



Date of Report: October 2017

## SEN INFORMATION REPORT

The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools must publish information on their websites about the implementation of the governing body's or the proprietor's policy for pupils with SEN. The information published must be updated annually and any changes to the information occurring during the year must be updated as soon as possible. The information required is set out in the Special Educational Needs and Disability Regulations 2014.

The SEN Information Report must include the following information and be cross referenced to the School's SEN Policy, Accessibility Plan and how the school meets its duties under the Equality Act 2010 (and updates issued in 2012).

The kinds of special educational needs that are provided for in school
<p>At Highwoods Academy, in order to fulfil our responsibility to provide a broad and balanced curriculum for all pupils, all staff aim to give every pupil the opportunity to experience success in learning and to achieve to their maximum potential through a flexible, differentiated programme. When planning, all staff have high expectations and provide opportunities for all pupils to achieve their full potential, regardless of gender, disability, social and cultural backgrounds and ethnic groups.</p> <p>The school buildings has carefully planned Access Arrangements and a disabled toilet in line with the disability building regulations.</p> <p>Under the New SEN Code of Practice 2015, a child has a special educational need if they have provision that is “<b>additional to</b> or <b>different from</b>” that made generally for others of the same age. This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching.</p> <p>The SEN Code of Practice 2015 also explains that “Special educational needs and provision be considered as falling under four broad areas;</p> <ul style="list-style-type: none"><li>• Communication and interaction</li><li>• Cognition and learning</li><li>• Social, mental and emotional health</li></ul>

- Sensory and/or physical

A child has special educational needs if he or she has a learning difficulty which necessitates special educational provision to be made. A child will be regarded as having a learning difficulty if he or she has a significantly greater difficulty in learning than the majority of children of that age, or has a disability which prevents or hinders effective use of educational facilities provided for children of that age.

At Highwoods therefore, SEN is a general term applying to any child who requires teachers to make responses beyond that of their normal teaching style appropriate for classes and individuals. These needs may be related to health, social or pastoral factors.

The name and contact details of the SENCO (mainstream schools) and further contacts where parents/ carers may have concerns

For issues of concerns relating to SEN and inclusion, parents/carers can choose to contact the named people below:

Class teachers:

Foundation Stage 1: Mrs Schofield

Foundation Stage 2: Miss Mason

Year 1: Mrs Lewis

Year 2: Miss Niles

Year 3: Ms. Adams

Year 4: Mrs Flint

Year 5: Mr Long

Year 6: Miss McDonnell

Other useful contacts:

Inclusion and Special Needs Coordinator: Mrs Flint

Designated Safeguarding Officer: Mr Rhodes

Headteacher: Mr Rhodes

Other contacts within DMBC:

Education Psychology Service: Contact number:01302 737291 or email [psychologu@doncaster.gov.uk](mailto:psychologu@doncaster.gov.uk)

The Special Educational Needs Team: Contact number 01302 737209 or 737210 or 737211 or email [sen@doncaster.gov.uk](mailto:sen@doncaster.gov.uk)

Parent Partnership Service: Contact number:01302 736920 or email [parent.partnership@doncaster.gov.uk](mailto:parent.partnership@doncaster.gov.uk)

Attendance & Pupil Welfare Service: Contact number 01302 737235 or email [apws1@doncaster.gov.uk](mailto:apws1@doncaster.gov.uk)

Virtual School for Children in Care: Contact number: 01302 737242 or [CiCEducationService@doncaster.gov.uk](mailto:CiCEducationService@doncaster.gov.uk)

Children with Disabilities Team: Contact number: 01302 735885 or email [dcr@doncaster.gov.uk](mailto:dcr@doncaster.gov.uk)

Aiming High for Disabled Children (inc.Together Information Exchange, Short Breaks/Direct Payments): Contact number: 01302862332

Education Standards & Effectiveness Officer – SEN/D: Contact number: 01302 735978 or email [jenni.machin@doncaster.gov.uk](mailto:jenni.machin@doncaster.gov.uk)

Ethnic Minority and Traveller Achievement Service (EMTAS): Contact number: 01302 734225 or email [emtas@doncaster.gov.uk](mailto:emtas@doncaster.gov.uk)

Policies for identifying children and young people with SEN and assessing their needs  
*(list all relevant policies)*

At Highwoods Academy we have a number of policies in place which contribute and guide our provision for all pupils. Some of our school policies are available on our school website.

Parents/Carers and pupils are invited to comment on any school policy by emailing the school.

Here is a list of relevant policies in school to support the learning and provision for all our vulnerable pupils and pupils with Special Educational Needs;

#### Disability and Accessibility

- Admissions – New Arrivals Induction, Child Leaving Mid-Year
- Anti-bullying
- Attendance
- Behaviour
- Data Protection
- Disability Equality

- Equal Opportunities
- E-Safety
- Fire Safety- Fire Risk Assessment
- Able and Talented
- Health and Safety
- Intimate Care
- Medicines
- Personal and Social Education
- Positive Handling
- Assessment Framework
- Multicultural Education
- Safeguarding
- Special Educational Needs/ Disabilities and Inclusion
- Young Carers

Arrangements for consulting parents of children with SEN and involving them in their child's education

If your child is identified as not making progress, the school will set up a meeting and discuss this with you and your child in more detail and to:

- Listen to any concerns you may have.
- Plan any additional support your child may need.
- Discuss with you any referrals to outside professionals to support your child.

Pupil and parent/carer voice is also a vital part of target setting and the reviewing of progress of pupils who are supported with a SEN Support Plan or Educational Health & Care Plan (EHCP).

Arrangements for consulting young people with SEN and involving them in their education

At Highwoods Academy we listen to the needs of our children and those with SEN have the opportunity to discuss their SEN Support Plan or Educational Health & Care Plan (EHCP) with the Inclusion manager and their parents/carers.

Arrangements for assessing and reviewing children and young people's progress towards outcomes, including the opportunities available to work with parents and young people as part of this assessment and review

Your child's progress will be continually monitored by his/her class teacher. His/her progress will be reviewed three times a year with the Headteacher and SENDCo in Reading, Writing and Maths.

At the end of Year 2 and 6, all children are required to be formally assessed. This is something the government requires all schools do and the results are published nationally. Parents/Carers of children in Year 1 will also receive the Phonics Screening Assessment results.

Where necessary, the children will have a SEN Support Plan with targets set that are designed to accelerate learning and close the gap. Progress against these targets will be reviewed regularly (minimum termly), evidence for judgements assessed and a future plan made.

This will follow a "Review" model. This process will take place with the pupil and parent/carer voice included.

The SENDCo will also check that your child is making good progress within any individual work and in any group that they take part in.

Regular book scrutinises and lesson observations will be carried out by the SENDCo and members of the Senior Leadership Team, this will take place to ensure that the needs of all the children are met and that the quality of teaching and learning is good.

Arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society

We recognise that transitions can be difficult for a child with SEN, and we take steps to ensure that any transition is as smooth as possible.

**If your child is joining us from another school:**

- The SENDCo will attend Annual Reviews when appropriate and invited.
- Your child and parents/carers will have the opportunity to view the school and meet some of the staff.
- Information about your child will be requested.

**If your child is moving to another school:**

- We will contact the school SENDCo and ensure he/she knows about any special arrangements or support that need to be made for your child. Where possible, a planning meeting will take place with the SENDCo from the new school.
- We will make sure that all records about your child are passed on as soon as possible.

**When moving classes within school:**

- Information will be passed on to the new class teacher in advance and in most cases a transition/planning meeting will take place with the new teacher. SEND Support Plans will be shared with the new teacher.
- Pupils will have the opportunity to be taught by their new teacher in their new classes before the end of the previous year.
- If your child would be helped by additional transitional visits we will arrange them if needed.

**In Year 6:**

- The SENDCo and Year 6 teacher will discuss the specific needs of your child with the liaison teacher from your child's secondary school.
- We will make sure that all records about your child are passed on as soon as possible.
- If your child has a EHC Plan, the SENDCo from your child's next school will be invited to the Year 5 and Year 6 Annual Review meetings.
- Your child will participate in focused learning relating to aspects of transition, to support their understanding of the changes ahead.
- Where possible, your child will visit their new school on several occasions, and in some cases staff from the new school will visit your child in this school.

## Approach to teaching children and young people with SEN

Class teachers plan lessons according to the specific needs of all groups of children in their classes and will ensure that your child's needs are met through a variety of means;

- Support staff, under the direction of the class teacher, can adapt planning to support the needs of your child where necessary.
- Specific resources and strategies will be used to support your child individually and in groups. Adapted resources e.g. practical resources, displays, table top reminders, visual timetables.
- Planning and teaching will be adapted, on a daily basis if needed, to meet your child's learning needs.
- Support from outside Agencies (direct working and advice for staff).
- Home-school liaison and differentiated home learning tasks.
- A range of extra-curricular activities and clubs to enhance a variety of skills (Gardening, Arts and Crafts, Multi-sports, Football).

How adaptations are made to the curriculum and the learning environment of children and young people with SEN; schools should include details of how the broad and balanced curriculum is adapted or made accessible for pupils with SEN

Staff at Highwoods Academy value pupils of different abilities and support inclusion.

Within the school staff and pupils will be constantly involved in the best ways to support all pupils' needs within the school.

Within each class teaching and learning styles and organisation will be flexible to ensure effective learning.

We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We are particularly aware of the needs of our Key Stage 1 pupils, for whom maturity is a crucial factor in terms of readiness to learn. We believe that many pupils, at some point in their school career, may experience difficulties which affect their learning, and we recognise that these may be long or short term.

At Highwoods Academy we aim to identify these needs as they arise and provide teaching and learning contexts which enable every child to his or her full potential,

The expertise and training of staff to support children and young people with SEN, including how specialist expertise will be secured

The SENDCo's job is to support the class teacher in planning for children with SEN. The school provides training and support to enable all staff to improve the teaching and learning of all children, including those with SEN. This includes whole school training and SEN issues, such as Autism Spectrum Disorder (ASD) and dyslexia.

Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of the specific children in their class, e.g. Autism, Speech & Language, Phonics, Rainbows, First Aid, Specific Medical Needs, positive Handling, Attachment and Safeguarding.

Evaluating the effectiveness of the provision made for children and young people with SEN

The school budget, received from Doncaster LA, includes money from supporting children with SEN. The Headteacher decides the deployment of resources for Special Educational Needs and Disabilities, in consultation with the school governors, the SENDCo and the Senior Leadership Team on the basis of the needs in the school.

The SENDCo and the Senior Leadership Team discuss all the information they have about SEND in the school, including;

- the children getting extra support already,
- the children needing extra support,
- the children who have not reached their age-related expectations and are not making as much progress as would be expected.
- pupil premium children who have not reached their age-related expectations and are not making as much progress as would be expected.

From this information, they decide what resources/training and support is needed. The school also identifies the needs of vulnerable pupils on a provision map. This identifies all support given within school and is reviewed regularly and changes made as needed, so that the needs of children are met, and resources are deployed as effectively as possible.

How children and young people with SEN are enabled to engage in activities available with children and young people in the school who do not have SEN

SEN children are enabled to engage in activities available with children and young people in the school who do not have SEN through differentiation within planning; the differentiation may be of learning intention, structure or content of teaching, activity or outcome.

These children are catered for mainly within whole class planning frameworks and individual target setting through daily planning. Some children will be offered



interventions to “close the gap” but all children work collaboratively at some point throughout the day.

Support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying

We recognise that some children have extra emotional and social needs that need to be developed and nurtured. These needs can manifest themselves in a number of ways, including behavioural difficulties, anxiousness, and being uncommunicative.

All classes follow a structured Focus curriculum which includes ‘Jigsaw’ a programme focused on the development of PHSCE. However, for those children who find aspects of this difficult we offer;

- An in-school nurture provision called Rainbows for pupils who have suffered a bereavement in the family of some kind of loss (inc. divorce). This programme is run by the Learning Mentor.
- Lunchtime and playtime support including play leader led activities.
- Social groups that can focus on a variety of different social and emotional needs depending on the need. This programme is run by the Learning Mentor.
- THRIVE approach – offering re-engagement strategies to children.

If your child still needs extra support, with your permission the SENDCo will access further support through the Early Help Assessment (EHA) process or Children’s Multi Agency Referral and Assessment Service (CMARAS)

How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people’s SEN and supporting their families

At Highwoods Academy, we embrace additional support from external agencies in order to assist the school in meeting the needs of the children and their families. Examples of some of the external provision utilised in school is listed below.

**Local Authority Provision delivered in school;**

- Educational Psychology Service
- EMTAS – EALIP
- Outreach Support from Pennine View, Stone Hill, Coppice
- Visual Impairment Service
- ASCETS

**Health Provision delivered in school;**

- Speech and Language Therapy
- School Nursing
- Occupational therapy

**Other External Agencies;**

- Children’s Centres
- New Families Information Service
- Early Collaborative
- Early Help Hub

Arrangements for handling complaints from parents of children with SEN about the provision made at the school

At Highwoods Academy, we aim to provide an inclusive, supportive and positive learning environment. The provision made for all children, including those with SEN, is carefully planned and mapped out with a focus on enabling children to achieve their full potential and planned outcomes.

If you feel that you would like to discuss the provision in place for your child then please contact the SENDCo, Mrs S Flint. If you still need to discuss concerns then you can ask for a further appointment with the Headteacher, Mr. Rhodes.

In addition to this, further guidance can be found in the Complaints policy available on the school website.

Details of the school’s contribution to the Local Offer, including information on where the Local Authority’s Local Offer is published

### What is the Local Offer?

- In accordance with the *Children's and Families Act 2014*, Local Authorities are required to publish and keep under review information about services they expect to be available for the children and young people with Special Educational Needs and Disability (SEND) aged 0-25. This is the 'Local Offer'.
- The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area.
- The Local Authority has gathered information from a variety of providers, including schools, about the services on offer in the local area.

**This School SEN Information Report** utilises the Local Authorities 'Local Offer' to meet the needs of the SEND pupils as determined by the school policy, and the provision that the school is able to meet.

To view Doncaster's 'Local Offer';

<http://www.doncasterchildrenandfamilies.info/disabilities.html>

Please note:

The above should include arrangements for supporting children and young people who are Looked After by the Local Authority and have SEN.

Schools should ensure that the information is easily accessible by young people and parents and is set out in clear, straightforward language.

Schools should also make data on the levels and types of need within the school available to the Local Authority. This data will be required to inform local strategic planning of SEN support, and to enable the Local Authority to identify pupils who have or may have SEN. Such data, collected through the School Census, is also required to produce the national SEN Information Report.