

## **Henlow Church of England Academy**

### **SEND Information Report 2024 - 25**

#### **How does the school know if children/young people need extra help and what should I do if I think my child may have special educational needs?**

The SEND Code of Practice: 0-25 years (2015) states, a child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age
- Has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools

At Henlow Academy, as part of the SEND Code of Practice 2015 and defined by the Department for Education, students who are identified as having a special educational need are considered within one or more of the following categories of need:

#### **Cognition and Learning**

- Specific learning difficulties (SpLD)
- Moderate learning difficulties (MLD)

#### **Social, Emotional and Mental Health Difficulties (SEMH)**

- Attention deficit disorder (ADD/ ADHD)
- Attachment Disorder / anxiety related barriers to learning

#### **Communication and Interaction needs**

- Speech, language and communication needs (SLCN)
- Autism (ASD)

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

- Visual impairment (VI)
- Hearing impairment (HI)
- Multi-sensory impairment (MSI) - sometimes referred to as 'Deafblind'
- Physical disability (PD)

Pupils are identified as having SEND through a variety of ways, including the following:

- Information during liaison with primary/previous school during transition
- KS2 information including SATs results, teacher assessments

- Records and reports from primary/previous school
- Information from CATs (verbal, nonverbal and quantitative skills)
- Reading/ spelling age data
- Information from parent/carers
- Reports and information from professionals and outside agencies
- Concerns raised by parent/carer
- Concerns raised by teacher

Pupils who are identified as having SEND will be included on the school SEND register, parents are included in this decision and appropriate provision and support will be put in place. A Personal Provision Plan (PPP) will then be created with the student and parental views included.

The progress of each pupil on the SEND register is monitored regularly. A pupil may be taken off the SEND register if an evaluation shows more than adequate progress has been made and SEND provision is no longer required.

Parents who have any SEND concerns about their child should contact the SEND Team.

The Henlow Academy SEND Team can be contacted at [send@henlowacademy.org.uk](mailto:send@henlowacademy.org.uk)

### **How will school staff support my child?**

Every teacher is responsible and accountable for the progress and development of each pupil in their lessons including those students who access support from teaching assistants or specialist staff.

They are trained to teach pupils with a range of additional learning requirements and are responsible for making the curriculum accessible to all students - 'all teachers are teachers of Special Educational Needs'.

Teachers provide High Quality First Teaching which includes:

- Adapted tasks and resources in the classroom
- Effective feedback and marking
- The use of specific strategies (which may be suggested by the SENDCo or staff from external agencies) to support your child's learning
- Tracking pupils' progress and reporting to parents

Pupils identified as needing additional support to make progress across the curriculum may need one or more of the following interventions:

- Personalised support, based on assessment
- Support from Outside Agencies (direct working and advice for staff)
- Modified resources
- Personalised targeted interventions from a member of the learning support team
- Additional adult support in the classroom – Learning Support Assistants (LSAs) can provide support within the classroom to enable pupils to access the curriculum.
- Modified timetables and personalised learning programmes

The Special Educational Needs Coordinator is responsible for:

- Ensuring the quality of teaching for pupils with SEND and provision across the school is efficient
- Providing advice and support for teachers and support staff, to ensure that they are aware of pupil needs and differentiate where appropriate
- Developing and reviewing the school's SEND policy
- Co-ordinating all the support for pupils with special educational needs and disabilities (SEND)
- Liaising with stakeholders, professionals and outside agencies e.g. Speech and Language Therapy, Educational Psychologist
- Updating the school's SEND Register

### **How will I know how my child is doing?**

Close links between home and Henlow Academy are encouraged in the following ways:

- Pupils' progress is continually monitored by classroom teachers. The pupils will receive two reports each year, these include their predicted grades and levels and details such as Attitude to Learning (ATL), behaviour and organisation.
- Subject specific consultations will allow discussions between parents, pupils and subject teachers
- The progress of pupils with an EHC Plan will be reviewed at an Annual Review meeting organised by the SENDCo and attended by parents, teachers and outside agencies involved in the pupil's education
- The progress of pupils on the SEND register will be continually monitored by the SENDCo. Regular opportunities for parents to meet with a member of the learning support team are available throughout the year.

### **How will the learning and development provision be matched to my child's needs?**

The pupils' needs are addressed through a cycle of Assess, Plan, Do, Review, as outlined in the SEN Code of Practice 2015. Subject teachers are responsible for planning lessons that are accessible and adapted for every student. Pupils are entitled to participate in all areas of the curriculum and it is the subject teacher's role to differentiate resources and activities to ensure all pupils can access the learning.

Teachers and support staff will make reasonable adjustments and adaptations in one or more of the following ways:

- visual, auditory or kinaesthetic activities
- small group learning with an LSA
- pre-teaching content or vocabulary
- over-learning topics
- provide specially targeted texts and resources appropriate for an individual pupil's reading age
- provide additional apparatus or materials
- personalised and targeted in class support
- adapt and adjust resources and materials to make them accessible for pupils with specific learning needs

### **What support will there be for my child's overall wellbeing?**

The overall wellbeing of pupils is supported in many ways including our:

- We have a strong pastoral support system – including Form Tutors, Heads of Year and the Pastoral Team
- Lessons in emotional resilience as part of the PSHCE curriculum.
- Support from our Emotional Literacy (ELSA) programme.
- Mindful mentoring for identified students providing support for pupils' social and emotional wellbeing
- Support for parents and pupils from the Pastoral Team.
- Access to The Den at lunch time and break - promote confidence and social skills
- Support interventions provided by our Heads of Year and Learning Support team
- System of Medical Care Plans which are prepared in consultation with parents/carers to ensure the safety of all students with medical needs in the school

### **What specialist services and expertise are available at or accessed by the school?**

The SEND Team liaises with many specialist services and outside agencies to ensure the provision for our pupils is appropriate and meets all their needs. A pupil may be identified as needing some extra specialist support from a professional outside the school these include:

- Health—GPs, school nurse, clinical psychologists and psychiatrists (CAMHS), paediatricians, speech & language therapists, occupational therapists
- Children's Services – locality teams, social workers, child protection teams, Bedfordshire Educational Psychology Service
- Specialist Teacher Advisors – hearing and visual impairment, physical disabilities, communication and language, SEND Team

### **What training have the staff supporting children and young people with SEND, had or are having?**

Sue Jones is the SENDCO at Henlow and Meppershall Academy. She oversees the running of the SEND department on both sites. Sue holds the National Award for SEND Coordination and is a qualified access arrangements assessor.

Niki Robson is the Deputy SENDCO at Henlow Academy. She is an experienced HLTA. Niki is responsible for the day to day running of the SEND department at Henlow.

Sabrina Towersey is the SEND Administrator for Henlow and Meppershall Academy. She is the main point of contact for the SEND department.

Faye Carrington is the SEND Intervention Lead and ELSA and Nurture Practitioner. She is an experienced HLTA. Faye is responsible for coordinating the SEND interventions that are used throughout the SEND department.

Sandie Shaw is the SEND Outreach Liaison and ELSA Practitioner. Sandie works across both Meppershall and Henlow Academy to support SEND students with a variety of SEND needs. She is also the main point of contact for VI students and families.

Charlie Green is an ELSA Practitioner and delivers a range of interventions and ELSA support to students throughout the school.

As all teachers are teachers of SEND, they will have had appropriate and regular training. SEND training forms part of the continuing professional development of all teachers and LSAs and is organised in accordance with the needs of the students.

All staff have access to training each year on the needs of new pupils joining the school. This can include training from specialist agencies or consultants, as well as from the SENDCO or other staff with relevant expertise.

Individual teachers and support staff attend training courses run by outside agencies, e.g. The Visual Impairment team, ASD Advisory service.

LSAs receive a range of training as part of their ongoing CPD and to respond to the needs of the individual children they are working with.

All staff, teaching and support, have regular training in Child Protection.

### **Transition between phases of education**

The school works closely with parents and other schools to ensure that transition meets the needs of the students in our care. A number of strategies are in place to enable students' effective transition into our school and on to further education or higher education.

A planned induction programme is delivered in the summer term to support transfer for students starting school in September. Parents/guardians are invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle into the school routine. The SENDCO offers meetings with all new parents of students who are known to have SEND to allow concerns to be raised and perceived challenges to be anticipated prior to entry. If students are transferring from another setting, the previous school records will be requested immediately and a meeting set up with parents to identify and reduce any concerns.

Parents will be encouraged to consider options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information provided is comprehensive but accessible. Accompanied visits to other providers may be arranged as appropriate.

### **Bullying**

We take the issue of bullying very seriously and always endeavour to address any issues of this nature as soon as they arise. Children with SEND may find it more difficult to seek help if they are unhappy at school or if they feel they are being bullied. Students with EHCP's are allocated a key worker who meets with them regularly and encourages them to share any concerns or worries. Children may also report concerns to their form teacher or another member of staff with whom they feel comfortable – this can be done verbally. Staff may seek support from the Safeguarding team if they feel a child has a worry or concern that they are not readily sharing. Further information may be found in our Anti-bullying policy.

### **Consulting Parents and Students**

Our students are at the heart of what we do, and we ensure that their voice is paramount in what we do with and for them. We use a range of techniques to enable our students to tell us what their issues are and the best ways we can help and support them. Meetings with the SENDCO are based around person centred techniques, meaning that the child's views are listened to and valued. The school is committed to working with parents to ensure the needs of our students are met.

On a student's Personal Provision Plan we ask for parents/carers and students' voice to ensure we are helping to meet the needs of the students and manage expectations.

We host termly SEND Coffee Mornings/Afternoons for parents/carers to come and meet with the SEND department and other outside agencies to discuss any aspect of their child's education.

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

Support for parents to help with their child learning includes:

- The SENDCo or Deputy SENDCo can be contacted by parents to discuss their child's progress and any strategies that may help the student at school or home
- Subject overviews are available to help parents support their child; these outline key learning aims for each subject
- During periods of home learning our Learning Support Team continue to support students with their remote learning. LSA's are available during live Google lessons to continue to support those students requiring support.

### **How will my child be included in activities outside the classroom including school trips?**

We encourage all students to access the wide range of extra-curricular activities available during and after school. Where necessary, we ensure appropriate adaptation and additional staffing is in place to ensure that any student's needs are met. All pupils are entitled to be included in all parts of the school curriculum and we aim for all children to be included on school trips. Appropriate provision and reasonable adjustments will be made where necessary.

A risk assessment is carried out prior to any off-site activity to ensure everyone's health and safety will not be compromised. Where possible, the LSA supporting a particular pupil with SEND within the classroom may attend a school trip. Please see the Trips and Visits policy on the school website.

### **How accessible is the school environment?**

The school is on a large site with a mixture of one and two storey buildings. Henlow Academy has a specified Accessibility Plan. Our SEND department liaise with colleagues within the school to ensure all efforts are made to achieve accessibility for all students within the school. Resources and teaching are differentiated according to individual student needs.

We are committed to ensuring that children and young people with SEND are enabled to engage with activities available with children in the school who do not have SEND. The school has a range of equipment to ensure access to both the curriculum and the school site. There are disabled toilets, ramps and writing aids. In accordance with the Equality Act (2010), we will make reasonable adjustments to



prevent disabled children being put at a substantial disadvantage. More information can be obtained by contacting the SENDCO.

### **Complaints**

The School will operate a staged approach to complaints concerning SEND, as advised by the Local Authority. Most issues can, and will, be resolved by informal discussion between the home and the school. If a parent or child has a concern about any aspect of SEND they should ask for a meeting with the form teacher and subject teacher concerned to discuss it. The SENDCo should be kept informed or invited to the meeting. If the meeting does not resolve the concern, then it should be referred to the SENDCo, who will investigate the issue and report back to the parent or child. If the SENDCo is not able to resolve the issue, then it should be referred to the Headteacher, who will investigate and report back.

If this fails to resolve the matter, then a complaint should be put in writing to the Chair of Governors who will investigate the complaint. At this stage, the complaint is defined as 'formal'.

The Chair of Governors will report back to the parent or child. If this fails to resolve the problem, the parent or child should then complain in writing to the Local Appeals Service at Central Bedfordshire Council.

### **Who can I contact for further information?**

If you have anything you wish to discuss concerning your child at school, telephone us and the school receptionist will know who to forward your message to. If the matter is urgent and the person you need to speak to is unavailable, someone will get back to you as quickly as possible. The school telephone number is 01462 813733.

Alternatively, an effective way of getting in touch with us is via email. For general enquiries, or if you are not sure who to speak to, please contact the school office: [info@henlowacademy.org.uk](mailto:info@henlowacademy.org.uk)

For subject specific matters, please email the school office at [info@henlowacademy.org.uk](mailto:info@henlowacademy.org.uk) marked for the attention of the relevant teacher.

To discuss matters such as learning, progress, welfare, behaviour, health, attendance etc., contact your child's tutor in the first instance by emailing [info@henlowacademy.org.uk](mailto:info@henlowacademy.org.uk) marking it for the attention of the relevant member of staff

For specific SEND enquiries please contact our SEND department by emailing [send@henlowacademy.org.uk](mailto:send@henlowacademy.org.uk)