

## Special Educational Needs & Disability (SEND) Information Report

### **What does SEND mean and what is the schools offer?**

- SEND stands for Special Educational Needs and Disability.
- All children are individuals and their abilities in each area of the curriculum vary across a wide spectrum. Class teachers are used to providing lessons and activities which ensure good progress for pupils whatever their level of ability.
- However, there are situations where a child's needs are such that it is difficult for a class teacher to provide appropriately for them without additional and/or specialist support. This is usually when a child is described as having 'special needs'.
- All schools have a duty to be accessible and inclusive for the children within their community. It is our job to support parents in providing the best possible education for children. For the vast majority of children that will be through attending their local mainstream school.
- For a small number of children their needs may be better met at an alternative setting. In those circumstances we have a role to support parents in identifying and accessing what is best for their child.

### **School staff**

- **Principal** – Craig Jones – Has overall responsibility for the provision of all children at Haywood Village Academy.
- **SENCO – Tamara Dexter – (Qualification - National Professional Qualification for SEND)** Has responsibility of the management of SEND and oversees the day to day provision for children with SEND.
- **Class teachers** -All teachers will identify, assess and make provision for all children, including those with SEND through their quality first teaching.
- **Support staff** – Learning Partners, volunteer support staff and administrative support staff work under the direction of class teachers and SENCO.

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

- If your child has needs that have already been identified, then information and assessments will come from the previous setting; a transition meeting will be arranged for some children, which will include parents.

- With permission, we will liaise with other professionals to gain information and understand your child's needs.
- We will ask you if your child has any additional needs prior to your child starting school. Some children may have a home visit too.
- If your child has any access needs, these are established prior to starting at the academy, where possible.
- If, together, we feel that your child has SEND then we will use a process of assess-plan-do-review to decide if they are making expected progress. From this, we may involve outside professionals for advice. You will be informed of both the teacher's assessing-plan-do-review and consulted and asked for permission if we feel it would be of benefit to your child to contact outside agencies.
- If you are concerned that your child may have unidentified special educational needs that are impacting on their progress, then your first point of contact should be the child's class teacher.

**How will the academy support my child and how will it communicate to all staff that my child has special educational needs or a disability and the support he or she will need?**

- The role of the class teacher is fundamental to any additional needs being supplemented, supported and met. Learning is personalised by the class teacher and individual provision maps with individual targets are written for those who require them.
- Regular meetings are held between the class teacher and parents/carers to share progress and the SENCo may be involved in these meetings. Where further support is needed, the SENCo will contact the appropriate professional/s and involve parents/carers.
- If the child has specific needs where the teacher would benefit from extra training, in order to fully meet their needs, this will take place and specialists will be involved where necessary.
- Progress meetings are held and progress towards targets is monitored regularly.

## **How will Haywood Village Academy support my child's needs?**

- Equity and Excellence for all, with every child getting exactly what they need is the shared aim for all at Haywood Village Academy.
- High Quality First Teaching is the first step in responding to pupils who have or may have SEN.
- There is an ongoing cycle of assess-plan-do-review. From this the teaching team will use interventions to support the teaching. These interventions will be reviewed termly.
- If progress is still not as expected, despite a suitable period of appropriate and effective support and intervention, then specialists will be involved and strategies developed and put in place. The impact of these changes will then be monitored according to the advice given.
- If progress is still not being made, despite 'relevant and purposeful action', then we will consider requesting an Education, Health and Care assessment, which will be reviewed annually. This process will take a minimum of 20 weeks to implement.
- Throughout this process, parents/carers will be fully involved. Meetings with the class teacher will be held and the SENCo will be involved as appropriate.

## **How will both you and I know how my child is doing and how will you help me support my child's learning?**

- There will be regular meetings with the class teacher to review progress as required. A report is issued once a year and family learning conferences are held twice a year, involving parents/carers and the learners themselves, where appropriate.
- We welcome parents/carers contacting the academy to make an appointment to meet with the teacher and SENCo if they have any concerns.
- Your child may have a home/school book where you could write down any concerns for your child's class teacher, if you were not able to speak directly to them for any reason. We also welcome contact via phone or e-mail.
- Teachers may discuss any child causing them concern with their parents on a more frequent basis. The SENCo is available at parents' evenings to speak to parents of SEN students, irrespective of their year group.
- For pupils with Education and Health Care plans there is a statutory requirement to meet each year for an 'annual review' of the child's needs.

- You are welcome to contact the Academy to make an appointment to meet with either the teacher or the SENCo.

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

- All the schools in the Cabot Learning Federation actively embrace the Thrive approach which provides nurture support and develops emotional resilience.
- All schools have designated first aiders and a procedure for administering prescribed medications. We have access to the School Nursing Service and CAMHS. We also contact First Response should there be a need to access a variety of other support services.
- Pupils' views are sought, listened to and acted upon wherever possible.
- There are many adults in school available to support your child's pastoral needs including the Principal, the SENCo, and LSAs. Haywood Village also have a supportive teaching team and lunchtime supervising team who all have the children's happiness as one of their key priorities.
- In our academy, the class teacher is the first port of call for all discussion about your child. They will discuss any concerns with appropriate members of staff.
- We have a clear behaviour policy (available on this website) and access to behaviour specialists for support and advice when needed.
- Children have access to their Class teachers, Learning partners or the Principle, in order to support them in voicing their views.

### **What specialist services and expertise are available at or accessed by the setting and how do you all work together?**

- Haywood Village Academy have access to an Educational Psychologist, a speech and language specialist, behaviour specialists and other therapeutic services.
- We also have access to services provided by the local authority.
- The school works with Health professionals such as speech and language therapists, occupational therapists and Child and Adolescent mental health

services (CAMHS). These can be accessed through the health care team via your GP or through the school nurse.

### **What training has the staff supporting children with SEND had or are they having?**

- SENCos and Inclusions Leaders across the Federation are fully qualified or are completing training and collaborate within the Federation to inform, develop and enhance best practice.
- Links are formed between outside agencies and school staff to ensure appropriate training for staff working with children with SEND.

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

- We assess the risks for individual children and operate an inclusive policy to ensure access for all children.
- We have regular educational visits as well as people coming into school to support topic areas.
- We provide any support that is required for full inclusion as we choose visits that are accessible to all. You are encouraged to join and support the school and your child on some trips and visits

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

- Haywood Village Academy is a brand new school, at the heart of a brand new and developing community.
- The Academy is full accessible and meets all the requirements linked to the Equalities Act and the Disability Discriminatory Act.
- Haywood Village Academy is accessible to students and parents with physical limitations and/or mobility impairments.
- We have disabled parking areas from which, people can enter the school.

- All rooms are at ground level and are wide enough to allow wheelchair access.
- Disabled toilets and walk in shower/changing areas are available around school.

**How will the academy support my child to join the academy, transfer to a new setting or for the next stage of education and life?**

- The Code of Practice covers young people from 0 – 25 years and it is our responsibility to ensure safe and successful transition from one setting to the next, across the learning journey.
- Children starting school for the first time will have the opportunity to visit Haywood Village Academy in small groups with their families. Teachers also take time to visit the children in their nursery settings in the Summer term. We also hold events in the summer term before the September start. Home visits may also be arranged for children starting with SEND – the SENCo will liaise with you on this.
- For children moving on to Secondary school, there will be opportunities for them to visit their new school. The SENCo will liaise with the new setting as appropriate. If the child has SEND, then additional meetings will be arranged in advance. SENCos from the secondary schools will be invited to the appropriate Annual Review to prepare the student for the transition.
- We recognise that there are children who find yearly transition tricky and these are provided with extra support as appropriate to their needs. Parents/carers will be fully involved and we value your input at any point in this process.

**How are the academy's resources allocated and matched to children's SEN?**

- Schools receive funding for all children including those with Special Educational Needs and Disabilities and their needs are met from this, including equipment. The Local Authority may contribute more funding if the cost of meeting an individual child's additional needs is more than £10 000 a year.

- High Quality First Teaching is the first step in responding to pupils who have or may have SEN. The assessment and planning will inform what interventions will support the classroom teaching. This will be reviewed termly.
- If progress is still not as expected, despite a suitable period of appropriate and effective support and interventions, then specialists will be involved. The impact of their advice will be monitored.
- If progress is still not being made, despite 'relevant and purposeful action', then we will consider requesting an Education, Health and Care assessment which will be reviewed annually. This process will take a minimum of 20 weeks to implement. Throughout this process, you will be involved.
- If your child qualifies for an Education, Health and Care plan (EHCP), the assessment of your child's needs identifies something that is significantly different from what is usually available, there may be additional funding allocated. You will be told if this means you are eligible for a personal budget and this must be used to fund the agreed plan. For students who have an EHCP, our focus is that their needs are met and their objectives worked on. This is often better achieved by pooling resources e.g. running interventions for small groups.

**How are parents/carers involved in the academy? How can I be involved? How will you build on your equal partnerships with parent/carers?**

- We are family and community school, and would encourage you to be involved in the decision making about your child's support. You should arrange to talk to your child's teacher to discuss any concerns. We will discuss with you whether your child's understanding and behaviour are the same at school and at home and will take this into account when determining how to help your child make progress. We have an open door policy and encourage close and regular communication with families. We would encourage you to talk to us at any stage. In some cases, we make an arrangement with parents/carers to have a home – school link book to support communication about your child's learning.
- We hold review meetings for children with SEND and in some cases, where appropriate, hold a formal annual review where you are invited to attend and give your views. Teachers and parents/carers are encouraged to hold as many informal meetings as are necessary to help support progress in each child's learning.

- We welcome ideas from parents/carers and look to implement any activities that will support and help the children in their education and learning for life.
- We set home learning challenges, appropriate to the age and stage of the children and this home learning is an opportunity to practise, review, deepen and extend learning taking place at Haywood Village Academy.

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

- As detailed above, the first point of contact should be your child's class teacher.
- If you have any further concerns, we would encourage you to contact the SENCo and Principal.
- In addition to the contacts within the Academy, there are a range of other agencies and support networks available:
- To find information about North Somerset Local offer contact to be confirmed by North Somerset  
<http://nsod.nsomerset.gov.uk/kb5/northsomerset/directory/family.page?familychannel=5000>
- Supportive parents can be contacted through [www.supportiveparents.org.uk](http://www.supportiveparents.org.uk)
- Special Educational Needs Team at North Somerset contact  
naomi.thompson@n-somerset.gov.uk 01275884428 or matters relating to  
Resource base mandy.plumridge@n-somerset.gov.uk tel. 01275884428

### **What do I do if I am not satisfied with a decision or what is happening?**

- Your first point of contact is always the person responsible – this may be the class teacher, the SENCo or the Principal.
- Explain your concerns to them first.
- If you still feel the issues are unresolved, the Principal will arrange a meeting with the Chair of the Academy Council. Please contact the school for this to be arranged.
- If your concern is with the local authority, then please contact them directly, and inform the Academy if appropriate.

**Report Review:** This report will be reviewed in June 2019 alongside the SEN Policy.