



Huntingtower Community Primary Academy
SEND INFORMATION REPORT

Reviewed March 2018

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Huntingtower Community Primary Academy

Special Educational Needs (SEND) Information Report

February 2018

All maintained schools and academies have a similar approach to meeting the needs of pupils with Special Educational Needs and are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as inclusive as possible, with the needs of pupils with a Special Educational Need and/or Disability being met in a mainstream setting wherever possible, where families want this to happen.

For your child this means:

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching is based on building on what your child already knows, can do and can understand.
- Different ways of teaching are in place so that your child is fully involved in learning in class. This may involve things like using more practical learning.
- Specific strategies (which may be suggested by the SENDCo or professionals from outside the school) are in place to support your child to learn.
- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has gaps in their understanding/learning and needs some extra support to help them make the best possible progress.

All children in school should be getting this through Quality First Teaching (as a part of excellent classroom practice) when needed.



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What is SEND?

SEND stands for 'Special Educational Needs and/or Disability'.

A child has special educational needs or disabilities (SEND) if they have a learning difficulty or disability which means that they find it significantly harder to learn, or to do activities which children the same age are able to do. These children need extra help or support, or special provision made for them to allow them to use the same facilities as other children of the same age.

If your child has special educational needs or disabilities their needs will fall into one or more of the four main areas of SEND;

1. Communication and interaction

- Speech, Language and Communication Needs (SLCN)
- Autism

2. Cognition and learning

- Specific Learning Difficulty (SpLD)
- Severe Learning Difficulty (SLD)
- Profound and Multiple Learning Difficulty (PMLD)

3. Social, Emotional and Mental Health

- Difficulties concentrating for set periods
- Anger issues
- Attachment disorders

4. Physical and sensory

- Visual Impairment (VI)
- Hearing Impairment (HI)
- Multi-Sensory Impairment (MSI)
- Physical Disability (PD)



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What are the different types of support available for children with SEND at Huntingtower Community Primary Academy?

Specific group work within a smaller group of children.

These groups, often called 'intervention groups', may be

- Run in the classroom or outside.
- Run by a teacher or a teaching assistant who has had training to run these groups.

For your child this would mean:

- He/ She will engage in group sessions with specific targets to help him/her to make more progress.
- A teaching assistant, a teacher or a professional from outside our school (e.g. a Speech and Language Therapist or Occupational Therapist) will run these small group sessions using the teacher or therapists plan

This type of support is available for any child who has specific gaps in their understanding of a subject/area of learning.

Specialist groups run by outside agencies e.g Speech and Language therapy OR Occupational therapy groups

- Local Authority central services such as the Working Together Team (WTT) for children with Social Communication Difficulties, or Sensory Support Service (SEST) for students with a hearing or visual needs
- Outside agencies such as the Speech and Language therapy (SALT) Service.

For your child this would mean:

- Your child will have been identified by the class teacher/another member of staff (or you will have raised your worries) as needing specialist input instead of or in addition to quality first teaching and intervention groups.
- You will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward.
- You may be asked to give your permission for the school to refer your child to a specialist professional e.g a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself understand your child's particular needs better and be able to support them better in school.
- The specialist professional will work with your child to understand their needs and make recommendations, which may include:
 - Making changes to the way your child is supported in class e.g some individual support or changing some aspects of teaching to support them better
 - Support to set better targets which will include their specific expertise
 - A group run by school staff under the guidance of the outside professional e.g a social skills group
 - A group or individual work with outside professional



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- The school may suggest that your child needs some agree individual support in school. They will tell you how the support will be used and what strategies will be put in place.

This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.

Specified Individual support

This is usually provided via an Education, Health and Care Plan (EHCP). This means your child will have been identified by the class teacher/SENDCo as needing a particularly high level of individual or small group teaching (more than 15 hours a week), which cannot be provided from the budget available to the school.

Usually your child will also need specialist support in school from a professional outside the school. This may be from:

- Local Authority central services such as the Working Together Team or SEST
- Outside agencies such as the Speech and Language therapy (S<) Service.

For your child this would mean:

- The school (or you) can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child.
- After the school have sent in the request to the Local Authority (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the support at School Level.
- After the reports have all been sent in the Local Authority will decide if your child's needs are severe, complex and lifelong and that they need more than 15 hours of support in school to make good progress. If this is the case they will write an EHC Plan. If this is not the case, they will ask the school to continue with the support at School Level and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.
- The EHC Plan will outline the amount of additional funding the school will receive from the LA and how the support should be used and what strategies must be put in place. It will also have long and short term goals for your child.
- Where funding is used to employ an additional adult, they may be used to support your child with whole class learning, run individual programmes or run small groups including your child.
- This type of support is available for children whose learning needs are:
- Severe, complex and lifelong

It must be stressed that anyone can request an EHCP. A parent or outside professional can complete the relevant forms, or can offer additional information to support a school's request. Forms and more information can be found at: [https://www.lincolnshire.gov.uk/parents/support-and-aspiration/sen-and-d-reforms/education-health-and-care-plans/education-health-and-care-\(ehc\)-plan-referral-pack/123052.article](https://www.lincolnshire.gov.uk/parents/support-and-aspiration/sen-and-d-reforms/education-health-and-care-plans/education-health-and-care-(ehc)-plan-referral-pack/123052.article)



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What should I do if I think my child has Special Educational Needs?

- Initially speak with your child's class teacher and explain your concerns.
- If you are still concerned then speak to the class teacher or Special Educational Needs Co-ordinator (SENDCo) in the first instance.
- As a parent, be tenacious. Bring as much information as you can to any meeting so that you can be specific about what you feel the problem is.

How will the school respond to my concern?

- We will listen to your concerns and discuss the situation.
- If a longer meeting is needed, this will be arranged.
- Your concerns will be looked into over an agreed length of time, with the sharing of information between school and home.
- Any testing, referrals or assessment will be carried out in a timely fashion and feedback will be given
- A follow-up meeting will then be arranged to discuss the next steps.

How will the school decide if my child needs extra support?

- The decision will be made by the class teacher and/or the SENDCo based on evidence of your child's academic and personal progress in class.
- You and your child will be involved in deciding the next steps, and in setting targets to support your child.

What will the school do to support my child?

- We will agree on specific targets for your child to work towards. These will be recorded on an Additional Support Plan and a One Page profile may also be created for your child. You will have a copy.
- Additional support will be organised by the class teacher. This could be individual work, small group work or the use of specific resources.
- Any additional support will be recorded on the school provision map, showing support provided across the school.
- A review cycle will then be followed and reviewed a minimum of once a term.

Who will support my child in school?

Your child will be supported by:

- The class teacher
- Additional adults (teaching assistants) working within class
- Additional teaching assistants with specialisms in health and emotional literacy (Mrs Newton), speech and language (Mrs Smith), Physical Development (Mrs Duxbury-Mead), autism and social communication (Mrs Taylor-Summers and Mrs Sheardown), behaviour (Pastoral Team- Mrs Ward, Mr Turner), counsellor (Sam Pell), EAL support (Mrs Hebert/ Mrs Kotlowska).



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What training and experience do staff have for the additional support my child needs?

- The SENDCo is currently working towards the National SEND Qualification. She has a range of experience working with children with a range of SEND and supporting them and their families. She has worked also worked for the LA as an EYST.
- Teaching Assistants have had training in the delivery of a range of different interventions.
- All staff have completed training in a range of special needs including autism
- Our specialist SEND support assistants all have specific training in their specialist areas.

Who else might be involved in supporting my child?

Where appropriate, outside agencies will be asked to support your child and the staff who work with them.

These include:

- Educational Psychologist: Emma Clink
- Specialist Teaching : Dawn Bradshaw
- Speech and Language Therapist
- ECLIPs
- Occupational Therapist
- WTT (Social and Communication Outreach Teacher): Chris Lee
- Sensory Education Support Teachers
- Physiotherapy Service: Jason Kettle
- School Nurse Service
- Community Paediatrics
- Health Visitor 0-19

What support will there be for my child's emotional and social well-being?

- The emotional and social wellbeing of your child is of great importance to us.
- Where appropriate, additional intervention (individual or small group) will be organised to help your child's emotional and social development.
- We work closely with outside agencies to support children with emotional and behavioural needs.
- The school rules (as part of the school's Behaviour Policy), including rewards and sanctions, are used consistently to support children's behaviour.
- Medicines are administered in school and Health Care Plans are coordinated by a specialist teaching assistant, Mrs Newton.



How will my child be able to contribute their views? How will my child be involved in the process?

- Their views will be taken into account at all review meetings.
- This would be through a variety of ways, depending on the age, abilities and needs of your child.
- They could include: discussion with the class teacher and/or another adult working in their class, feelings books and/or social stories. Children are supported to complete a review sheet as part of the review process which reflect all aspects of their life including aspirations.

How will the curriculum be matched to my child's needs?

- Our curriculum is creative and has a strong practical element, enabling children of all abilities and needs to access the curriculum and be supported and challenged.
- ICT is used regularly (including the use of group and individual iPads) and interactive whiteboards to enhance our curriculum.
- Classroom layouts, including seating arrangements, displays and groupings of children support each child's individual needs.
- All lessons are differentiated to meet the needs of individual children and, where appropriate, additional adult support will be provided within class.
- If your child needs support above and beyond what can be provided in class, additional individual or group intervention work will be offered. This can be with a teacher or teaching assistant.

What opportunities will there be for me to discuss my child's achievements? How will I know how my child is progressing?

- Class teachers normally bring children out onto the playground at the end of the school day, providing an opportunity for brief informal conversations with parents.
- There are Parents Evenings in October and March to discuss your child's progress and attainment. Review meetings also take place and the school SENDCo is on hand at all review meetings and Parents' Evenings.
- Where a review meeting is not held at Parents Evening these will be arranged for a mutually convenient time.
- If your concerns are pressing, a meeting with your child's class teacher or the SENDCo can be arranged with the relevant member of staff.
- In some instances (when agreed by school and parents) a home-school book or a reward chart may be used to assist the home-school partnership for the benefit of the child.



How does the school know how well my child is doing?

- We track all children's progress closely over the school year. We monitor pupils to ensure that their progress is at least in line with peers and National expectations.
- For children in Reception, we assess using the Early Learning Goals and record the milestones the children make on Tapestry.
- For the majority of children in Key Stage 1 and 2, we assess using a variety of means of gathering evidence to support our understanding of the children's abilities and needs.
- Any children working below age-related expectations are assessed using PEBBLES. This enables us to measure small steps of progress and set appropriate specific targets.
- Staff routinely assess understanding and plan next steps accordingly.

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

- We have strong links with our out of school provider which provides both before and after school care.
- We run after school clubs throughout the school year both teacher-led and by other providers and are accessible to all.
- We have a regular programme of school trips and enrichment activities, including trips related to current topics and other curriculum areas.
- We run a huge variety of lunch time and after-school clubs, including movement, gymnastics, Lego, social needs, craft, choir and many more. These are designed to enhance other areas of development and give children confidence and the opportunity to mix cross-phase.
- We ensure that we have enough adults on trips to enable all children to fully take part. This sometimes includes parents or other volunteers. All adults who go on trips are fully briefed on the needs of the children in their group and their responsibilities to the trip leader.

How accessible is the school environment?

- The school is fully accessible to wheelchairs and there is an accessible toilet.
- The school carries out an annual accessibility survey to ensure that there are no issues. These surveys are carried out more frequently if the need arises.
- The school makes full use of technology to support children's learning and uses specific equipment and resources to support individual and specific needs.



How will the school prepare and support my child to join the school?

- The school organises a series of events for children starting in Reception and their parents. These include: A parent/carer information evening, induction sessions in class and visits to specific events.
- The school is also happy to work with parents to organise a more personalised transition programme should it be felt that the child would benefit from this approach.
- For children starting mid-year and in other year groups the school encourages parents/carers to take a personalised tour. Half-day “taster” sessions and an initial part-time timetable can also be used for the child to get to know the adults, children and routines of their new class and the school if this is appropriate.

How will the school prepare and support my child to transfer to a new setting or school?

- The school works closely with the other primary and secondary schools within the Grantham Cluster. If a child moves out of the area we aim to ensure that all relevant information is passed on to their new school in a timely manner.
- The local secondary schools organise transition events and taster days. They also work closely with our staff to share relevant information about children.
- If your child needs additional support with transition we will arrange this in conjunction with their new school. Transition Booklets are completed and children are encouraged to collaborate and support one another through this process. This has been particularly successful.

How can I be involved in supporting my child at school?

- The school encourages all parents to be actively involved in their child's education.
- Your child will take part in the school's reading scheme which supports their acquisition of reading and comprehension skills. They will also receive regular homework.
- Your child's individual targets will be shared with you, along with ways in which you can support them to achieve those targets.
- The Parents, Teachers and Friends Association (Friends of Huntingtower) organise many events and support the school by fundraising. All parents/carers are invited to attend meetings and new members are always welcome.
- We encourage parents to come in for Learning events, where you can see what your child has been working on.
- We like parents to come into school as listen to readers and often plan events or specific opportunities for parents to be fully involved in the learning process.
- We have a wide range of information and sharing opportunities, including the Tower Times, our website, Facebook and Twitter and our Celebrations Assemblies. If you think of anything else that would be useful, let us know.

How can I access support for myself and my family?

- If you feel that you need further support please speak to the Head teacher or SENDCo who will advise you who to contact.
- You can also contact the SEND Team at Lincolnshire County Council <https://www.lincolnshire.gov.uk/parents/schools/sen/> 01522 553332 or the Lincolnshire Parent Partnerships Service (now LIAISE) on 01522 553351.



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- More information about local services can be found on Lincolnshire's Local Offer <https://www.lincolnshire.gov.uk/parents/support-and-aspiration/sen-and-d-reforms/the-local-offer?size=normal> and the Family Services Directory <https://lincolnshire.fsd.org.uk/kb5/lincs/fsd/home.page>
- Our Pastoral Team has a Parent Liaison Officer, Mr Turner, who can offer advice and support, and the Pastoral Team are on hand in the playground every morning to support parents and carers.
- Our Leadership Team is visible around school and always happy to meet and chat over any concerns (Miss Harkins, Mrs Kightley, Mrs Giles, Mr Kirby, Mrs Dewhurst, Mrs Ward and Mrs K Smith).
- Our Office Staff are friendly and approachable and ready to help (Mrs Watts, Mrs White and Mrs Gilbert)
- We have a EAL teaching assistant in school (Mrs Kotlowska) who can help with interpreting and acquisition of language. In addition, our EAL Specialist Teacher, Mrs Hebert, can support translation needs and ensure that all parents can fully understand the literature sent out by the school.

Who can I contact for further information?

For more information please contact:

Ms Emma Harkins (Head teacher) or Mrs Laura Craddock (SENDCo)

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