



## SEND Information Report: Horbury Primary Academy

Updated September 2019



At Horbury Primary Academy we have a positive and enthusiastic approach to meeting the needs of pupils with Special Educational Needs and Disabilities.

Our qualified and experienced Inclusion Managed/Special Educational Needs and Disability Co-ordinator (SENDco) is **Mrs H Collin**. She is supported by the SEND Governor and the Local Authority to work to ensure that all pupils, whatever their specific needs, make the best possible progress. We are committed to narrowing the attainment gap between children with SEND and their non-SEND peers. Our aim is to be as inclusive as possible, with the needs of pupils with a Special Educational Need/s and/or Disabilities being met in our mainstream setting. In order to do this many steps are taken to support them through their learning journey.

Horbury Primary strives hard to ensure that all pupils:

- Have a wide and balanced curriculum which is differentiated to meet individual needs.
- Can learn and make progress according to their individual developmental trends.
  - Are assessed using appropriate assessment tools and guidelines.
  - Have equal access to resources, provision and interventions as needed.

*Pupils of all abilities, including those with special educational needs, make good progress through school.*

*The school works very closely with parents of pupils who have social, emotional or behavioural concerns. These pupils make very good progress in learning how to manage their own behaviour.*

*Disabled pupils, those supported at school action and at school action plus, who have special educational needs make good progress from their starting points. In particular, they acquire effective reading and writing skills, which enable them to tackle a wide range of subjects and succeed well. SEND REPORT OFSTED*

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All our dedicated staff work hard to achieve this paying due regard to all relevant legislation and guidance including; the SEND Code of Practice (2014), the Equality Act (2010) and the Children and Families Act (2014).





## 2. Areas Of Need Explained



The new 'Code Of Practice' (June 2014) states that there are four main areas which cover Special Educational Needs. These areas and their meaning are as follows:

Area Of Special Educational Need or Disability	Relating to difficulties with:
<p><b>Communication And Interaction</b></p>	<p>Children may have a delay or disorder in one or more of the following areas:</p> <p><u>Attention/Interaction skills:</u> May have difficulties ignoring distractions. Need reminders to keep attention. May need regular prompts to stay on task. May need individualised motivation in order to complete tasks. Difficulty attending in whole class. Interaction will not always be appropriate. May have peer relationship difficulties. May not be able to initiate or maintain a conversation.</p> <p><u>Understanding/Receptive Language:</u> May need visual support to understand or process spoken language. Repetition of language and some basic language needs to be used to aid their understanding.</p> <p><u>Speech/Expressive Language:</u> May use simplified language and limited vocabulary. Ideas/ conversations may be difficult to follow, with the need to request frequent clarification. Some immaturities in the speech sound system. Grammar/phonic awareness still fairly poor and therefore their Literacy can be affected.</p>

<p style="text-align: center;"><b>Cognition And Learning</b></p>	<p>May have difficulties with the skills needed for effective learning such as use of:</p> <ul style="list-style-type: none"> <li>• Language, memory and reasoning skills</li> <li>• Sequencing and organisational skills</li> <li>• An understanding of number</li> <li>• Problem-solving and concept development skills</li> <li>• Fine and gross motor skills</li> <li>• Independent learning skills</li> <li>• Exercising choice</li> <li>• Decision making</li> <li>• Information processing</li> </ul> <p>Children may have a specific learning disability such as dyslexia, dyscalculia, dyspraxia or dysgraphia.</p>
<p style="text-align: center;"><b>Social, Mental, Behavioural And Emotional Health</b></p>	<p>May have difficulties with social and emotional development which may lead to or stem from:</p> <ul style="list-style-type: none"> <li>• Social isolation</li> <li>• Behaviour difficulties</li> <li>• Attention difficulties</li> <li>• Anxiety and depression</li> <li>• Attachment disorders</li> <li>• Low self esteem</li> <li>• Issues with self esteem</li> </ul>
<p style="text-align: center;"><b>Sensory and/ or Physical</b></p>	<p>These pupils may have a medical or genetic condition that could lead to difficulties with:</p> <ul style="list-style-type: none"> <li>• Specific medical conditions</li> <li>• Gross/fine motor skills</li> <li>• Visual/hearing impairment</li> <li>• Accessing the curriculum without adaption</li> <li>• Physically accessing the building(s) or equipment</li> <li>• Over sensitivity to noise/smells/light/touch/taste</li> <li>• Toileting/self-care</li> </ul>



### 3. Commonly asked questions



#### Regularly Asked Questions and Answers.

#### How does Horbury Primary Academy know if my child needs extra help?

Children may be identified as having SEND through a variety of ways including the following:

- Liaison with first provider
- Child performing below age expected levels
- Concerns raised by parent
- Through termly Pupil Progress Meetings held between teachers/SENDCO and Head teacher
- Concerns raised by teacher for example behaviour is affecting performance
- Liaison with external agencies
- Health diagnosis through paediatrician/doctor

As an academy we measure children's progress in learning against national expectations and age related expectations.

The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. As an academy we track children's progress from entry at Nursery or Reception through to Year 6, using a variety of different methods.

Children who are not making expected progress are picked up through termly Pupil Progress Review meetings with the class teacher, SENDCO, Head/Deputy teacher. In this meeting a discussion takes place concerning why individual children are experiencing difficulty and what further support can be given to aid their progression.

## What should I do if I think my child may have Special Educational Needs?

Talk to us - We are here to help in any way we can.

Firstly contact your child's class teacher. If you require more information contact our SENDCo or Head Teacher. We pride ourselves on building positive relationships with parents. We are open and honest with parents and hope that you will do the same with us.

## How will Horbury Primary Academy staff support my child?

Our SENDco will closely monitor all provision and progress of any child requiring additional support across the academy. The class teacher will oversee, plan and work with each child with SEND in their class to ensure that progress in every area is made. There may be a teaching assistant working with your child either individually or as part of a group, if this is seen as necessary by the class teacher.

If a pupil has needs related to more specific areas of their education, such as, spelling, handwriting, numeracy etc. then the pupil will be placed in a small focus group or intervention. This will be run by the teacher or teaching assistant. The length of time of the intervention will vary according to the need and the intervention will be regularly reviewed by all involved to ascertain the effectiveness of the provision and to inform future planning.

## What support do we have for you as a parent of a child with SEND?

Talk to your child's class teacher regularly so we know what you are doing at home and you know what we are doing. We hope that this will make sure that we are doing similar things to support your child both at home and at school. This is an opportunity to share what is working in both settings.

- The SENCo or Learning Mentor (depending on your child's need) is available to meet with you to discuss your child's progress or any concerns/worries you may have.
- All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report. The SENCo/class teacher will also arrange to meet with you to discuss any new assessments and ideas suggested by outside agencies for your child.
- One Page Profiles/Supporting Me to Learn Plans will be reviewed with your child and you will be encouraged to attend review meetings regarding them.
- Homework will be adjusted as needed to your child's needs where appropriate.

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

All work in the classroom is pitched at an appropriate level so that all children are able to access according to their specific needs. Teachers plan lessons according to the specific needs of all groups of children in their class and will ensure that your child's needs are met.

- Support staff may support your child's learning in the classroom.
- Specific resources and strategies will be used to support your child individually and in groups.
- Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs.

## How do we know if the support or strategies used have had an impact?

We will often use One Page Profiles/Supporting me to Learn Plans or Individual Behaviour Plans (IBP's) to set targets and review progress. We can use these targets to monitor pupils' progress academically against national/age expected levels and update or make adjustments. This may involve updating into smaller steps or using a different approach to ensure progress is made. Children may move off the SEND register when they have 'caught up' or made sufficient progress.

## How will I know how my child is doing and how will you help me to support my child's learning?

The class teacher will meet with parents at least twice a year (this could be as part of parent's evening) to discuss your child's needs, support and progress. For further information the SENDco is available to discuss support in more detail.

We offer an open door policy where you are welcome anytime to make an appointment to meet with either class teacher or the SENDco to discuss how your child is getting on. We can offer advice and practical ways that can help you help your child at home. We aim to communicate regularly, especially if your child has complex needs.

Your child may have an One Page Profile/Supporting me to Learn Plan or IBP in place and therefore the targets set are SMART (Specific, Measurable, Achievable, Realistic) targets with the expectation that the child will achieve the target by the time it is reviewed.

If your child has complex SEND they may have a My Support Plan or an Education Health Care Plan (EHC Plan) which means that a formal Annual Review will take place to discuss your child's progress and a report will be written. This can also be done at a six monthly interim review if changes to circumstances occur or concerns arise.

### How will my child be able to contribute their views?

We value and celebrate each child being able to express their views on all aspects of academy life. We have a Academy Council ranging from Year 2 to Year 6, where children can discuss any issues or views openly.

Children who have One Page Profiles/Supporting me to Learn Plans discuss and set their targets with their class teacher. If your child has an My Support Plan or an Annual Review of their EHC Plan then their views will be obtained before any meetings and your child will be invited to the meeting to give their view/opinion.

### What support will there be for my child's overall well-being?

We are an inclusive academy, we welcome and celebrate diversity. All staff appreciates the importance of children having high self-esteem in order to achieve positive well-being. At Horbury Primary Academy we commit to our own values and ensure pupils are able to develop in a caring, fair and understanding environment.

The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this would be the parents' first point of contact. If further support is required the class teacher can liaise with the SENDco/Inclusion Manager for further advice and support. This may involve working alongside outside agencies such as Health and Social Services, and/or the Behaviour Support Team.

At academy we have a Learning Mentor who is here to support your child on overcoming any difficulties that are getting in the way of your child's learning. Our academy also has a policy regarding the administration of medicines on the academy site. Parents needs to contact the academy office to discuss this and if agreed complete a 'Parental Agreement for school to Administer Medicines' form. This may include medicines for life threatening conditions or required for a long term illness such as asthma and diabetes. In such cases a care plan may be put in place.

### What specialist services and expertise are available at or accessed by Horbury Primary Academy?

At times it may be necessary to consult with outside agencies to receive their more specialised expertise. Should your child require any form of involvement with an outside agency then the academy would immediately inform you and obtain your permission to pursue any kind of professional intervention.

The agencies used by the academy include:

Educational Psychologist

CAMHS/Future in minds

Social Services

Nurse

Learning Support Service

Social, emotional and mental health team

Speech and Language/Occupational Therapy

### What training have staff had or going to have?

Different members of staff have received training related to SEND. These have included sessions on:

- How to support pupils on the Autistic Spectrum
- Bereavement counselling
- Child wellbeing training
- How to support pupils with Social and Emotional needs.
- Most of our TA's have had training in delivering reading, spelling/phonics, numeracy programmes such as, Rapid Maths.

All staff have regular training and updates of SEND conditions and resources/interventions available for our pupils in order to ensure all staff are able to manage pupils accordingly.

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

All children are included in all parts of the academy curriculum and we aim for all children to be included on academy trips. We will provide the necessary support to ensure that this is successful.

A risk assessment is carried out prior to any off site activity to ensure everyone's health and safety will not be compromised.



## How accessible is the academy environment?

As an academy we are happy to discuss individual access requirements. Facilities we have at present are:

- Ramps into academy to make the building accessible to all
- Disabled toilets
- Wide doors throughout the academy building
- Stair lift near the front of academy

For further information please see the accessibility plan on the school website.

## How will Horbury Primary Academy prepare and support my child to join the academy and then transfer to secondary academy?

We encourage all new children to visit the academy prior to starting when they will be shown around the academy and any concerns can be addressed. For child with SEND we would encourage further visits to assist with the acclimatisation of the new surroundings.

Many of our 'feeder' secondary schools will aid transition for the more vulnerable pupils. We liaise with staff when receiving and transferring children to different schools ensuring all relevant paperwork is passed on and all needs are discussed and understood.

## How are resources allocated and matched to children's special educational needs?

We ensure that all children who have SEND are met to the best of the academy's ability with the funds available. We will often allocate teaching assistants who are funded by the SEND budget to deliver programmes designed to meet groups of children's needs. The SEND budget is allocated each financial year. The money used will also provide additional resources dependent on an individual's needs.

## How is the decision made about what type and how much support my child will receive?

These decisions are made in consultation with the class teacher and Senior Leadership Team. Decisions are based upon termly tracking of pupil progress and as a result of assessments by outside agencies. Different children will require different levels of support in order to bridge the gap to achieve age expected levels. This will be through on-going discussions with parents.

### Who can I contact for further information?

If you wish to discuss your child's educational needs or are unhappy about something regarding your child's schooling please contact the academy office. They will be happy to advise you or direct you to somebody else who can.

### What should I do if I feel that the Local Offer is not being delivered or is not meeting my child's needs?

First point of contact would be your child's class teacher to share your concerns with. You could also arrange to meet our SENDco or our Head Teacher. You may also wish to look at our SEND Policy.

### Who should I contact if I am considering whether my child should join Horbury Primary Academy and how is the Local Offer reviewed?

In this instance you can contact the academy Admin Office to arrange a meeting with either the Head Teacher or our academy SENDco to discuss how the academy could meet your child's needs.

This local offer will be reviewed annually to reflect the changing needs of the children who join and are developing in our academy. Part of this review process will involve contributions from parents. All parents of children with SEND are invited to join us for a meeting to help us match our local offer to the needs of their children.

We hope these have answered any questions you may have but do not hesitate to contact the academy if you have further questions.



## 4. Your SENCo



### SENCo.

At Horbury Primary Academy the current SENCo is:

Mrs Heather Collin

The SENDco has undertaken and successfully completed the National Award in SEN co-ordination. Along with many other courses such as sensory processing, behaviour regulation, team teach and dyslexia screening. She also regularly attends local network meetings for primary SENCO allowing her to keep up to date with current practice and changes.

SENCo's role:

We work closely with all staff in academy, parents, outside agencies and colleagues throughout the city. We have the responsibility alongside the Head Teacher of co-ordinating the provision made for individual children with: Special Educational Needs, Social and Emotional Needs, English as an additional language and Gifted and Talented pupils. Support is available through:

- Giving advice on issues related to Special Educational Needs, Social and Emotional difficulties, pupils with Disabilities, pupils with English as an additional language and Gifted and Talented.
- Meetings with parents to discuss any concerns they may have about their child's development or learning difficulties.
- Assessments of individual pupils to identify need.
- Referrals may be made to a range of other professionals such as: Educational Psychologist, Speech and Language and Specialist Advisory Teachers in the city.





## 5. Waves of intervention



At Horbury Primary we provide a graduated response to each child dependent on the level of need. These are often referred to as waves of intervention.

**Wave 1:** Quality first teaching through differentiation in English and Maths lessons.

**Wave 2:** Small group support for those pupils who are achieving below age expected levels

**Wave 3:** Focussed, individualised programmes for pupils working well below age expectation.

[Waves of Intervention available at Horbury Primary Academy \(this is not an exhaustive list\)](#)

Area of need	Wave 1	Wave 2	Wave 3
Cognition and learning	<ul style="list-style-type: none"><li>• Differentiated curriculum planning, activities, delivery and outcome</li><li>• In class TA support and in class targeted support</li><li>• Increased visual aids/modelling etc</li><li>• Visual timetables</li><li>• Use of writing frames</li><li>• Access to ICT</li><li>• Guided reading</li><li>• Motivation to build up positive self-esteem</li></ul>	<ul style="list-style-type: none"><li>• Booster lessons for SAT's</li><li>• In class support from TA</li><li>• Learning mentors</li><li>• Additional phonics sessions</li><li>• Additional reading sessions</li><li>• Observations by SENCo</li><li>• Parent discussions with SENCo</li></ul>	<ul style="list-style-type: none"><li>• Small group or 1-1 literacy/numeracy support</li><li>• Test concessions</li><li>• Advice from Educational Psychologist (EP)</li><li>• Precision teaching</li><li>• IEP's</li><li>• Access to a Specialist Teacher</li><li>• Access to Educational Psychologist</li><li>• SENCo's monitoring to ensure appropriate</li></ul>

	<ul style="list-style-type: none"> <li>• Positive learning environment.</li> </ul>		<p>intervention and access to learning.</p>
<p>Communication and Interaction</p>	<ul style="list-style-type: none"> <li>• Differentiated curriculum planning, activities, delivery and outcome, for example key words and simplified language.</li> <li>• Increased visual aids and modelling</li> <li>• Use of symbols and pictures</li> <li>• Structured academy and class routine</li> <li>• Use of puppets</li> <li>• Clear verbal instructions</li> <li>• Visual timetables</li> <li>• Clear verbal instructions/explanations which can be simplified along with visual support.</li> </ul>	<ul style="list-style-type: none"> <li>• In class support with focus on supporting speech and language</li> <li>• ICT - use of keyboard during certain lessons</li> <li>• Social skills groups</li> <li>• Parents discussion with SENCo</li> </ul>	<ul style="list-style-type: none"> <li>• Small group 1-1 support for language, social skills group</li> <li>• Speech and language support/advice</li> <li>• Advice from EP/Specialist teacher</li> <li>• Referral to Speech and Language Therapist (SALT)</li> <li>• SENCo assessment and monitoring to ensure appropriate intervention and access to learning.</li> </ul>
<p>Social, mental, behavioural and Emotional health</p>	<ul style="list-style-type: none"> <li>• Whole academy behaviour policy</li> <li>• Whole academy rules</li> <li>• Classroom rules</li> <li>• Whole academy reward and sanctions systems</li> <li>• Access to Learning Mentor support</li> </ul>	<ul style="list-style-type: none"> <li>• Circle time in class</li> <li>• Support from the Learning Mentor</li> <li>• In class support for supporting behavioural targets, access, safety</li> <li>• Parent discussions with SENCo/learning Mentor</li> <li>• Behaviour logs</li> </ul>	<ul style="list-style-type: none"> <li>• Small group or 1-1 for social skills</li> <li>• Individual support or mentoring</li> <li>• Individual reward system</li> <li>• Advice from EP/ specialist teacher</li> <li>• Behaviour support plan (IBP)</li> </ul>

	<ul style="list-style-type: none"> <li>• Opportunities for children to talk about any fears, confusion and guilt</li> </ul>		<ul style="list-style-type: none"> <li>• Time out</li> <li>• Referral to CAMHS</li> <li>• Support/advice from the Behaviour Support Service</li> <li>• Application for a Health Care Plan (EHC)</li> </ul>
<p>Sensory and/or Physical</p>	<ul style="list-style-type: none"> <li>• Flexible teaching arrangements</li> <li>• Pencil grips and mats for children to use</li> <li>• Staff aware of implications of physical impairment</li> <li>• Modification or organisation, routine and environment</li> <li>• A fully inclusive differentiated curriculum approach according to individual needs.</li> </ul>	<ul style="list-style-type: none"> <li>• Additional fine motor skills practice</li> <li>• In class support for supporting access/safety</li> <li>• Parents discussions with SENCo/learning mentor</li> </ul>	<ul style="list-style-type: none"> <li>• Access and liaison with Occupational Therapist (OT) and with Physiotherapist</li> <li>• IEP's as needed</li> <li>• Identified key worker</li> <li>• A place for time out or exercise if necessary</li> <li>• Extra support or 1-1 support to access appropriate interventions</li> </ul>



## 6. Current Interventions



### Current Interventions in place at Horbury Primary Academy

All interventions will be run by experienced teachers and trained teaching assistants. Discussions will be held with parents to keep you fully informed of your child's progress for the duration of the intervention. Children will be individually tracked to ensure good progress.

### A number of reading schemes and programmes

#### Phonics

#### Rapid and CLIC Maths

#### Musical Interaction

#### Lego Therapy

#### Social Skills Groups

#### Wellcomm (speech and language programme)

#### Anxiety groups

#### Anger workshops

#### Fit to learn

For information on any of the interventions please speak with the SENDco.



## 7. Your Learning Mentor



### Learning Mentors: Tracey Sleight

Our Learning Mentors are here to support children in overcoming any difficulties that are getting in the way of their learning. The support each child gets will depend on their individual needs.

- Children referred to the Learning Mentor may have difficulties with: feelings, making friends, social skills, behaviour or home issues.
- Children may come out of class to work 1-1 or in a small group with the Learning Mentor
- There is very good communication with all staff in academy, parents, carers, pupils and outside agencies.
- As part of their role our learning mentor may signpost to other relevant services
- Our Learning Mentor Tracey Sleight along with Sue Woolley also tracks attendance for all pupils in academy. Parents will be informed if their child is absent from academy.
- Supporting parents to gain access to learning
- Help parents to access areas of health needs







## SEND Terms

There are many SEND terms which are commonly abbreviated. Here is a glossary to help.

ADD	Attention Deficit Disorder
ADHD	Attention Deficit and Hyperactivity Disorder
ASD	Autistic Spectrum Disorder
BESD	Behavioural Emotional & Social Difficulties
CAF	Common Assessment Framework
CAMHS	Child & Adolescent Mental Health Service
COP	Code of Practice
CP	Child Protection
DCD	Developmental Co-ordination Disorder
EAL	English as an Additional Language
EP	Educational Psychologist
FSM	Free Academy Meals
HI	Hearing Impairment
IEP	Individual Education Plan
KS	Key Stage
LAC	Looked After Child
LEA	Local Education Authority
MLD	Moderate Learning Difficulty
NC	National Curriculum
OPP	One Page Profile
OT	Occupational Therapist
PP	Personal Plan
SEMH	Social, emotional and mental health
SalT	Speech and Language Therapy
SEN	Special Educational Needs
SEND	Special Educational Needs & Disability
SENCO	Special Educational Needs Co-ordinator
SMLP	Supporting Me to Learn Plan
SpLD	Specific Learning Difficulty
VI	Visual Impairment

