

Welcome to our Special Educational Needs and Disability (SEND) Information Report

At High Hazels Academy we are an inclusive school. We provide education and support for children with all types of needs and we firmly believe every child should have the chance to be the best that they can be. We aim to provide a high level of quality first teaching for all children where every teacher is a teacher of children with special educational needs

Our SENCo is Tinuviel Machin-Short. She can be contacted through the main office via phone or email.
Our SEN Governor is Yassamin Sheel and he can be contacted through the PA to the Headteacher, Rachel Metcalfe.



Mrs Machin- Short



0114 2442189



inclusion@highhazelsacademy.org.uk

Local Offer

The local authority have an SEND local offer which is an online resource for parents of children or young people with a special educational need or some kind of disability. This can be found at:

http://www.sheffielddirectory.org.uk/kb5/sheffield/directory/service.page?id=f2Z6W4n75Q&localofferchannel=3_4



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What is Special Educational Needs?

Special
Educational
Needs
& **D**isabilities


'A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

(a) have a significantly greater difficulty in learning than the majority of others of the same age; or

(b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post -16 institutions.

A child under compulsory school age has special educational need if they fall within the definition (a) or (b) above or would do so if special educational provision was not made for them (Clause 20 Children and Families Bill)' (SEN Code of Practice 2014, 1.8)

What is a Disability?



The Equality Act 2010 states that a person has a disability if they have a physical or mental impairment and the impairment has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

A physical or mental impairment includes: learning difficulties including specific learning difficulties; medical conditions including epilepsy, diabetes, more severe forms of asthma and eczema; autism; speech, language and communication impairments.

If the impairment has a substantial and long-term effect on a person's ability to carry out normal day-to-day activities it may amount to a disability.

What are the arrangements for admissions of pupils with SEND in school?

High Hazels Academy is an inclusive school and we welcome all pupils. We aim to support children with all needs and where children have a specific need or disability, we will work with specialists to provide support.

If your child has a special educational need or disability but does not have an EHCP:

The regular admission process applies to children and young people with SEND who do not have an EHC plan. You can find out about how to apply for a school place on the Sheffield City Council website. It is unlawful for an admission authority to refuse admission to a child who has SEN, but has no EHCP.

If a child has an EHC plan they are covered by procedures set out in the Children and Families Act 2014.

The school named in an EHC plan must admit the child. Children are placed in schools through the EHC plan process rather than through the school admissions arrangement.

The child's parent can name any mainstream school or specialist provision to be named on the EHC plan. The local authority must then consult with the school and must name it on the EHC plan unless:

- It is unsuitable for the age, ability or aptitude of the child
OR
- The attendance of the child would be incompatible with the efficient education of others or the efficient use of resources.



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What are the areas of SEND?



Communication and Interaction:

Children with speech, language and communication needs (SLCN) have difficulty communicating with others and may also not understand and use social rules of communication. This often includes children with Autism Spectrum Condition.



Cognition and Learning:

Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), and severe (SLD), where children are likely to need support in all areas of the curriculum. Specific Learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.



Social, Emotional and Mental Health difficulties:

Children may experience a wide range of social and emotional difficulties. These may include becoming withdrawn and isolated, as well as displaying challenging, disruptive or disturbing behaviour. Other children may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder



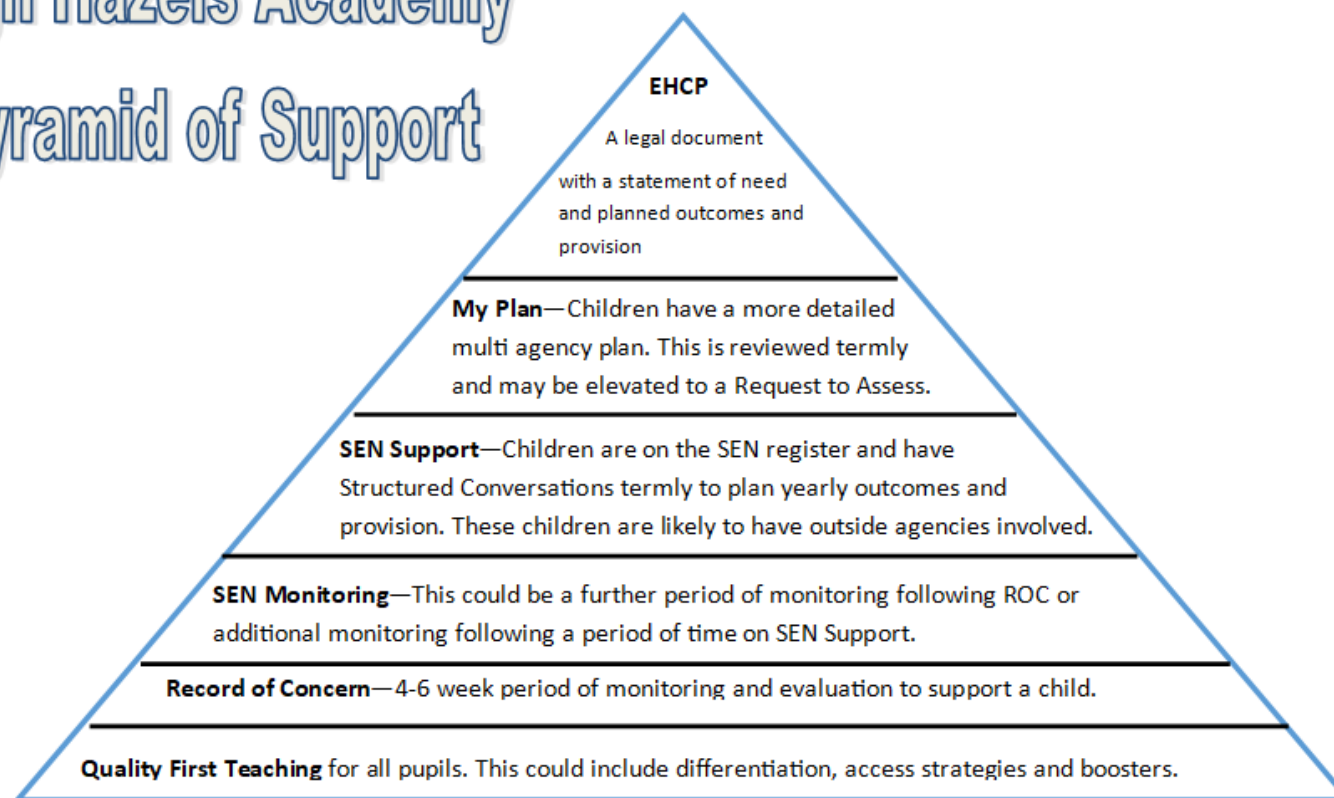
Sensory and/or Physical needs:

These include vision impairment, hearing impairment or multi-sensory impairment which will require specialist support and/or equipment or access their learning. Some children with a physical disability require ongoing support and equipment to access all the opportunities available to their peers.

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

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.

High Hazels Academy Pyramid of Support



What are the different types of support available for children with SEND?

	What does this mean?	What might it look like for my child?
<p>Universal support Quality First Teaching</p>	<p>For children with special educational needs, learning will be carefully planned to support their individual needs to allow them to make progress from their individual starting points. All teachers and teaching assistants have a class provision map which tells them what teaching and learning strategies or adaptations they need to make for individual children. They are supported to do this by the SENCo</p>	<p>There are many ways learning might be adapted, and it depends on a child's needs. For example</p> <ul style="list-style-type: none"> • Using visuals to support your child's learning. • Using speech and language strategies to support your child. • Breaking the learning into small steps for your child.
<p>Targeted support Small group/1:1 interventions and support</p>	<p>Your child's SEN Support plan and class provision map will detail any extra support needed. We carefully plan additional support as part of the Assess, Plan, Do, Review cycle. Children will sometimes work in a small group or with a teacher or teaching assistant 1:1.</p>	<p>Usually this will be an individual support or small group intervention. For example</p> <ul style="list-style-type: none"> • A speech and language intervention • A learning-based intervention such as precision teaching. • Social and emotional support like check ins or self-esteem groups.
<p>Specialist support Individual bespoke support enhanced by external agencies</p>	<p>Sometimes when a child is on the SEN register, we need to work with external agencies who are specialists in different areas of SEN. They help school to identify specific difficulties and plan next steps with school, parents and carers and children.</p>	<p>Some specialists who might work with your child or advise school are:</p> <ul style="list-style-type: none"> • Speech and language therapists • Educational Psychologists • Learning support teachers • Vision and hearing specialist teachers.

What types of SEN do we provide for?

High Hazels Nursery and Infant Academy and High Hazels Junior Academy provide education and support for all types of needs and disabilities. Below are some of the interventions we offer in school. This year due to Covid, we have had to change the way we deliver intervention support. The majority of support will be delivered by the teacher and teaching assistant in your child's bubble. We have worked hard to train staff to ensure we can maintain the majority of interventions previously offered.



Communication and Interaction support includes interventions and strategies such as; lego therapy, lego club, scaffolds, barrier games, special time, bespoke speech and language programs such as Play and Say, LEAP, Concept Cat, Black Sheep Narrative, Rhythm and Rhyme, Shape coding, Pre-Teaching Vocabularly and checklists



Cognition and Learning includes interventions and strategies such as; precision teaching, FFT reading intervention, additional reading groups, scaffolds, models, checklists, catch up interventions, overlays, bespoke curriculum for personalised learning



Social emotional and mental health support includes interventions and strategies such as; mentoring, small group work, therapy based intervention, daily check-ins, 5 point scales, blob tree work, lego therapy and circle times.



Sensory and/or physical support includes interventions and strategies such as; sensory circuits, bespoke sensory and movement breaks, bespoke sensory equipment and tools, bespoke specialist equipment for visual impairments and hearing impairments, large print texts, ramps, walking frames, writing tools and supports.

How will my child's learning needs be identified and assessed?



Identification: This happens through our regular monitoring of all children and can also be highlighted by teachers or parents. A parent may speak with their child's class teacher to raise concerns. Alternatively, potential additional needs could also be identified by the class teacher. They would initially discuss this with parents and together next steps will be identified and carried out. This would then be logged on a Record of Concern form. The agreed actions will be implemented and monitored with a 4-6 week daily monitoring system with data collected on entry and exit to measure outcomes and impact.



SEND Register: Following implementation of the next steps, the class teacher may speak with the SENCO to discuss the child's needs and what progress has been made. A meeting will be arranged with teacher, parents and SENCO to confirm if we all feel they have an area of need and be placed on the SEND register. Again, next steps will be agreed by all and the cycle of Assess-Plan-Do-Review will start. Parents and children will be met with three times per year during parent teacher meetings where progress and next steps are reviewed, discussed and planned.



My Plans and EHCP: Some children have more complex needs that may require outside agency involvement and advice. These children may require higher levels of support and intervention. A My Plan (an individual personal plan) will be written with pupil and parent voice recorded. The parents and children will be met with more frequently to monitor progress and review provision. Some of these children's needs may be particularly high level and may require an EHCP (Education Health and Care Plan). This is where parents, children, SENCO any outside agencies and class teachers work together to submit paperwork and evidence to the Local Authority to request a Statutory Needs Assessment. Once this has been submitted a legal timescale is then started. This process is bound by legislation and guidance within the SEN Code of Practice. Throughout this process your child's needs will continue to be met through the support that is already in place. Children with an EHCP also have an annual review.

What will happen if my child is on the SEN register?

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	When a child is raised as having possible special educational needs, we use a range of assessments both in school and with the help of external agencies to assess where your child is having difficulties and what their next steps should be.
Plan	Every child on SEN Support or with a My Plan or EHCP has regular planning and review meetings. The SENCo, teacher, child and sometimes external agencies work together to look at what is going well and what needs to change to support the child.
Do	A plan is created at the planning meeting and this is then implemented by the child's class teacher with support from the SENCo and external agencies. The middle and senior leadership team monitor this support regularly.
Review	Children review their targets with their teacher/TA on a weekly basis and class teachers share this progress informally with parents. Formal review meetings take place every term, to monitor progress and plan next steps.



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Who are the best people to talk to in school about my child's difficulties with Special Educational Needs?

Class teacher

Your child's class teacher is the best person to talk to initially. Often, they can quickly answer queries, or they can refer you to the SENCo if your query is more complex.



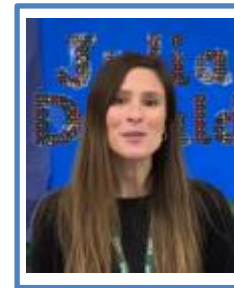
Early Years



Y1, Y3, Y6



Y2, Y4, Y5



Vice Principal/Director of Teaching and Learning

Mrs Fazlanie- Vice Principal and Early Years Lead.
Mrs Hodgkins- Director of Teaching and Learning -Y1,Y3, Y6
Mrs Morris- Director of Teaching and Learning – Y2, Y4,Y5

SEN Specialist HLTA

Mrs Adlington is our SEN Specialist HLTA. She is very skilled at delivering speech and language support and advising parents.


Assistant SENCos

Mrs Adlington is the Assistant SENCo in school. She works with Mrs Machin-Short to make sure the provision is right for every child in school.

Director of Inclusion and SENCo

The SENCo, Mrs Machin-Short works closely with your child's class to make sure the right support is in place for your child. She holds the National Award for Special Educational Needs and is a Specialist Leader in Education (SLE) for SEN and a Strategic Attachment Lead.

How are children with special educational need or disability are taught and how is the curriculum adapted to meet their needs?



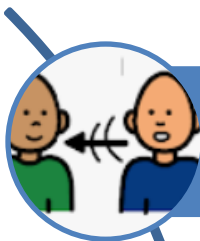
We deliver a broad and balanced curriculum, ensuring full coverage of the National Curriculum. Teaching in all subjects is guided by Rosenshine's Principles to ensure effective instruction. This results in our children acquiring coherent substantive and disciplinary knowledge. We believe that every child can flourish and shine across the curriculum and our children are provided with the skills to allow them to be the best they can be.

Our Curriculum lead Miss Field and all subject leaders work closely with the SENCo, Mrs Machin-Short to look at how the curriculum can be adapted to support children with special educational needs. For most of our children adaptations like pre teaching the vocabulary before the children are expected to access it, visual supports, adapted knowledge organisers and scaffolded texts will be sufficient and they will be able to access the curriculum alongside their peers. For children with very complex SEN, they may need a more bespoke curriculum with significant adaptations.

We also recognise that just because a child has a special educational need it doesn't mean that they will need support across every curriculum area and they may have a particular area of strength such as Art, Music or Science which we can support them to develop further and celebrate their success.

We have worked hard to ensure our curriculum and enrichment can be accessed by all pupils, including children with a special needs or disability.

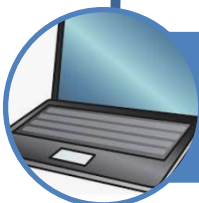
How is the learning environment adapted to support children with special educational needs or disabilities?



All of our learning environments in school are designed to be language rich environments. As you walk around school you will see a large amount of visuals – symbols, photos and signs designed to support communication and understanding for all pupils. These resources, are particularly effective for our pupils who have difficulties around their Communication and Interaction.



We have a standard approach to classroom organisation and display. This helps to ensure that children become familiar with the layout and resources of the room and when they transition to the next class, the layout will continue to be similar. We are careful not to overstimulate our children with very busy classrooms and teachers are aware of children who have sensory or physical needs in their class when thinking about where a child might sit in a classroom.



Children with special educational needs have their own equipment or resources which stay with them during their time in school. This might be the use of a laptop, a writing slant or some sensory resources such as a fidget toy or ear defenders. Specialist equipment is purchased for children with specific or complex hearing, visual or physical disabilities. Staff support children with hearing or visual issues by liaising with the specialist teachers and adapt their classrooms and resources by following the specialist advice.



For children with physical disabilities we have tried hard to adapt our school building. We have installed a lift between the main office and the lower level of our infant school and the FS2, Y1, nursery and Y3 classrooms can all be accessed by wheelchairs. We are able to be flexible with year group classrooms to ensure the classroom building does not create a barrier to accessing learning. We have two easily accessible disabled toilets. You can find further information on how we are developing our physical environment to increase the extent to which children with a special educational need or disability can access the building and all aspects of the curriculum in our school Accessibility Plan on our website.

What steps have High Hazels Academy taken to prevent pupils with special educational needs or disabilities from being treated less favourably than other pupils?

At High Hazels Academy, we monitor all aspects of school life closely to ensure that all our children can participate in all aspects of school life. This includes being able to access extra-curricular activities such as trips or clubs as well as their access to learning and the curriculum on a day to day basis and the physical environment.


Below are some of the steps we have taken to ensure children with special educational needs or disabilities (including hidden disabilities) are not treated less favourably than other students.

- We consider carefully whether children have appropriate access arrangements for exams.
- As a senior leadership team, we have an overview of all the trips and visits that are happening for each year group and the SENCo works closely with year group leaders to look at adaptations to trips for pupils where they are needed to ensure all children can access these.
- All children are encouraged to participate in after school or lunchtime clubs and we work closely with parents to adapt support for children where they need additional support to access a club.
- All our leadership positions for children in school are open to all children and we adapt the application process for pupils with special educational needs. For example, for Head Girl/boy, Food ambassadors or Well-being Champions and the Junior Leadership team they can record a video, send a letter, draw a picture to show why they should be the Head of House. Our leadership positions are representative of our children with special educational needs and disabilities.
- We monitor attendance closely for all pupils and understand that it is likely that children with special educational needs or disabilities will have more medical appointments to attend out of school. We support parents by buying language therapist and Educational Psychologist time, so appointments can happen in school and by supporting parents with periods of home learning when needed due to medical conditions or disabilities.



NOT EVERY DISABILITY IS VISIBLE.

What other agencies can school use to support my child?



For some children school support may not be enough and with your agreement, school will make the decision to increase the level of support provided. This external support might be from:

- *Educational Psychologist
- *Speech and Language Therapist
- *Occupational Therapist/Physiotherapist
- *Autism team
- *Hearing and vision impairment teams
- *CAMHs
- *Ryegate/Centenary House

In our school, we have a day a week of support from our Speech and Language therapist and 1 day every fortnight of support from our Educational Psychologist. These are the professionals you may see most often.

What extra-curricular activities can my SEND child take part in?



Due to Covid our current offer for extra curricular activities is significantly reduced. Each class will have access to one extra curricular club run by their teacher or teaching assistant. All children within that class are invited and encouraged to attend the club.

If your child has special educational needs/and or disabilities they are encouraged to attend clubs and we will make provision in discussion with you to support their individual needs in the club.

There are a wide range of leadership opportunities for our older children to apply for. We encourage applications from all pupils and will support pupils with special educational needs to access these positions.

How effective is provision at High Hazels Academy for children with Special Educational Needs?



High Hazels Academy robust policy for Special Educational Needs. The policy is implemented by all members of staff and it's effectiveness monitored and evaluated by the Governing Body on an annual basis.


The SENDCo meets termly with the SEN Governor to share anonymous information on the progress of all children with SEND to ensure that we narrow the gaps in our provision for all our children.

Termly reports are written by the SENDCo about the provision and progress of all children with SEND, this forms part of the termly Headteachers Report to Governors.

The SENCO attends pupil progress meetings to gain an overview of all children.

The SENCo works with the United Learning Primary SEND Lead and the Northern SENCo cluster to make continual improvements to SEN provision.

What support do we have for you as a parent of a child with SEND?



As a parent you can arrange to speak with your child's class teacher by phoning the office where we will be happy to discuss your child's progress and any concerns you may have. Teachers are happy to share successful strategies used in school which can be used by parents at home.

Due to Covid some meetings are being held on the phone virtually on Microsoft Teams. School have produced a user guide for parents to support with this.

Mrs Machin-Short is also available to help answer any further questions you may have about your child's needs.

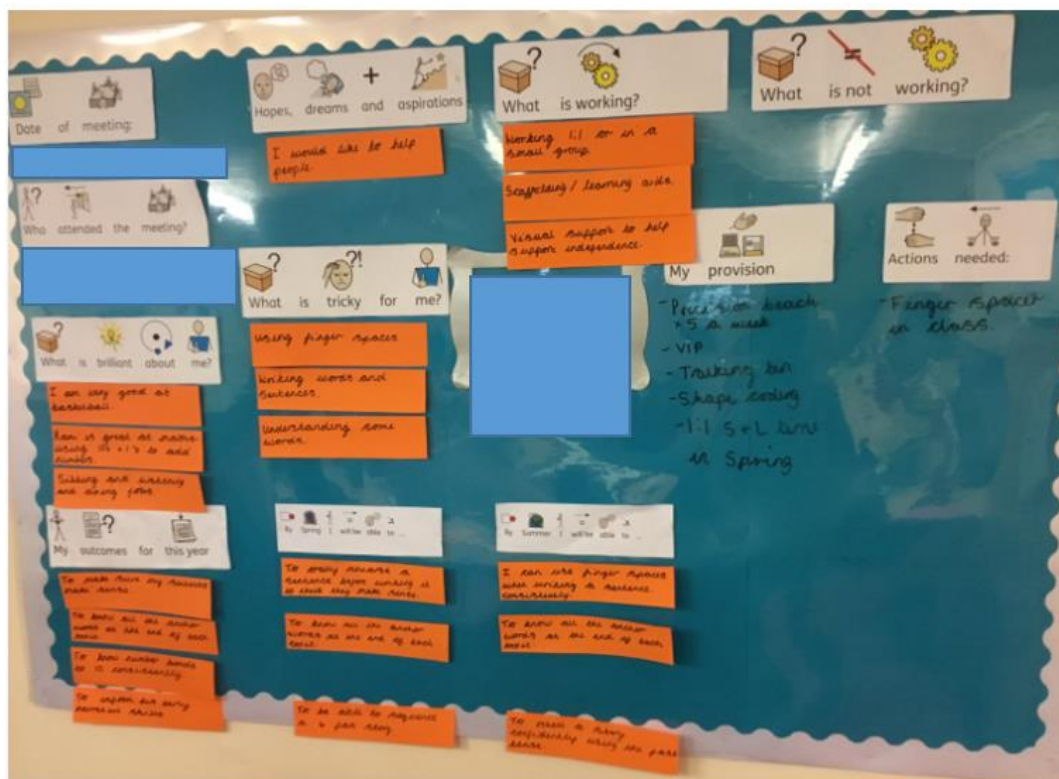
All information from outside agencies will be shared with you personally or through written reports.

Class teachers will share class provision maps, My Plans, EHCPs (as appropriate) with you on a termly basis and discuss the progress made towards individual targets.

A parent support network has been set up by Mrs Machin-Short with guest speakers and sessions arranged around the needs of the parents and children in both schools.

SSENDIAS: Parents can always contact SSENDIAS Sheffield SEN and Disability Information and Advice. They are independent and can offer information, support and advice to parents of children with SEND. You can contact them on 0114 273 6009

How do we work with parents and pupils of children with SEN?



We recognise that you are the experts on your child, and we want to work closely with you to ensure that your child has the best provision possible. Our teachers and SENCo are always happy to answer any questions you may have about your child's provision.

We send home a parent view form before all our review meetings and you are invited and encouraged to share your thoughts, wishes and questions at the review meeting. We use a big board to record everybody's views and create a plan together.

Your child works with their teacher or TA to talk through their learning and targets every week and they are invited to the review meeting (where appropriate). They are invited to share their views through symbols, pictures, talking or writing. Our pupils tell us they really enjoy their meetings because we talk about the things they are great at, not just what they find tricky.

We gather pupil view in other ways too, through the use of Blob tress, drawings, questionnaires, and interviews.



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What training and expertise do our staff have to support pupils with SEN?



Communication and Interaction:

All of our staff receive regular training on speech and language and social communication. Staff have had recent training on pre teaching vocabulary and Shape Coding, Autism and Dyslexia by the Speech and Language Therapist, Educational Psychologist and Learning Support service. Specific staff have had training on individual speech and language support to enable them to deliver intervention to specific children. The Educational Psychologist runs staff surgeries to support staff with individual children.



Cognition and Learning

Our staff attend regular update training hosted both in-house and delivered by specialists. Training on Precision Teaching, B squared, Attachment and quality first teaching for children with SEN have recently been held. Whole staff training has also been ongoing with a focus on reading, writing, maths and the wider curriculum and teaching using Rosenshine's Principal of Instruction.



Social Emotional and Mental Health

Last year we developed staff understanding of emotional regulation through Healthy Minds. This year we are focussing much of our staff training on emotional well-being. We are taking on a Conscious Discipline approach and working to become a Trauma Informed and Attachment Aware school. The SENCo is training to become a Strategic Attachment Lead and two other members of staff are becoming lead teachers in trauma. This expertise is being shared with staff through a detailed CPD plan.



Sensory and/or Physical

Our children who have physical and/or sensory needs tend to have bespoke packages tailored to their specific difficulties. We work with Occupational therapists, physio therapists and health colleagues to design packages of support for individuals. Some children require alternative entrance/exits routes, some need specialist equipment and resources.

How will we support your child when leaving this school or moving to another class or school?

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

If your child is moving to another school or moving into Year 7:

- * We will contact the school SENCO and ensure they know about any special arrangements or support that needs to be made for your child prior to their arrival.
- * We will make sure that all records about your child are passed on quickly to the receiving school.
- * Wherever possible we arrange additional transition visits for children with SEND.
- * Wherever possible we will arrange further parents information visits.
- * Structures such as social stories and scripts can be made for individual children

When moving classes in school:

- * Transition meetings are held between current and receiving classes to share all information related to individual children and set new targets for the coming term.
- * All children receive an enhanced transition offer. We have a school transition week where children spend time with their new teacher in their new classroom. All our staff have produced videos so their new children and parents can get to know them quickly. We also provide a transition question box where children can post any questions they may have and the question answered by a class in the year group they are moving to.
- * Staff work with children who have SEN to complete a bespoke transition book. Children with complex educational needs have a more detailed transition book where they will visit their new teacher and classroom multiple times over a number of weeks to become familiar with it.



How do we handle complaints from parents of children with SEN about provision made at the school?



Class Teacher

Firstly, if there are any problems with the day to day provision for a child, always discuss these with the Class Teacher so they are aware and can implement changes quickly.



Director of Inclusion/SENCo

If there any problems or issues continue, the next person to contact would be the SENCo Tinuviel Machin-Short. (Contact details are in this document and on the school website).



Head Teacher

Unresolved issues would then be escalated to the Head Teacher of the school for further investigation and meetings with parents/carers.



SEN Governor Board of Governors

Parents can always contact the Governors of the school by writing a letter or telephoning to raise concerns. Send written correspondence to the school marked 'FAO The Chair of Governors'. The SEN Governor is called Yassamin Sheel.



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