Humberston Cloverfields Academy: **SEN Information Report 2020-2021**

-------------------------------------------------------------------------------

Introduction

The SEN information report uses the LA Local Offer to ensure our school meets the needs of pupils with Special Education Needs.

Humberston Cloverfields Academy is part of the Enquire Learning Trust. Our school moto is, “**Busy being our best**,” which means we ensure all children make as much progress as possible, no matter of their specific need.

The four areas of ‘special education needs’ are Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health and Sensory and Physical Needs.

We are proud to say that we are a fully inclusive school that caters for the needs of pupils with Special Educational Needs and Disabilities in a mainstream environment where possible.

------------------------------------------------------------------------

SEND and Local Authority Information

The Local Authority – The Local Offer:

[**www.nelincs.gov.uk/children-and-families/send-and-local-offer/**](http://www.nelincs.gov.uk/children-and-families/send-and-local-offer/)

**SEND Code of Practice: 0–25 years:**

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

------------------------------------------------------------------------

**Who is the best person to talk to about my child’s difficulties with SEND?**

**The first person to talk to if you have concerns is the class teacher (through Class Dojo due to social distancing measures advised by government guidance). The class teacher is responsible for,**

* **Keeping track of your child’s progress, identifying, planning and delivering additional support to ensure your child progresses and letting the SENCo know if necessary through Cycle 1 paperwork.**
* **Writing targets for your child based on current needs, implementing appropriate strategies and reviewing/evaluating these targets using a ‘Plan, Do, Review’ approach.**
* **Having the correct documentation following the ‘Plan, Do, Review’ approach and sharing this with parents (with the support of the SENCo where needed).**
* **Reviewing documentation and gaining parental views through Class Dojo or annotated paperwork at least once per term and planning for the next term.**
* **Using your child’s documentation and targets to provide personalised teaching depending on the needs of your child.**
* **Ensuring the school’s SEN Policy is followed.**

**The SENCo (Miss K. Kophazy) is responsible for,**

* **Developing and reviewing the school’s SEN Policy.**
* **Co-ordinating and overseeing the support available and given to children with Special Educational Needs or Disabilities.**
* **Ensuring that parents/carers are involved (virtually due to Covid-19) 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 Head teacher (Mrs C. Spruce) 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 SENCo and ensuring that the child’s needs are being met through the staff employed.**
* **Making sure that relevant SEND issues are told to the Governing Body.**



**What are the different types of support available for children with SEN 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 SENCo) in order to make sure your child is being taught in the most personalised way according to their need.**

**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 outside of the classroom in small groups 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.**

**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 a high level of 1:1 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 (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 is 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 outcomes (short and long term) for your child and the type of support your child will receive to enable their progress.**

------------------------------------------------------------------------

How can I let the Academy know that I am concerned about my child’s progress at the Academy?

If you have concerns about your child’s progress, initially you should contact and/or arrange a virtual meeting with your child’s class teacher. Please allow a school term after contacting the class teacher for them to put extra support in place and for progress to be seen.

If your concerns continue you may speak to the SENCo, Miss K Kophazy who can be contacted via the school email address: 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 virtual meeting, annotated paperwork or electronic message to discuss this with you in more detail. They will:

* Listen to concerns you may have.
* Plan additional support for your child with you (virtually) 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 SEN.**
* **The Head Teacher decides on the deployment of resources for SEND based on the needs in the school.**
* **The Head Teacher and SENCo work closely to discuss SEND in the school, including, the children getting extra support, the children needing extra support, 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 SEN 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, SALT and learning and cognition support.**

**Health provision delivered in school include, School Nurse, Occupational Therapy, Physiotherapy and hydrotherapy (at a local school). Hydrotherapy is currently postponed due to Covid-19.**

**-------------------------------------------------------------------------------**

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

**The job of the SENCo is to support class teachers in planning for children with SEN.**

**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 SENCo 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.**
* **Liaison with the SENCo about strategies and provision and provide the SENCo 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 in continually monitored within the classroom.**

* **Your child’s progress will be reviewed formally with you and the class teacher (and the SENCo 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 SENCo will lead the meeting if necessary. If your child has an EHCP, the SENCo will automatically chair the meeting.**
* Children with an EHCP will be formally reviewed annually with all adults involved with the child’s education.
* The SENCo will conduct observations of your child to ensure that they are receiving the support they are entitled too.

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 SENCo 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 (virtually or annotated paperwork) 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 SEN?**

* **Individual needs are met through the SENco being available to meet with children, parents (virtually) 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? Leaving this Academy? Or moving to another class?**

**Transitions are difficult for all children and we at Humberston Cloverfields Academy recognise how difficult transition can be for pupils with SEND.**

**If your child is joining us from another school:**

* **The SENCo 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 needed.**

**-------------------------------------------------------------------------**

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

* **We will contact the school SENCo 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.**

**When moving classes in school:**

* **The SEN provision map is available for all class teachers to view, therefore, the class teachers will have read all relevant information on your child.**
* **Depending on your child’s needs, your child will have taster sessions in their new classroom with their new teacher.**

**In Year 6:**

* **The SENCo and class teacher will discuss the needs of your child with the SENCo 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 SENCo 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.**