

# Great Heath Academy

## SEN Information Report



**Written: November 2020**  
**Review: November 2021**

## **Academy Transformation Trust's Offer on Special Educational Needs and Disability.**

### **Academy Transformation Trust Mission statement:**

The Trust is committed to providing excellence for all pupils and supporting every child within our academies to achieve. As a Trust, we make every effort to be a truly inclusive. We welcome everybody into our Academy community and aim to support every child to reach his or her full potential

### **We believe that:**

- all children deserve a first class education
- all schools can be transformed to being judged as outstanding
- all pupils can and should, leave education well prepared for their life ahead
- academically, personally, emotionally and professionally
- all of our staff feel valued and supported in reaching their full professional potential

The Academy recognises that a child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them and, as defined in the Code of Practice 2014, a young person has a learning difficulty or disability if they:

- Have a significantly greater difficulty in learning than the majority of others of the same age;
- or
- Have a disability, which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

The Academy makes provision in accordance with the Code of Practice [2014], the Children and Families Act [2014], Index for Inclusion [updated 2001] the Equality Act [2010].

Our SEN policy and our practice aim to reflect these principles. Special Educational Needs or disability is identified in terms of learning, communication, interaction, and emotional health, physical and sensory needs. The identification of SEND should be built into the overall approach to monitoring the progress and development of all pupils. ATT believes that each child and their parents have a right to be involved in making decisions and exercising choices.

ATT and our Academies are committed to working in partnership with the child, parents, carers and outside agencies to identify needs, provide support for them and monitor the progress of all students. ATT recognises that there will be occasions when adjustments may be made to ensure full access to the curriculum and other activities.

### **The Trust's objectives for SEND provision in all our academies**

- To ensure pupils have access to a broad and balanced curriculum.
- To provide a differentiated curriculum appropriate to the child's needs and ability.
- To ensure the identification of all pupils requiring SEND provision as soon as possible.

- To ensure SEND pupils take as full a part in the life of the academy as possible.
- To ensure SEN pupils are listened to, particularly in relation to keeping them safe.
- To ensure parents are kept fully informed of their child's progress and attainment.
- To ensure that SEND pupils are involved in making decisions affecting their future SEND provision.
- To liaise with specialists and other agencies to access specialist support for pupils and parents.

## Great Heath Academy's SEN Information Report

### **How does the school know if students need extra help? What should I do if I think my child may have special educational needs?**

Students may be identified as having Special Educational Need (SEN) at any stage of their education. A student that is lower academically does not necessarily have special needs. It could be that they need extra support to fill in gaps within their learning, to enable them to achieve their best.

Information about your child's special needs may come from a variety of sources:

- Testing from reading and spelling/ any other testing on entry to school
- Observations
- Parental concern
- Teacher / Teaching Assistant concern
- Transfer information from previous school
- Student self-referral

A child is considered to have a special educational need when provision is made, or needed to be made, that is different from, or additional to, the provision made available to all pupils.

### **What kinds of educational needs does the academy provide for?**

In line with the Equalities Act 2010, Great Heath Academy provides support for pupils within the four areas of special educational needs and disability identified in the SEND Code of Practice 2015. These areas are:

- Communication & Interaction
- Cognition & Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and/or physical

If you think that your child may have special educational needs that have not been previously identified, please make an appointment to speak to your child's class teacher and SENCO. During this meeting we will discuss what we think should happen next.

### **How will I know how my child is progressing in school?**

Class teachers make regular formal and informal assessments of pupils' learning. As an academy, we provide parent teacher meetings twice a year and an annual report. For students on the SEN register the parent teacher meetings last 30 minutes. In addition to this, those children receiving extra support will be reviewed per half term to decide on whether the intervention needs to be changed or whether your child has made sufficient progress and can stop the intervention. All children on the SEND register have a learning support plan which is reviewed every 6 weeks. Parents receive a copy of this each week with comments on progress towards targets that week. All children with an Educational Health Care Plan (EHCP) will have an annual review to make sure the EHCP is fit for purpose and has the correct recommendations to help the child continue to make progress and receive the most appropriate support. Parents, school staff, any outside agencies, a representative from Suffolk Family Services and, if appropriate, the child are invited to attend.

## **How are adaptations made to the curriculum of pupils with SEN?**

Our curriculum has been designed to provide an engaging and progressive learning experience for all. Our staff are highly skilled in moving the learning on for each child by differentiating the learning challenges. This means the learning challenges across the curriculum are adapted to meet pupils' differing abilities and can be achieved in a variety of ways, such as:

- Different learning objectives to extend or reduce the challenge.
- Providing adult support
- Explaining the challenge in a different way: visually, practically, orally, and aurally.
- Providing different resources to complete the challenge.
- Providing targeted support for any child that has a gap in their learning.

## What happens if my child is not making progress? – The Graduated Approach

### ASSESS

Teaching staff will identify that your child is not making progress through assessment and/or observations in class. We will look at the needs of your child and discuss the best way forward.

### PLAN/DO

The school will assess the need of your child and provide appropriate support, which will be listed on the provision map. Your child will be continually monitored and progress will be discussed at our staff pupil progress meeting each half term. The intervention will run for a specified time.

### REVIEW

A review of the progress will be made every half term. Different interventions will be used to ensure maximum progress. If your child is still not making progress, advice will be sought from outside agencies. Your child may be added to the Special Education Needs Register. If this is the case we will write a School Based plan together, where academic and pastoral targets will be set.

### EDUCATIONAL HEALTH and SOCIAL CARE PLAN (EHC)

If your child presents with complex needs and or a high level of support in school then a request for an Education Health Care Plan will be made to the Local Authority. Our SENCO can discuss this further with you.

## **How will Academy staff support my child?**

As a fully inclusive academy, all of our caring, dedicated and well-trained staff are fully committed to enabling your child to reach their full potential in all areas. We believe that this positive belief and the high expectations for all pupils will encourage them to thrive. All children on our SEN register have a School Based Plan (SBP) written in conjunction with the child, their parents, class teacher and SENCO. The PLP aims to bring together information about the child's strengths and qualities, as well as what the child feels they need support with and any resources that will help them. Thoughts of the child, parent and teacher are included, as well as pastoral and academic SMART targets agreed and written together. Class teachers and teaching assistants add evidence as to how the child has met the targets to help plan the next School Based Plan.

Your child's class teacher will plan a range of strategies to help your child learn, including 1:1 teaching, small group work, interventions, pre-learning. The SENCO and data lead oversee all additional provision made for our pupils. We regularly review provision by monitoring and discussing progress with the child's teacher as well as the support and targets identified on the SBP. If the expected progress is not being made, we will look at other evidence based targeted interventions and update the SBP.

We work closely with Educational Psychologists, school nursing team, occupational therapists, Speech and Language team, CAMHS, CISS and SENDAT amongst other specialist organisations who we ask to assess and observe children if they are still not making progress.

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

At Great Heath Academy, the class teacher and class teaching assistants support all students. Children with SEN may have more support in class, and at break and lunchtimes if needed. We use a social, emotional, mental health and behaviour-screening tool to see if any child in the primary phase needs support in these areas.

We have a Family Support Worker who is trained in running Nurture Groups and two of our members of staff are ELSA trained. All staff have had training in recognising a child who may have mental health needs. We run pastoral based interventions for pupils who need it. We understand that children with SEN may be more vulnerable than those who do not have SEN. Staff have been trained to observe the children to make sure they do not see signs of a child being left out or picked on. If issues arise, we deal with them immediately, using a restorative justice approach where possible. We also provide support such as social skills groups.

Children learn the importance of respecting each other as part of Jigsaw PSHE sessions, the RSHE scheme and safeguarding work. Following the Covid-19 pandemic, our staff are aware of the social, emotional and academic issues pupils and their families may have during this difficult time. We used the Jigsaw Recovery scheme of work to support with this.

## **What training do the staff supporting students with SEND had or are having?**

Training for supporting students with SEN is considered essential and is ongoing. Current staff qualifications/training relating to SEND/Pupil progress include:

- SENCO award
- Safeguarding
- Elklan
- Dyslexia strategies
- NELI
- 5 Minute literacy/numeracy box
- Mental Health
- Memory activities
- Wellcomm
- Lexia
- Supporting children with autism
- Positive behaviour management
- Asthma, Epipen and diabetes
- ASD
- Adverse Childhood Experiences
- Attachment theory

## **How are parents and children involved in the academy?**

Our pupils and their families are at the heart of everything we do and we always welcome discussions and feedback from all. Our Academy council are elected by children each year. They meet regularly to discuss issues that are important to our pupils as well as raising money for our academy and wider charitable causes

Our PTA are hugely successful at running events and raising money for our academy. They are always looking for new members!

We believe a positive partnership between parents/carers and the academy is essential for pupils to achieve well. Parents are always encouraged to arrange meetings with their child's class teacher and/or SENCO. Please speak to the office to arrange.

Our Local Academy Committee are also keen to hear from you and attend many events throughout the year. They can also be contacted directly – please look on our website for more information. We value your views!



## **How will my child be included in activities outside the classroom, including school trips?**

Our aim is for all pupils to be included in all areas of the curriculum, the academy grounds and all activities. Through Quality First Teaching staff will differentiate all lessons to include all pupils irrespective of any disability or medical condition. Risk assessments are made for any trips, which include ensuring accessibility for all pupils, and any resources or measures are implemented during the trip. We liaise with parents to make sure everyone is happy with the arrangements made.

## **How accessible is the school environment?**

The site is all on one level and has an accessibility toilet. The whole building is wheel chair accessible, in line with the Equalities Act 2010. We ensure reasonable adjustments are made for the needs of our pupils, which includes specialist equipment for sight or hearing impairments. Our accessibility plan is available on our website.

## **How will the academy prepare and support my child to join, transfer or move to next phase of education?**

We follow our local authority's admissions policy. Parents are encouraged to visit the academy with their child before they start to meet staff and see their classroom, toilets and ask any questions. If your child is disabled, we will write a School Based plan so we can plan reasonable adjustments to make sure we are ready for your child's first day, making the transition an enjoyable experience. Our admissions policy is available on our website.

### **Transition to EYFS:**

Our teachers visit the local nurseries to meet staff and, where possible, spend time with the Children. For Nursery either a home visit or a visit to the Nursery ahead of starting are conducted. In the summer term new Reception parents and children have the opportunity to visit once a week and play in their new classroom. If a child at nursery has SEN, the EYFS teacher and SENCO will meet with them and the parents to discuss any reasonable adjustments that need to be put in place, as well as anything that will help the child to settle, such as likes, dislikes, routines etc.

### **Transition to the next class:**

All children move into their next year group before the end of the summer term. This gives them the opportunity to get to know their teacher and peers. If a child has SEN, we will plan an individualised transition plan for them.

### **Transition to Secondary School:**

The SENCO and support staff from the receiving High School attend Yr. 6 Annual Reviews of students. This gives us an opportunity to discuss any concerns the student and parent may have. Where necessary extra transition activities are arranged with the receiving high school.

## **Whom do I contact for further information?**

For further information, contact the School directly, by arranging an appointment with the SENCO.

## **What should I do if I am concerned after speaking to the SENCO?**

Please refer to the Academy's complaints procedure. This is available on our website, in the policies section.

## **How does the school communicate with parents/carers and children who first language is not English?**

If possible, the academy will try to arrange an interpreter available for parent meetings. Written communication may be done by email, so that parents may use a translation facility. Work will be differentiated and staff will support in class. We also help the child to integrate by using the 'buddy' system, to help them learn their way around, make friends and ask for help.

## **Information/links you may be interested in:**

We offer extra - curricular activities dependent upon time of year. Parents and students are made aware of these at the start of each term.

**Suffolk Local Authority produce a Local Offer, which provides information for all parents of how to receive support and advices as well as local organisations in our area:**

<http://infolink.suffolk.gov.uk/kb5/suffolk/infolink/localoffer.page?localofferchannelnew=0>

Autism support: <https://www.autism-anglia.org.uk/norfolk-support>

NHS Chat Health: [childrenshealth@suffolk.gov.uk](mailto:childrenshealth@suffolk.gov.uk)

Young Minds/CAMHS: <https://youngminds.org.uk/find-help/your-guide-to-support/guide-to-camhs/>

NSPCC – Supporting children with SEND: [https://www.nspcc.org.uk/keeping-children-](https://www.nspcc.org.uk/keeping-children-safe/supportfor-)

[parents/coronavirus-supporting-children-special-educational-needs-disabilities/](https://www.nspcc.org.uk/keeping-children-safe/supportfor-parents/coronavirus-supporting-children-special-educational-needs-disabilities/)

Family Action: <https://www.family-action.org.uk/what-we-do/children-families/send/>

SENSE. Support for children and parents with complex SEN: <https://www.sense.org.uk/getsupport/support-for-children/send/>

Kids. Support: <https://www.kids.org.uk/sendias>

Sure Start: <http://surestartchildrenscentresnhp.org.uk/support-for-parents-with-children-withspecial-educational-needs/>

Foundation Years: <https://www.foundationyears.org.uk/files/2015/05/Guide-for-working-withparents-of-children-with-SEND.pdf>

Family Lives: <https://www.familylives.org.uk/advice/your-family/special-educational-needs/>

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Government Information: <https://www.gov.uk/children-with-special-educational-needs/specialeducational-needs-support>

