

Humberston Cloverfields Academy: **SEND** **Information** **Report 2022-2023**



Introduction

Humberston Cloverfields Academy is part of the Enquire Learning Trust. Our school vision is 'For everyone to be the very best they can be, no matter what' which means we ensure **all** children make as much progress as possible, no matter their specific need.

The four areas of 'special education needs and disabilities' (SEND) 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 SEND information report uses the LA Local Offer to ensure our school meets the needs of pupils with Special Education Needs and Disabilities.

The Local Authority – The Local Offer:

- Schools are required to publish and keep under review information about services they expect to be available for the children and young people with Special Educational Needs and Disabilities aged 0-25. This is the 'Local Offer'.
- The intention of the Local Offer is to improve choice and transparency for families. It is an important resource for parents in understanding the range of services and provision in the local area <https://sendlocaloffer.nelincs.gov.uk/>

The Local Authority also provides a directory to the provisions in the local area

<https://www.nelincs.gov.uk/fis/>

The Local Authority has been working to increase their parental relationships and support that they can offer, as part of this they have created the North East Lincolnshire Parent Forum <https://nelpcf.org.uk/>

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.

The class teacher is responsible for,

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

The SENDCo Mr Jack Coll is responsible for,

- Developing and reviewing the school's SEND Policy.
- Co-ordinating and overseeing the support available and given to children with Special Educational Needs and/or Disabilities.
- Ensuring that parents/carers are involved in a child's personalised learning, ensuring they are informed about their child and their support and ensuring they are involved in the reviewing process.

- Liaising with all other people involved with supporting a child to make progress, e.g. Educational Psychologist, Occupational Therapy.
- Ensuring the inclusions (SEND) 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 Executive 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 the Academy Improvement Committee are informed of relevant SEND issues.

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 learning is scaffolded so it can be accessed by all.

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

Specific interventions

- Interventions are used to support gaps found in a 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.

SEND School support

This means that a child has been identified as needing more specialist support from professionals to help them achieve. These professionals might be:

- Young Minds Matter

- Sensory services (hearing or vision)
- Educational psychologist

For any outside agency involvement, permission for the school to refer a child for this support is required.

These professionals will work alongside a child to help the school understand their needs and how best to support them.

Specified Individual support

This support is for children with complex, lifelong and severe needs. A child with such needs will have already received SEND 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 a child requires some adjustments to enable 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 a child.
- Once the request (extremely detailed account of a child and their learning) has been made, a panel of professionals receives it.
- The professionals will determine whether they think a child is complex enough to need a statutory assessment. If they do not think a child needs this, they will ask for current support in school to continue.
- The EHCP will outline outcomes (short and long term) for a child and the type of support they 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 parents/carers have concerns about their child's progress, initially they should contact and/or arrange a meeting with a 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 concerns continue, speak to the SENDCo, Mr Jack Coll who can be contacted via the school email address: office@cloverfields.org.uk

How can I seek support for my child if they have suspected neurodiversity?

Neurodiversity refers to the natural variations in human brains and how people think, learn, and behave differently and is used to describe, but not limited to, conditions such as Autism Spectrum Disorder or Attention Deficit Hyperactivity Disorder (ADHD). In the first instance you should speak to your child's teacher to understand whether this concern is shared by the academy. Your child would be placed onto a Cycle One of the Graduated Approach to offer support in school at home. If the strategies that are put in place are not successful, you should arrange a meeting with Mr Coll to discuss the referral to seek a diagnosis. The diagnosis is conducted by the local Children Adolescent Mental Health Service (CAMHS) and is not affiliated with the Academy. The application should be made to the Local Authority that you live in.

[NELC SEND Local Offer | Neurodevelopmental Service - NELC SEND Local Offer](#)

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

If a child is not making expected progress and the class teacher has identified that a child needs additional support, a 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 a child to make progress.

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

How is extra support allocated to my child?

- Humberston Cloverfields Academy receives a budget from North East Lincolnshire authority which includes money for supporting children with SEND.
- The Head of School decides on the deployment of resources for SEND based on the needs in the school.
- SLT in consultation with the SENDCo work closely to discuss SEND in the school, including, the children receiving extra support, the children requiring extra support and the children who are not making expected progress.

- From the information above, they decide what resources, support and training is needed to ensure all children are able to progress.

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 small groups of children.

Local Authority and other agency provision delivered in school includes the Educational Psychology Service, Sensory service for children with visual or hearing needs and SALT.

Health provision delivered in school include the School Nurse, Occupational Therapy and Physiotherapy.

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

The job 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 SEND.

Staff have opportunities for training with outside professionals depending on the needs in their class.

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 a child's needs are met, teachers will,

- Make sure planning and teaching meets a child's learning needs.
- Use a curriculum designed to engage children in learning, using group 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 and sensory chews etc.

- Liaison with the SENDCo about strategies and provision and provide the SENDCo with relevant 'Assess, Plan, Do, Review' documentation.

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

At Humberston Cloverfields Academy, a child's progress in continually monitored within the classroom.

- A child's progress will be reviewed formally with you and the class teacher (and the SENDCo when required) every term.
- His/her progress will be reviewed formally with the Head of School and SENDCo every half term in reading, writing and numeracy.
- 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 'Assess, Plan, Do, Review' document based on outcomes we would like a child to achieve and the strategies put in to place to achieve these outcomes. These 'Assess, Plan, Do, Review' documents will be reviewed termly with your input as parents/carers.
- 'Assess, Plan, Do, Review' meetings are attended by the teacher and carers. Where appropriate the child is invited to give their views.
- Children with an EHCP will be formally reviewed annually with all adults involved with the child's education.

The SENDCo will conduct observations of a child and their learning to ensure that the needs of all children are met and the quality of teaching and learning is high.

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 where this is not possible through reports.
- You will always receive an invite for 'Assess, 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 a child.
- Our school is on one level with access to outside. This ensures the inclusion of all children.
- Our school has access to disabled toilets in four areas of the building.
- 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 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 will be used to help ease the process of transition if needed.
- Your child will be able to visit our school and come for a taster session if this is appropriate.

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.

When moving classes in school:

- The SEND provision map is shared with the new class teacher, therefore, they will have all the relevant information to effectively support your child.
- Depending on your child's needs, they will have taster sessions in their new classroom with their new teacher.

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 find their emotions difficult to regulate we have opportunities for,

- Emotional support from adults for children to discuss their worries and feelings
- Small group and individual activities to support emotional and social development

If a child still requires extra support, we can refer them to outside professionals to aid them in becoming happy and settled at school.