand Avoidance (PDA)
- Managing Behaviour Effectively
- ASD Whole School Training

How will the teaching and learning be adapted for my child with SEND?

- Class Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that your child's needs are met
- Support staff, under the direction of the class teacher, can adapt planning to support the needs of your child where necessary
- Specific resources and strategies will be used to support your child individually, in groups and during whole class teaching
- Planning & teaching will be adapted daily, if needed, to meet your child's learning needs.
- Additional interventions may be planned to meet specific needs of pupils either on an individual basis or in small groups

How will we measure the progress of your child in the Academy?

- Your child's progress is continually monitored by his/her class teacher
- Your child's progress is reviewed formally every half-term in Reading, Writing and Mathematics by the Class Teacher, Head Teachers and SENDCo in Pupil Progress Review meetings
- All Year 1 pupils complete a Phonic Skills Check. Some children may complete this check for a second time in Year 2
- At the end of each Key Stage (i.e. at the end of Year 2 and Year 6) all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the Government requires all schools to do and are the results that are published nationally
- Children may have an Individual Support Plan, with small achievable targets which are reviewed regularly
- The progress of children with a statement of SEND/ EHC Plan is formally reviewed at an Annual Review, with all adults involved with the child's education
- The SENDCo will also check that your child is making good progress within any individual work and in any group that they take part in

What support do we have for you as a parent of a child with SEND?

- 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
- The SENDCo is available to meet with you to discuss your child's progress or any concerns/worries you may have
- All information from outside professionals will be discussed with you and the person involved directly, or where this is not possible, in a report
- Individual Support Plans will be reviewed with your involvement

How is Heather Garth Primary Academy accessible to children with SEND?

- The academy is accessible in that it is single level throughout Key Stage One and Two. Access into classrooms, halls and the outdoor areas is ground level and appropriate for use with a wheelchair or walking aids
- There is an accessible disabled toilet
- We ensure that, where possible, equipment used is accessible to all children regardless of their needs
- Extra-curricular activities are accessible to all children, including those with SEND
- Quiet areas and safe zones are available to support children's emotional needs

How will we support your child when they are leaving the academy or moving 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 child to another school:

- We will contact the school SENDCo and ensure s/he 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.
- If your child would be helped by a transition book to support them, we

When moving classes in school:

- Information will be passed on to the new class teacher in advance and a planning meeting will take place with the new teacher. Individual learning plans will be shared with the new teacher.
- Your child will take part in a transition week to their new class in order to familiarise themselves with their new environment and get to know their new class teacher and, where applicable any teaching assistants with whom they will be working.
- For some children with SEND, a transition booklet with photographs of their new classroom, teacher, teaching assistant etc

When leaving in Year 6:

- The SENDCo and Y6 teacher will discuss the specific needs of your child with the SENDCo of their Secondary School
- Your child will visit their new school on several occasions during the Summer Term and in some cases staff from the new school will visit your child in this school
- Vulnerable pupils usually receive additional transition visits

How will we support your child's emotional and social development?

We recognise that some children have an Emotional and Social Development needs that will require support in school in order to develop and nurture this. We have a robust safeguarding policy in place at the academy. If you have any concerns regarding Safeguarding, please contact Mrs Wise in the first instance. All classes in the academy follow a structured PSHCE (Personal, Social, Health and Citizenship Education) curriculum to support their social and emotional development. However, in addition to this, some children also take part in additional SEAL (Social and Emotional aspects of learning) groups, which are implemented by the Learning Mentor.

What do I do if I have any concerns?

At Heather Garth Primary Academy children, staff and parents are expected to listen carefully and respectfully to each other. Where an issue arises, you should, in the first instance make an appointment to speak to their child's class teacher and seek to resolve any concerns. If you believe your concern has not been resolved to your satisfaction, and appointment should be made to see the Head Teacher to discuss the matter further.

Mrs Louise Dunwell SENDCo

September 2017