Special Educational Needs and Disability (SEND)
Information Report for Henlow Church of England Academy
(Academic Year 2016 – 2017)

1. What kinds of SEND do we provide for?

- We are a mainstream academy for young children aged 9 - 13.

- We provide support for all types of SEN and Disabilities, and some of our children have an EHCP (Educational Health Care Plan) or a statement.

2. What is our policy for identifying children and young people with SEND and assessing their needs, and who is the Special Educational Needs Coordinator (SENDCo)?

- Our SEND policy sets out clearly what our processes for assessing needs are. It is the role of teachers, supported by the SENDCo, to assess the needs of the young person in the classroom, and to identify those who may need further support because of a learning difficulty or disability. This will routinely be done through regular on going, in class assessments, but may involve more specialised assessment or screening from our SENDCo.

- Some children have an EHCP or a statement, which clearly sets out the needs of the child.

- The SENDCo, at Henlow Church of England Academy, is Mrs Susan Jones. She can be contacted by phone on 01462 813733 or by email sjones@henlow.cbeds.co.uk

3. How do we consult with parents of children with SEND and involve them in their child's education?

- Parents get regular reports from the school regarding children' attitudes to learning and behaviour grades, targets, and subject specific targets.

- There are opportunities through the year at parents' consultation evenings to meet with form tutor, class teachers and the SENDCo.

- Those who are receiving specific SEND Support, as categorised by the Code of Practice 2014, will be met with by the form tutor at least three times per year to discuss progress and support either during or outside of the parent consultation evenings if more appropriate.

- Personal Provision Plans (PPP) are available and updated regularly so that parents can see interventions and progress being made.

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- A form tutor and head of year acts as a key worker to facilitate regular communication with parents.

- Parents are free to contact the school at any time, either by phone, or by email to have a conversation about their child's progress in school.

4. How do we consult with young people with SEND and involve them in their education?

- We will always meet with a child before beginning any specific support and explain what we are doing, and why.

- We ask children at transition, when children are in Year 4 and in Year 8, how we can best support them, and this information is put into the PPPs.

- We ask children and parents for their views on their needs and record this on their PPPs.

- Children with SEND and those anxious of moving to upper school, have access to extra support and guidance during the Year 8 transition period to upper school by creating further opportunities for additional transition visits.

5. How do we assess and review children and young people's progress towards outcomes?

- Class teachers will regularly assess a child's progress as part of their normal practice.

- We complete reports regularly through the year for all young people, and this information is sent home to parents.

- The data generated by these reports will be scrutinised by the SENDCo after each reporting cycle so that less than expected progress can be highlighted and support put in place.

- Those children receiving specific SEND support will have their progress tracked and monitored, and this information will be fed back to the child and parent via heads of year and tutors.

- We will try to use our normal school assessment processes as much as possible so as not to overburden our young people with too many assessments.

- There may be times when we need to conduct more specialised assessments or screening in order to obtain standardised scores so that we can see if a young person needs reading or amanuensis support during formal testing such as SATs. We will always let children know this is happening and let parents know the outcome of any testing and screening.

6. How do we support children and young people in moving between lower and middle school in preparation for becoming life-long learners?

- There is a well-planned programme of transition activities for those moving from Year 4 into Year 5 which are distributed to parents during the Spring term.

- The Head of Year 5 and SENDCo attend transition liaison meetings, during early spring term, at all the feeder lower schools to ascertain expected SEND need.

- School at Work open evenings present parents' with opportunity to meet informally with the SENDCo and Head of Year 5 to discuss possible future transition requirements for prospective Year 5 children.

- During transition from Year 4 we offer liaison visits in addition to the 'move up' programme that runs during the summer term for those families that feel their children would benefit from becoming more familiar with the surroundings, routines and teaching/support staff.

7. What is our approach to teaching children and young people with SEND

- We want everyone in our school to make excellent progress, and to achieve the very best that they can, in all aspects of their all-round education, regardless of any Special Educational Needs or Disabilities that they may have. We have high aspirations for all of our children.

- This means that there is complete equality of opportunity in the curriculum that is offered to children.

- We believe that high quality teaching will ensure high quality outcomes for children, so it is essential that children with SEND have access to the same high quality teaching as everyone else in the school.

- It also means that we will work really hard with young people with SEND to put in place extra provisions to ensure the best possible outcomes for them, and to remove any barriers to learning that they may be facing.

These may include barriers related to the child themselves, and also those in the learning environment.

8. How have we adapted the curriculum and the learning environment of children and young people with SEND

- The curriculum is very broad and exciting at our school and, as such, there is something available for all children to follow.

- We currently offer options to our Year 7s and Year 8s, such as engineering, a range of foreign languages, uniformed public services, catch up maths/English and many more.

- Our intervention strategy has been designed to offer support within Maths, English and literacy rich subjects – giving teacher's the professional responsibility of ensuring targeted support and curriculum planning to supply quality first teaching directly to SEND groups or to those where the need lies.

- Henlow Academy is fully accessible and meets all the requirements of the Equalities Act 2010.

9. What is the expertise of staff to support children and young people with SEND and how do we continue to train them. How do we secure specialist expertise?

- Mrs Sue Jones is in her second year as the SENDCo at Henlow Church of England Academy.

- Mrs Jones is currently a school governor, sitting on the Curriculum & Personnel committee at Henlow Church of England Academy but crucially she is also on the Extended Senior Leadership Team, able to share her expertise directly with all of the senior leaders.

- Staff are encouraged to continue to train as part of their own performance management, and we have undertaken in house training on areas such as dyslexia, work differentiation and national SEND reform.

- Specialist, outreach support and training have also been provided to develop whole school understanding of Autistic Spectrum Disorder (ASD) and Asperger's.

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- As part of our middle and upper school liaison, Henlow Church of England Academy runs termly training for all staff on different aspects of SEND Practice.

- Henlow Church of England Academy hosts and leads Professional Study Groups (PSGs) with teachers and support staff attending from lower, middle and upper schools in order to develop pedagogical skills which directly impact upon the classroom.

10. How do we know how effective our provision for children and young people with SEND is?

- We do not profess to get it right for every child every time – especially as the needs of each child will be different. Crucially, we listen and react upon feedback from children, parents and professionals. We aim to coproduce and tailor the needs of our children.

- Feedback from lower and upper school, pre and post transition is extremely important to us. The communication with other SENDCos in the learning community allows SEND provision and transition in this school to be adjusted for the betterment of all children.

- As part of the normal school development and self-review cycle we will carefully examine the data from test results, whole school surveys and teacher observations to evaluate the effectiveness of the provision

- Every year, the government produces a document called "Raise online" which is a booklet of data all about our school. This is used as a key tool to examine how effective the provision is.

11. What do we do to make sure children and young people with SEND are enabled to engage in activities available with children and young people in the school who do not have SEND?

- There are no barriers for any children with SEND for our activities in school.

- We actively encourage children with SEND to take part fully in the life of the school.

- We are a fully inclusive school and encourage all of our children to access our excellent lunchtime and after school clubs. All of which are run by teaching staff on a voluntary basis. We usually have 50 or so clubs that children can chose from.

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- SportAbility is a competition where we see children from our school compete in events showcased in the Paralympics of 2012. The social and emotional experiences that this gives our children is phenomenal – especially when they realise that they have been given an opportunity to represent the school at a sporting event!

12.What support have we got in place for improving emotional and social development of our children?

- Our wrap-around pastoral care system allows for the early identification of possible issues.

- The form tutor, pastoral and intervention leader, head of year and Senior Leadership Team work exceptionally closely with the parents to ensure effective dialogue is in place from the outset.

- Art therapy trained support staff engage with children during non-invasive 1:1 sessions, allowing emotional and social skills problems to be addressed.

- A professionally trained school counsellor works under the direction of the SENDCo who initiates sessions if a need has been identified.

- Our anti- bullying policy sets out our approach to bullying.

- SportAbility, mentioned previously allows the school to address emotional and social issues by targeting specific children to attend and represent the school.

13. How do we involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEND and how do we support families?

- We draw on a range of local providers such as:

○ CBC SEND Parent and Young Person Partnership Service
○ NHS, Union Street Clinic, local GPs, School Nurse.
○ CAMHS
○ Children's Social Care
○ Early Help Intervention from CBC
○ Education Psychology Service
○ Outreach service from Ivel Valley School
○ ASD specialist teacher from Ivel Valley School
○ Virtual School

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○ CHUMS

- There are many others that we can access from time to time to help us secure the best possible support for our young people.

- They may come in and help us with assessments, providing advice as needed, or they may be alternative providers.

14. What arrangements are in place for handling complaints from parents of children with SEND about the provision made at the school?

- The school has a Complaints Policy, which on the website.

15. SEND Local Offer

Central Bedfordshire's information regarding SEND and their Local Offer can be accessed via the link below:

http://www.centralbedfordshire.gov.uk/learning/local-offer/default.aspx

An A to Z of Special Educational Needs Abbreviations:
Please note that this is not an exhaustive list, however they are some of the common abbreviations used within school.

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<u>**A**</u>

ADD
Attention Deficit Disorder

ADHD
Attention Deficit Hyperactivity Disorder

AfL
Assessment for Learning

AGT
Able, Gifted and Talented

APD
Auditory Processing Disorder

AS
Asperger Syndrome

ASD
Autistic Spectrum Disorder

AT
Attainment Target

<u>**B**</u>

BDA
British Dyslexia Association

<u>**C**</u>

CAF

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Common Assessment Framework

CAMH
Community & Adolescent Mental Health Service

CATs
Cognitive Ability Tests

CDC
Child Development Centre

CiC
Children in Care

CiN
Children in Need

CLA
Child Looked After

CLD
Complex Learning Difficulties

CoP
Code of Practice

CP
Cerebral Palsy

CP
Child Protection

CPD
Continuing Professional Development

D

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DfE
Department for Education

DS
Down Syndrome

DSD
Developmental Co-ordination Disorder (Dyspraxia)

DST
Dyslexia Screening Test

E

EAL
English as an Additional Language

ECM
Every Child Matters

EFL
English as a Foreign Language

EHCP
Educational Health Care Plan

EO
Equal Opportunities

EP
Educational Psychologist

EPS
Educational Psychology Service

ESN
Educationally Subnormal (obsolete)

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F

FAITH
Focusing on Autism in the Home

FE
Further Education

FLS
Further Literacy Support

FSM
Free School Meals

G

G & T
Gifted and Talented

GDD

Global Developmental Delay

H

HD
Huntington's Disease

HD
Hyperactivity Disorder

HLTA
Higher Level Teaching Assistants

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HoD
Head of Department

HoY
Head of Year

HSA
Home School Agreement

HT
Head Teacher

I

ICT
Information and Communications Technology

IEP
Individual Education Plan

INSET

In Service Training

IS
Irlen Syndrome

K

KS
Key Stage

L

LA
Local Authority

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CLA
Child Looked After

LD
Learning Difficulty

LEA
Local Education Authority

LSA
Learning Support Assistant

LTM
Long Term Memory

M

MDS
Mid-day Supervisor

MFL
Modern Foreign Languages

MLD
Moderate Learning Difficulties

MND
Motor Neurone Disease

N

NACE
National Association for Able Children in Education

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NAS
National Autistic Society

NASEN
National Association for Special Educational Needs

NC
National Curriculum

NLS
National Literacy Strategy

NNS
National Numeracy Strategy

NQT
Newly Qualified Teacher

<u>**O**</u>

ODD
Oppositional Defiance Disorder

OfSTED
Office for Standards in Education

OT
Occupational Therapy

<u>**P**</u>

PATOSS
Professional Association of Teachers of SpLD Students

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PD
Physical Difficulty

PDD
Pervasive Developmental Disorder

PDA
Pathological Demand Avoidance Syndrome

PEP
Personal Education Plan

PI
Physically Impaired

PIVATS
Performance Indicators for Value Added Target Setting

PMD
Physical and Medical Difficulties

PMLD
Profound and Multiple Learning Difficulties

PoS
Programme of Study

PPP
Personal Provision Plan

PRU
Pupil Referral Unit

P-Scale
Performance (below NC level 1) Scale

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PSHE
Personal, Social and Health Education

PSI
Physical and Sensory Impairment

PSLD
Physical and Severe Learning Difficulties

PSP
Pastoral Support Programme

PTSD
Post-Traumatic Stress Disorder

PX
Permanent Exclusion

<u>R</u>

RA
Reading Age

RE
Religious Education

RNIB
Royal National Institute for the Blind

RNID
Royal National Institute for the Deaf

RoA
Record of Achievement

<u>S</u>

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S
Statement (of Special Educational Needs)

S&L
Speech and Language

SA
Spelling Age

SALT
Speech and Language Therapist

SATs
Standard Assessment Tasks

SCD
Severe Communication Difficulties

SCLD
Social communication and language disorder

SEAL
Social and Emotional Aspects of Learning

SEF
Self-Evaluation Form

SEMH
Social, Emotional and Mental Health

SEN
Special Educational Needs

SENCO
Special Educational Needs Coordinator

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SEND
Special Educational Needs and Disability

SIMS
Schools Information Management System

SLCN
Speech, Language and Communication Needs

SLD
Severe Learning Difficulties

SMART targets, Measurable, Achievable, Realistic, Timed

SoW
Scheme of Work

SpLD
Specific Learning Difficulties

STM
Short Term Memory

T

TA
Teaching Assistant

TES
Traveller Education Service

TLR
Teaching and Learning Responsibility

TS
Tourette Syndrome

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<u>V</u>

VAK
Visual-Auditory-Kinaesthetic

VLE
Virtual Learning Environment

VI
Visual Impairment