

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



High Hazels Academy is an inclusive school with a strong belief that all children's needs should be met as fully as possible, irrespective of gender, race or disability. We have children with a many 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 and Social and emotional difficulties.



Our vision is that 'Every child should have the chance to be the best they can be'. We aim to provide 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.



Within school, Mrs Machin-Short is our Special Educational Needs Coordinator and is also an Assistant Head for Inclusion. Mrs Machin-Short works across both schools and can be contacted on the main school number 0114 2442189

## What is Special Educational Needs?



*'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 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 Disorder, including Asperger's.



### **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

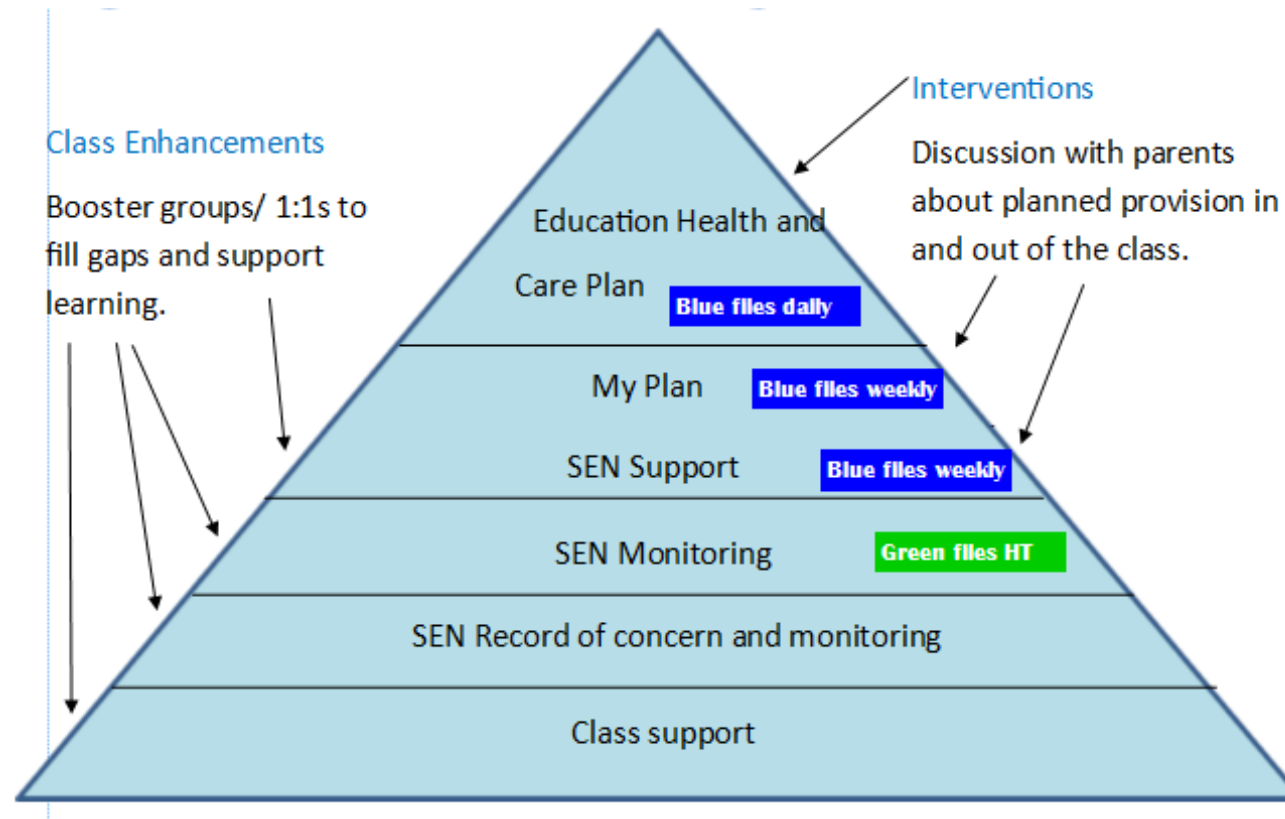


### **Sensory and/or Physical needs:**

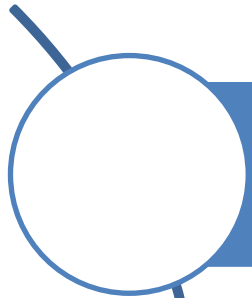
These include vision impairment, hearing impairment or multi-sensory impairment which will require specialist support and/or equipment or access their learning. Some children with a physical disability require ongoing support and equipment to access all the opportunities available to their peers.

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

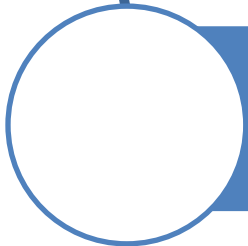
Alongside the SSEL (Sheffield South East Learning Partnership) schools in our locality we have created a pyramid of support for children which ranges from all children at the class support level right up to children with the most complex needs who have an Education Health and Care Plan or a Statement.



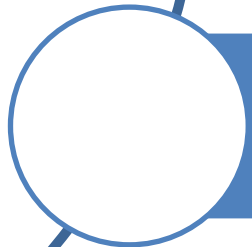
## What are the different types of support available for children with SEND?



Quality first teaching forms the basis of provision for all children. Lessons are correctly pitched to allow all children to make progress from their individual starting points and include appropriate differentiation and access strategies for children who need them. All teaching staff regularly receive up-to-date training to meet the needs of their class children.



Children who require additional support have these needs met through a graduated framework of carefully planned interventions and support.



External agencies are employed as appropriate to provide additional support and guidance.

## What types of SEN do we provide for?

High Hazels Nursery Infant School and High Hazels Junior School are Primary Academies that provide education for all types of needs and disabilities. We have children with mild SEN to those with more complex needs and difficulties.



**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 Vocabulary 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, lunch time club, 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.

## 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.

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



Class teacher: If you feel that your child may have SEND then you should ask to speak to your child's class teacher in the first instance.

Phase leaders: You can also meet with Phase Leaders to discuss your child's needs. Early Years Leader-Hawa Fazlanie KS1 Leader- Bethan Arthur Lower KS2 Leader- Emma Morris Upper KS2 Leader Rebecca Mitchell

SENDCo: Mrs Machin-Short is our SENDCo who works closely with class teachers to put in place strategies and interventions to help remove your child's barriers to learning. She has the National Award for Special Educational Needs Coordination.

Assistant Headteacher of Inclusion: Mrs Machin-Short is an Assistant Headteacher of Inclusion. She works closely with your child's teachers to track your child's progress in school and organise extra support if your child is falling behind.

SEN Governor: Andrea Lancaster is our SEN Governor. She challenges school to ensure children's needs are being met and shares this information with the Governing Body.

## What Policies support my child with SEND?



These Policies have been written to further support your child within school. Please ask at the office if you'd like a copy of any of these SEN Policy

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

## 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
- \*SCI Team (Social Communication & Interaction Team)
- \*Behaviour Support Service
- \*CAMHs

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](http://www.sheffielddirectory.org.uk/kb5/sheffield/directory/service.page?id=_f2Z6W4n75Q&localofferchannel=3_4)

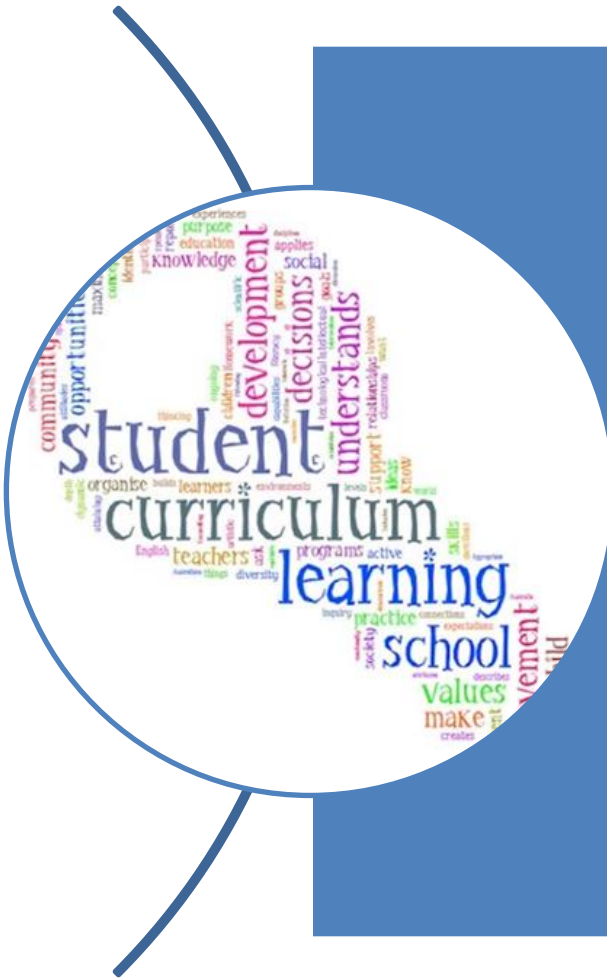
## How does the school environment meet my child's needs?

\*Our curriculum is delivered through Rosenshine's Principles of instruction. These encourage children to be active participants in their learning and increase autonomy and independent learning strategies. We accommodate for different learning styles providing a platform for personalised learning. This is achieved through lessons and activities that are driven through key skills which are linked to each subject area. We believe that every child is gifted in their own way, children are provided with the skills to allow them to fly and be the best they can be.

\*The school has adopted a standard approach to classroom organisation and display. This is to the benefit of children who may be easily distracted by a busy environment, it also helps to ensure that children become familiar with the layout and resources of the room.

\*Bespoke specialist equipment has been purchased for individuals who require it for needs such as hearing and visual impairments or physical disabilities.

\* We offer a variety of ways in which teaching can be delivered, from whole class, small group work, personalised provision to outdoor learning, specialist literacy groups and intervention groups. It is vital we address the individual needs of the children whilst ensuring they are receiving an inclusive educational diet.



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

Throughout the partnership we offer several extra curricular activities including:

- \*Breakfast Club
- \*Glee Club
- \*Cooking Club
- \*Dance Club
- \*Mindfulness Club

\*All children are welcome to attend the clubs and any special provision needed to make them accessible will be discussed with you.



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



**Identification:** this is usually 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.

## 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 and their flight paths.

Data is shared securely with the SENCo from both schools so any trends or areas for development can be addressed across both sites

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



As a parent you can arrange to meet the class teacher before or after school 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.

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

## 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.
- \* Current strategies and supports in place for a child will transfer to the new teacher and classroom. We also provide a transition question box where children can post any questions they may have and the questions answered by a class in the year group they are moving to. Teaching assistants 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.



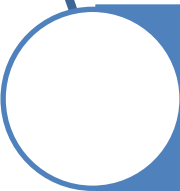
## How do we consult pupils with SEN and involve them in their education?

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.

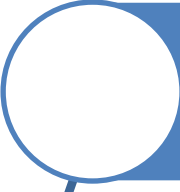
Underpinning ALL our provision in school is the graduated approach cycle of:




**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 Debra Hetherington, 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. Teachers comment on progress towards targets on the weekly SEN Support monitoring forms. These forms are given to the SENCO who will review them. New targets are set in collaboration with children and parents at the next Structured Conversation. As much as this meeting is for planning it also for reviewing the child's progress across all areas but also their progress towards their targets. Within the meetings we also set new targets to ensure the child makes the best progress they can.

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



### Communication and Interaction:

Our staff have recent training on Advanced Autism, dyslexia, mindfulness and metaconition, differentiation and personalised planning delivered by the educational psychologist, training by the Social Communication and Interaction Team on Lego Therapy, our staff are supported by Speech and Language Therapists who also offer training for staff working with specific children and needs.



### Cognition and Learning

Our staff attend regular update traning hosted both in-house and delivered by specialists. Training on Precision Teaching, modelled reading and have all been recently held. Whole staff training has also been ongoing with a focus on working memory, reducing cognitive over load and Rosenshine's Principal of Instruction.



**Social Emotional and Mental Health** We have worry boxes or worry monsters 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. We offer 1:1 mentoring for children who are vulnerable either because of child protection, social and emotional issues or special educational needs. We also run Lego based small group work to support communication, cooperation and self-confidence. We also run a variety of small groups which children attend once or twice a week. These activities focus on self confidence and self esteem, theraplay style activities and cooperative groups.



### 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 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.



### **Inclusion Manager**

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/Exectutive Head Teacher**

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



### **Board of Governors**

Parents can always contact the Governors of the school by writing a letter or telephoning to raise raise concerns. Send written correspondance to the school marked 'FAO The Chair of Governors'



### **SENDIAS**

Parents can always contact SENDIAS (used to be parent partnership) they are independent and can offer support and guidance around provison for SEND children. 01226 787234