



HUNTINGTOWER A PRIORY ACADEMY

SEND Information Report

This report should be read in conjunction with [Priory Federation and Academies SEND policy](#) and the [Equal Opportunities and Diversity Policy](#)

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

What is SEND?

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

A child has a 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:

Communication and interaction	Cognition and learning	Social, Emotional and Mental Health	Physical and sensory
<ul style="list-style-type: none"> Speech, Language and Communication Needs (SLCN) Autism 	<ul style="list-style-type: none"> Specific Learning Difficulty (SpLD) Severe Learning Difficulty (SLD) Profound and Multiple Learning Difficulty (PMLD) 	<ul style="list-style-type: none"> Difficulties concentrating for set periods Anger issues Attachment disorders 	<ul style="list-style-type: none"> Visual Impairment (VI) Hearing Impairment (HI) Multi-Sensory Impairment (MSI) Physical Disability (PD)

Support for SEND is categorised under the following two categories:

SEN Support

Pupils with less complex needs but who still require support will be identified by a single category, known as **SEN Support**. The focus for this will be on what your child has achieved as a result of the personalised intervention provided.

Education Health Care Plans

Statements of Special Educational Needs have been replaced with a single **Education, Health and Care Plan (EHCP)** for children and young people with complex needs.

What should I do if I think my child has SEND?

- Initially speak with your child's class teacher and explain your concerns.
- If you are still concerned then speak to the class teacher again or our Special Educational Needs Co-ordinator (SENDCo). At Huntingtower, our SENDCo is **Mrs Laura Craddock**. You can contact her by calling 01476 564291 or email huntingtowerenquiries@poryacademies.co.uk
- 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 staff at Huntingtower deal with my concerns?

- 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 we decide if my child needs additional support?

- We will meet with you to share information and decide on the appropriate next steps. Following the initial meeting, a cycle of assess, plan, do and review will occur. We call this a 'Graduated Approach'.

What will the school do to support my child?

- As part of the PLAN, DO, REVIEW cycle, we may agree on specific targets for your child to work towards. A Pupil Profile will be created for your child and they may also have an Additional Support Plan or a Pastoral Support Plan. You will have a copy.
- Where appropriate 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 as part of the academy provision map (showing support provided across the school) alongside the academy's SEND framework.
- A review cycle will then be followed and reviewed a minimum of once a term either with your child's class teacher or with Mrs Craddock.

Who will support my child at Huntingtower?

Your child will be supported by:

- Their class teacher
- Additional adults (teaching assistants) working within class
- Additional staff with specific specialisms may also support them. This might include in Social Emotional Mental Health (SEMH) (Mrs Sheardown, Mrs O'Hara, Miss Round or our counsellor Joanne Crawford), speech and language (Mrs Smith, Mrs Kotlowska or Mrs Benson) Physical Development (Mrs Duxbury-Mead), autism and social communication (Mrs Taylor-Summers and Mrs Kotlowska), behaviour (Mrs Ward, Mrs Kightley) or EAL support (Mrs Kotlowska). All of these staff have specific training and or qualifications in these areas of expertise e.g. ELKLAN, ELSA.

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

- Our SENDCo is a qualified teacher who holds the National SEND Qualification as well as a Post Graduate Certificate in Special Educational Needs, ELKLAN qualification and accredited Autism and Social Communication training. She has a range of experience working with children with a range of SEND and supporting them and their families. She has also worked for the Local Authority as an Early Years Consultant and Early Years Specialist Teacher.
- All class based and specialist Teaching Assistants have had training in the delivery of a range of different interventions and follow an ongoing CPD programme to keep skills current and relevant.
- All staff have completed training in a range of special needs and specialist skills including autism, speech and language, Makaton and emotion coaching
- Our specialist SEND support assistants all have specific training in their specialist areas including ELKLAN, ELSA and accredited ASD/Social Communication qualifications

Who else might be supporting my child?

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

These may include:

- Educational Psychologist: Emma Clink
- Specialist Teacher, National Leader in SEND: Dawn Bradshaw
- Speech and Language Therapists
- ECLIPs; Mandy Manning
- Occupational Therapists
- WTT (Social and Communication Outreach Teacher): Sam Pittock
- Sensory Education Support Teachers
- Physiotherapy Service
- School Nurse Service
- Community Paediatrics
- Health Visitor 0-19

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

Specific group work within a smaller group of children.	Specialist groups run by outside agencies e.g Speech and Language therapy OR Occupational therapy groups	Specified Individual support
<p>These groups, often called 'intervention groups', may be</p> <ul style="list-style-type: none"> • Run in the classroom or outside. • Run by a teacher or a teaching assistant who has had training to run these groups. <p>For your child this might mean:</p> <ul style="list-style-type: none"> • 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 <p>This type of support is available for any child who has specific gaps in their understanding of a subject/area of learning. These might be children with an identified SEND or children that whose progress we are monitoring.</p>	<p>Local Authority commissioned 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</p> <p>Outside agencies such as the Speech and Language therapy (SALT) Service.</p> <p>For your child this might mean:</p> <ul style="list-style-type: none"> - 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. <p>The specialist professional will work with your child to understand their needs and make recommendations, which may include:</p> <ul style="list-style-type: none"> - 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 - 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. <p>This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.</p>	<p>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.</p> <p>Usually your child will also need specialist support in school from a professional outside the school. This may be from:</p> <ul style="list-style-type: none"> • Local Authority central services such as the Working Together Team or SEST • Outside agencies such as the Speech and Language therapy (S&LT) Service. <p>For your child this might mean:</p> <ul style="list-style-type: none"> • 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. • 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 <p><i>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.</i></p>

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

We follow a 'whole school approach' to SEND and work to ensure that all children feel fully included. We are committed to ensuring that children with SEND can fulfil their potential and achieve their best possible outcomes. Differentiation is used to ensure that new learning is matched to your child's ability, while allowing them to be stretched and challenged. A learning environment where children feel confident and secure in voicing their opinions is actively encouraged and valued. The Pupil Profile and/or EHCP and/or Additional Support Plan and/or Pastoral Support Plan will identify the necessary teaching strategies and styles of intervention required. Planning and teaching will be adapted to meet the individual learning needs so that personalised learning can take place.

How will I know my child is progressing in their learning?

The progress of your child will be monitored through ongoing teacher assessment and summarised termly. If they are not making the expected progress in a particular area of learning, we will identify the necessary additional support they may need.

You will be kept informed of how your child is progressing through a range of options including:

- Appropriate daily communication (e.g. Class DoJo, communication sheet)
- Parents' evenings
- Additional meetings as required
- Email and telephone correspondence
- Written reports

If you have any concerns about your child's progress, this can be raised with their class teacher

How can I access support for myself and my family?

Mrs Cradduck is available to discuss any SEND queries or concerns you may have. Information from specialist services will be discussed with you. Mrs Cradduck and Mrs Ward (our Pastoral Lead) are happy to meet with parents and are generally available on the playgrounds before or after school but an appointment can be made through the academy office at any time.

If you have any SEND queries that need dealing with by the Local Authority, these should be directed to their SEND Team and further information and support can be found through the Lincolnshire Family Services Directory.

The Lincolnshire Information, Advice and Support Service (LIASE) acts as an independent organisation offering support and advice to parents/carers who have a query or concern about their child's needs.

How will my child be supported during times of transition?

Communication forms a vital part of the transition process. You are invited to visit Huntingtower prior to applying for a place by attending an open evening and/or an individual guided tour.

We have close links with our feeder nurseries and the secondary school that we feed into. Meetings are planned in a timely fashion and information shared. Suitable support, which may include additional visits, induction sessions and liaising with other specialist services and relevant adults, will be discussed at these meetings.

If your child is transitioning with an EHCP, our SENCO will attend Annual Review meetings and ESCO meetings before your child starts at Huntingtower and Mrs Cradduck will facilitate transition planning meetings to support the transition process.

Further transition opportunities occur as pupil's progress through the Academy with a bespoke model for transition from year group to year group depending on your child's individual needs

Where children with a SEND move on to another school, staff will liaise closely with the new school to support their transition. Your child's their records and personal data will be passed on in order to make the transition as smooth as possible.

How accessible is the setting?

Please see our current [Accessibility Plan](#) We aim to ensure the whole environment at Huntingtower is accessible to all pupils, including those with SEND. Some reasonable adjustments may be as follows:

- Physical environments – e.g. lift, lighting, wheelchair access, adapted seating, dedicated disabled parking places, changing and showering facilities
- Assistive technology - use of specialist IT equipment
- Inclusive resources in the classroom
- Assistance during examinations
- Transport requirements

What does all the jargon mean?

The following glossary of terms list different words and abbreviations that we might use:

- **Annual review** - the review of an EHCP which the local authority must make as a minimum every 12 months.
- **CAMHS** - Children and Adolescent Mental Health Service.
- **EP** - Educational Psychologist.
- **Education, Health and Care Plan (EHCP)** - A personal care plan which has replaced Statements
- **Graduated approach** - A model of action and intervention to help pupils who have special educational needs. The approach recognises that there is a continuum of SEND and that, where necessary, increasing specialist expertise should be brought to bear on the difficulties that a pupil may be experiencing.
- **Healthcare Plan** - This is a document which describes any significant medical conditions that a child may have which require special medication or adjustments. The plan outlines the pupil's needs and what needs to be put in place to support them. It is then shared with all those staff supporting the child.
- **LIASE** – Lincolnshire Information, Advice and Support Service.
- **National Curriculum** - This sets out a clear, full and statutory entitlement to learning for all pupils, determining what should be taught and setting attainment targets for learning. It also determines how performance will be assessed and reported.
- **Provision** - Any extra help, support or equipment that a pupil receives.
- **Provision Map** - A provision map shows a range of interventions in place which may be used to provide support.
- **Safeguarding** - Ensuring the well-being of all pupils.
- **S<** - Speech and Language Therapy.
- **SEN** - Special Educational Needs.
- **SEND** - Special Educational Needs and Disability.
- **SENCO** - Special Educational Needs Co-ordinator, the person in school responsible for managing SEND.
- **SEN Support** - A single category for pupils with less complex needs but who still require support.
- **SEST** - Sensory Support Team
- **Specialist Services** - Any professional from an agency or service who provides advice to the school and family.
- **STT** - Specialist Teaching Team.
- **Statement** - A document previously provided by the Local Authority which outlined a child's special educational needs and the support that they need (now replaced by the EHCP).
- **Pupil Profile** - This outlines the necessary teaching strategies and intervention required to support the pupil.
- **Transitions** - A change or transfer from one school or class to another.