



- Ensuring that parents/carers are involved in your child's personalised learning, ensuring you are informed about your child and their support and ensuring you are involved in the reviewing process.
- Liaising with all other people involved with supporting your child to make progress, e.g. Educational Psychologist, Occupational Therapy.
- Ensuring the inclusions (SEN) register is up to date and ensuring all documentation/records are kept and in a GDPR safe area.
- Ensuring teaching staff are provided with specialist support and have available resources to access in order to help children with SEND to achieve.

### **The Principal is responsible for:**

- The management of all aspects of the school, including ensuring that SEND children are provided with the correct support.
- The management of the school's SENDCo and ensuring that the child's needs are being met through the staff employed.
- Making sure that relevant SEND issues are reported to the Governing Body.

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

Our school is an inclusive school where every child matters; we aim to address children's needs and support their development in the most appropriate way possible and celebrate effort as much as achievement.

The teachers at Humberston Cloverfields Academy have high expectations for all pupils, including those with Special Educational Needs and Disabilities. As all children are different and learn in different ways, our teachers make sure

teaching is differentiated according to the needs of the class.

Teachers use specific strategies (which may have been suggested by the SENDCo) in order to make sure your child is being taught in the most personalised way according to their needs.

Our teachers are trained to assess and find gaps in learning. Therefore, if your child is receiving extra support to help them make progress it is due to teachers having found gaps in your child's learning.

### **Specific interventions**

Interventions are used to fill gaps found in your child's education. These interventions may be carried out in the classroom in small groups or individually, or outside of the classroom in small groups or individually, and are usually carried out by a teacher or teaching assistant.

### **SEN School support**

This means that your child has been identified as needing more specialist support from professionals to help them achieve.

These professionals might be:

- Barnardos
- Young Minds Matter
- Sensory services (hearing or vision)
- Educational psychologist

For any outside agency involvement you may be asked to give your permission for the school to refer your child for this support.

These professionals will work alongside your child to help the school and you understand your child's needs and how best to support them. Parents and carers views are always taken into account so that the support offered benefits the whole child.

## **Specified Individual support**

This support is for children with complex, lifelong and severe needs. Your child will have already received SEN school support (above) and will have still not made progress. This support is provided in the form of an Educational Health Care Plan (EHCP) and means that your child requires some 1to1 or small group teaching that enables them to continue education in mainstream school.

## **EHCP – Statutory assessment**

- The school or parents/carers can request that Local Authority Services carry out a statutory assessment of your child.
- Once the request (an extremely detailed account of your child and their learning that you have had an input in making) has been made, a panel of professionals receives it.
- The professionals will determine whether they think your child's needs are complex enough to need a statutory assessment. If they do not think your child needs this, they will ask for current support in school to continue.
- The EHCP will outline short and long term outcomes for your child and the type of support your child will receive to enable them to make progress.

## **How can I let the Academy know that I am concerned about my child's progress?**

If you have concerns about your child's progress, initially you should contact and/or arrange a meeting with your child's class teacher. The impact of interventions can take time to be seen so please allow a school term for this to take place. If your concerns continue, you should speak to the SENDCo, Mrs Sarah Chidwick, who can be contacted via the school email address: [office@cloverfields.org.uk](mailto:office@cloverfields.org.uk)

## **How will the Academy let me know if they have concerns about my child's learning?**

If your child is not making expected progress and the class teacher has identified that your child needs additional support, your child's class teacher will set up a meeting to discuss this with you in more detail. They will:

- Listen to concerns you may have.
- Plan additional support for your child with you present and aware.

If the class teacher (and you) still have concerns and find your child is still not responding to the extra support after a term, the school will set up a meeting to discuss next steps, reviewing your child and discuss any referrals to outside professionals your child might need in the future.

## **How is extra support allocated to my child?**

- Humberston Cloverfields Academy receive a budget from North East Lincolnshire authority, which includes money for supporting children with SEND.
- The Principal decides on the deployment of resources for SEND based on the needs in the school.
- The Principal and SENDCo work closely to discuss SEND in the school, including the children getting extra support, the children needing extra support and the children who are not working within age related expectations.
- From the information above, they decide what resources, support and training is needed to ensure all children are able to progress.
- Humberston Cloverfields Academy identifies the needs of SEND pupils on a provision map. This provision map identifies all support given within school and is reviewed regularly.

## **Are there other services that provide support to children with SEND in this Academy?**

School provision includes, teachers and teaching assistants working within and outside of the classroom with individual or small groups of children.

Local Authority and other agency provision delivered in school include, Educational Psychology Service, Sensory service for children with visual or hearing needs, Speech and Language Therapist (SALT) and learning and cognition support.

Health provision delivered in school include, School Nurse, Occupational Therapy, Physiotherapy and hydrotherapy (at a local school).

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

The role of the SENDCo is to support class teachers in planning for children with SEND.

Humberston Cloverfields Academy provides training to all staff to enable the progress and support of all children with SEN. This includes whole school training on ASD (Autism Spectrum Disorder) and identifying gaps in learning.

Specific teaching assistants are trained by outside professionals depending on the needs in their class and the children they will be working alongside.

Class teachers liaise closely with the SENDCo about specific children and their needs.

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

Class teachers are trained professionals that plan and teach lessons according to the needs in their

class. To ensure that your child's needs are met, teachers will:

- Make sure planning and teaching meets your child's learning needs.
- Use a curriculum designed to engage children in learning using group work, 1:1 work and a preferred learning style.
- Adapt resources and staffing depending on the needs in the classroom.
- Use resources to aid learning such as, laptops, computer programs, coloured overlays, visual timetables, structured approaches, sensory chews, etc.
- Liaise with the SENDCo about strategies and provision and provide the SENDCo with relevant 'Plan, Do, Review' documentation.

## **How do you measure the progress of children with SEND in the Academy?**

At Humberston Cloverfields Academy, your child's progress is continually monitored within the classroom.

- Your child's progress will be reviewed formally with you and the class teacher (and the SENDCo when required) every term.
- At the end of each key stage (year 2 and year 6), all pupils are required to be formally assessed using SATS. This is something the government requires all schools to do and the results are published nationally.
- Where necessary, children will have a 'Plan, Do, Review' document based on outcomes we would like your child to achieve and the strategies put in to place to achieve these outcomes. These 'Plan, Do, Review' documents will be reviewed termly with your input as parents/carers.
- 'Plan, Do, Review' meetings are normally led by the class teacher, although the SENDCo will lead the meeting if necessary.

If your child has an EHCP, the SENDCo will automatically chair the meeting.

- Children with an EHCP will be formally reviewed annually with all adults involved with the child's education.
- The SENDCo will conduct observations of your child to ensure that they are receiving the support they are entitled to.

### **What support do you have for me as a parent of a child with SEND?**

- Your child's class teacher is available to discuss your child's progress or any concerns you have.
- The SENDCo is available to speak with you to discuss any concerns you may have and your child's progress.
- Where there is an outside professional involved with your child, you will be involved either directly or through reports.
- You will always receive an invite for 'Plan, Do, Review' meetings and will receive a copy of the outcomes we have made together for your child.

### **How is Humberston Cloverfields Academy accessible to children with SEND?**

- Individual needs are met through the SENDCo being available to meet with children, parents and relevant agencies to support your child.
- Our school is on one level and we have flat access to outside. This ensures the inclusion of all children.
- Our school has access to a large disabled toilet.
- All doorways are wide enough to accommodate wheelchair access.

### **How will you support your child when they are joining this Academy, moving to another class or leaving this Academy?**

Transitions are difficult for all children and at Humberston Cloverfields Academy, we recognise how much more difficult transitions can be for pupils with SEND.

If your child is joining us from another school:

- The SENDCo will speak with your child's previous school, read through any information provided and pass on the relevant information to class teachers.
- Social stories are used to help ease the process of transition if your child needs one.
- Your child will be able to visit our school and come for a taster session, if required.

### **When moving classes in school:**

- The SEND provision map is available for all class teachers to view, therefore, the class teachers will have read all relevant information on your child.
- Pre-transition meetings can be arranged between the current and new teachers with the child and family, as required.
- Depending on your child's needs, your child will have taster sessions in their new classroom with their new teacher.

### **If your child is moving to another school:**

- We will contact the school SENDCo at your child's new school to ensure they have the information needed to support your child.
- We will make sure that all records about your child are passed on as soon as possible.

## **In Year 6:**

- The SENDCo and class teacher will discuss the needs of your child with the SENDCo of the child's secondary school during a transition meeting.
- Your child will have focussed learning based on their move to secondary school.
- Where possible, your child will visit their new school on different occasions to normalise their new school.
- All relevant information about your child will be passed on to the SENDCo at their secondary school.

## **How will you support my child's emotional and social development?**

Here at Humberston Cloverfields Academy, we recognise that emotional and social needs can differ in each child. These needs can be seen through behavioural difficulties and anxiousness.

All classes in school follow a structured PSHE curriculum to support their emotional and social development. For the children that still find their emotions hard to regulate we have opportunities for:

- Play therapy
- Emotional support from adults for children to discuss their worries and feelings
- Small group and individual activities.

If your child still needs extra support, we can refer your child to outside professionals, to aid your child to become happy and settled at school.

Reviewed and edited September 2021

To be reviewed September 2022