

# **SEND Information Report 2023-24**

At High Halstow Primary Academy we value the abilities of all our pupils and strive to provide the best education to all our pupils so they can make good progress and achieve ambitious and appropriate goals.

We strongly believe that it is our duty to provide equal opportunities for every child in our care, and to also provide a safe and fully equipped learning environment, which caters to the needs of every pupil as an individual. We are committed to providing excellent provision for all pupils with SEND by providing an ambitious and inclusive Academy curriculum offer, delivered by skilled teachers, and a rich co-curriculum. We aim for all pupils to be included in all aspects of Academy life and work proactively to eradicate any barriers to inclusion.

The governing bodies of maintained schools and maintained nursery schools, and the proprietors of academy schools must publish information on their websites about the implementation of the governing body's or the proprietor's policy for pupils with SEND. The information published should be updated annually and any changes to the information occurring during the year must be updated as soon as possible. The information required is set out in the Special Educational Needs and Disability Regulations 2014 and must include the following:

## **1) The kinds of SEND that are provided for at High Halstow Primary Academy:**

At High Halstow Primary Academy we provide for the following main categories of Special Educational Needs:

- Communication and Interaction
- Cognition and Learning
- Social, Mental and Emotional Health Difficulties
- Sensory and/or Physical Needs

The range of special needs currently being met within our Academy include: ADHD, anxiety, auditory processing disorder, Autism, PDA, dyslexia, emotional dysregulation, epilepsy, fine and gross motor skill delay, global development delay, hearing impairment, Irlen syndrome, mental health needs, moderate learning difficulties, sensory processing disorder, speech and language needs, social skills difficulties and visual impairment.

## **2) Policies for identifying pupils with SEND and assessing their needs:**

Within the school academic year we monitor the progress of all children 3 times a year to review their academic progress. This is a formal process involving key staff including the class teacher, senior leadership and Special Educational Needs Coordinator during pupil progress meetings.

Where progress is not sufficient, even if special educational needs have not been identified, we put in place extra support to enable the child to catch up. Examples of extra support are booster groups for phonics, mathematics, writing, spelling, Fizzy and Clever Hands, speech and language programmes. Some children may continue to make inadequate progress, despite high-quality teaching targeted at their areas of need. For these children, and in

consultation with parents, we will use a range of assessment tools to determine the cause of the learning difficulty.

At High Halstow Primary Academy we are experienced in using the following assessment tools: Speech link, Language Link, Dyslexia screening, Behaviour checklist, ASD checklist and ADHD checklist. We have access to external advisors for children who meet the criteria, such as the Medway Educational Psychologists. The school SENCo will attend regular meetings with the Medway EPs to discuss pupils during In School Reviews that the Academy feel might need extra support, parents are carers are always informed if their child will be discussed at these meetings and keeps informed of the outcome of these meetings and what our next steps will be. Mrs Drogomirecki also meets with the School health team at least 3 times a year to discuss pupils who we might be looking at diagnosis for or maybe support within school, again parents and careers are always asked for their consent for these meetings and informed of the next steps.

The purpose of this more detailed assessment is to understand what additional resources and different approaches are required to enable the child to make better progress. These will be shared with parents, put into a SEN support plan and reviewed regularly, and revised if necessary. At this point we will have identified that the child has a special educational need, as the school is making special educational provision which is additional to quality first teaching. At this stage the child will be placed on the Special Educational Needs register and the parents will be informed.

#### **2a) The name and contact details of the SENDCO:**

Our SENCo is **Lisa Drogomirecki** - She is based at High Halstow Primary Academy on a **Tuesday** each week, but you can always contact her via the school office or by email - [SENCO@highhalstowprimaryacademy.org.uk](mailto:SENCO@highhalstowprimaryacademy.org.uk) If you feel that your child may have Special Educational Needs please always ensure that you speak to the class teacher first and discuss what strategies or support could be put in place to support them.

#### **3) Arrangements for consulting parents of children with SEND and involving them in their child's education:**

The SENCo will arrange meetings for those children on the SEND register to discuss progress, next steps and future goals. These meetings will take place three times a year and will include annual reviews for EHCPs and they may take place during the academy's normal parents evening sessions. To ensure that everyone has a voice in these meetings the SEN support plan has sections for both the parents/ carers and the child. As previously mentioned we have a range of professionals that we can work with to support the pupils in our academy, these professionals will also discuss with parents and carers their view on the pupil and what support they may need. It may also be that through working with these professionals it is decided that an EHCP might be the best route to support the pupil.

If the pupil is a looked after child or they have a social / Early help worker, their progress will also be fed back during relevant meetings, these sessions will stand alone from the previously mentioned review meetings.

#### **4) Arrangements for consulting pupils with SEN and involving them in their education:**

Pupil voice is a key part of the SEND support plans, pupils are asked to contribute to these plans throughout the academic year. During SEND meetings with parents, if it is felt that the child would benefit from being part of the meeting with professionals this can be discussed but usually it would normal practise for the child to be spoken to before these meetings so that they are able to have a say on how they feel they are progressing and what support they feel they might benefit from

#### **5) Arrangements for assessing and reviewing /pupil's progress towards outcomes:**

The SENCo will meet with class teachers and where suitable LSAs at least 3 times a year to discuss pupils assessment progress and what our next steps might be. For those pupil who are on the SEND register we will also assess their targets on their support plans (SSPs) to see if more support is needed. We also encourage our parents to be part of this assessment review and give feedback on their child's progress. Throughout the year we also gather pupil voice from the children so that they are included in all reviews.

#### **6) Arrangements for supporting pupils in moving between phases of education and in preparing for adulthood:**

Every pupil on our SEND register will have a carefully managed transition to their next phase of education. The class teacher and SENCo will have discussions with the relevant members of staff in the next school to ensure that all information is handed over clearly, this will include the pupils SEN support plan and recommendations for interventions and next steps. The pupil and their family will be given the opportunity to visit the new school with the agreement from all parties, this will allow the pupil to see their new environment and have a chance to discuss any concerns they may have. When a transition is made between year groups at High Halstow Primary Academy there will be meetings between teachers and the SENCo to discuss how best to support the pupils' transition. Pupils will also have access to a transition document that will introduce their new class teacher to them before they meet them.

#### **7) The approach to teaching pupils with SEND:**

High quality teaching, differentiated for individual children is the first step in responding to children who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching. The Academy regularly and carefully reviews the quality of teaching for all children, including those at risk of underachievement. This includes reviewing and, where necessary, improving teachers' understanding of strategies to identify and support vulnerable children and their knowledge of the SEND including regular training on SEND Code of Practice. At High Halstow Primary Academy we use the IB PYP curriculum, this teaches our pupils to be global citizens and independent learners. The cornerstone to this curriculum is how it can be adapted and personalised for learners. This means that every child can access their learning at their own level and in their own way supported by their peers and members of staff when needed, Within High Halstow Primary Academy we monitor the quality of teaching and learning provided by all teachers and teaching assistants on a termly basis. We follow the core Standards advice developed by Medway Council to ensure that our teaching conforms to best practice.

In meeting the core standards, we employ additional teaching approaches, as advised by internal and external assessments e.g. one to one support, precision teaching, mentoring, small group teaching and use of ICT software learning packages. These are delivered through the funding provided to the school as 'notional SEND funding'.

#### **8) How adaptations are made to the curriculum and the learning environment of pupils with SEND:**

Classwork is personalised for SEN students in order for them to access the curriculum. Examples of this include the use of visual aids, modified learning objectives, outcomes and learning scaffolds. A variety of resources are supplied and used in class to support students achieve. These include, visual prompts, vocabulary lists, to-do-lists, now and next boards, etc. For more information on this area please visit the Accessibility policy on the [policy area of the High Halstow Primary Academy website](#).

#### **9) The expertise and training of staff to support pupils with SEND, including how specialist expertise will be secured:**

Our SENCo has completed The National SENCo award which is a requirement for all newly appointed SENCOs. All Staff have regular training on SEND, including the 4 broad areas of need. They are also able to attend training around interventions to support each area, PECS, Makaton, behaviour management, supportive interventions, outside agencies also attend the academy to provide up to date training. The Academy is part of The Chartered College of Teaching who provide a huge range of CPD training for teachers. All staff also work closely with Speech and Language Therapists, Occupational Therapists, The school Health team and Educational Psychologists among others and implement plans and next steps that are agreed upon for support. There are also members of staff team who have completed Team Teach training to support de-escalation and positive handling. Knowledge, skills and practice is shared in the Academy and within the Leigh Academy Trust there are a number of Special schools that we can call upon for support if needed.

#### **10) Evaluating the effectiveness of the provision made for pupils with SEND:**

The Academy SENCo looks at pupil data in readiness for termly pupil progress meetings and discusses with staff the support that the pupils in their class have and how effective the interventions/ provisions are. Mrs Drogomirecki also meets with Learning Support Assistants (LSA) to discuss their interventions and completes drop-in sessions to support LSAs with next steps but also to celebrate the progress being made for these pupils. LSAs complete intervention record sheets which feed into the class teachers provision map and show small steps of progress that have been made, the SENCo will then use this information to evaluate each provision to ensure that pupils receive high quality intervention at all times.

#### **11) How pupils with SEND are enabled to engage in activities available with pupils in High Halstow Primary Academy who do not have SEND:**

Pupils with SEND are not taught separately, we take great care in ensuring that pupils with SEND feel part of their home class, this is why we try hard to have interventions within the classroom or as part of the whole class routine. If pupils are taken out of class we try to stagger these times so that pupils do not always miss the same lessons each week. We also try to encourage all pupils to try all activities and will adapt activities so that they are

inclusive for all members of our school community. All clubs, trips and activities offered to pupils within the Trust are available to pupils with SEND, either with or without an EHCP. Where necessary, the Academy will use the resources available to provide additional adult support to enable the safe participation of the pupil in the activity.

**12) Support for improving emotional and social development:**

Within our school we have trained Drawing and Talking therapists and an ELSA (Emotional Literacy Support Assistant). We are also very lucky to have links with the Dog Mentor who regularly comes into school to support our current school dogs..

**13) How High Halstow Primary Academy involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting pupils' SEND and supporting their families:**

The SENCo has regular meetings with the school nursing team at least 3 times a year to discuss pupils and support that families may need. High Halstow Primary Academy works with the Medway Educational Psychologist team to support pupils and their teachers to ensure that pupils are able to reach their full potential. The local offer for Medway can be [found here or](#) through the link on our school website.

**14) Arrangements for handling complaints from parents of children with SEND about the provision made at the Academy:**

Parents and carers are always welcomed to discuss any concerns that they have about the provision that their child is receiving at any point. This could be with the Class teacher, SENCo (Mrs Drogomirecki) or with the Head Teacher ( Mrs Stangroom). If the parent or carer is not happy with the outcome of their concern they can access the Academy complaint procedure on the Academy website.