



SEN information Report **What Holyhead Primary Academy offers children with SEN**

At Holyhead Academy we strive to:

1. Provide a broad, balanced and suitably differentiated curriculum relevant to children's individual needs to ensure their needs are met.
2. Show an understanding that supporting difficulties in learning and / or behaviour as part of a high quality mainstream school.
3. Be aware that any pupil at some time in their education may have special educational needs.
4. Promote self-worth and enthusiasm by encouraging independent learning at all age levels.
5. Be aware that every child is entitled to a sense of achievement.
6. Identify pupils as soon as possible who will need extra resources and / or teaching help within their school career.
7. Work in partnership with the child's parents and other external professional agencies to provide for the child's individual needs.

What support is available?

The class teacher, pre-school advisor or the children's previous school, refers children to the SENCo. The class teacher will express concern to the parents and gain consent for specific targets to be made and/or outside agencies to be contacted. The class teacher should then fill out a record of concern form. Once a referral has been made, the SENCo will collate information on the child's special educational need, with reference to the following descriptors:

- Cognition and learning
- Social, emotional and mental health difficulties
- Communication and interaction
- Sensory and physical development

On the basis of this profile, the SENCo may choose to identify the appropriate SEN level for the child and discuss with the class teacher and parents how best to help the child.

“Additional to and different from” support

The identified children are placed on the SEN register at SEN support or receive an Education Health and Care plan. The SENCo, class teacher and learning support assistant/ practitioner identify attainment targets according to the needs of the child and decide how the child can be best supported to help him/her achieve those targets. The support provided is recorded on an individual provision map if necessary, parents will receive a copy during SEN meeting if their child has an individual provision map.

- Records are kept of the work undertaken by the child, and of the progress made towards achieving his/her targets
- Reviews are regularly undertaken by the SENCo, class teacher, learning support assistant/practitioner, parents and children
- Additional Annual Reviews, with parents in attendance, are held for children with a Statement of Special Educational Needs or Education, Health and Care Plan.

Parents are kept informed of all the discussions and decisions concerning their child. They are invited to attend regular meetings with the class teacher and SENCo and can make additional appointments at any time.

Levels of intervention – summary of descriptions

The school adopts a graduated response to children who have special educational needs, recognising that there is a continuum of special educational need.

Targeted support

The pupil will require support that is additional to or different from the differentiated curriculum provided for all pupils. The support will be catered for within the resources of the mainstream school, enabling curriculum access and independent learning.

Targeted support 2

The pupil has significant levels of SEN, which requires additional support to be targeted specifically at the pupil's needs. The school will engage with Inclusion Support on behalf of the pupil, building on arrangements for target support

Education Health and Care Plan

The pupil will have long term needs arising from a major disability in one or more of the following four dimensions:

- Cognition and learning
- Behavioural, emotional and social development

- Communication and interaction
- Sensory and physical development

The pupil's SEN will be characterised by major factors outside the direct control of their home authority. There will be a need for prolonged inter-agency involvement e.g. Inclusion Support/ CAMHS and Educational Psychologists

Providing curriculum access and inclusion

- Teaching SEN pupils in mainstream classes and be aware that all teachers and learning support are teachers of children with special educational needs.
- Ensuring that all pupils with SEN join all the activities of the school so far as this is reasonably practical
- Ensuring that a differentiated curriculum is offered to pupils in accordance with the teaching and learning policy of the school
- Interventions are provided to support those children with additional needs- see intervention breakdown [appendix 1]
- Additional support is provided for those children who require it to enable them to access extra-curricular activities

Where appropriate this may involve:

- Liaison with other schools, inclusion support outreach services and external agencies
- The provision of mechanical aids to support learning
- Adaptation of the material presented to a group within the class
- The provision of “additional to and different from” support directly linked to individual targets which break learning down into steps manageable by the particular child- see provision maps
- A personal behaviour plan aimed at modifying behaviour
- Periodic withdrawal either individually or as part of a group
- Reallocation of a child to a year group in which his / her chronological age does not match that of the rest of the group. Such a move would be made exceptionally, where a child's social or emotional development makes relationships with peers difficult. It would always follow consultation with parents

Strategies

Suitably differentiated work - in teacher delivery, support provided and expected pupil outcome - in order to facilitate full and equal access to the curriculum:

- Working in a variety of groups
- Providing opportunities for success providing the child with small achievable goals
- Pupils should be involved planning and evaluating their own learning through self-assessment and target setting

The effectiveness of the implementation of the SEN information report is measured by:

- Movement down the stages of the register
- Improvements in reading / spelling ages / SENT/SENT+ (Sandwell Early Numeracy Test)
- Performance in published data such as SATs, phonics screening and Early learning goals
- Value added residual data
- Information provided at annual/termly reviews
- Progress measured by entry and exit data provided at pupil progress meetings
- Staff have received a variety of training in order to support pupils with SEN e.g. Interventions are delivered by appropriately trained staff / specialist staff within school.

External agencies

Liaison with external agencies occurs as and when it is required, using the appropriate referral channels to inclusion support. Support and guidance is also requested from speech and language therapists, schools nurse, occupational therapists and inclusion support.

What equipment is available?

Where necessary equipment will be provided for those children who require it such as specific seating systems or aids to encourage posture to support writing. The school has two disabled parking bays, disabled toilet areas, a shower and changing area, access to the playground without needing to use stairs and highlighted edges

to the outside steps, where needed external ramps are present. A well-equipped SEAL/ Nurture room is available and used daily for interventions such as SEAL, Nurture and SULP.

How we involve parents

At Holyhead we have an open door policy, which enables parents to discuss the education of their child whenever they feel necessary. Routine appointments are made with the parents and SENCo to ensure parents are involved and are given the opportunity to review and evaluate the provision that their child is receiving. During this time children will also be given the opportunity to share their wishes and feelings about interventions and their views on school.

Roles and Responsibilities

The Standards and Performance Committee (SPC) and the CAT board is responsible for ensuring that the school complies with legislation, and that the SEN policy and its related procedures and strategies are implemented.

The chair of the Standards and Performance Committee is appointed to maintain a watching brief regarding the implementation of this report and will undertake appropriate training in order to lead the SPC in fulfilling its role.

The Principal and SENCo are responsible for implementing the SEN policy, ensuring this report is adhered to and ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.

All staff are expected to:

- Promote an inclusive and collaborative ethos in their classroom
- Provide an environment and curriculum for all children to achieve regardless of the needs.
- Support the SENCo when completing linked paper work and provide evidence and suggestions to enable a child to achieve their full potential.
- Keep up-to-date with equalities legislation relevant to their work.

Complaints:

In the case of complaint regarding special needs provision, then the procedure outlined in the school complaints policy will be followed.

What are the arrangements for transition between phases of education?

To ensure the correct provision is obtained for those children who are moving to a new phases of education, visits and information will be provided for parents to ensure their child has the opportunity to gain a place at a suitable education.

Who to contact?

If you require any further information regarding SEN please contact Miss Billingham SENCo via the school office or email info@hpa.shirelandcat.org.uk

Other Useful contact numbers:

Parent Partnership: 0121 552 0047

Inclusion Support: 0845 352 7552

Speech and Language Therapies etc: 0121 612 2010

Sandwell's local offer can be found at (www.sandwell.gov.uk/send)