

# SEND Information Report

Academic Year 2023-2024



## **Review Date**

September 2023

## **Next Review**

February 2023

## **Responsible Colleagues**

Emily Mitchinson, SENCO

Naomi Brown, Principal

# Our Vision



## Transforming Lives of our learners

We seek to ensure that all our learners receive a high-quality education from expert staff and aspire to achieve the best they possibly can, no matter their background or ability. Our learners have safe, supportive learning environments in which they develop, grow, and challenge themselves. We are determined that our learners will receive the very best enrichment and opportunities to help them reach their full potential and ensure they are prepared for the future, wherever it might take them.



## Transforming Lives of our colleagues

Our colleagues are supported with the very best professional development through our innovative ATT institute, allowing them to stay focused on learning and developing as practitioners whilst they progress in their careers. We share the very best practice across our community of academies to help build systems and processes that really work.



## Transforming Lives in the communities we serve

We are committed to actively engaging with and addressing inequality in our local areas. We understand that every one of our academies and their diverse communities are different, so we aim to build a supportive, collaborative, and nurturing relationship with each whilst sharing our key values across our Trust.

**Commitment  
to Education**

**Transparency  
and Integrity**

**Innovation and  
Improvement**

**Dedication to  
Inclusivity**

# Our Values

## Commitment to Education

Our core purpose is to positively impact the lives of all our learners. Education will always be at the heart of everything we do.

## Transparency and Integrity

We are proud of our success whilst being open and honest about our areas for improvement. Our actions are always ethical and in the best interests of all our stakeholders.

## Innovation and Improvement

We are committed to innovative education- always moving forward and never standing still. Our learners are ambitious and prepared for a future that is constantly changing and developing.

## Dedication to Inclusivity

Our learners are all different and all important to us. We aspire to support, challenge, and help each one of them reach their full potential, regardless of their background or level of ability.



## SEND Information Report

This information report has been prepared by the SENCO Mrs Mitchinson and approved by the Principal, Mrs Brown and Governors (25/9/23) for publication on the website.

The SEN Information Report is part of a wider suite of documents relating to SEN, disability and inclusion, which can be found [here](#). In particular, it should be read alongside the academy's SEND policy.

### The academy makes provision for the following kinds of SEN:

Great Heath Academy provides educational provision for a wide range of SEN needs. Currently this includes students with Hearing Impairments, Dyslexia, Social and Emotional needs and Speech and Language difficulties. Great Heath Academy does not discriminate against any type of SEN and seeks to review each pupil on an individual basis. With reasonable adjustments, training and resources, Great Heath Academy can support any student in accessing the Academy and its full provision offer.

### The academy supports children with SEN through:

Quality First Teaching; Inclusive Teaching for All

The types of support available at this universal level, which everyone can receive, includes;

- 'I do, We do, You do' - modelling
- Verbal feedback in the moment
- Word mats/writing frames/100 squares
- Worry boxes
- Lexia
- Zones of Regulation
- Pencil supports
- Lexia/Times Table Rock Stars and
- Check ins

	<p>Where some children require a little more support, we make what is available more targeted, which might include;</p> <ul style="list-style-type: none"> <li>• Wobble cushion, weighted blanket</li> <li>• Concentrators/Ear defenders</li> <li>• Sticker charts</li> <li>• Coloured overlays and</li> <li>• Organisational lists</li> </ul> <p>And for some children our support needs to be targeted. This targeted support usually comes in the form of an intervention. Interventions run across a period of time and will have an on entry and exit criteria so progress can be measured. Examples of targeted support includes;</p> <ul style="list-style-type: none"> <li>• ELSA</li> <li>• Sensory Circuits</li> <li>• Precision Teaching</li> <li>• Speech and Language Therapy support</li> <li>• Talk Boost</li> <li>• Social Skills groups and the</li> <li>• Attention Autism programme</li> </ul>
<p><b>The academy identifies and assesses SEN by:</b></p>	<p><b>When moving into our Early Years classrooms</b></p> <ul style="list-style-type: none"> <li>• Visits made to pre schools</li> <li>• Activity sessions planned for children and parents/carers to attend before the start of term</li> <li>• Welcome meeting where SENCO is available to meet parents/carers and children</li> <li>• SENCO meetings to discuss previous targets and provision (APDR) - If a child has already been in a setting</li> <li>• Enhanced transition for identified children (and parents/carers)</li> <li>• Conversations with Healthy Child Practitioners and Health Visitors working at the Children's Centre</li> <li>• Conversation about when children met their milestones in the Personal Child's Health Record (red book)</li> </ul> <p><b>Ongoing and within all year groups</b></p> <ul style="list-style-type: none"> <li>• Teacher referral to SENCO as a result of in class observation and assessment (Great Heath Academy referral form)</li> </ul>



	<ul style="list-style-type: none"> <li>• SENCO observations</li> <li>• Conversation with parents/carers</li> <li>• SEN Assessments (including screening tools for Dyslexia and Early Language difficulties)</li> <li>• Conversations with parents and external professionals</li> <li>• When referrals are needed to Suffolk Education Service (SES), Emotional Wellbeing Hub, Speech and Language Therapy Services and/or the Neuro Development Difficulties (NDD) Pathway</li> <li>• EHCP needs assessment (EHCNA)</li> </ul> <p>All of these will form part of our <b>Assess-Plan-Do-Review</b> (APDR) cycle of support. Pupil's individual needs are <b>Assessed</b>; teachers then <b>Plan</b> provision that will support these needs; this provision is then carried out (<b>Do</b>) and <b>Reviewed</b> to see if barriers to learning have been reduced/removed for the pupil.</p>
<p><b>The academy monitors the provision for Pupils with SEND by:</b></p>	<p>Class Teachers work with parents/carers and their children to create targeted outcomes and provision. This information forms a school based plan.</p> <p>A child's school based plan is reviewed at the end of each half-term. Children are involved and their voice is used to plan their next steps. Class teachers will share and review targets with parents and pupils at a time that is convenient, usually before or after school. Where changes are made, copies of school based plans are sent home.</p> <p>The SEN team will also monitor school based plans and their effectiveness. The SENCO provides training, through drop ins, for class teachers several times a half term.</p> <p>Pupil Progress Meetings are held termly and work alongside the academy assessment cycle. Pupils progress may be monitored using a standardised score in Reading, Writing and Maths. For some children, where progress is measured in smaller parts, specialist SEN assessments may be needed. This may include the use of Sandwell's Early Numeracy Test (giving a Maths age), GL's RAPID or LASS assessment (screening for Dyslexia) FFT's Reading Assessment Programme (generating a reading age) or a Star Reader or Star Maths Test.</p> <p>Specific SEN assessments will always inform future teaching and intervention.</p>

	<p>Progress towards achieving outcomes and the impact of any related intervention will be reported to the Senior Leadership Team and the SEND governor. The governor will share a Summary with the Governing Body.</p>
<p><b>The academy supports SEN in accordance with its policy framework, which is set out through our Policies:</b></p>	<p>Many of our Policies are consistent across our Trust, Academy Transformation Trust. The Trust policies can be accessed <a href="#">here</a>.</p> <p>The Trust policies include:</p> <ul style="list-style-type: none"> <li>• Equalities Policy,</li> <li>• Attendance Policy,</li> <li>• Behaviour Policy and</li> <li>• Accessibility Policy</li> </ul> <p>Our Localised Policies contain information that is specific to our Academy. They can be found <a href="#">here</a> and include;</p> <ul style="list-style-type: none"> <li>• SEND policy</li> <li>• Curriculum Policy and</li> <li>• Assessment Policy.</li> </ul> <p>These Policies are to be read in conjunction with the SEND Code of Practice 2014 (updated 2020). Please click <a href="#">here</a> to access the Code of Practice. A guide to SEND for parents and carers can be found <a href="#">here</a>.</p> <p>In addition, the Academy has some additional documents;</p> <ul style="list-style-type: none"> <li>• Accessibility Plan</li> <li>• Anti-Bullying Procedure and</li> <li>• The Great Heath Way</li> </ul> <p>These can be found by clicking <a href="#">here</a>.</p> <p>Our policies set out the Academy's approach to:</p> <ul style="list-style-type: none"> <li>• Assessing and reviewing the progress of children with SEND</li> <li>• Teaching children with SEND</li> </ul>

	<ul style="list-style-type: none"> <li>• Adapting the curriculum and learning environment for children with SEND</li> <li>• Making decisions on additional support in relation to children with SEND</li> <li>• Ensuring inclusion of children with SEND with children without such needs across all academy activities</li> <li>• Measures to prevent Bullying</li> <li>• Supporting the emotional, social and mental development of children with SEND</li> <li>• Evaluating the effectiveness of our provision for our children with SEND.</li> </ul>	
The academy's SENCO's details are:	SENCo:	Mrs Emily Mitchinson
	Email:	<a href="mailto:GRE-Office@attrust.org.uk">GRE-Office@attrust.org.uk</a>
	SEND lead teachers:	Mrs Tracey Ashford Miss Lynsey Ramsell Mrs Paige Cox
The academy's staff have been trained and have expertise in the following areas:	<p>All staff at Great Heath Academy receive training on how to meet the needs of all learners and in particular strategies to support students with ASD, Dyslexia, Hearing and Speech and Language difficulties.</p> <p>The SENCo has completed the nationally accredited qualification required to be in the role of SENCO (NASENCO award). A SEND lead teacher is also currently studying for this award.</p> <p>Some staff have completed certified training in ELSA, Attention Autism, Mental Health First Aid, Makaton and Early Language and Communication.</p>	
The Academy ensures the curriculum offer supports children's social, emotional and mental health through:	<ul style="list-style-type: none"> <li>• Zones of Regulation (4 colours to help children self-identify how they're feeling and categorise this based on colour) This is used to support all children with self-regulation.</li> <li>• Some children may need additional support through a social skills programme, such as Social Skills.</li> <li>• Emotional Literacy Support Assistants (ELSA) can support children's emotional and social skills on a 1:1 basis.</li> <li>• The Academy joins Young Minds in bringing awareness of young people's mental health through our Hello Yellow day in the Autumn term</li> </ul>	

	<ul style="list-style-type: none"> <li>• All pupils, from Nursery to Year 6, follow the 'Jigsaw' PSHE programme, which connects Personal, Social, Health and Wellbeing Education.</li> </ul>
<b>Children with SEND are represented in the our pupil leadership initiatives, such as:</b>	<ul style="list-style-type: none"> <li>• School Council</li> <li>• Ambassadors</li> <li>• Junior Road Safety Officers</li> <li>• Playtime Buddies and</li> <li>• Eco Warriors</li> </ul>
<b>Children with SEND are included in our extra-curricular activities, such as:</b>	<ul style="list-style-type: none"> <li>• Choir</li> <li>• Musical instruments</li> <li>• Sport's clubs and teams (including Cricket, Cross Country, Football)</li> <li>• Arts and Crafts Club</li> <li>• Cookery</li> </ul>
<b>The academy will secure equipment and facilities for children with SEND by:</b>	<ul style="list-style-type: none"> <li>• Planning through its annual budget</li> <li>• Applying for Early Year's Inclusion Funding</li> <li>• Applying for Higher Tariff Needs Funding</li> <li>• Pupils Premium Funding</li> <li>• Applying for grants/additional funding</li> <li>• Buying into the local authority offer</li> </ul>
<b>The academy aims to involve both the child and the parents/carers of children with SEND through:</b>	<ul style="list-style-type: none"> <li>• Annual Reviews</li> <li>• Parents' Evenings</li> <li>• Plan, Do, Review cycles</li> <li>• Ongoing communication</li> <li>• Open door policy</li> <li>• Personalised targets, which are listed on School Based Plans</li> </ul> <p>Both parents and children are part of the review of school based plans, which are often finalised at parents evening.</p> <p>Pupils are encouraged to be involved in the planning of their education. Teachers collect their voice through a 1-page pupil profile. Pupils identify what is important to them and how they like to be supported in school.</p> <p>Where possible, pupils with an EHCP are also asked to join their Annual Review.</p>



Any concerns or complaints raised by a parent/carer of a child with SEND will be dealt with by the academy through:	Our Complaints Procedure, which can be found on our Localised Policies page <a href="#">here</a> .
The academy works with other agencies to support children with SEND and their families through:	<ul style="list-style-type: none"> <li>• Suffolk SEND Services, including their Family Services Team</li> <li>• Suffolk Education Service (SES)</li> <li>• Mental Health in School Team</li> <li>• AP (Alternative Provision) Panel and IYFAP (In Year Fair Access Panel)</li> <li>• Family Support Services</li> <li>• Home Start</li> <li>• School Nursing</li> <li>• Young Carers</li> <li>• Paediatric Speech and Language Team</li> <li>• Integrated Community Paediatric Services</li> <li>• Sensory and Physical Service</li> <li>• Others as required</li> </ul>
The academy acknowledges that parents/carers of children with SEND sometimes need additional independent support and the local independent advice and support service can be contacted at:	<p>Suffolk Special Educational Needs and Disability Information, Advice &amp; Support Service (SENDIASS). Their website can be found by clicking <a href="#">here</a>.</p> <p>Suffolk Family Carers by clicking <a href="#">here</a>.</p> <p>Supporting Children, Young People and their Families in navigating the journey of neurodiversity by clicking <a href="#">here</a>.</p>
The academy works on transition arrangements for children joining or leaving the academy by:	<p><b>Joining the Academy</b></p> <ul style="list-style-type: none"> <li>• Meetings with SENCO available</li> <li>• SENCO conversation with previous SENCO</li> <li>• Share key information/referrals and assessments with school</li> <li>• Conversations with parents and pupil prior to joining</li> </ul>

	<b>Leaving Year 6 into Secondary School-Year 7 Transition</b> <ul style="list-style-type: none"> <li>• Meetings with SENCO available</li> <li>• Year 5 and Year 6 Transition activities with feeder schools</li> <li>• SENCO meetings with feeder schools</li> <li>• Transfer information via Transition Information Sheets</li> <li>• Attending Year 6 Annual Reviews for pupils with an EHCP</li> <li>• Enhanced transition from Year 5 for identified students (and parents/carers)</li> </ul>
<b>The Local Offer produced by the Suffolk Local Authority is available at:</b>	Suffolk SEND Local Offer, which can be found <a href="#">here</a> .
<b>Accessibility Plan</b>	This can be found under the Additional Documents section at the bottom of our Localised Policies page on our website. Alternatively, the plan can be read by clicking <a href="#">here</a> .