

High Hazels Academy – SEN Information Report

Assistant Head and SENCO: Tinuviel Machin-Short

SEN Governor: Shufqat Khan

Local Offer contribution link: http://www.sheffielddirectory.org.uk/kb5/sheffield/directory/service.page?id=_f2Z6W4n75Q&localofferchannel=3_4

What special educational needs do you provide for at High Hazels?

We aim to provide for all special educational needs as an inclusive school. We have children with a range of different needs in school ranging from children with mild to more complex special educational needs. We have children with Autism, Attention deficit and hyperactivity disorder (ADHD), a range of speech and language difficulties, Dyslexia, Developmental Coordination Disorder, Dyscalculia, Social and emotional difficulties.

We currently have 85 children receiving SEN Support and 1 child with Education, Health and Care Plans.

How do we support children with special educational needs and disabilities at High Hazels?

Our Vision:

'Every child should have the chance to be the best they can be'

High quality first teaching where every teacher is a teacher of children with special educational needs is at the core of our values as a school. We want all children in our school to access learning to the best of their ability and we will personalise and differentiate the approaches we offer to ensure this happens.

We are a primary academy with nursery infant and junior provision catering for children between 3 and 10 years old. We have children with a range of different special educational needs from complex autistic needs to additional speech and language needs and have two specialist nurture provisions, one in KS1 and one in KS2 which are supported through a nurturing environment throughout the whole school.

Our most recent Ofsted reports for both schools showed good ratings in leadership and management. With the most recent Ofsted report in the infants showing a good rating across all areas. Both Ofsted reports are displayed below but as an academy the school has not yet been inspected.

The Assistant Head for Inclusion and SENCo, Tinuviel Machin-Short is responsible for the provision of children with special educational needs. She can be contacted through the main school number 0114 244 2189.

How does the school ensure that children who have additional needs are identified early?

We have an excellent system for identifying children with barriers to their learning in school which starts with a record of concern form from a teacher in collaboration with a parent conversation and then a 4-6 week daily monitoring system.

We identify children with potential barriers through the following:

- Termly Pupil Progress meetings

- Termly analysis of data identifying children who are not making expected progress and exploring any possible barriers to learning.
- Concerns raised by parents
- Concerns raised by class teachers
- Health diagnosis through a hospital.
- Liaising with our bought in speech and language therapist and educational psychologist.
- Speech and language screening on entry and exit to FS1 and FS2 and for all children new to school at any age to identify any language or speech issues quickly.

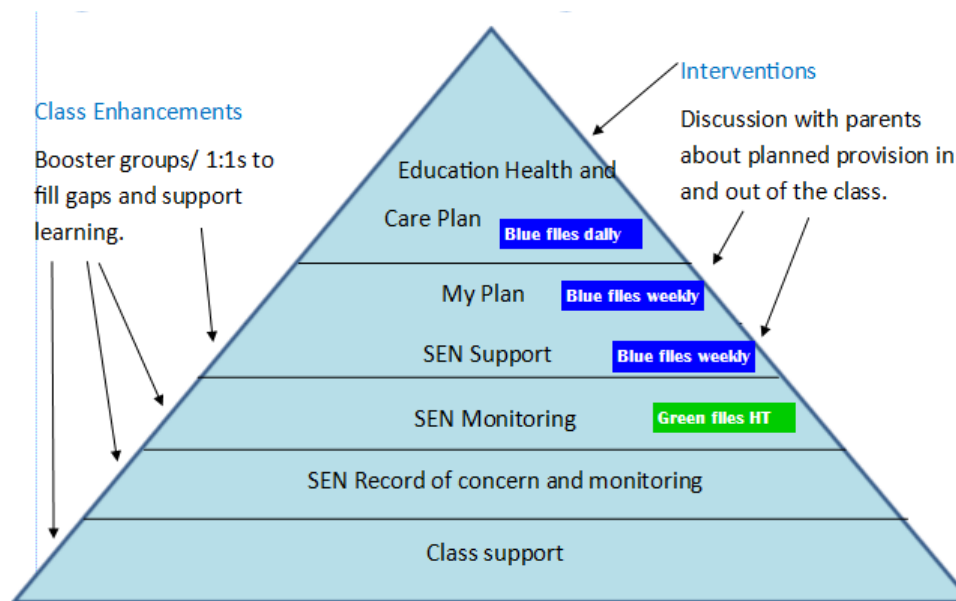
What should a parent do if they have concerns that their child may have special educational needs?

Please talk to school. We would suggest that you initially discuss your concerns with your child’s class teacher who will be able to talk to you about their progress. If you have any further concerns please talk to the Assistant Head for Inclusion/SENCo Tinuviel Machin-Short.

We highly value our good relationships with parents at High Hazels Academy and we are always happy to speak with you about your child. The SENCO is normally available at the start or end of school or by appointment during the day.

What are the different stages of support for children with additional needs?

Alongside the SSELPS schools in our locality we have created a pyramid of support for children which ranges from all children at the class support level right up to children with the most complex needs who have an Education Health and Care Plan or a Statement.



What does the school offer children at each stage of the provision?

Education Health and Care Plans

- ⇒ At least termly reviews as part of the assess, plan, do, review cycle and one bigger annual review.
- ⇒ Termly target setting
- ⇒ An Education Health and Care Plan in liaison with the authority. (Statements to be transferred over time by the local authority.).
- ⇒ Individual learning plan containing an Individual Provision map, 1 page profile, Pupil Aspire target bookmark and class support provision details.
- ⇒ Access to additional provision and interventions as appropriate
- ⇒ Where 1:1 or 1:2 support is given this is recorded daily.
- ⇒ Planned intervention in class and out of class to support next steps.

My Plan

- ⇒ At least termly review meetings as part of the assess, plan, do, review cycle.
- ⇒ 1 page profile
- ⇒ My Plan written in conjunction with parents with agreed outcomes and intervention which is reviewed termly.

SEN Support

- ⇒ Termly SEN reviews as part of the assess, plan, do review cycle.
- ⇒ At least termly targets using Pupil Aspire from KS2 upwards.
- ⇒ 1 page profile and target sheet
- ⇒ Weekly monitoring sheets filled in by the teacher based on the child's particular need, successes and struggles and work towards targets.
- ⇒ In class support strategies outlined on SEN provision map
- ⇒ Access to class enhancements and interventions to support learning.

SEN Monitoring

- ⇒ One page profile
- ⇒ 2 meetings with class teacher per year and a meeting with the SENCo if appropriate.
- ⇒ Termly monitoring sheets to look at progress and next steps. This also looks at whether the child needs to move to SEN Support or can go to Class Support.
- ⇒ In class support strategies outlined in class SEN provision map.
- ⇒ Access to class enhancements to support learning.

SEN Record of Concern and Monitoring Period

- ⇒ If a teacher has a concern about a child's learning/ behaviour or emotional wellbeing they will complete a record of concern form. This requires the teacher to state what strategies they are using to support the child, what they feel the child's needs are and what the parent feels about the possible difficulties. This is handed to the

SENCo

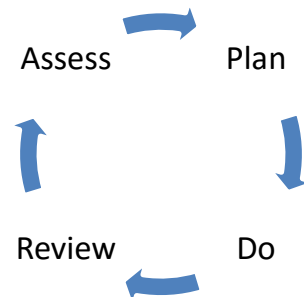
- ⇒ If a parent has a concern about a possible additional need for a child they are advised to first speak to the child's teacher who can then fill in Record of Concern or to phone and speak to the SENCo
- ⇒ Normally the SENCo will suggest some strategies for the teacher to try and ask the teacher to monitor daily for a period of 4-6 weeks. They may informally observe the child.
- ⇒ The child may then be moved to SEN monitoring or SEN Support or Class support may still be appropriate. Parents will be involved in this process.

Class Support

- ⇒ This is provision for all children in every class.
- ⇒ Good quality first teaching.
- ⇒ Appropriate differentiation and access strategies to support all children in their learning. E.g. A child who has a vocabulary gap and is accessing a speech and language class enhancement would need Communicate In Print word mats in class.
- ⇒ Access to strategies and resources on the Inclusive Classroom Checklist.
- ⇒ Access to Class Enhancements where appropriate.

How will the school support my child?

We have a whole school approach to inclusion and in line with the SEN Code of Practice we follow an Assess, Plan, Do, Review cycle for all children on SEN **Support**. Underpinning ALL our provision in school is the graduated approach cycle of:



Assess: All children on SEN Support are assessed using a number of different assessments depending on their need either by the teacher, the SENCo, our learning support teacher Ollly Dean, our Educational Psychologist Jagdish Barn or our speech and language therapist Charlotte Gardner.

Plan: All children on SEN Support will have a Structured Conversation planning and review meeting which is attended by the SENCo, the child's teacher, the parents or carers and the child for at least part of the meeting.

Meetings are child centred and look at what the child is doing well, what they need support with and plan towards end of year outcomes. Children are given short targets to work towards over the next term. Targets are put in a child friendly format and shared with the children.

All children on SEN Support will have one page profiles which are written with the child and detail what they enjoy and how they like to be supported.

Do: Everything that has been set up in our planning meeting is put into place by the class teacher. The targets and the provision that the SENCO has asked the teacher to put in place which is detailed on the SEN class provision map and has been shared with parents in the planning meeting. This provision is monitored by the SEN team and the Executive Leadership team.

Review:
Targets:
Children review their targets regularly with their teacher and teachers comment on progress towards targets on the weekly SEN Support monitoring forms. New targets are set in collaboration with children and parents at the next Structured Conversation.

Structured Conversation planning and review meeting:
As much as this meeting is for planning it also for reviewing the child's progress across all areas but also specifically their progress towards their targets and to set new targets to ensure the child makes the best progress they can. This may then lead to further specialist assessment.

Weekly reviewing:
Children who are on SEN Support are reviewed weekly by their class teacher on a weekly monitoring form which looks at their progress in the week and anything they have struggled with so that teachers can reflect on what will help a specific child move on further with their learning. It also allows teachers to look at what has really worked for children and celebrate achievements. These are given to the SENCO at the end of a half term who will review them.

How does the school support the different areas of needs?

Children's special educational needs in the New Code of Practice are thought of in the following four broad areas. Some children's needs may fall into more than one of these broad areas, for example many children with Autism may have difficulties in 3 or 4 of the areas of need.

Communication and Interaction:
Details of Provision:

Quality first teaching level

For all children we provide communication friendly environments. This means we use lots of Communicate In Print in our classroom environments and in our learning. We also use a lot of pre teaching and overlearning of new vocabulary. We teach new words using different strategies e.g. sorting words into categories, clapping out the syllables in a word, drawing a picture to remind a child of a word.

Screening

All children are screened for any speech and language needs on entry to FS1 and FS2 and any children who are new to school within the first half term in school. All year groups have been screened in school currently on a catch up programme. The screening is performed by the school speech and language therapist Rebecca Ellis and our speech and language assistants Joe Thomas and Jayne Adlington. Where we find specific speech and language difficulties children are referred to the NHS speech and language service which is fulfilled by our bought in speech and language therapist Rebecca Ellis. However sometimes there is a slight language delay in vocabulary, grammar or comprehension which can be sorted out easily with an enhancement booster group for a term.

- We provide a number of different speech and language interventions/class enhancements as detailed below:

FS1 - After being screened we offer speech and language intervention to all children in nursery over the time they are there.

- Play and Say
- Language Enrichment and Achievement Programme (LEAP)
- Concept Cat
- Structured snack time with attention and listening focus

FS2 - Children are grouped based on their screening and observations and all children receive a speech and language intervention as part of our curriculum offer in FS2.

- Language Enrichment and Achievement Programme (LEAP)
- Black Sheep Narrative Programme
- Rhythm and Rhyme
- Shape Coding
- Pre teaching vocabulary

Y1-Y6 children are given intervention where it is needed either for a short burst when they have some vocabulary gaps or for a longer period of time with more severe speech and language difficulties.

- Vocabulary Improvement Programme (VIP)
- Black Sheep Narrative Programme
- Rhythm and Rhyme
- Narrative Improvement Programme (NIP)
- Talking Partners

Play and Say	This is based on six key topics teaching basic vocabulary through songs and games.
LEAP	This is again based on six key topics, body parts, transport, animals, clothes. It builds vocabulary, social interaction, grammar and sentence formulation.
VIP	This is a vocabulary intervention. It focuses on key topics such as clothes and transport and teaches skills such as syllable clapping and sorting into categories as well as using a sentence maker.
NIP	This is a narrative intervention which is about developing sentences and grammar. It is based on short film clips using characters like Shaun the Sheep.
Black Sheep Narrative	This is also a narrative intervention which focuses on questioning What, where, when and sentence formulation using a sentence maker.

Rhythm and Rhyme	This is a speech intervention which is used for children who have difficulties with specific speech sounds through games.
Talking Partners	This is a speaking and listening intervention which impacts on reading and writing. It uses familiar stories to practise sequencing stories, using small world to create stories and also looks at non-fiction.

Children with specific needs

- In class support for children with specific speech and language difficulties depends on the particular child's needs but may include strategies such as breaking instructions into small chunks and using visual cues to support them. Using vocabulary mats with Communicate In Print which puts a symbol to a word. Giving choices, extending sentences and commenting on play are also common strategies.
- Individual speech and language programmes may also be set up for children who require one. This may include use of PECS (Picture Exchange Communication System), Attention Autism techniques or Intensive Interaction for children with complex needs.
- Social communication skills are built up through the speech and language interventions which focus on turn taking and conversation cues as well as vocabulary, grammar and communication and also through our nurture and emotional wellbeing provision

Cognition and Learning:

Details of Provision:

We have many children who have barriers in their cognition and learning both with broader difficulties across the curriculum or a more specific need such as dyslexia, developmental coordination disorder or dyscalculia. In addition to this children with speech and language difficulties or Autism may have difficulties that fall in to this area.

Quality First Teaching

At the heart of cognition and learning provision is quality first teaching for all children which includes appropriate differentiation and access strategies for children who need them. As with communication strategies there are many key strategies which are used which are available for all who would benefit from them not just those with special educational needs. These include writing mats, maths mats, spelling zappers, memory packs, use of pencil grips, vocabulary mats.

Children with specific SEN needs

- Portable or fixed workstations are used across the school to provide a quieter more focussed and organised space for children to work in or at. These are particularly helpful for children with additional needs such as Autism.
- Differentiation and access strategies are key to our provision for cognition and learning needs. We use B squared to assess and track the progress for children with difficulties in this area. This breaks the child's learning at each level down in to very small steps so that the next steps for each child are clear and achievable. Teachers can then use this to plan for very precise next steps in learning.
- Dyslexia - We have a number of children who have a dyslexic profile or dyslexic tendencies ranging from mild to severe needs. We support these children based on their individual needs with some of the following strategies: reading rulers, mind mapping, try lines, spelling zappers, memory packs for phonic sounds, reading probe sheets, access to magnetic letters. We limit the amount we ask them to write when appropriate such as rather than taking notes, give a copy to highlight.
- We use a select few proven high impact interventions which are very successful.

Fisher Family Trust	This is a 1:1 intervention that is delivered on for 30 minutes, every day by a skilled teaching assistant for 10-20 weeks. It alternates reading and writing focussed days. Daily reading is both familiar and non-familiar books and focuses on developing decoding and comprehension techniques. The writing focus is on sentence formulation with a co-construction technique to improve sentences. There are also daily speed phonics and high frequency word work.
Additional reading groups	This is either small group or a 1:1 reading intervention. It would focus on the key reading skills individual children need to make progress. The teacher or teaching assistant would use the STAT assessment grids or B squared to plan for each session.
1 st class number and 1 st class number 2	Both of these interventions are small group interventions with a trained teaching assistant and a group of 3 or 4 children. 1 st class number is for children in KS1 and Y3 and 1 st class number 2 is for children in KS2. It is delivered for 8-10 weeks. The lessons are designed to be fun for children with lots of games and discussions about the maths that they are learning. All the lessons have a Post Office theme and focus on the key mathematics skills the children need.
Success@Arithmetic	This is again a small group intervention with a teaching assistant with 3 or 4 children. It is for children in Upper KS2 and focuses on addition, subtraction, division and multiplication. This is again for 8-10 weeks and uses games, discussion and equipment to support their mathematics learning.

Social, emotional and mental health:

Details of Provision:

This area of special educational needs spreads across both our special educational needs team and our emotional wellbeing team which form our inclusion team.

Quality First Teaching

At our whole school level we strive to be a school which supports our children with their social and emotional wellbeing as well as their learning. We understand that children that feel safe and happy are able to learn to the best of their ability and social and emotional wellbeing is at the heart of our ethos as a school. We have worry boxes in each classroom where children can put in any worries and these are checked daily and acted upon by the teacher and emotional wellbeing team where needed. We also run a breakfast club every morning which is available for any children.

Nurture

- We have a nurture groups run by our assistant learning mentor John Mills alongside a nurture trained teaching assistant. The nurture group runs for at least a term and children who may benefit from nurture are identified by using The Boxall Profile and then the Director of Inclusion and Senior learning mentor along with the nurture team will select children for this. Parents are then invited to a nurture meeting where they can take part in a workshop and receive a leaflet about nurture.
- Nurture runs four afternoons a week. Tuesday is used to plan as a group with the senior learning mentor. Nurture groups focus on specific areas which the children in the group need. These can be social interaction, managing emotions, self-confidence and attachment. This is done through games, circle time activities, sensory and curriculum related activities and shared snack time.
- Our nurture information leaflet and some videos from our nurture group to show you the kind of activities that happen are available on our website.

Mentoring

- We offer 1:1 mentoring for children who are vulnerable either because of child protection, social and emotional issues or special educational needs. These sessions take place with a member of our emotional wellbeing team: Claire Edley – Senior Learning Mentor Jeanette Tipper – Assistant Learning Mentor, John Mills, Assistant Learning Mentor, Shanaz Begum – Pastoral staff team.
- Mentoring sessions are 20 minutes per week and they are 1:1 sessions so they are personalise to what the individual child needs but each session will consist of an activity focussed on their need and give the child somebody to talk to about any worries they may have about school.

Lego based group work

John Mills (Assistant Learning Mentor) and Sam Kipling (SEN trained teaching assistant) run Lego based small group work to support communication, cooperation and self confidence. These groups each have three children and are run once a week.

Small group work

- We run a variety of small groups which children attend once or twice a week. This may be a group for building self confidence and self esteem, theraplay style activities and cooperative groups.

Sensory and or Physical needs:

Details of Provision:

Visual Impairment

We work closely with the visual impairment service to support children with visual impairment. They provide exercise books with larger and bolder squares and lines and reading books with enlarged print. Teachers ensure children are sat near the front of class and the board, we use splitter screens and Ipads to support children with visual needs and teachers copy all material in a larger text.

Hearing Impairment

We work closely with the hearing impairment service to support children with hearing impairment. They provide advice to schools on strategies to support hearing in school. Teachers support children by seating them near the front of class, where they can see the teacher to read lips if necessary. Teachers also try to keep background noise to a minimum in class. We also ensure staff know how to check hearing aids are working and have a supply of spare batteries in case they are not working. We work with children to ensure they can be as independent as possible with their hearing aids.

Physical impairment

We work closely with Occupational Therapy services to support children with physical impairments. The support we offer may include simple things like providing appropriate scissors, pencils with grips and pencil grippers. We also provide use of laptops and Ipads with programmes like Clicker to support children with physical difficulties which will impact on their writing and motor skills. Please see our accessibility policy for information about how we are improving our access arrangements in the academy.

Sensory difficulties

At a whole school level we use the school sensory audit by the Autism Education Trust to make sure the sensory environment is good for all children. Individual sensory checklists are used for specific children to build a sensory profile and then that child's provision is informed by their profile. We have a variety of sensory equipment

available for children with varying sensory needs and we build sensory breaks into provision for those children.

How are parents involved in their children's learning?

We want parents to be partners and involved in all aspects of their children's learning and we have a weekly or monthly open morning where parents can share in children's learning in their classes. If you would like to speak to the teacher in more detail you can make an appointment with them for before or after the school day. The SENCO may be available during the school day on appointment and will usually be available before and after school or over the phone on the main school number.

Scheduled meetings:

All children – 2 parents evenings per year

SEN Monitoring – 2 parents evenings per year and meetings with the SENCo as and when they are needed.

SEN Support – 3 structured conversations per year with the Director of Inclusion or Assistant SENCO and the class teacher.

SEN Support Extra/ Statement/Education Health and Care Plan – 3 Structured Conversations per year with the SENCO and the class teacher. An additional 3 meetings with either the Inclusion team or with the class teacher.

Children's targets are decided in collaboration with parents.

We have weekly parent coffee mornings which all parents are welcome to attend. We have a SEN focus each half term for one of the coffee mornings. We also run monthly parent workshops for parents of children with Autism. Please look out for the flyers each month.

How will my child be able to contribute their views?

All children at any stage from SEN Monitoring upwards have a One Page Profile which gains their views about what makes them happy and how they like to be supported in class.

All children's views about their learning are sought every term in their Structured Conversation. The child is nearly always present for at least part of their meeting to contribute to their plan and they can bring a friend to help with this.

How are the school governors involved with special educational needs and what are their responsibilities?

The SENCo reports to the Governors every term to inform them about the progress of children with special educational needs or disabilities. This report does not refer to individual children and confidentiality is maintained at all times. We have a key governor who is responsible for special educational needs, Ibret Tabassum.

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

How do you approach teaching and learning for children with special educational needs?

In line with the Code of Practice (September 2014) we approach teaching and learning for children with special educational needs at the most basic level as we do for all children. The academy promotes Quality First Teaching for all children and all of our teachers are teachers of children with special educational needs. We support children with SEN with careful assessment and differentiation and teaching assistants and teachers provide extra support in the classroom. We use B squared SEN assessment software to break learning down into small achievable targets.

How do you adapt the curriculum and the classroom to support children with special educational needs?

We try hard to make sure all our learning environments are communication friendly environments. This means having classroom equipment clearly labelled and using

symbols to support these. We use Communicate In Print software which gives a symbol for each word to support in the environment and in children's learning. We have an Inclusive classroom checklist which all our classrooms follow which specify labelling of environments, resources which should always be available for children e.g. phonics mats. Each classroom has a word and sentence building zone, language structures and phonics charts. It also specifies resources which should be available for children who need them be it children with special educational needs, English as an additional language or any child who would benefit from using a writing mat or a spelling zapper etc.

There is a wide range of different special educational needs within our school and we adapt the curriculum based on each child's particular needs. As mentioned above there are resources which are available for all children and then each child who is on SEN monitoring, SEN Support, SEN Support Extra or has an Education Health and Care Plan will have specific strategies or resources which teachers are required to implement which are on the SEN class provision maps which are put together by the SENCo. Outside agencies often contribute to strategies or resources for particular children.

Teachers differentiate all lessons for a range of different abilities and for children with special educational needs lessons may be differentiated by providing an access strategy e.g. a laptop, instructions with communicate in print symbols, materials in a larger font or a start and finish box. Children with more complex needs may need learning based on a very specific next step or a personalised curriculum. We use an assessment software called B squared for many of our children with special educational needs alongside our whole school assessment. B squared takes each assessment step and breaks it down into lots of smaller more achievable targets or next steps. This allows class teachers to focus their children's learning on more specific goals and to show small steps of progress towards a target or assessment step.

How are support staff deployed in school to support children with special educational needs?

Whilst the school budget can support this we aim for a teaching assistant to support in the majority of classes each morning. The teacher deploys the teaching assistant to best support in the class, sometimes this will be supporting children with special educational needs, sometimes these children will work independently and sometimes the teacher will work with them. In addition to this we have teaching assistants who are employed to support children with special educational needs across the school. This is funded either by the high needs banding funding and the school SEN budget for a small number of children or from the school SEN budget for many other children. Therefore as the majority of this support is funded by the school we have to assess where it is most need and provide the most support we can with the funding. Many of our SEN teaching assistants work with a number of children with SEN over the course of a day/week. Some children with extremely complex special educational needs may have a 1:1 teaching assistant but even in these cases we try to allow the child to be as independent as possible where it is safe to do so.

In the afternoons nursery and FS2 teaching assistants support in classes but teaching assistants from Y1 upwards that do not support a specific child with special educational needs deliver SEN support, class enhancements or interventions. These have been outline within this report. The Assistant Head/SENCo is in charge of managing additional provision for all children in school as well as ensuring all children with special educational needs have the correct provision.

How are staff trained to support children with special educational needs and what staff expertise do you have in school?

We dedicate a large amount of staff training time over the year to training for different areas of special educational needs depending on the training needs of staff and the needs of children we have in school. Where a child is joining the school with a need the school has not supported training will be sought for staff in school. Normally the SENCO, class teacher and class teaching assistant will attend training or the SENCO will seek advice from outside agencies where possible before the child starts school.

Since September staff have received training for: Advanced Autism training, dyslexia, mindfulness and metacognition, differentiation and personalised planning.

Over the next year our focus areas of training will be: Identifying social, emotional and mental health needs and supporting children with these needs, assessing children's small steps of progress, attachment, emotional regulation and engagement of children and mindfulness. This will be in line with the 'Healthy Minds' project we are taking part in.

Within High Hazels we have particular expertise in providing for children with Autism and Speech, Language and Communication difficulties.

Tinuviel Machin-Cowen - Assistant Head (Inclusion) /SENCO	NASENCO PG Cert – Sheffield Hallam University 10 day dyslexia specialism course Experience working in a special educational needs school (working with children with Autism, Downs Syndrome and moderate and complex learning difficulties) TEACCH training Speech and language training SLI, Speech and language interventions Communicate In Print Makaton training Team Teach
Jayne Adlington – Speech and language specialist teaching assistant	Severe Language Impairment Training Language Enrichment and Achievement Training (LEAP) Vocabulary Improvement Programme (VIP) Narrative Improvement Programme (NIP) Play and Say Black Sheep Narrative Programme Timmy Time
Joe Thomas - Speech and language specialist teaching assistant	Language Enrichment and Achievement Training (LEAP) Vocabulary Improvement Programme (VIP) Narrative Improvement Programme (NIP) Talking Partners Severe language impairment training
Fisher Family Trust trained Teaching Assistants	Joanna Chappell, Shanaz Younas, Farzana Riaz, Fatima Amir, Lisa Smith, Kaneez Gaffar, Nylla Ahmed
1st Class number/ 1st class number 2/Success@Arithmetic trained Teaching Assistants	Joanna Chappell, Shanaz Younas, Tanya Gill, Tina Matthews
LEAP trained teaching assistants	Katie Watts, Angela Burditt, Lisa Hardy, Bethany Hoyle
Nurture staff	Claire Edley, John Mills, Jeanette Tipper, Irfana Naaz
SEN specialist teaching assistants have received additional training for the children they support.	John Mills, Samantha Kipling, Hajra Khan, Jeantte Tipper, John Mills

Which outside agencies with specialist expertise support school?

Olly Dean – Learning Support Teacher	Works in collaboration with the SENCO to assess children’s learning needs. She provides advice and support for teachers and parents to help them support the child’s needs both in school and at home. The learning support teacher is support bought in by the school from S4S.
Charlotte Gardner – Speech and language Therapist	Works in collaboration with the SENCO to support children with speech, language and communication difficulties and also support teachers with their speech and language provision. Rebecca works two days a week in school through a bought in contract and then has additional half days which are provided through the NHS for children on the speech and language NHS register.
Jagdish Barn – Educational Psychologist	Works in collaboration with the SENCO to assess and support individual children and to support the school with training and development in different areas of special educational needs. She works for Focus Psychology and is bought in by the school. She works in school for a half day every fortnight.
Mandy Wildgoose – Early Years Support Service	Referrals are made by the SENCO to the Early Years Support Service and they provide support for individual children. They make recommendations for support in school.
NHS Speech and language service	Rebecca Ellis fulfils the primary part of the NHS service through a number of half days. Dana Walsh provides the nursery NHS service. Individual children are then supported by specific specialist services the SLI (Severe Language Impairment), SLCN for children with hearing impairments and specialist support for children with complex needs.
Hearing impairment Service – Anna Likierska	Referrals are made to the hearing impairment service and Anna works with the children who are on the NHS hearing impairment list. She may work with them in blocks or have a half termly or termly visit to check on their hearing depending on their need. In addition she provides advice for teachers on how best to support the children in her care.
Vision impairment service	There is no set representative for school from the vision service and it depends on the child’s need and age. Again they may be seen on a weekly, half termly or termly basis depending on their need. The vision impairment service provide advice on how best to support children in their care and they also provide specialist books with enlarged print and exercise books with bolder lines where appropriate. For more severe needs the vision service may support with splitter screens or I pads.
Occupational Therapists	Children who are under the care of an Occupational therapist have normally been referred by the hospital, GP or Ryegate. There is no set representative for school and children are seen depending on their need. The occupational therapy service can advise and support with providing appropriate equipment, providing appropriate access arrangements for children and support with fine and gross motor difficulties.
Autism Team	The Autism team become involved with children when the school makes a referral for a child with a diagnosis of Autism. They provide the school with advice and support and particularly assist with periods of transition. The Autism team are also developing their provision to support parents and carers. Follow the link below to

	<p>see what they can offer: https://www.sheffield.gov.uk/education/information-for-parentscarers/care-support/inclusion-and-learning-services/autism-team/help-for-parents.html</p>
<p>CAHMS (The Child and Adolescent Mental Health Services)</p>	<p>The term 'CAMHS ' stands for Child and Adolescent Mental Health Services. The job of CAMHS is to promote positive emotional health and resilience in children, young people and families referred to them. CAHMS referrals can be made by your GP. If you would like support speaking to your GP about a CAHMS referral please see the SENCO. Some of the problems CAHMS may help with are anxiety, ADHD and concentration issues, Autistic Spectrum disorder, self-harm and difficulties with eating and body image.</p> <p>The link below will take you to frequently asked questions about CAHMS http://www.sheffieldchildrens.nhs.uk/our-services/camhs/faqs.htm#1</p> <p>This leaflet will tell you all about Centenary House CAHMS http://www.sheffieldchildrens.nhs.uk/downloads/camhs/CAMHS_CentenaryLeaflet.pdf</p>

How is the effectiveness of provision for children with special educational needs evaluated?

We evaluate the effectiveness of SEN provision in a variety of ways. Teachers evaluate the effectiveness of their provision for children on SEN Support on a weekly basis through their weekly monitoring. The SENCo and SEN team, sometimes alongside other senior leaders monitor and evaluate provision throughout the year through book scrutinies, pupil interviews, monitoring SEN files, visiting classes to monitor provision. The head teacher and class teacher monitor provision in pupil progress meetings and the SENCo along with the parent, child and class teacher during structured conversations. Outside agencies also review and advise on provision.

How are children with special educational needs enabled to engage in activities with children without special educational needs?

We are an inclusive school and every effort is made to enable all children to take part in all activities. Risk assessments are written for all trips and personalised risk assessments are written to support children with complex needs. These have photos in the style of a visual timetable to show children what they will experience every day. On some occasions for children with extremely complex needs a trip may not be suitable as it is not in their best interests e.g. a child with severe autism and a long coach trip. If this is the case we will discuss this with parents before making a decision and we will try and arrange an alternative trip over the year. Children with special educational needs are able to attend after school clubs and their needs are shared with staff who are delivering the groups.

Children with SEN are actively encouraged to be part of the school council.

What pastoral and medical support is available in school to support my child's overall wellbeing?

Preventing Bullying:

At High Hazels Academy we aim to provide a nurturing, caring environment where children can come to school without the fear of being bullied. We have a zero tolerance attitude to bullying alongside implementing a number of preventative strategies.

We use KIDSCAPE methods to help prevent bullying such as behaviour contracts, assemblies about bullying, child friendly school rules and taking part in Anti Bullying week. Please see our full anti bullying policy on High Hazels Academy website in the policies section.

We work towards ensuring we prevent bullying of all children but we understand that children with special educational needs may be more vulnerable. In order to prevent bullying of children with special educational needs we work on educating all our children about additional needs.

Communication:

We have a whole school approach to inclusion and when you are in our academy you will see lots of symbols with text which is part of our Communication Friendly environment. Children with limited communication use PECS and communication mats so our most vulnerable children can always tell us if something is upsetting them. Staff that work with our most vulnerable children understand that all behaviour is communication our trained to look for differences in behaviour that could be the child telling us something is not right.

Awareness

Where there is a child with specific complex needs in a class the teacher will work with the class on awareness, understanding and how they can help the child.

Safety

The safety of all children in school is vital. We have a large safeguarding team of senior and middle leaders. Child Protection Officers are Lesley Dolben and Phil Mitchell and deputy child protection liaison officers are Asma Maqsood Shah, Becky Mitchell, Rahat Baig and Claire Edley. Please see our academy safeguarding policy for further details. For children with complex special educational needs we have individual risk assessments to ensure we are providing for their safety needs.

How does the school administer medication and personal care?

All children who require personal care or need medication administering have a care plan which is produced by the pastoral team, Claire Edley or Shanaz Begum with parents or carers. These are reviewed on a regular basis. Please see the school accessibility or managing medicines policy for further details.

How does the school support behaviour and what support is there for increasing attendance?

We have firm expectations of children's behaviour at High Hazels Academy and all staff follow our behaviour policy.

In class we are using a five step approach.



Step 1: All on Green

Step 2: You are breaking our rules- rule number -- Please change your behavior

Step 3: If the child chooses to continue poor choices they are moved to Amber, where they can work hard to return to green within the lesson.

Step 4: If the child chooses to continue to disrupt learning they are moved to red – this means they have to work in isolation at the back of the classroom. Again they can earn a move back to amber and then green within the lesson if they conform to expectations.

Step 5: If a child continues to behave badly the adult will send two always children with a red card to fetch the Head teacher who will remove the child from the lesson.

In line with the New Code of Practice when a child has behavioural difficulties they are not automatically on SEN Support. Support is considered carefully and a child will only be classed as SEN Support when behaviour is considered an underlying response to one of the main four areas of need.

Behaviour report cards

Behaviour report cards can be through the record of concern referral from a class teacher but are also often automatic referrals from the headteacher or executive headteacher or a member of the senior leadership team after a more serious behavioural incident. Children are usually on behaviour cards for 2-6 weeks. If a child continually has difficulties with their behaviour, a behaviour passport or behaviour support plan will be made.

Behaviour support plans

The behaviour support plan is developed with a member of the emotional wellbeing team and the class teacher and teaching assistant. This is then shared with parents who will be asked to input to the plan and to sign to say they agree with the plan. The pupil is also asked to be part of the plan where they are able to. The behaviour support plans are reviewed each term. The behaviour plan is designed to identify triggers or reasons behind the behaviour and strategies initially to avoid the behaviour escalating but it also has strategies for if behaviour does escalate and in some cases positive handling techniques. It will also state what the calming down and reviewing and dealing with the behaviour strategies will be.

Home School Agreements, Rainbow Respite, Exclusions

We aim to avoid home exclusions and we have procedures in place to do this. In cases of serious incidents we put in place in school exclusions or isolation (which will happen in another class), Rainbow Respite in which a child accompanied by a teaching assistant spend the day in isolation at another local school. As a last resort children may receive a home exclusion in serious cases.

Please see our behaviour policy on our academy website for more information.

Attendance and Punctuality

At High Hazels Academy we believe 'Every Day Counts' and that all children should be in school as much as possible. It is essential that children are on time for school every day. In order to raise attendance, we have an attendance officer who works a day a week. This is partly funded by our Pupil Premium funding. We also have a member of pastoral staff who works on attendance every day and phones any parents where children are not in school and have not left a message with school on their first day of absence. We also make regular home visits.

For children with complex medical or special educational needs we understand that they may need to attend hospital appointments throughout the school day. We would always encourage parents to make appointments out of school time where possible, but we know that sometimes day appointments are unavoidable. In these cases we would advise parents to speak to the teacher about any work that will be missed and we will always try and ensure any literacy or numeracy work is caught up the next day. Where children may have a lower immune system from illness or medical need which may mean they miss more school, we work closely with parents to provide work for children to do at home where they are able to and dedicate TA time to catch up work that is missed.

Please see our attendance and punctuality website for more information

How do you support children with transition?

Transition into FS1 and FS2

All children who start in FS1 and FS2 receive a home visit by nursery and FS2 teachers to help with transition. All children starting FS2 also receive a Starting school pack which has things that will help prepare them for school speech and language advice, alphabet and number strips, pencils, whiteboard and whiteboard pens in a drawstring bag. Children with complex special educational needs are visited either at home or at their nursery by the SENCO and if possible they will also attend the final review meeting at the nursery. Children with complex special educational needs may need a transition plan which allows them to have a phased entry to school. Upon starting at school all children with special educational needs will have a planning and review meeting in the first half term.

Transition into the junior school

We are now working as one school under High Hazels Academy and will soon be one school. The children in the infant school are very familiar with the junior school and they eat dinner, use the ICT suite in the junior school but the pastoral team work with the children to familiarise them with the junior school. Children with special educational needs have more detailed transition plans and will visit the junior school and their new classroom on a number of occasions.

Transition to a new class and year group

We have transition days planned for all children in school to meet their new teacher and visit their new classroom. We also have a transition question box where children can post any questions they may have and the questions are answered by a class in the year group they are moving to. Teaching assistants work with children with special educational needs who would benefit from a transition book. Children with complex special educational needs have a more detailed transition books where they will visit their new teacher and classroom multiple times over a number of weeks to become familiar with it. Each plan is personalised to a child's individual needs. For children on SEN support extra we will arrange transition parent meetings with old and new teachers.

Transition to secondary school

Receiving secondary schools have their own transition plans in place for all children which involve visits. We work closely with receiving school SENCOS and invite them to transition review meetings as well as meeting with SENCOS to pass on all relevant information and files and arranging any additional transition visits.

Transition to or from a new school

We encourage all children joining the school to visit the school before they join. We liaise closely with staff when receiving and transferring children to different schools, ensuring all relevant paperwork is passed on and all needs are discussed and understood. For children with special educational needs we try to arrange handover meetings or phone calls with other SENCOS. For children moving between different SSEL schools we have a transition system set up to ensure that the needs and provision of the child are met as soon as possible within them moving to the school.

Additional transition support

We write social stories with children to help explain and prepare them for any major transition and make transition books. Phased transitions are put into place when they are appropriate to support children who would benefit from extra time to get use to their new environment.

How do you support looked after children?

The designated lead for looked after children is Asma Maqsood Shah who is on the safeguarding team. She will ensure that all staff working with looked after children have the information they need in relation to a child's legal status, contact arrangements, care arrangements and the levels of authority designated to the carer by the authority looking after him or her. She will also ensure that the class teacher has appropriate training and actively promote the educational achievement of these pupils.

How accessible is the school environment both inside and outside?

We are continually developing our school environment to make it accessible to all pupils. At present:

- There are two disabled toilets, one in nursery and one in KS2.
- The disabled toilet in nursery has a shower and a washing machine is available.
- The main corridors in the infants have been adapted to make them wheelchair accessible and there is a lift installed from the infants to the junior school. Nursery, FS2, Y2 and Y3 are all accessible to wheelchairs.
- There is an allocated disabled parking bay for parents of children who are disabled.
- In 2014 an acoustic survey stated that noise levels were within the recommended range.

Please see our accessibility policy for more information

What would happen if my child needed additional equipment or facilities?

Many of the resources the majority of our children need in school are bought through the main school budget or the notional SEN budget. If a child needs specific equipment to support their learning such as a laptop for a child who has severe motor difficulties which make writing difficult then this would be provided through the notional SEN budget or through banded funding.

How does the school provide for children who are disabled?

High Hazels Academy Equality Policy states that:

- * We will actively encourage positive attitudes towards pupils and staff and expect everyone to be treated with dignity and respect at all times.
- * We will make reasonable adjustments wherever possible to the fabric of the building and grounds to ensure that the academy is welcoming and accessible for pupils, staff and visitors.
- * We will take reasonable steps to meet the needs of pupils using a variety of approaches to ensure that all can access learning as a key entitlement.

Please see High Hazels Academy Equality Policy for further details.

We have an Accessibility Plan which details changes we have made in our school in order to make it more accessible.

Our school's accessibility plans are aimed at:

- Increasing the extent to which disabled pupils can participate in the curriculum
- Improving the physical environment of both schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided, and
- Improving the availability of accessible information to disabled pupils and their families

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

The first point of contact for any concerns should be your child's class teacher and then the phase leader. The SEN Information report and SEN policy can also provide you with advice.

Year group leaders:

Early Years Phase Leader	Hawa Fazlanie
KS1 Leader	Bethan Arthur
Lower KS2 Leader	Emma Morris
Upper KS2 Leader	Rebecca Mitchell

You can also contact the Assistant Head (Inclusion)/SENCo, Tinuviel Machin-Short on 01142441757 or to request an appointment at the school office.

We have a complaints procedure for High Hazels Academy which is detailed on our academy website.

How will you help me to support my child at home?

We are happy to provide support for all parents to advise them to better support their child at home. As mentioned earlier we work with parents as partners in their children's learning. We run regular workshops in school to advise you how to support your child with maths, literacy and phonics. In nursery and FS2 workshops relating to a variety of areas are run on a regular basis. We are starting to run special educational needs workshops for parents through our SEN coffee mornings alongside outside agencies such as the speech and language therapist.

If you would like some further help with supporting your child or additional materials sending home please speak to your child's class teacher in the first instance or to the SENCo if your child has special educational needs. We have lots of materials we can send home to support children such as fine motor packs, high frequency word games, visual timetables and reward charts. We can also provide home school books to allow parents and teacher to celebrate a child's achievements particularly when the child may have very little language. Our outside agencies often provide reports with suggestions to support learning and these are given to parents.

If your child is on SEN Support, SEN Support Extra or has an Education, Health and Care Plan or Statement they will have a target card with targets designed with the pupil and parents to support the child. A copy of these targets is given to parents and can be used to support your child at home.

We are currently developing an area on our website with information and websites to support parents.

Who should I contact if I am considering my child joining the school?

Applications to the school are made through the local authority admissions. If you are thinking of sending your child to High Hazels and would like more information you can contact Wendy Gourlay , School Manager to arrange a visit. If your child has special educational needs you can contact Tinuviel Machin-Cowen, Assistant Head and SENCo to discuss how the school could meet your child's needs.

For more advice on how to apply for school places you can look on our website or follow this link: <http://www.highhazelsacademy.org.uk/Admissions/Primary>

What is the local offer and where can I find it?

A Local Offer gives children and young people with special educational needs or disabilities and their family's information about what support services the local authority think will be available in their local area. Every local authority is responsible for writing a Local Offer and making sure it is available for everyone to see and every school has contributed to this by providing details about what special educational needs provision they offer.

Sheffield local authority local offer is available on the following website: <http://search3.openobjects.com/kb5/sheffield/fsd/localoffer.page>

Our school local offer is available on the following website:

<http://www.sheffielddirectory.org.uk/kb5/sheffield/directory/service.page?id= f2Z6W4n75Q&localofferchannel=3 4>

How is the school going to develop their provision for special educational needs over the next year?

Our main priorities for developing our provision over the next year are:

- To ensure all the changes to SEN provision in line with the new code of practice are implemented.
- To ensure all teaching and provision for children with SEN is good or better.
- To embed B squared as our assessment software for children with SEN.

- To increase engagement with parents, particularly in attending Structured Conversations.
- To increase and improve opportunities for pupil voice.
- To develop alternative provision for children with complex needs within school.
- To continue to embed our speech and language classroom strategies.

Relevant school policies underpinning this SEN Information Report include:

- High Hazels Safeguarding Policy
- High Hazels Accessibility Plan
- High Hazels Data and Assessment Policy
- High Hazels Managing Medicines Policy
- High Hazels Academy Special Educational Needs Policy 2015
- High Hazels Equality Policy
- High Hazels Academy Complaints Procedure

Legislative Acts taken into account when compiling this report include:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 –25 (September 2014)
- Schools SEN Information Report Regulations (2014)(see www.sendgateway.org.uk Hampshire's Illustrative Regulations as a guide for schools completing SEN Information Report)
- Statutory Guidance on Supporting pupils at school with medical conditions , April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document, Sept 2013
- NASEN guide to writing a SEN policy <http://www.nasen.org.uk/uploads/publications/329.pdf>
- Teachers Standards 2012

