

SEND Information Report 2021-2022

From September 2014, all maintained schools and academies have had a legal obligation to publish an annually reviewed Special Educational Needs Information Report. The purpose of this report is to give information about how the school implements the Special Educational Needs Policy.

Hayfield Cross Church of England School is fully inclusive and all staff are committed to providing the best education possible for every pupil. We believe all children and young people are entitled to an education that enables them to make progress so that they:

- achieve their best
- become confident individuals living fulfilling lives,
- make a successful transition into adulthood, whether into employment, further or higher education or training (**SEN Code of Practice, p.81**).

Equality and Inclusion for children with Special Educational Needs and/or disabilities (SEND)

What is SEND?

A child or young person has SEND if they have a learning difficulty or disability which calls for special education provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- a) has a significantly greater difficulty in learning than the majority of others the same age, or
- b) has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

How does our school know if children need extra help?

We know when pupils need additional support if:

- Concerns are raised by Parents/Carers
- Concerns are raised by teachers and school staff
- Concerns are raised by outside agencies
- There is a lack of progress over two terms (e.g. from September to Easter)
- There is a change in the pupil's behaviour
- A pupil asks for help

Where pupils' progress is significantly slower than that of their peers, or fails to match their previous rate of progress, despite high quality teaching targeted at specific areas of difficulty, it *may* be that the child has SEND. Information will be gathered, including seeking the views of parents and the pupil, as well as from teachers and more formal assessments.

There can be many reasons for learners 'falling behind.' These may include absences, attending lots of different schools, difficulties with speaking English, or worries that distract them from learning. The school understands that children who experience these barriers to learning are vulnerable. This does not mean

that all vulnerable learners have SEND. Only those with a learning difficulty that requires special educational provision will be identified as having SEND.

The impact on COVID on SEND:

Hayfield Cross School recognises the enormity of the impact COVID-19 has had on children's learning, especially our pupils with special educational needs. Pupils with SEND are central to our COVID recovery plans and there is a focus on accelerating progress through targeted support and intervention complimentary to high expectations in the context of quality first teaching. Early identification of SEND remains critical to this recovery, any new assessment of a possible SEND is considered in the context of COVID-19 and by a team of staff including the class teacher, Inclusion Manager, SENCO and family support worker to look at factors such as attendance, remote learning engagement and social emotional needs.

As anticipated, the collective trauma of COVID-19 has impacted the social, emotional needs of our entire school community and in its aftermath Hayfield Cross School is prioritising mental health and well-being more than ever for all pupils through a graduated approach incorporating elements of the Recovery Curriculum. If individuals present with significant and persistent SEMH needs arising from COVID-19 support is via the School Nursing Team, Educational Psychology Service and / or CAMHS.

What should I do if I think my child may have SEND?

The class teacher is the initial point of contact for responding to parental concerns and this can be done via the school office: 01526 606093 bursar@hayfieldcross.org.uk

If you have further concerns or your child has a identified additional needs please contact either Mrs Newcombe, Inclusion Manager or Ms Stolz SENCO senco@hayfieldcross.org.uk

What types of special educational need do we provide for?

The SEN Code of Practice identifies 4 broad areas of need:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health difficulties
4. Sensory and/or physical needs

At any given time, we have a small number of pupils experiencing difficulties in one or more of these areas of need. This may be a relatively short-term issue which may be resolved with targeted, timely support or it may be a difficulty relating to a long-term issue or disability which may need a programme of on-going, rigorously evaluated and highly individualised support.

How will Hayfield Cross CofE School support my child?

Levels of support offered by school:

Stage 1: All pupils will receive well-differentiated, quality first teaching, including, where appropriate, the use of small group interventions.

Stage 2: Pupils will be offered additional SEND support when it is clear that their needs require intervention which is "additional to" or "different from" the well-differentiated curriculum offer for all pupils in the school and will therefore be identified as having a special educational need as defined by the SEN Code of Practice 2014

Stage 3: A small number of pupils may need support which requires a more individualised and specialist programme of support. In this instance the school will follow the statutory procedure for

requesting a statutory assessment which *may* result in the writing of an Education Health and Care Plan.

The school will ensure that pupils with Education, Health and Care Plans have access to all arrangements for pupils on the SEND support and, in addition to this, will have an Annual Review of their statement/plan.

Each pupil's education programme will be planned by the class teacher. It will be differentiated accordingly to suit the pupil's individual needs. This may include additional general support by the teacher or teaching assistant in the class.

If a pupil has needs related to more specific areas of their education, such as spelling, handwriting, numeracy and literacy skills etc then the pupil will be placed in a small focus group. This will be run by a class teacher or a teaching assistant. The length of time of the intervention will vary according to need but will generally be for a term. The interventions will be regularly reviewed by all involved and the Senior Leadership Team to ascertain the effectiveness of the provision and to inform future planning. These interventions will be recorded, monitored and evaluated through the whole school provision map. If you have any queries regarding interventions, please do not hesitate to contact the class teacher or the Inclusion Manager / SENCO.

Pupil Progress Meetings are held each term. This is a meeting where the class teacher meets with the Senior Leadership Team to discuss the progress of the pupils in their class. This shared discussion may highlight any potential problems in order for further support to be planned.

Occasionally a pupil may need further assessment or more expert support from an outside agency such as the Children's Therapy Team, Community Paediatrician etc. If this is required a referral will be made, with parental consent and forwarded to the most appropriate agency. After a series of assessments, a programme of support is typically provided to the school and parents/carers.

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

When a pupil has been identified with special needs their work will be differentiated by the class teacher to enable them to access the curriculum more easily.

Teaching assistants (TAs) may be allocated to work with the pupil in a 1-1 or small focus group to target more specific needs.

If a child has been identified as having a special need, they may be given a SEN Support Plan (SSP). Targets will be set accordingly to their area of need. These will be monitored by the class teacher and teaching assistant regularly and reviewed in consultation with the Inclusion Manager / SENCO three times per year. SSPs will be sent to parents and they will be given an opportunity to respond to the targets and provision agreed. If appropriate or necessary specialist equipment may be provided to the pupil while they are on roll at Hayfield Cross Cof E School.

How is the progress of pupil's with SEND assessed?

The majority of pupils working with SEND are assessed within the same framework as the rest of the school:

At each of the three annual assessment points, children are assigned an attainment level based upon the number of objectives they have achieved within a year group; Below, Working Towards, Secure, Secure + e.g. 3S = secure in year 3 objectives

For pupils with SEND, it may be the case that they are working within lower year group expectations and their attainment will then be recorded with the year of the expectations preceding the level achieved e.g. a year 4 pupil may be working at 3W.

A small number of children will be working below their key stage and assessment is then assessed by the pre-key stage standards for KS1 and KS2 these have replaced the P scales 5-8.

From September 2021, the engagement model has become statutory, replacing P scales 1 to 4. It is unusual for the school to have pupils on roll working at this level however where this is determined to be the appropriate assessment framework, the class teacher, Inclusion Manager / SENCO and assessment lead will work together to accurately record pupil's progress.

Who is responsible for children with SEND?

Class Teachers are responsible for the day to day teaching of children with SEND in their class. The Head teacher has overall responsibility for the learning, care and safety of all pupils in our school.

The school governor with responsibility for Inclusion is Mrs Lindsey Atkins.

Mrs Newcombe is our Inclusion Manager and Ms Stolz is our Special Educational Needs Co-ordinator (SENCO). It is the Inclusion Manager / SENCO's responsibility to organise support for children with SEND across the school.

Although all of the teaching and support staff in our school work in partnership with Mrs Newcombe and Mrs Stolz to meet the needs of our children with SEND, there is an Inclusion Team of identified support staff who work closely alongside the Inclusion Manager, SENCO and Family Support Worker to meet the needs of pupils with additional needs across the school.

What training or specialist expertise does our staff have around supporting children with SEND?

Both Mrs Newcombe and Ms Stolz hold the statutory National Special Educational Needs Co-ordinator Accreditation and regularly engage with other SENCOs in the unitary authority area.

All of our staff undertake a range of training, both internally and externally delivered, to enable them to effectively support children with SEND and continue to do so through an annual cycle of professional development, where a specific need is identified, the school will seek specialist advice, support or training.

In the last year, staff have accessed the following training to support specific pupils:

- support to deliver speech and language interventions
- Team Child training to enable staff to address the social and emotional needs of our most vulnerable learners
- support to deliver individual occupational therapy interventions

How is provision for SEND funded within the school?

Provision for SEND is in the main funded through the school's budget which incorporates an allocated SEN fund. This allows the support to be resourced up to AWPU (a per pupil funding formula) + £6000 per annum.

If the school feels the pupil needs support in excess of this figure and can demonstrate a planned and costed programme of support is in place which exceeds the statutory expectations as set out in the county's SEN descriptors, we can apply to the Higher Needs Funding Block to meet these additional costs.

Pupils with Education, Health and Care Plans can have top up funding allocated to support the school to deliver the provision detailed in their plan.

How is provision for SEND evaluated within the school?

Provision for any pupil which is additional to the core timetable taught to their peers is recorded and evaluated through the school's provision map. This document allows the staff to closely monitor the support for all vulnerable pupils including those with SEND and is reviewed on a termly basis. Provision can then be amended, developed or continued as an outcome of this review process.

Where it is considered appropriate a pupil may also have a SEN Support Plan to set targets, record the support given to help the pupil achieve these targets and evaluate outcomes; however this is not a statutory expectation and a decision to maintain SSPs is made on a case by case basis.

How will you be supported to share your views?

All parents/carers are encouraged to contribute to their child's education.

You are welcome to do this through:

- Discussions with the class teacher
- During scheduled parent / carer Evenings
- During planned discussions Mrs Newcombe or Ms Stolz
- Shared written information, for example, if your child has a home-school communication book

How are pupils with SEND encouraged to share their views?

Pupils with SEND are regularly asked to participate in planning, evaluating and adapting their support through SSP reviews, attendance at meetings as appropriate and the preparation and participation in their termly learning conference.

What specialist services and expertise can be accessed by our school?

At times it may be necessary to consult with outside agencies to receive their more specialised expertise. The agencies used by our school include;

- The SEND Support Service
- Speech and Language Team
- Educational Psychologist
- School nurse
- Occupational Therapist
- Child Development Centre
- Sensory Impairment Service
- PD outreach
- Educational Entitlement Service
- Multi-Agency Support Team
- Social Care Support
- Behaviour Outreach and Nurture Provision accessed via the SEMH Panel
- Private SEND Consultancy Services
- Private play Therapist

How accessible is the school environment?

In accordance with the requirements of the Disability Discrimination Act 1995, the school publishes an annually reviewed Accessibility Plan.

As a school we are happy to discuss individual access requirements, if you wish to discuss your needs relating to the accessibility of the environment please arrange a time to see Mrs Newcombe or Ms Stolz.

How does Hayfield Cross School support children with SEND joining or leaving our school?

At Hayfield Cross school we understand that moving school can be a worrying time for children and their families. We try to make this easier by:

- Planning visits for children who will be joining school in reception.

- Sharing information between home and school if your child has SEND or if there is a concern that they have additional needs.
- At times children may need to have an 'enhanced' transition, in these cases we will work with you and other professionals to offer extra support.
- All children will be given the opportunity to have a 'move up' day before they go to their next class.
- If your child needs a little more support with moving classroom and change of teacher we will create a more detailed plan of action to help them with the move.
- When children are in Upper Key Stage 2 (years 5 and 6) they will be supported to think about and often visit their preferred secondary school.
- Sometimes parents and the Inclusion Manager / SENCO will need to make more detailed plans to support with choice of school and/or more visits to the new school.
- If children come to our school mid-way through a school year, we contact the old school for your child's records. Where there are additional needs the SENCO at the old and new school will share information so that we can understand their needs.

This year, due to the restrictions that remained in place around COVID-19 at the point of transition, many of these transition visits and meetings were held virtually.

How do the new unitary authorities affect SEND in Northamptonshire?

In April 2021, the county split into two unitary authorities, North and West, with Corby sitting under the North Northamptonshire council. Some services covering children with special educational needs have been split; this includes the EHCP team currently managed by Sophia McClymont, the SEND Support Service (SS) and the Educational Psychology Service. Other services have, at least for the time being remained countywide, these include; IASS (Information, Advice and Support Service) and the Sensory Impairment Service.

Where can I find information on the Local Offer for children with SEND?

The hyperlink below is for the local offer covering both North and West Northamptonshire. Here you will find information about how the Local Authority expects schools to meet the needs of children with SEND and their families; this is called the 'Local Offer'.

http://www3.northamptonshire.gov.uk/councilservices/children-families-education/send/local-offer/Pages/default.aspx#_ga=1.34014376.864281171.1472153143

How can I access independent advice about SEND?

Parents and Carers can access impartial advice, support and information from IASS. The Information, Advice and Support Service is a statutory service which is run at 'arm's length' from the unitary authority and provides free, confidential, impartial advice, guidance and support to parents of children with special educational needs and children and young people with SEND across Northamptonshire.

<https://www.iassnorthants.co.uk/Pages/home.aspx>

Who can I contact for further information?

If you wish to discuss your child's educational needs or are unhappy about something regarding the support your child is receiving, please contact Mrs Newcombe or Ms Stolz senco@hayfieldcross.org.uk