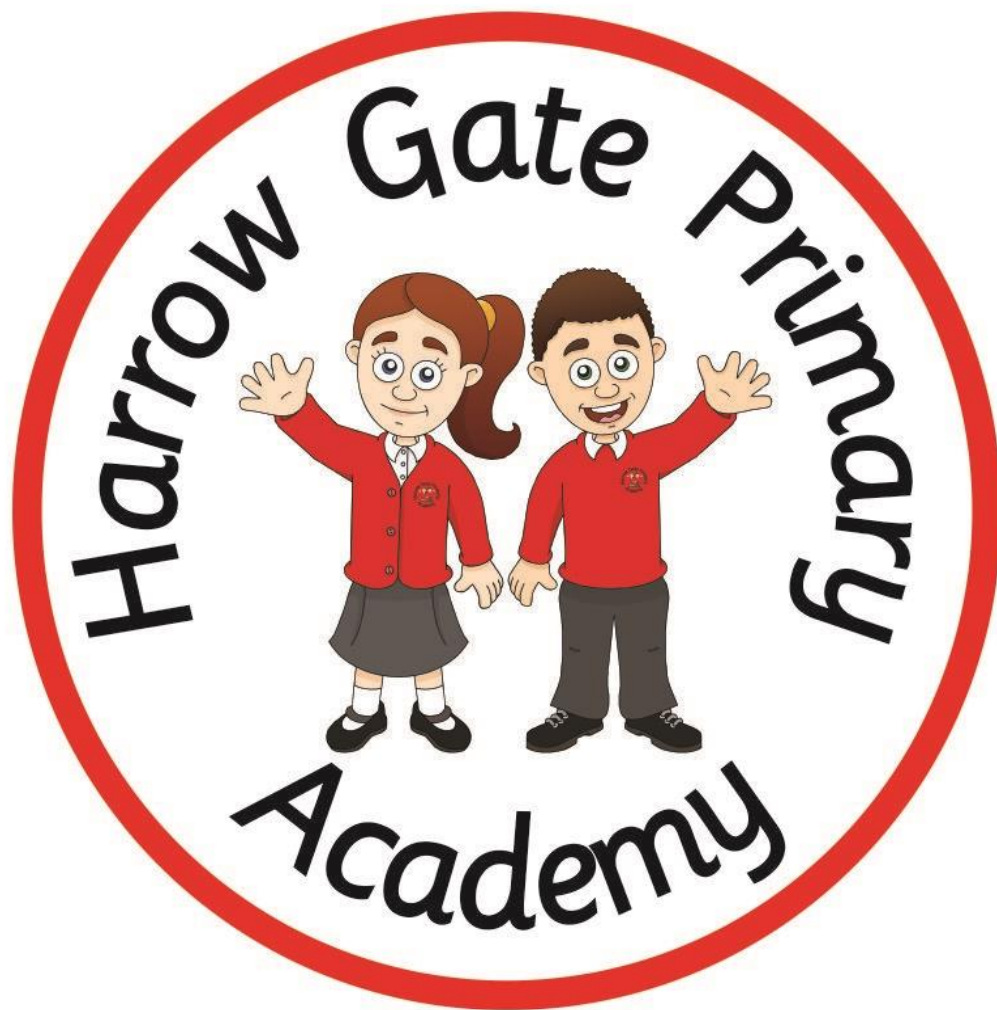


Owner	Gemma Holloway Vice Principal and SENCO
Date Updated	January 2022



SEND Information Report January 2022

INTRODUCTION

Our SEND information report outlines details for parents/carers of children who have Special Educational Needs or a Disability (SEND) and all those who support children with additional needs, which is the requirement of all schools and academies as stated in the *SEND Regulations 2014 (regulation 51 and schedule 1)*. This information outlines the support and provision you can expect to receive, if you choose Harrow Gate Primary Academy for your child in compliance with *Section 69 of the Children and families Act 2014*.

What does the term Special Educational Needs mean?

The term refers to a child who requires additional and different provision from that usually provided within the classroom. Children can have special educational needs due to a range of reasons or circumstances. Special educational needs comes under four broad areas:

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory and/or physical

What support do we provide for you as a parent of a child with Special Educational Needs or disability (SEND)?

- You will be actively involved in your child's education in compliance with *paragraph 3 of schedule 10 to the Equality Act 2010* and as set out in the school Accessibility Plan. You will be consulted with and your thoughts and feelings taken into account as we aim to work collaboratively to achieve the best possible outcomes for your child. This is done through the Graduated Approach process we have in school and at the termly review meetings. In partnership with parents, we aim to prepare your child for adulthood and achieve outcomes that reflect their ambitions.
- Class teachers and the SENCO (Mrs Holloway) are available to:
 - Discuss your child's progress or any concerns you may have;
 - Share information about what is working well at home and school so similar strategies can be used through the writing and reviewing the Graduated Approach.
 - Share information from outside agencies following appointments and assessments.
- Mrs Holloway (SENCO) is available to meet with you via appointment to discuss your child's progress or any concerns/worries you may have that the class teacher is able to help with.
- All information from outside professionals will be discussed with you directly, or where this is not possible, in a report. We are available to discuss this with you in school and explain the findings with you where necessary.
- Provision for your child will be reviewed regularly through the Graduated Approach termly reviews.
- Homework can be adjusted as needed to suit your child's individual needs and well as extra support been given in school as needed.
- Home/School Diaries are sometimes used to support communication with you when this has been agreed to be useful.
- Class Dojo is an additional layer of home/school communication. Through this school media tool you can contact both class teacher and the SENCO directly.
- Different ways of teaching are in place so that your child is fully involved in learning in class.

- Specific strategies (which may be suggested by the SENCO or Specialist staff from outside agencies) are in place to support your child to learn.
- Your child will be monitored regularly to check for progress. Gaps in their learning / understanding will be identified and support put in place to help them make the best possible progress.
- For more specific detail on the provision please see the **School Offer document**.

Who are the best people to talk to in this school about my child's difficulties with learning/ Special Educational Needs or disability (SEND)?

Class teachers Responsible for:

- High quality teaching of all children, including those with SEND.
- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work or additional support) and letting the SENCO know as necessary.
- Ensuring that all staff working with your child in their classroom are helped to deliver the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

SENCO (Special Educational Needs Co-ordinator) Responsible for:

- Coordinating all the support for children with SEND and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.
- Ensuring that you are:
 - involved in supporting your child's learning
 - kept informed about the support your child is getting
 - involved in reviewing and monitoring 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 Therapy, Educational Psychology etc.
 - Updating the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are records of your child's progress and needs.
 - Providing specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.

Principal Responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEND.
- Mrs Galt will give responsibility to the SENCO but is still responsible for ensuring that your child's needs are met.
- She will ensure that the training needs of the SENCO and all other staff are met.
- She must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND.

SEND Governor Responsible for:

- Making sure that the necessary support is made for any child who attends the school who has SEND.

What arrangements are made for the admission of disabled pupils?

SEND Support

Children and young people with SEN have different needs, but the general presumption is that all children with SEN but without an Educational, Health and Care Plan (EHCP) are welcome to apply for a place at our school, in line with the school admissions policy. We aim to support and include all pupils where possible.

School are always proactive in finding out as much information as possible about new children who have an identified special educational need. The school aim to meet with the parent to gather information, to contact previous educational settings and to contact any outside agencies that are involved.

EHCP

For children with an EHCP, parents have the right to request a particular school and the local authority must comply with that preference and name the school or college in the EHC Plan unless:

- It would be unsuitable for the age, ability, aptitude or SEN of the child or young person, or
- The attendance of the child or young person would be incompatible with the efficient education of others, or the efficient use of resources.

Before making the decision to name our school in a child's EHCP, the local authority will send the school a copy of the EHCP and then consider their comments very carefully before a final decision on placement is made. In addition, the local authority must also seek the agreement of the school where the EHCP sets out any provision to be delivered on their premises that have been secured through a direct payment (personal budget).

Parents of a child with an EHCP also have the right to seek a place at a special school if they consider that their child's needs may be better met in specialist provision.

All SEND

When a child is new to the school and has a specific need, a visit by the parents/carers and where possible the child, is encouraged. The family is shown around the school by the Principal, SENCo or member of the Inclusion Team. The needs of the child are discussed with the SENCo to ascertain and

share relevant information in order that any preparations can be made by the school before the child's first day of attendance. This information is treated sensitively and shared with the classroom staff and, when necessary, midday meal supervisors and all teaching staff.

Our aim is always to find out as much information prior to a child beginning their education at Harrow Gate so that the transition can be as smooth as possible and school can meet needs appropriately from the start.

What are the different types of support available for children with SEND at Harrow Gate Primary Academy?

Class teacher input via excellent targeted classroom teaching (also known as Quality First Teaching). 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 based on building on what your child already knows, can do and can understand.
- SEE the SCHOOL OFFER FOR DETAIL OF THE TYPES OF PROVISION AVAILABLE.

Specific group work within a smaller group of children. Pupils may be identified as needing some extra support in school. For your child this would mean:

- S/he will engage in group sessions with specific targets to help him/her to make more progress, usually led by a Teaching Assistant who has been trained in how to lead the programme.
- This type of support is available for any child who has specific gaps in their understanding of a subject/area of learning.

Specialist support from outside agencies. This means your child has been identified by the class teachers and SENCo as having additional educational needs and therefore needing some extra specialist support in school from a professional outside the school. This may be from:

- Applied Psychology which the school has an Service Level Agreement with
- Speech and Language Service which the school has an Service Level Agreement with
- Specialist areas of the Speech and Language team – Fluency, Disorder etc.
- Strive – Specialist OT SLA through Future Steps
- Local Authority Inclusion Team which school are required to pay for
- Future Steps - specialist OT support around sensory needs – privately sourced
- NHS OT or Physiotherapy service
- The Sunflower Sensory Service (part of the NHS OT department)
- CAMHS
- Neurodiversity Assessment Team – assessment of ASD and ADHD
- Hearing/ Visual Impairment Service
- School nurse
- Other NHS services for specific needs.
- Youth Directions
- The Bungalow Project Therapeutic Service – if school refer to this service they are required to pay

For your child this would mean:

- Your child will have been identified by the class teachers/ SENCO (or you will have raised your worries) as needing more specialist input in addition to quality first teaching and other provision in school.
- You will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward.

- You will be asked to give your permission for us to refer your child to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist. This will help us and yourself understand your child's particular needs better and be able to support them better in school.
- The specialist professional will work with your child to understand their needs and make recommendations, which may include:
 - Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better.
 - Support to reach appropriate outcomes which will include their specific expertise and work towards the ambitions of the young person.
 - A group run by school staff under the guidance of the outside professional e.g. a social skills group.
 - The school may suggest that your child needs some agreed individual support in school. They will tell you how the support will be used and what strategies will be put in place. This may include a modified curriculum for some individuals.

All of the above also applies to supporting children who are looked after by the LA and have SEN.

This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and other in-school provision.

Specified individual support for your child This means your child will have been identified by the class teachers / SENCO as needing a particularly high level of individual or small group teaching. Your child will also need specialist support in school from a professional outside the school. This may be from:

- Educational Psychologist
- Speech and Language Therapists
- NHS OT or specialist Sensory Processing OT
- Hearing/ Visual Impairment Team
- CAMHS

Higher Needs Funding Application to the Local Authority

- The school can make a Higher Needs Application to the Local Authority who decide the type of additional support and provision is necessary to further help your child access their learning.
The options are outreach support from one of the Local Authority EMS (Enhanced Mainstream Schools), a specialist placement at a EMS or Higher Need Funding to allow school to pay for necessary addition support in the school.
- The Higher Needs Application requires the SENCO to gather relevant information from all agencies involved and put forward a case to the Local Authority as to why your child requires additional support to meet their needs beyond what the school is able to provide.
- This application requires consent from the parents.
- The Local Authority consider this information and if they feel your child requires a higher level of support they then provide school with feedback as to what provision they feel your child requires. School would share this feedback with parents.

- If the Local Authority feel Outreach Support is the most appropriate provision, then appropriate professionals will contact school to offer the advised support and recommendations.
- If the LA feel a EMS placement is most appropriate, then meeting will be held with both school setting and parents to plan for this change in setting so that it is done in a way to reduce transition anxiety.
- If the LA feel Higher Needs Funding is most appropriate, then school are given a banding of funding level based on your child's level of need. Once funding is in place then school would put in place the appropriate support based on the information from all agencies involved. This funding is reviewed on a regular basis.

Education Health and Care Plan Request (EHCP)

- The school (or you) can request that the Local Authority 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.
- We would meet together to complete a Pupil Centred Planning Meeting and Education Health and Care Plan Request (EHCP request) which is paperwork designed to assess the level of need. It is designed to be a process, which keeps children at the centre of the assessment and involving parents and all agencies working with your child.
- After the school have sent in the request to the Local Authority (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 write an Education and Health care (EHC) Plan.
- The 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.
- The additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child. Your child will still be part of the class, under the direct responsibility of the class teacher.
- This type of support is available for children whose learning needs are severe, complex and lifelong.

How the school identifies pupils with SEND

As a school we accept the principle that pupils' needs should be identified and met as early as possible.

The SENCO works closely within the senior leadership team, using whole school tracking data as an early identification indicator.

We use a number of additional indicators of special educational needs

- The analysis of data, including EY baseline data and end of EY data, SATs, annual and termly pupil assessments
- The highlighting of teacher concerns are recorded on a 'Cycle 1' document from the Graduated Approach which are shared with the SENCO and plan of support and actions are highlighted.
- Staff have received resources to support them in identification of needs/ difficulties which are then shared with the SENCO
- Concerns from parents are explored by the class teacher and SENCO

- Tracking individual pupil progress over time
- Information from previous schools on transfer
- Information from other services
-

The SENCO evaluates the information presented and then decides if the child meets the criteria for authentic SEND or if we need to highlight this child as a child of concern and closely monitor the child's progress over a specific time with identified adaptations to provision.

If after that period of time, following quality first teaching and appropriate precision intervention, the child continues to meet SEND criteria they would then be added to the SEND Support register and a Cycle 2 of the Graduated Approach is completed. This register is reviewed each term when a detailed analysis takes place. For some pupils a more in depth individual assessment may be undertaken by the school or other educational or health professionals.

How is SEND provision monitored across Harrow Gate Primary Academy?

The SENCO, Principal, Senior Leadership Team and the Governing Body monitor SEND provision. The Graduated Approach document is used across the school to ensure consistency across the school for the inclusion of all pupils, including those with SEND. Monitoring takes place in the form of analysing data, learning walks, learning pursuits, regular reviews of individuals Graduated Approach paperwork and liaising with staff, parents and students for feedback. The SEND policy is reviewed annually in consultation with staff, parents and pupils.

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 initially speak to your child's class teacher. If you are still concerned you could request a meeting with the SENCO. If you are still not happy you can speak to the school Principal or SEND Governor. Any concerns or complaints about SEND provision should be referred to the SENCO (Mrs Holloway) or the Principal (Mrs Galt).

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

Harrow Gate Primary Academy is a caring and nurturing school that strives to keep open lines of communication with students and parents throughout the year. If your child is then identified as not making progress the school will set up a meeting to discuss this with you in more detail and to:

- Listen to any concerns you or your child may have
- Plan any additional support your child may receive and how parents can work with the school to support their child using the school's 'Cause for Concern' process.
- Discuss with you if a referral to an outside agency is appropriate to support your child's learning

How is extra support allocated to children?

The school budget includes money for supporting children with SEND. The Principal decides on how this budget for Special Educational Needs and Disabilities is used, in consultation with the school governors, on the basis of needs in the school. The Principal and the SENCO discuss all the information they have about SEND in the school, including:

- Number of SEND on role in each cohort of children
- the children getting extra support already
- the children needing extra support
- the children who have been identified as not making as much progress as would be expected

From this they then decide what resources/training and support is needed. All resources/training and support are reviewed regularly and changes made as needed.

How are the teachers in school helped to work with children with SEND and what training do they have?

The school has a training plan for all staff to improve the teaching and learning of children including those with SEND. This includes whole school training on SEND issues such as Trauma and Attachment, Dyslexia, Autism and Language difficulties. Individual teachers and support staff receive 'in-house' training from the SENCO, other members of the SLT or SEN Team or attend training courses run by outside agencies that are relevant to the needs of specific children in their class.

Staff access 1-1 training support linked directly to individual children or groups of children in their class with Educational Psychologist and Speech and Language Therapist.

Pastoral care is a priority at Harrow Gate Primary Academy, for all pupils, including those with SEND. School have invested in whole staff training around meeting these pastoral and wellbeing needs. In addition, the SENCO and Positive Mental Health Officer (PMHO) have completed "Intensive Attachment Lead in Schools Course" and this training has been appropriately disseminated to all staff through a CPD programme. This training supports staff in understanding trauma and attachment and the systems in school to support the needs of identified children. Specific training is included with individual members of staff to support individual children.

In addition, the SENCO and the PMHO are both trained Thrive Practitioners. Harrow Gate Primary Academy is now a Thrive school. The Thrive approach promotes the development of children's emotion and social development across whole school, group and individual provision. Please see the Thrive page of the website for further information.

The HLTA for Inclusion is currently completing the Accredited Level 5- Certificate in Dyslexia: Literacy, Support and Intervention. This expertise will support school in better supporting children with specific literacy difficulties, using a more bespoke approach. Her expertise will be utilised across school.

A member of the Early Years staff is currently completing the Course Beetle Speech, Language and Communication training in order to support with early identification of needs and appropriate intervention.

In addition, another member of EY staff is currently completing the Nuffield Early Language Intervention (NELI) training, as recommended by the DfE following the impact of the pandemic. The programme will be implemented following completion of training in Spring 2022 with highlighted children.

All EY staff and other identified staff across school will complete Makaton training during Spring 2022 due to the highlighted need of a number of children we currently have in our Early Year cohort.

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

Class teachers are made aware of all students with specific needs and plan lessons according to all groups of children in their class, and will ensure that your child's needs are met.

Specially trained support staff work alongside class teachers to support the needs of your child where necessary.

Specific resources and strategies will be used to support your child individually and in groups.

Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs. If you have concerns about your child's progress and ability to complete homework tasks, your child's class teacher can personalise the learning further.

Personalised programmes may be needed for some pupils, alternative care and / or curriculum activities can be arranged on an individual need basis, the SENCO will discuss this with you and involve you and your child in the planning process should it be needed.

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

Your child's progress and application to learning is continually monitored and reported to parents through the schools regular monitoring rounds as well as termly reviews of the Graduated Approach and your child's progress towards meeting their desirable outcomes.

The progress of children with an EHC Plan is formally reviewed at an Annual Review with all adults and professionals involved with the child's education, including the child. In addition there are termly Graduated Approach reviews between the SENCO, teacher and parents.

The SENCO will also monitor that your child is making good progress within any individual work and in any group that they take part in.

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

Educational Psychologist to assess the needs of referred children and to provide recommendations of how to develop the provision to meet these needs. The EP work also supports school when requesting additional funding, Educational, Health and Care Plans or additional resourced provisions. School pay an SLA for 15 EP sessions per year.

In addition school have now taken an additional SLA with Applied Psychology as part of a Trust wide provision. For the 2019/20 academic year school have an allocation of 6 sessions. These sessions will be planned by the SENCO depending on the needs in school.

Speech and Language Therapist: school have an SLA for the speech and language therapist to work in school one day a week. During this time initial assessments are carried out for children referred by school to the service, therapy takes place and review assessments are completed. The current therapist works very collaboratively with staff encouraging staff to join therapy sessions to gain knowledge and understanding of the child in their class and their needs, as well as supporting teachers through discussion.

Health Visitors work closely with school when children arrive in our EY with SEND. They support school with working effectively with the parents to meet the child's needs.

School Nurse works actively with the school so as to have a holistic approach to supporting children with SEND as many of these needs can have health service involvement/ a need for health service involvement. The school nurse is a positive link between the two services and allows school to make necessary referrals and, with parent permission, ensure that they are up to date with progression within health.

Strive Practitioner: school have an SLA for the specialist occupational therapist to work in school half a day a week. During this time initial assessments are carried out for children referred by school to the service, therapy takes place and review assessments are completed. The current therapist works very collaboratively with staff, providing individualised training so staff to gain knowledge and understanding of the child's difficulties, models the necessary intervention needed to support the child, as well as supporting teachers through in formal drop in discussions.

CAMHS to assess children's social, emotional and mental health difficulties and then to provide school with advice about how to meet these children's needs in school. There are varied levels of effective working with CAMHS, dependent on the CAMHS key worker. Some workers are keen to work with school, however others are less inclined to share information and to work collaboratively for the good of the child.

Hearing Impairment Team work in school for one afternoon a week to support two children with significant hearing difficulties. The SENCO has termly meetings with the teacher from the service so as to update school on progress, areas for concern and to support school with effectively strategies to allow these girls to access their learning in a main stream setting. In addition to this the teacher from the team has informal discussions with the class TA and teachers on a weekly basing. The hearing team teacher and the SENCO have worked collaboratively to support the parents of the children.

Visual Impairment Team work in school with identified children. Their visits are monthly and provide school with support and advice for meeting the needs of VI children. They also provided appropriate resources to allow children access their learning in a mainstream setting.

Preventions/ Youth Directions are an agency which school occasionally works with when children are referred to their service to try to prevent children getting involved in criminal activity. School provide background information on the children and then meet regularly to hear updates on progress and to be given recommendations for strategies that school could implement.

The Bungalow Project work intensively therapeutically with highlighted child in school, when it is felt that the need is related more to issues that are not observed in the school setting or if Family Therapy is required. This has been an additional cost to school where school pay on an individual basis.

The EHA Team: school have utilized the Early Help Assessment (EHA is a system that is used to support families where a child has an unmet need) arrangement where all schools are allocated an EHA Team support worker. This worker has support school in particularly challenging EHA cases and offer help and advice.

In school Thrive Practitioner: the school Positive Mental Health Officer is a trainer Thrive practitioner. The SENCO, class teachers and the Principal highlight children requiring specific 1-1 provision. The SENCO and Thrive Practitioner prioritise needs at half term intervals, as and when there is capacity for new cases. In addition, the Thrive Practitioner supports Thrive approach intervention in whole class sessions, group sessions and individual work carried out by additional members of staff across school.

How is Harrow Gate Primary Academy accessible to children with SEND?

The main building is accessible to children with physical disabilities via ramps and disabled entrances. We ensure that equipment used is accessible to all children regardless of their needs. We

request advice from external agencies as needed to ensure all lessons are accessible and inclusive for those pupils with SEND, alternative activities can be taught as required to enhance their curriculum. Specialist sporting competitions and leadership opportunities for SEND pupils are offered alongside mainstream activities. Extracurricular activities are accessible and encouraged for children with SEND, adult support can be arranged as required. Trips including residential are accessible and encouraged to all children including those with SEND. Extra risk assessments, arrangements and planning will take place as required on each individual basis.

How will we support your child when they are joining or leaving our school?

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.

At points of transition a detailed transition plan is made by the SENCO and the Inclusion Team in conjunction with class teachers. Each individual child's needs are considered and then an appropriate transition plan is put in place. This could include weekly lunch sessions with their new class teacher, drop-ins to see the new teacher, creation of transition books for the children to take home and share with parents over the holidays.

The children also spend time in their new class prior to joining it.

Their new teacher will meet with the current teacher to share information. Where possible both teachers attend the final Graduated Approach review of the year. Individual pupil plans are used to support transition within school and beyond.

Before joining secondary school, the SENCO meets the secondary school SENCOs to share information and the children are often visited by a member of staff and have at least one visit. Where necessary more can be arranged. Where there is an EHCP or an Early Help Assessment in place then secondary staff are invited to annual review meetings and EHA review meetings in the summer term.

Children joining school at the start of Nursery and Reception are invited in for various informal events such as 'Stay and Play'. Detailed entry forms are completed with the parents to try to establish any highlighted SEND needs or possible concerns so that school can be proactive in meeting the children's needs on entry into the setting.

In Key Stages 1 and 2 new children and parents are invited into school to meet with the Education Welfare Officer, Mrs Gibbon and the SENCO, Mrs Holloway, and other key staff. Here all the necessary information is collected and paperwork completed. Liaison with the previous school (where contactable) will be carried out by the SENCO, Education Welfare Officer, office staff or class teacher as appropriate. Information is then shared with all necessary staff and support put in as needed to ensure a smooth transition.

When children with SEN leave other than at the end of Nursery or Year 6 the Education Welfare Officer or SENCO will contact the receiving school and ensure all relevant information is passed on. Where needed transition meetings will be arranged.

Should you wish to discuss any aspect of this document in more detail please do not hesitate to contact us via the school office.

