



## SEND Information Report

September 2020

### **SEND – Special Educational Needs and Disabilities**

Children and young people with SEND all have learning difficulties or disabilities that make it harder for them to learn than most children and young people of the same age. These children and young people may need extra or different help from that given to others.

Children and young people with SEND may need extra help because of a range of needs. Paragraphs 6.27 – 6.35 of the 0-25 SEND Code of Practice set out four areas of SEND:

**Communicating and interacting** – for example, where children and young people have speech, language and communication difficulties which make it difficult for them to make sense of language or to understand how to communicate effectively and appropriately with others

**Cognition and learning** – for example, where children and young people learn at a slower pace than others their age, have difficulty in understanding parts of the curriculum, have difficulties with organisation and memory skills, or have a specific difficulty affecting one particular part of their learning performance such as in literacy or numeracy

**Social, emotional and mental health difficulties** – for example, where children and young people have difficulty in managing their relationships with other people, are withdrawn, or if they behave in ways that may hinder their own and other children’s learning, or that have an impact on their health and wellbeing

**Sensory and/or physical needs** – for example, children and young people with visual and/or hearing impairments, or a physical need that means they must have additional ongoing support and equipment

Some children and young people may have SEND that covers more than one of these areas.

## Disabilities

Many children and young people who have SEND may also have a disability. A disability is described in law ([the Equality Act 2010](#)) as ‘**A physical or mental impairment which has a long-term (a year or more) and substantial adverse effect on their ability to carry out normal day-to-day activities.**’ This includes, for example, sensory impairments such as those that affect sight and hearing, and long-term health conditions such as asthma, diabetes or epilepsy.

How does the school identify children with a special need or disability?

### **What should I do if I am concerned about my child?**

Under the 2015 special Educational Needs and Disabilities Code of Practice a child has special educational need or disability if:

- a. He/she has a significantly greater difficulty in learning than the majority of children his/her age.
- b. He/she has a disability, which prevents or hinders him/her from making use of education facilities of a kind generally provided in schools within the area of the LA concerned, for children of his/her age.
- c. He/she is under the age of five years and is, or would be if special education provision were not made for him/her likely to fall within paragraph (a) or (b) when over that age.

The SENCo is responsible for co-ordinating the identification and support.

- Parents, Carers, Teachers, Health Professionals and other agencies share concerns with the SENCo.
- The SENCo organises a meeting with parents, carers and teachers to discuss your child’s needs and create a support plan.
- The SENCo observes in class and highlights strategies to develop learning.
- Personalised targets are set for each term.
- Children discuss their needs, feelings and wishes with their Teacher or Classroom Professional.
- It may be appropriate to make a referral to another agency. These include:
  - Health Visitors.
  - School Nursing Service.
  - Speech and Language Therapy.
  - Occupational Therapy.
  - Physiotherapy.
  - Child and Young Person’s Mental Health Service.
  - Educational Psychology Service
  - Communication, Interaction and Access Team

## Learning Support Service

The support plan is reviewed termly with parents and children (where appropriate).

### **Key Staff**

Rachel Longfield – SENCo

Michael Walker – Headteacher

Emma Jones – SEND governor

Arrangements for consulting parents/carers of children with SEND and involving them in their child's education.

### **How will I know how well my child is progressing?**

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

At Ackworth Howard School we are committed to creating a supportive team to help your child. As their parent/carer we value you as an important member of the team.

We will share your child's progress through:

- Termly SEND planning meetings.
- Annual Reviews for children with Education, Health and Care Plans (EHCP)
- Annual Reports.
- We aim for all parents to feel that they are an integral part of our school through:-
- A designated SEND Governor
- Weekly newsletters.

If you have any information to share or you need advice you are welcome to make an appointment to see the class teacher or SENCo at other times.

Arrangements for consulting young people with SEND and involving them in their education.

### **How will my child be involved in their own support and development?**

It is vital that all children are fully involved in planning and evaluating their own progress.

- Children are involved in target setting, marking and feedback as part of quality first teaching.
- Children will work with an adult to complete a support plan outlining their achievements and how they like to learn and be supported.
- Children review their targets and are involved in the setting of new targets, where appropriate.

- Children have input at Annual Review meetings, where appropriate.
- Children have input at my support plan meetings to review their targets, where appropriate.

Arrangements for assessing and reviewing children and young people's progress towards outcomes.

**How will my child's progress be assessed?**

**Quality First Teaching**

All children's progress is assessed through marking and feedback in each lesson.

This informs short term planning.

Teachers discuss children's progress with senior leaders as part of pupil progress meetings.

Regular book scrutiny and lesson observations will be carried out by the Senior Leadership Team, this will take place to ensure that the needs of all children are met and that the quality of teaching and learning is good.

**Additional Provision**

All interventions are recorded on a Whole School Provision Map, and class support timetable (where appropriate), which is reviewed when planning further support.

Each class will have an inclusion file which will include:

- Class information
- A support plan completed by the child outlining their needs, preferred methods of support and individual targets
- Records of observations and advice
- Advice from other agencies.

Arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood.

**How will my child be supported when changing classes or schools?**

We aim to make the transition between classes and phases as smooth as possible to maintain confidence, correctly targeted planning and specialised provision.

**Transition into Nursery**

All children and parents are invited to transition sessions to develop relationships and find out more about the children. Staff will liaise with Health visitors over any concerns. Parents complete a profile of their child's interests and strengths

**Transition into Reception**

Current teacher liaises with new teacher and shares targets, progress successes and concerns. All children play regularly in Reception and develop relationships with all staff. The children take part in playtimes and assemblies. The children take part in activities in the school hall.

**Additional Provision**

Children may make a book to read over the holiday with photographs of Foundation Stage staff and key areas.

New teacher takes part in special needs meetings in the last half term.

Staff will visit the current nursery provision of children with complex needs to begin to build a relationship with your child and liaise with staff.

#### **Transition between classes**

Current teacher liaises with new teacher and shares targets, progress successes and concerns. All children visit new class for at least one morning.

#### **Additional Provision**

Children take part in extra visits to their new class.

Children may make a book to read over the holiday with photographs of new staff and key areas.

New teacher takes part in special needs meetings in the last half term.

#### **Transition into Year7**

Year 7 and transition school staff from prospective high schools visit Ackworth Howard School.

Children attend a taster days/sessions at prospective high schools.

Staff from other schools visit to meet their new children.

Children spend a day at their new school in the summer term

#### **Additional Provision**

Children visit secondary school with their parents.

Extra visits are arranged during school time

SENCo meets with relevant secondary school SEND team to share information

The approach to teaching children and young people with SEND

#### **How will the curriculum be taught to meet the needs of my child?**

We believe that all children have the right to belong to, participate and achieve fully across the curriculum and in the wider life of the school.

The SEND Code of Practice 2015 states:

High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014.

Quality First Teaching

- The curriculum is planned so that each lesson builds on the prior knowledge of each child.
- Objectives are planned to give each child aspirational but achievable objectives
- Verbal and written feedback is given to the children and they are supported in correcting and enhancing their learning.

- The children cover a wide curriculum where there are opportunities to apply and develop literacy and mathematics skills in a wide range of contexts.

How adaptations are made to the curriculum and the learning environment of children and young people with SEN.

**How is teaching and the curriculum adapted to my child's needs?**

- The curriculum is differentiated to meet the needs of all children.
- Children are supported in lessons to help them make progress as part of the class.
- Special resources are provided to help children develop understanding and gain independence. These may include visual timetables, word banks, resources to support visual or hearing impairment and practical mathematics apparatus.
- Children with SEND take part in carefully structured interventions planned by their class teacher with support from the SENCo. These include interventions to develop
  - Spelling of high frequency words
  - Structuring writing
  - Phonics
  - Number and Calculation skills
  - Reading comprehension

The expertise and training of staff to support children and young people with SEN, including how specialist expertise will be secured

**What training and specialist skills do the staff supporting children with SEND have?**

There are staff with wide ranging experience and qualifications in working with children with autism, loss and bereavement therapy and specific strategies to develop basic skills.

Teaching Assistants take part in school training days and specialist training courses where appropriate.

We have an experienced Learning Mentor.

All staff take part in regular reviews of their performance

Ackworth Howard School has close links with other professional agencies. We work closely with other professionals to plan and review provision and also follow programmes designed by them with our children.

Following discussion with parents, school can refer to other agencies who then become part of your child's support team. They will either attend review meetings or provide a report. Children who may need a medical diagnosis (for example for Autism Spectrum Condition or ADHD) can be referred via the school nurse or by referral from the family GP.

Evaluating the effectiveness of the provision made for children and young people with SEND

**How will my child receive the specific support they need?**

Each class teacher contributes to a provision map outlining the support each child receives which is evaluated termly.

Children with SEND have a support plan where parents, children and teachers set and review termly targets. The meetings will evaluate support, identify further needs and identify any other professional agencies who need to become involved.

The SENCo and members of the Senior Leadership team scrutinise and evaluate progress through lesson observations, book scrutiny and tracking.

How children and young people with SEND are enabled to engage in activities available with children and young people in the school who do not have SEND

**How will my child be included in activities in the classroom and the wider curriculum?**

We believe that all children have the fundamental right to access every area of school life.

- We carry out risk assessments to identifying possible issues and make reasonable adjustments allowing access to all activities.
- All children attend all school trips and risk assessments are carried out to ensure access and one to one support is provided, when required.
- Residential Visits are open to all children. Risk assessments are carried out to ensure access and one to one support is provided, when required.
- Reasonable adjustments are made on sports day so all children can participate.
- We use specialist equipment to ensure all children are engaged in activities.
- After school clubs are open to all children, where appropriate.
- Key Stage 2 children are given the opportunity to learn an instrument and be taught by a specialist peripatetic music teacher.
- All children take part in workshops led by visiting writers, artist, history groups, drama groups and musicians.
- All children are eligible to stand for the School Council and Eco Council.
- Children with a visual impairment, hearing impairment, medical condition or physical disability have access/care plans.
- All children take part in school concerts and assemblies.

Support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying

**What support is there for my child's emotional well-being?**

We have a staff who are trained and have a wealth of experience with SEND, Behaviour and Safeguarding. We work to actively ensure that children are safe and have the opportunity to address any emotional and wellbeing issues.

At Ackworth Howard School we deliver the PSCHE curriculum in every class. As part of this children learn about bullying.

Any individual incidents of bullying will be dealt with by the relevant teaching staff and Senior Leadership Team.

We help children cope with emotional and social issues through:

- Drawing and talking – 1:1 support to help children talk about their feelings and how to respond to them.
- Stars – Programmes to support children suffering from bereavement and loss.
- Social Skills/socially speaking groups – teaching children how to work and play co-operatively with other children.
- Friendship groups – helping children to make friends.
- Advice from other agencies.
- 1:1 support from learning mentors.

Children with SEND talk about their needs, feelings and wishes as part of their SEND support plan.

How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families.

**How will Ackworth Howard School work with other agencies to support my child?**

- We have close links with professional agencies and work closely with them to support our children These include:-
  - School Nursing
  - Health Visiting Service
  - Learning Support Service
  - Occupational Therapy
  - Educational Psychology Service
  - Communication, Interaction and access team
  - Hearing and Visual Impairment Team
  - Physiotherapy
  - Speech and Language Therapy
- Children can be referred following SEND meetings or by recommendation by other agencies.
- The local authority provide support and training for staff and regularly evaluate provision.

Arrangements for handling complaints from parents of children with SEN about the provision made at the school. The above should include arrangements for supporting children and young people who are looked after by the local authority and have SEN.

**How will Ackworth Howard School support a Child in Care who has SEND?**

Arrangements for children who are looked after by the local authority and have SEND

- Child in Care Review meetings
- Termly PEP meetings
- SEND Support Plans if appropriate
- Social and Emotional support through Learning Mentors

- Annual EHCP Reviews, where appropriate
- An extra programme of transition to Secondary School.
- Use of Pupil Premium Plus to support learning.

Complaints procedure

**Who can I contact if I have concerns about my child's support and progress?**

In the first instance we hope parents will talk to the class teacher to try and resolve any difficulties. If parents feel that they need further clarification or support they can make an appointment to see the SENCo and the Headteacher Mr Michael Walker.

**Covid-19**

Many pupils will have found lockdown very difficult, both socially and emotionally. School is mindful that additional support to help address any challenging behaviours or social and emotional struggles pupils may be facing as part of our Early Help strategy to ensure a positive reintegration to school life.

Where pupils are required to remain at home for reasons such as a localised lockdown, respite care, support from extended family members and/or health risks to the parent/carer providing full-time care for a child with complex needs, remote learning using Google Classroom will be utilised alongside weekly wellbeing calls.

All reasonable endeavours will be made to provide support to pupils in line with their needs and SEN category, particularly those outlined within EHC plans. Meetings may occur remotely via Zoom or Microsoft Teams and engagement with outside agencies will still be undertaken.

During the pandemic, transition arrangements will be adapted in a manageable and realistic way. This will be determined by the needs of the child and other services and schools involved. Transition arrangements will enable all new starters as well as current pupils seamlessly integrate into school life as supportively as possible.

**Wakefield Local Authority – Local Offer**

**This School SEN Information Report** utilises the Local Authorities 'Local Offer' to meet the needs of SEN pupils as determined by school policy, and the provision that the school is able to meet.

To view the Wakefield 'Local Offer' please view; <http://wakefield.mylocaloffer.org/Home>