

## Special Educational Needs Information Report 2016-2017

We hope this information report answers all your questions about the support we provide for pupils with SEND at Havercroft Academy. However, if you do have any other questions please do not hesitate to contact me.

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Details of the Wakefield Local Offer can be found at:

<http://wakefield.mylocaloffer.org/Home>

At Havercroft Academy we are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils, whatever their needs or abilities. Our educational aims for children with special educational needs and/or disabilities are the same as those for all children in school.

We are able to offer support for children with:

- SPLD specific learning difficulties
- MLD moderate learning difficulties
- SLD severe learning difficulties
- BESD behaviour, emotional and social difficulties
- SLCN speech, language and communication needs
- PD physical difficulties
- ASD autistic spectrum disorder
- HI hearing impairment
- VI visual impairment

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At present the school supports the following children

SLCN	ASD	SEMH	MLD	SPLD	PD	HI/VI
6	7	10	6	4	5	1

### How are children who need extra support identified?

At Havercroft Academy we recognise the importance of good relationships between home and school. Should a parent/carer have any concerns about their child's health or education needs we arrange a meeting at the earliest opportunity. Should a child transfer from an alternative setting we will liaise with the relevant staff/professionals prior to the start date and, when appropriate, arrange a transition meeting.

Within school we make regular checks on progress and attainment through monitoring, formative assessments, data analysis and pupil progress meetings. We know if a child is in need of support if:

- their progress slows
- their attainment falls below age-related expectations
- staff notice emotional, behavioural or social changes.

In addition to academic support we have systems in place to provide pastoral care. All the children know that there are people they can go to if they are upset, worried or feel unsafe including the Designated Safeguarding Person Ms Carter and the learning Mentor Mrs Rawson. Should a child ask for support we will endeavour to resolve the problem as soon as possible.

**How will Havercroft Academy support my child?**

- Havercroft Academy staff are committed to providing quality first teaching for all pupils.
- Each class has significant support from skilled teaching assistants, many of whom have had specific training in intervention programmes such as Socially Speaking, The Catch Up reading programme, Max's Marvellous Maths and Fit to Learn.
- The senior leadership team is actively involved in the early identification of support needs within school through half termly Pupil Progress Meetings. This shared discussion informs decisions about interventions and possible training needs.
- Where appropriate we will support children through the provision of small group and individual support. These interventions will be carefully monitored to ensure they are meeting the needs of identified children.
- Occasionally a pupil may need more expert support from an outside agency such as the Learning Support Service, Educational Psychologist, Communication, Interaction and Access Team etc. when these instances arise referral forms will be completed by the SENCO in conjunction parents/carers and forwarded to the most appropriate agency.
- Following advice from outside agencies, we will provide support within school if appropriate or liaise with professionals beyond school.
- Children with specific needs may have additional classroom resources to support and involve them in their education. These may include: visual timetables, task boards, first and next step boards, resources provided by Occupational Therapy, feelings cards, positive behaviour charts.
- At the end of the year individual children with specific needs will also be involved in a transition plan. This may involve transition to the high school or preparing transition booklets for the next class or key stage.

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- Children with a statement or EHCP will have their provision reviewed and evaluated through the statutory annual review process.

### **How will I know how to support my child's learning?**

We believe that good relationships between home and school are vital to ensuring the progress of all children. We hold parents evenings 3 times per year and send a detailed summative report at the end of each school term. In addition, parents/carers of children with SEND will be invited to:

- Discuss and agree personal targets for home and school. Where appropriate, the child will be involved in identifying the support they need to move forwards with their learning. These targets will be integral to their One Page Profile and part of their daily school routine.
- We will begin creating My Support Plans for those children with high need.
- Half termly meetings to review progress against personal targets and, when appropriate, identify next steps.
- Hold an **Annual Review** for Statements or Education Health Care Plans
- Children with specific needs may spend some time with outside agency workers during school time, for example speech and language therapists, educational psychologists and learning support services. Parents will be informed of these visits and any outcomes involving their child's education will be shared.
- We hold assess, plan, do, review meetings to implement guidance from the SEND Code of Practice of which parents/carers will play an equal part.

### **How will my child be involved in their decisions made about their learning?**

- In line with the SEND code of practice all children will be aware of their assessment targets and the outcomes they are aiming for.
- Small steps of progress are planned for each half term in line with the whole school target tracking systems.
- All children take part in daily discussions about their progress within lessons and are encouraged to identify

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improvements and next steps. Where appropriate children will be supported in these discussions.

- Children are involved in the writing of their One Page Profiles and My Support Plans. When carrying out this process the child and parent will be at the centre of the assessment, review and planning process.

### **How will Havercroft Academy make decisions about the support that they can provide?**

When making a decision about support we will refer to the following policies, which can be accessed by request.

- Special Educational Needs Policy
- Safeguarding Policy and Procedures
- Disability Equality Policy
- Medicine Policy
- Intimate Care Policy

For further information please contact:

Mrs Karen Wakefield (Headteacher) 01226 722484

### **How will Havercroft Academy support my child with transition to a new class or phase?**

At Havercroft Academy we have many arrangements to support transition:

- We are developing close links with **Havercroft Kids** and work together to support families before, and after, they begin Lower Foundation Stage.
- We work closely with the Pre 5 service and Portage Team to ensure we meet the needs of children who have had early intervention and identification.
- **FEET** (Families Enjoying Everything Together) supports children and parents/carers before they begin Lower Foundation Stage. FEET is a structured programme of weekly afternoon sessions led by one of our skilled Nursery Nurses under the direction of the Early Years Team.

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- We hold transition meetings and stay and play opportunities for children and parents/carers before entry to Lower Foundation Stage.
- Within school, children have a number of opportunities to meet with their new teacher before September. Staff have designated time to ensure all important information is passed on to the next teacher.
- The SENCO is involved in transition conversations with every teacher.
- We work closely with our pyramid schools. Should children move to a school outside this area, we will liaise with the appropriate colleagues to ensure a smooth transition.
- We are part of the same academies trust as the secondary school to which the majority of our children move on to in Y7. This transition starts as soon as a child enters Y6.
- SENCOs from primary and secondary phases will meet to ensure there are appropriate transition arrangements between Y6 and Y7 and that provision is planned well in advance.
- When appropriate we work with settings to arrange additional visits for children and parents.
- Regular monitoring by the SENCO ensures that all paperwork for individual children is accurate, and regularly updated. The SENCO ensures that all information is passed on to transferring schools.
- Where specialist services are involved with a child we will ensure that they have the opportunity to attend transition meetings or provide written advice.

### **How will Havercroft Academy ensure the curriculum is matched to my child's needs?**

We strive to provide a learning environment that supports and enables every child to reach their full potential. This begins with quality first teaching that supports all children in our academy. We have the highest expectations and recognise the importance of developing moral values, good conduct, respect, confidence and consideration of others. To ensure the needs of all children:

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- Regular monitoring by the Senior Leadership Team ensures quality first teaching for all children and identifies any training or support needs.
- Teachers plan from children's levels, differentiating work to closely match children's ability and learning needs. When a pupil has been identified with special needs their work will be further differentiated by the class teacher to remove barriers to learning and enable them to access the curriculum more easily.
- A teaching assistant may be allocated to work with the pupil in a 1-1 or small focus group to target more specific needs.
- If appropriate specialist equipment may be given to the pupil e.g. writing slopes, concentration cushions, pen/pencil grips or easy to use scissors.
- We are able to provide interventions for children with specific needs. Please refer to the provision map for details. To support children and young people with specific SEND we will constantly review implementation in line with the SEND code of practice and the Children's Family Act 2014.

### **What training have staff at Havercroft Academy had to support children with SEND?**

Mrs Wakefield Headteacher and Ms Carter Inclusion Manager, has Level 3 Designated Person Training. All staff have a minimum of Level Safeguarding training. Support staff have received training to provide:

- British Sign Language to support children with hearing impairment
- Reading, maths interventions such as Catch Up and Max's Marvellous Maths
- Speech and language programmes provided by outside agencies
- Fine and gross motor skills development programmes such as Fit to Learn
- Behaviour support including Team Teach
- Social and emotional support programmes such as Time to Talk and Socially Speaking

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- Paired reading and writing activities
- Lunchtime supervisors who provide one to one support for identified children, receive appropriate in house training or support from other agencies as needed
- Staff have had training in “Behind the Behaviour” from CAMHS.

### **How will Havercroft Academy evaluate the provision made for children with SEND?**

The effectiveness of provision for all children is carefully monitored by the SLT. In addition:

- Academy Improvement Partners from the Trust, provide support for class teachers and support staff who work with children with SEND, they monitor provision and track the progress of all children identified as having SEND
- Our provision map, which lists all provision throughout school, is reviewed and updated termly.
- Multi agency meetings take place as appropriate, involving all those involved in health, social and education to evaluate and review the most effective provision provided for individuals.
- Key members of staff who provide additional support have regular opportunities to discuss progress with the class teacher and the Senior Leadership Team,
- The SENCO provides information on progress and any additional support needs to parents/carers
- An annual action plan is developed and shared with the SLT and governors.
- Review and planning meetings are held twice a year with Educational Psychology, Learning Support and Autism services.
- A 3 year accessibility plan will be reviewed annually

### **How will Havercroft Academy include children with SEND in activities outside the classroom, including school trips?**

At Havercroft Academy we strive to involve all children, including those with SEND, have opportunities to engage in activities which support their academic, social, emotional and spiritual development. To support this we ensure that:

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- Decisions about visits outside school consider the needs of children with SEND.
- Where reasonable adjustments cannot be provided the inclusion of children with SEND, alternative venues will be investigated to ensure that all children are included.
- All risk assessments are up to date and cover access to all activities.
- One to one support is provided as required.
- Reasonable adjustments are made on sports day so all children can participate.
- When required, adjustments are made to support the P.E curriculum.
- When required, we will provide specialist equipment to ensure all children are engaged in activities.
- Children with SEND are encouraged to attend our daily Breakfast and after school clubs.
- Children with SEND are positively encouraged to be part of any additional organised events e.g. football tournaments; Young Voices.

### **How will Havercroft Academy support the emotional and social development of children? What measure will be taken to prevent bullying?**

At Havercroft Academy recognise the importance of providing all children with a curriculum which promotes equality, care and respect for others.

- All staff foster positive relationships with children and families so that, should issues arise, families feel able to approach school to seek help or support.
- We liaise with outside agencies such as CAMHS (Child & Adolescent Mental Health Support), CFIT (Child & Families Intervention Team) Think Family, Health Visitors, Educational Psychologists and Social Workers, to ensure children and their families receive appropriate support. When needed we will support families through the CAF (Common Assessment Framework) process.
- Our Inclusion Manager, Ms Helen Carter, provides support for vulnerable children and families. All children know

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where her office is and that her door is always open if they have a worry or problem. We also have a worry box which is centrally located.

- We deliver the SEAL (Social & Emotional Aspects of Learning) programme through assemblies and classroom activities.
- We invite outside agencies such as the NSPCC, Community Policing and Change for Life to deliver assemblies and class based activities.
- All children have the opportunity to stand for election to the School Council.
- We hold drop in sessions with Educational Psychology Services and the Communication Interaction and Access Team which are open to all parents/carers.
  - Thrive is being rolled out across school and Ms Carter is fully trained and accredited in the Thrive approach.

### **What should I do if I have a complaint against Havercroft Academy regarding provision or support for children with SEND?**

In line with the new SEN code of Practice:

*“11.71 The proprietors of academies, free schools and independent schools **must**, under the Education (Independent School Standards) Regulations 2010, ensure that a complaints procedure is drawn up which is in writing and is made available to parents. The procedure **must** allow for a complaint to be considered informally in the first instance and then, if the parent remains dissatisfied, there should be a formal procedure for the complaint to be made in writing. If the parent is still dissatisfied the complaint can then be heard in front of a panel of at least three people one of whom **must** be independent of the management and running of the school. Should the parent still not be satisfied they can complain, in the case of academies and free schools, to the Education Funding Agency (EFA) acting on behalf of the Secretary of State or, in the case of independent schools, to the Secretary of State directly. Both the EFA and the Secretary of State will look at whether the school handled the complaint properly, rather than the substance of the complaint.”*

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If you have any concerns about your child's education or provision for SEND you should contact Mrs Karen Wakefield (Headteacher) to arrange an appointment. If needed, the academy will hold a multi-disciplinary meeting to ensure that all agencies involved with the child are able to contribute. A copy of Havercroft Academy Complaints procedures is available by request.

If your concern is unresolved, and you wish to pursue it further, the Education Authority has drawn up a complaints procedure (required under Section 409 of the Education Act 1996), which you may wish to consult.