



# SEND Information Report 2019-2020

**Date of Review: December 2019**

**Next Review Due: Autumn 2020**

**School Link: Ms K Williams**

## How we support pupils with special educational needs or disabilities.

### **Our Vision**

Our vision for SEND is that SEN does not mean less able therefore, all SEN students deserve the same aspirational Teaching and learning as all other students, which is forward-thinking and focuses on students leaving school rather than simply nurturing them within our provision. Halewood Academy is the stepping stone between KS2 and adulthood. Therefore, from year 7 all students must receive a tailored provision which gives students the confidence to unlock their individual potential, not only academically but pastorally; not restricted within our classrooms but, as young adults of the future

Our school will achieve this:

By entitlement to a broad, balanced, relevant and differentiated curriculum, delivered in the most inclusive way practical both inside and outside of classrooms;

By being valued by all staff for the individual contribution they make to the Academy and, consequently, to experience success, leading to improve self-esteem.

By support in the transitions between KS2 to adulthood

By entitlement to stretch and challenge, regardless of starting points

By supporting students in their understanding their own strengths and value, removing the stigma and anxieties our cohort of students may at sometimes perceive.

By challenging disablist language through discussion and a consistent behaviour policy.

### **School objectives in line with our development plan-**

To identify students with SEND, by liaison with feeder schools and by screening, assessment and diagnosis within this Academy from Year 7.

To develop our expertise and knowledge of transitions through regular discussions with our feeder schools and our MAT.

To ensure that all staff are made aware of the names of the students who have SEND, and the nature of their problems through keeping our registers up to date.

To devise appropriate forms of assessment for students with SEND both internally and externally.

To monitor the educational progress of students with SEND as outlined in the code of practice, through regular testing and targeting and reviews, and where necessary through assess, plan, do review meetings.

To continue developing our CPD programmes at all staff levels so that students' needs may be able to be met throughout the curriculum, enabling students to achieve success.

To monitor and review the use of appropriate teaching methodologies, in order to provide an enriched experience in the classroom for all students.

To continue to develop links with relevant external agencies, particularly with Julie Harrington (Specialist SEND Teacher) and Yew Tree SEND team.

To develop and encourage links with parents, parental forums through engagement evenings.

To develop links with other schools, including specialist provisions, at all key stages.

### **How does your school ensure that pupils who need extra help are identified early?**

Pupils are identified as having special educational needs through a variety of ways including the following: -

- Information from primary schools during transition
- Concerns raised by parent
- Concerns raised by teacher, for example behaviour or self-esteem is affecting performance
- School tracking system including admissions assessments and screening programmes
- Consultations between class teachers, progress leaders and members of the leadership team where progress data is discussed.
- Liaison with external agencies e.g. Educational Psychology Service, ASC advisory teachers etc.
- Health diagnosis through a paediatrician
- Liaison with previous school or setting, if applicable
- Based on teacher recommendations SPLD assessments made by specialist teacher on a Wednesday.
- Annual literacy tests carried out to identify students who may need further additional literacy intervention beyond high quality classroom teaching.

Most students are supported within the mainstream classroom to enable them to access a broad and balanced curriculum alongside their peers. Where appropriate some of these pupils follow a personalised learning programme, and may be in one of our smaller nurture groups or taught by our specialist teacher. For specific intervention students may be withdrawn to cover their individual learning needs within our Progress Centre.

At Halewood Academy we are also aware that our SEND cohort includes a more specific cohort of high attaining and talented students. Therefore, we liaise with our Aspirations Coordinator to ensure that these students are identified at the earliest date possible in order for their learning difficulties to not create a barrier to their success.

## What should a parent do if they think their child may have special educational needs?

In the first instance contact your child's Form Tutor; if you still have concerns you can contact the SENDCo Miss Williams. If students have had previous pastoral support then you may also wish to contact their Progress Leader who will liaise with all necessary staff.

We pride ourselves on building positive relationships with parents and develop their understanding of who they may turn to for both academic and pastoral needs.

## Who will explain my child's needs and progress to me?

If your child is identified as having SEND support beyond our differentiated and high quality classroom teaching it is our priority to ensure this is communicated at the first opportunity. In addition, you will also have the opportunity to attend parents evening and various parental engagement evening throughout the year to discuss your child's progress with individual subject teachers. Where issues arising are more urgent or private meetings can be arranged with either the SENDCo, our Support Staff or Pastoral Team. Our team of Teaching Assistants will also feedback on issues arising or, at times, where positive praise is deserved. If your child is to be withdrawn from lessons to follow a specific programme you will be contacted to inform you of this. When your child has made enough progress and the intervention is no longer deemed necessary you will again be contacted.

## How will school support my child?

- The SENDCo oversees all support and progress of any child requiring additional help across the school.
- The class teacher will oversee, plan and work with each pupil with special educational needs or disabilities in their class to ensure that progress in every area is made.
- If your child has an Education, Health & Care Plan then a provision will be put in place that allows your child to fulfil the objectives set by the local authority, including TA support hours but not restricted to.
- For children needing support beyond classroom teaching an Assess, Plan, Do, Review may be implemented and led by most appropriate member of staff.
- If SEND students are making less progress either academically or pastorally, beyond attendance issues, we may withdraw your child to receive support within our Progress Centre including; social skills, literacy, numeracy, speech & language, organisation, memory and more specific intervention programmes relating to ASD and ADHD.

## How are the Governors involved and what are their responsibilities?

### **SEND Governor will:**

- have regard to the Special Educational Needs and Disabilities (SEND) Code of Practice when carrying out their duties towards all pupils with special educational needs;
- do their best to ensure that necessary provision is made for any pupil who has special educational needs;
- report annually to the Governing Body on the policy's effectiveness, including any changes made during 2018-2019.

The Governors agree priorities for spending within the special educational needs budget with the overall aim that all pupils receive the support they need in order to make progress.

## How do teachers match the curriculum to an individual child's needs?

Class work is pitched at an appropriate level so that all pupils are able to access it according to their specific needs. Typically, this might mean that in a lesson there would be three different levels of work set for the class, however on occasions this can be individually differentiated for a specific child. The benefit of this type of differentiation is that all pupils can access a lesson and learn at their level but can aspire to work above what their minimum expected grade can suggest. Halewood Academy prides itself on high quality teaching and teaching staff address the needs of all pupils in the classroom.

This is monitored regularly through drop-ins, book looks and reviews of data by the SENDCo and all HOD's. Where work may need further differentiation staff are exposed to regular CPD opportunities and can request further advice on specific learning needs.

## How are the school's resources allocated and matched to children's special educational needs?

We ensure that all pupils with special educational needs are provided for to the best of the school's ability with the funds available. The budget is allocated on a needs basis. The pupils who have the most complex needs are given the most support.

The Progress Centre receives funding to adhere to the growing needs of our cohort to ensure that inclusion is prioritised during both structured and unstructured parts of the school day. This includes; breakfast club, small group intervention, a sensory room and a social/emotional/mental health room which is used as a short term provision for students struggling in Key stage 3 with the demands of a full structured timetable. This is only used for the maximum of two weeks and is decided by the pastoral team.

Halewood Academy also employs a full time primary qualified teacher who specialises in SEND to work with our nurture classes in English and Mathematics. In addition, we also employ a maths specialist who works predominantly with our Key stage 4 students who have not yet required the numeracy skills necessary to achieve their Maths GCSE.

We also fund external agency support from an SEND specialist, an EAL specialist, Educational Psychologist and a ASD advisory teacher. These provisions are only used as a last resort when all parties are in agreement that a student who is not progressing based on their SEND need.

We have a team of teaching assistants and part of their responsibility is to deliver programmes designed to meet individual needs of students who have an Education, Health and Care Plan. Where all parties believe that school are unable to meet the demands of a student we may apply for a “Top-up” additional funding which will be decided by the Local Authority.

### **How is the decision made about what type and how much support my child will receive?**

The class teacher and the SENDCo will discuss the child’s needs and what support would be most appropriate. In most cases the SENDCo is guided by the SEND Code of Practice. Different children will require different levels of support in order to help them make progress and achieve their potential.

### **How does the school judge whether the support has had an impact?**

- By reviewing pupil’s academic and social progress on a termly basis and identifying any areas of concern.
- Through the school’s data tracking system pupils who are not making expected progress against national / age expected levels will be discussed with both HOD and classroom teachers. If pastoral needs appear to be impacting a SEND students progress academically a meeting may also occur with a student’s Progress Leader.
- Verbal or written feedback from the teacher, parent and pupil.
- Pupils may be taken off the Special Educational Needs register when they have made sufficient progress.

## How will you help me to support my child's learning?

- The class teacher or the SENDCo can offer advice and practical ways that you can help your child at home.
- If your child is on the special needs register and are not making the same academic progress as their peers then an Assess, Plan, Do Review will be completed. Within this targets are set and reviewed and parents are invited to attend.
- If your child has an Educational Health and Care Plan an annual review will take place.
- If a class teacher needs to discuss an issue with you, it will be done privately and strategies to support your child will be offered.
- Where necessary, your child will receive additional intervention beyond T and L in one of the areas listed above.
- Where pastoral issues are evident i.e., attendance, a Year Head may support your child in specific pastoral intervention.
- If deemed necessary by the SENCO or Safeguarding officer, School can make referrals to external services which may also support your child beyond what our school can offer

## How do you measure my child's progress?

- As a school we measure children's progress in learning against national age related expectations.
- The class teacher continually assesses each pupil. We track pupil progress from their admission through to Year 11, using a variety of different methods.
- Pupils who are not making expected progress are identified after each P2S cycle.
- At Halewood Academy we also understand that SEND is very closely linked with pastoral and behavioural needs. Therefore, we also monitor attendance percentages and attitude to learning grades.

### **What is the pastoral, medical and social support available in the school to ensure my child's overall well-being?**

At Halewood Academy we believe that all pupils are entitled to a broad, balanced and differentiated curriculum. Pupils are valued equally, regardless of ability and encouraged to exceed their potential. The achievements, attitudes and well-being of all pupils are important and practical steps are taken to account for pupils' varied life experiences and needs. As an inclusive school, all our vulnerable pupils are known to staff.

Members of the Senior Leadership Team greet and welcome pupils each morning. This ensures a smooth transition between home and school each day.

The Form Tutor has initial responsibility for the pastoral, medical and social care of every child in their class. If further support is required, the Form Tutor liaises with the Progress Leader or SENDCo for further advice and support if necessary.

The school has a team of Learning Mentors and Counsellors, who also work with pupils who require emotional support.

### **How does the school manage the administration of medicines and personal care?**

We have a policy regarding the administration and management of medicines on the school site.

- Parents need to contact the Progress Leader if medication is recommended by Health Professionals to be taken during the school day.
- All medication will be stored in the school main office. If a pupil requires medication in school, this will be managed through an individual care plan written in conjunction with parents.
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### **What support is there for behaviour, avoiding exclusion and increasing attendance?**

- We have a positive approach to behaviour management with a clear Behaviour for Learning Policy that is followed by all staff and pupils. We are an inclusive school and we make every effort to include all pupils in learning sessions with their class.
- The attendance of every child is monitored on a daily basis by the attendance officer. Punctuality and absence are recorded and reported to the Head Teacher and Governing Body.
- Good attendance is rewarded through our whole school reward policy
- As a behaviour for learning grade is entered for every lesson at Halewood Academy we are able to quantify any positive or negative changes to your child's behaviour and will react when necessary.

## How will my child be able to contribute their views?

We value and celebrate each child's views on all aspects of school life. This is usually carried out through the School Council.

If your child has a SEND profile they will be involved in putting it together and making changes when necessary.

If your child has an Education, Health Care Plan their views will be sought at the review stage, if appropriate.

## What specialist services and expertise are available at or accessed by the school?

Staff Member	Role	Qualification
Kelly Williams	SENDCo	Postgraduate Certificate in Special Educational Needs – (SENDCo Award) Masters in Education & Leadership. PGCE secondary English.
Gaynor Carson	Assistant Principal	Postgraduate diploma in Special Educational Needs (Dyslexia). AMBDA Masters in Applied Psychology

We also work closely with any external agencies that we feel are relevant to individual children's needs within our school. These may include: GP, School Nurse, Clinical Psychologist, Paediatrician, Speech and Language Therapist, Occupational Therapist, Educational Psychologist, the Child and Adolescent Mental Health Service (CAMHS) and Social Services.

- From the 1st September 2017 the 'Knowsley Local Offer' is available at <https://www.knowsleyinfo.co.uk/categories/knowsley-local-offer-send>

The purpose of the local offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. It includes provision from birth to 25, across education, health and social care.

For any Family Information Service go to [www.knowsleyinfo.co.uk](http://www.knowsleyinfo.co.uk)

## What training have the staff supporting children with special educational needs had or are currently having?

All of our teaching assistants take part in whole school CPD. Many of our TAs have received further level 2 training on precision teaching, numeracy, dyslexia, reading, spelling, and phonic programmes. Our TAs have received recent training on ASC in the classroom and writing social stories.

- We have a member of the SEND Dept. who has HLTA Level 4 qualification
- Two of our TAs have mentoring students training Level 4
- Several TAs are trained in using Hoists, stands and walkers for students who have mobility difficulties
- One of our Pastoral Leaders is trained to deliver the Homunculi CBT
- All TAs are trained in working with students on Social Stories and Cartoon Conversations
- We have two Specialist SPLD teachers
- Two TAs are specialised in SLCN intervention and are able to deliver phonics support
- We have one Numeracy intervention lead who focuses specifically on KS4 intervention
- We have a member of staff qualified in mental health First Aid

## How will my child be included in activities outside the classroom including day and residential trips?

We aim for all pupils to be given the opportunity to be included on school day trips and residential stays. We will provide the necessary adaptations, having consulted with you, to ensure that this is successful. Children will only attend day trips with your permission.

A risk assessment is carried out prior to any off-site activity to ensure everyone's health and safety will not be compromised. In the unlikely event that it is considered unsafe for a pupil to take part in an activity, then alternative activities, which will cover the same curriculum areas will be provided in school.

## How accessible is the school environment?

The school is a building with many stairs. There is, however, disabled access throughout the building including lifts and disabled toilets. The school will have regard to the Equality Act 2010, the Children's and Families Act 2014 and the Code of Practice 2014 in terms of admitting pupils with disabilities. There are facilities for small group/individual teaching in the Homebase areas and the Learning Resource Centre. All members of the school community, including pupils, are invited to inform the school of any disability they have and Reasonable Adjustments will be made. Usually, relevant information will be collection during our Transitions work however, we encourage parents to provide school with any new medical information, as usually students are presented with a Health and Care Plan. Reasonable Adjustments may also be provided during Access Arrangements: this may depend on medical evidence.

## How will the school prepare and support my child when joining the school or transferring to a new school?

Members of the Senior Leadership Team, Year 7 Progress Leader, Leader of Transition and SENDCo liaise with the primary schools regarding pupils who will require support when they start at Halewood Academy. Important information will be transferred during this time. However, Parents may choose to communicate any concerns to our school during this time. Parents are invited to speak to the SENDCo during the Open and Induction Evening and at the beginning of Year 7 when they can also, meet their child's Form Tutor.

On entry into school, all pupils will be assessed using;

- Access Reading Test;
- WRAT spelling test
- SATs scores

Where necessary some students may also be assessed using;

- Access Numeracy Test;
- Detailed Assessment of Speed of Handwriting (DASH) Test
- Numeracy and literacy assessments with our Specialist teacher;

If necessary, students may be assigned a keyworker earlier and begin to visit our School's Progress Centre during the last term of year 6. This allows some students to cope with the transition between primary and secondary school.

Early identification, assessment and provision for any pupils with Special Educational Needs and Disabilities (SEND) are very important for the following reasons:

- it can minimise the difficulties that can be encountered;
- it can maximise the likely positive response of the pupil;
- it can allow for a temporary learning difficulty to be overcome and for future learning to be unaffected;
- if the child's learning difficulty prove less transient when addressed by the school alone then external agencies can be brought in earlier and very likely with more success.

## How are parents involved in school life?

The school believes that parents hold key information and have a critical role to play in their children's education. For this reason, we actively seek to work with parents of pupils with Special Educational Needs and Disabilities (SEND). All teachers, the SENDCo, pastoral and other staff have an important role in developing positive and constructive relationships with parents. We recognise that some parents require both practical help and emotional support if they are to play a key role in the education of their children. For this reason, we seek to develop partnerships with local parent support groups, external agencies and voluntary organisations.

The school works in partnership with parents of pupils in accordance with guidance in the 2014 Special Educational Needs and Disabilities (SEND) Code of Practice: 0 to 25 Years.

- If the class teacher has an initial concern about a pupil's progress parents will be invited to discuss this with the teacher at the earliest opportunity and be told of strategies in place to help their child
- If a decision is being considered to move a pupil on to SEND support, then parents will be asked for their views prior to any decision being made. Parents will be fully informed of any additional programme in place for their child.
- Parents' / Carers' views will be sought when appropriate and suggestions as to how they can be supported at home will be given
- Parents are invited to each review and their comments are taken into consideration when deciding upon future action.
- In terms of an Annual Review, parents' comments are sought prior to the review report being drafted and incorporated into the final report

## Who can I contact for further information or to discuss a concern?

Parents are encouraged to discuss any problems or concerns with school, with the child's subject teacher initially if the concerns are in a particular area, most problems can be resolved in this way. But if this does not happen, parents may raise concerns with the Form Tutor, Progress Leader or SENDCo as appropriate. Any complaints will be dealt with in line with the school complaints policy. Parents / carers may take their complaint to the Local Authority, as described in the 2011 Education Act.