

Henlow Church of England Academy SEND Information Report 2022 - 23

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)

Students 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/carers
- Concerns raised by teacher

Students 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 student profile will then be created with the student and parental views included.

The progress of each student on the SEND register is monitored regularly. A student 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 SENDCo.

The Henlow Academy SENDCo, Mrs Sue Jones can also be contacted directly by email: sjones@henlowacademy.org.uk and Deputy SENDCo, Mrs Niki Robson email: nrobson@henlowacademy.org.uk

How will school staff support my child?

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

They are trained to teach children 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:

- Differentiated 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 students' progress and reporting to parents

Students 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 – Teaching Assistants (TAs) can provide support within the classroom to enable students to access the curriculum.
- Modified timetables and personalised learning programmes

The Special Educational Needs Coordinator is responsible for:

- Ensuring the quality of teaching for students 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 student needs and differentiate where appropriate
- Developing and reviewing the school's SEND policy
- Co-ordinating all the support for children 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:

- Students' progress is continually monitored by classroom teachers. The students 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, students and subject teachers
- The progress of students 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 student's education
- The progress of students 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 students' 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 differentiated for every student. Students 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 students 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 TA
- pre-teaching content or vocabulary
- over-learning topics
- provide specially targeted texts and resources appropriate for an individual student'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 students with specific learning needs

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

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

- We have a strong pastoral support system – including Form Tutors and Heads of Year
- 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 students' social and emotional wellbeing
- Support for parents and students from the Pastoral Intervention Lead.
- 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 SENDCo liaises with many specialist services and outside agencies to ensure the provision for our students is appropriate and meets all their needs. A student 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?

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 TAs and is organised in accordance with the needs of the students

All staff have access to training each year on the needs of new students 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

TAs 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

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
- A home-school contact book may be used to support communication with parents
- 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. TA'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?

All students 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 TA supporting a particular SEND student 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

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

For subject specific matters, please email the school office at 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 marking it for the attention of the relevant member of staff

For specific SEND enquiries please contact our SEND department:

SENDCo - Mrs Sue Jones sjones@henlowacademy.org.uk

Deputy SENDCo - Mrs Niki Robson nrobson@henlowacademy.org.uk

SEND Administrator - Mrs Sabrina Towersey stowersey@henlowacademy.org.uk