**SEND School Information Report**

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| **Date of Approval:** | September 2024 | **Date for Review:** | September 2025 |
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# CONTENTS

**Section 1:**

1. Introduction

1. Definition of Special Educational Needs and Disability (SEND)

1. Academy Values and Ethos

1. Mission Statement and Aims

1. Policies and Legislation Underpinning SEND

1. Kirklees Local Offer

**Section 2:**

1. What are the different types of SEND that support is provided for a Highburton C.E First Academy?
2. Who co-ordinates Special Educational Needs and Disability and how do we identify and assess the needs of pupils with SEND?
3. What are in place at the academy for consulting with parents/carers of pupils with identified SEND needs and how do we involve parents/carers in their child’s education?
4. What are the arrangements for consulting with pupils with SEND and involving them in their education?
5. What arrangements are in place for assessing and reviewing pupil’s progress towards outcomes, including the opportunities to work alongside parents/carers and pupils as part of this assessment and review?
6. What arrangements are in place at the academy to support pupils moving between phases of education and in preparing for adulthood, including aspirations, further or higher education, employment, independent living and participation in society?
7. What arrangements are in place to ensure accessibility and access arrangements?
8. What approaches are used to teach pupils with SEND?
9. How are adaptions made to the curriculum and learning environment for pupils with SEND?
10. What expertise and training is provided for staff to ensure the best support for pupils with SEND, including securing specialist expertise?
11. How do we evaluate the effectiveness of the provision made for pupils with SEND?
12. How do we ensure that pupils with SEND are enabled to engage in activities available for pupils in the Academy who do not have SEND?
13. What support is available for improving emotional and social development, including arrangements for listening to the views of pupils with SEND and prevention of bullying?
14. How does Highburton C.E First Academy involve other bodies, including health and social care, local authority support services and voluntary sector organizations in meeting the needs of pupils with SEND and their families?
15. What arrangements are in place to support Children Looked After (CLA)/ Children Previously Looked After by the Local Authority and have

SEND?

1. What arrangements are in place for handling complaints from parents/carers of pupils with SEND about the provision made at the Academy?

**Section 1**

# INTRODUCTION Definition of SEND

Highburton C.E First Academy recognises as stated in the SEND Code of Practice, 2015 that:

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational 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:

* has a significantly greater difficulty in learning than the majority of others of the same age, or

* 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 or mainstream post-16 institutions

# SEND Code of Practice 2015

The Children and Families Act (2015) reformed the support and provision for pupils with Special Educational Needs Disability (SEND) which led to the development of the SEND Code of Practice: 0 to 25 years (DfE, 2015). The SEND Code of Practice is guidance that organisations, including schools and academies, must follow to work with and support pupils with SEND. Schools and academies must have regard for the code when they make decisions and arrangements for pupils with SEND. The code now covers the age range 0 to 25 so children and young people have support that meets their needs throughout education and into adulthood. The code places a duty on schools and academies to ensure that:

* The needs of children and young people are identified early and there is early intervention and help to ensure that they get the very best start in life and education.
* Every child and young person is enabled to make progress so that they can achieve their best and become confident individuals leading fulfilling lives.

* Parents/carers, and children and young people are involved in the planning, reviewing and decision making about their individual support and local provision.
* Parents/carers, and children and young people are given advice and support to enable them to take part in discussions and decision making and are involved in regular review of progress towards outcomes, evaluation of support and planned next steps.
* There is a joined-up approach and external agencies, health, education and social care services work together to provide high quality support for children and young people with SEND and their families.
* There is a focus on inclusive practice and removing barriers to learning. • Children and young people with SEND are supported to enable them to succeed in education and make a successful transition to adulthood.

# HIGHBURTON C.E FIRST ACADEMY VALUES AND ETHOS

Highburton C.E First Academy has been judged good by **OFSTED** and central to our ethos and mission is that all children should leave ready for lifelong learning and be inquisitive, ambitious, independent, respectful, self-confident and caring.

Currently serving Nursery, Reception and Years 1, 2 3 4 and 5, Highburton C.E First Academy has a capacity of 174. The Academy is a single-form entry educational establishment. Highburton C.E First Academy is the feeder school for Shelley pyramid. We do not believe that there should be any limiting link between a young person’s background and the quality of their educational experience.

For us it is vital that we work in partnership with our parents and carers, as we recognise that you are the biggest influence on your children, and we want to utilise this partnership to support every child’s development. If, like us, you are passionate about ensuring your children receive an outstanding education please contact us and arrange to visit the academy.

With excellent facilities and high-quality teaching, the children at Highburton C.E First Academy are happy, challenged, motivated and supported to achieve beyond what they are today.

# MISSION STATEMENT AND AIMS

At Highburton C.E First Academy, our vision is to cultivate a vibrant learning community where every child is valued and empowered to flourish. We envision a school where kindness, helpfulness, honesty, and gratitude are woven into the fabric of daily life. Our commitment is to nurture independent thinkers who celebrate their uniqueness and embrace the power of collaboration.

**"Every person is a rainbow waiting to shine."**

At Highburton C.E First Academy we are committed to the inclusion of all children. Every individual is valued, and their achievement celebrated. We support the entitlement of all children to a broad and balanced curriculum. Each child is helped to achieve their maximum potential by identifying and meeting their needs and by overcoming potential barriers to learning.

Children and young people with Special Educational Needs and Disability (SEND) all have learning difficulties or disabilities that make it harder for them to learn than most children and young people of the same age. These children and young people may need extra or different help from that given to others. Many children and young people will have SEND of some kind at some time during their education. Highburton C.E First Academy can help most children and young people succeed with some changes in lessons, but some children will need extra help for some or all of their time in education and training.

**POLICIES AND LEGISLATION**

This School Information Report is written with reference to the following government legislation and Trust policies.

# Government legislation and guidance • SEND Code of Practice 2015

* Children and Families Act 2014
* The Special Educational Needs and Disability Regulations 2014
* The Special Educational Needs (Personal Budgets) Regulations 2014
* The Special Educational Needs and Disability (Detained Persons) Regulations 2015
* Reasonable adjustments for disabled children 2012
* Data Protection Act 2018
* Equality Act 2010
* Keeping Children Safe in Education 2023
* Guidance for safer working practice for those working with children and young people in education settings 2019

**Trust Policies –** these policies can be found on the Academy website at www.highburtonfirst.org.uk

* SEND
* Safeguarding and Child Protection
* E-Safety and Online
* Care and Control
* Inclusion and Pastoral Support
* Children Looked After
* Intimate Care
* Accessibility Plan
* Complaints
* Positive Discipline and Behaviour

To see our SEND Policy and other related polices please visit [Local Offer Home | Kirklees SEND Local Offer](https://www.kirkleeslocaloffer.org.uk/) [if y](http://www.morleynewlands.leeds.sch.uk/policies/)ou require a paper copy of any documents this can be supplied by request.

# Kirklees LOCAL OFFER

Every Local Authority across England must publish a local offer which outlines the support that is available for local children and young people with SEND, and their families. This information is held in a central place and provides information about the guidance and advice available across education, health and social care in the local area for children and young people with SEND. The local offer will include up to date information about the available services and how to access them.

For links to the Kirklees Local Offer parents/carers can access the website at

The SEND Code of Practice sets out the information and questions that must be addressed in this SEND School Information Report, in accordance with section 6.79 (pages106 – 107). As an Academy we want to ensure that parents/carers and other partners have clear and transparent information about the provision, services and support we provide for children with SEND. Below is information that you may find helpful about how we support children with SEND and their families.

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| **Questions about provision and support for pupils with SEN** | **Response to the question** | **Examples of support at Highburton C.E First Academy** |
| 1) What are the different types of SEND that support is provided for at Highburton C.E First Academy? | There are four broad areas of need.    **1) Communication and interaction** (for example Autism or speech and language difficulties)    **Autism**    Autistic pupils may find it difficult to:   * understand and use non-verbal and verbal communication * understand social behaviour, which affects their ability to interact with peers and adults * think and behave flexibly, which may be shown in restricted, obsessional or repetitive activities.     **Speech and Language**    Children may have a range of difficulties with speech and language, some of which may resolve as the pupil develops. These difficulties could be:     * their production of speech * it may be hard to find the right words or to join them together meaningfully in expressive language | The SENDCO Joanne Illingworth who oversees the provision of SEN support within the Academy.    Every child has a class teacher who they see every day and will know if there are any concerns and identify needs. |

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|  | * problems in communicating through speech and may find it hard to acquire language and express thoughts and ideas * verbal cues from others, or in understanding and using appropriate language for social interaction.     verbal cues from others, or in understanding and using appropriate language for social interaction.    **2) Cognition and learning**  (for example, dyslexia, dyspraxia, dyscalculia)    **Attention deficit hyperactivity disorder (ADHD)**  Attention Deficit Hyperactivity can seriously affect a pupil’s concentration, behaviour and learning.  They will often feel easily bored, may be distracted by others and sounds and sights, be impulsive and find it hard to focus in lessons.    **Moderate Learning Difficulty (MLD)**  Pupils with MLD will have attainment significantly below expected levels in most areas of the curriculum despite appropriate interventions.  Pupils with MLD have much greater difficulty than their peers in basic literacy and numeracy skills and in understanding concepts. They may | Small group work includes: Zones of Regulation, Language For Thinking and Lego Therapy.    A teaching assistant is responsible for carrying out Speech and Language programmes on specific children who have been identified/assessed by a qualified Speech and Language Therapist. Parents receive the speech and language report and support plan from the Speech and Language therapist outlining their child’s targets.    The Academy SENDCO holds the the National Award in SEN co-ordination (NASENCO). |
|  | also have an associated speech and language delay, low self-esteem, low levels of concentration and underdeveloped social skills.    **Profound and Multiple Learning**  **Difficulty (PMLD)**  Pupils with PMLD have complex learning needs. In addition to very severe learning difficulties, pupils have other significant difficulties such as physical disabilities, sensory impairment or a severe medical condition.    **Severe Learning Difficulty (SLD)**  Pupils with SLD have significant intellectual or cognitive impairments. This has a major effect on their ability to participate in the curriculum without support. They may also have difficulties in mobility and co-ordination, communication and perception and self-help skills.    **Specific Learning Difficulty (SpLD)** “A child or a young person with a Specific Learning Difficulty (SpLD) may have difficulty with one or more aspects of learning. This includes a range of conditions such as dyslexia  (difficulties with reading and spelling); dyscalculia (maths); dyspraxia (co-ordination) and dysgraphia (writing).” (2013 SEN Code of Practice)    **3) Social, Emotional and Mental Health** | School attendance is closely monitored by the Senior Leadership team. Welfare checks and home visits are carried out by the headteacher/SLT.    The SENDCO and SLT oversee the classes within the two key stages and Early years.    The Academy has a structured Positive Discipline system to ensure that children are praised for success and that behaviour and safety are outstanding.    The Academy works with many external agencies for specialist support, which includes Hearing-Impaired Kirklees Deafness and Hearing impairment team Speech and Language, Complex Needs Team, Visually Impaired team (VIT) and STARS.    Consideration is given to the sensory nature of classrooms whilst still catering for an effective mainstream education.    Quality first teaching occurs throughout the school and is supplemented by differentiation for the needs of all children including those with SEND. |
|  | **(SEMH)**  (for example anxiety, attachment difficulties,  Obsessive Compulsive Disorder)  Pupils with emotional difficulties include those who may be withdrawn or isolated, hyperactive and lack concentration; those with difficulty with social communication skills and those presenting other difficulties arising other complex needs. These pupils may struggle managing their emotions and building relationships with others which has an impact on their ability to learn.    **4) Sensory and/ or physical needs** (For example, hearing impairment or visual impairment)    **Hearing Impairment (HI)**  Pupils HI may have mild hearing loss to those who are profoundly deaf. They cover the whole ability range.    **Visual Impairment (VI)**  A visual impairment is generally defined as an eyesight problem that cannot be corrected by wearing glasses or contact lenses or by surgery. The terms partially sighted, low vision, legally blind, and totally blind are used in the educational context to describe pupils with visual impairments.    **Multi-Sensory Impairment (MSI)** | Children who need support to make progress in maths and English will have access to small group intervention. Numeracy tools and visual resources are used for some children to develop skills in maths including Numicon.  The school puts in place Individual Pupil Risk  Assessments (IPRA), Intimate Care Plans and  The school puts in place Individual Pupil Risk  Assessments (IPRA), Intimate Care Plans and Personal Emergency Evacuation Plans (PEEP) which are regularly updated, reviewed and appraised by relevant staff members.  Learning resources and aids can be provided for children with physical or sensory difficulties, such as writing slopes, easy grip pens and pencils, colour paper and overlays, talking pens, fidget toys, wobble cushions and line guides.    Coloured paper, coloured overlays and appropriate Interactive Whiteboard backgrounds are utilised to ensure children with dyslexia, dyslexic traits or visual stress can access the curriculum.    The school is highly accessible, with wide corridors, slopes to access and accessible toilets on every floor. There is also a care suite for children.  The Academy has an Accessibility Plan which outlines how we will ensure that all children have access to the building, facilities and to the learning |
|  | Pupils with MSI have a combination of visual and hearing difficulties. Many also have additional disabilities but their complex needs mean it may be difficult to ascertain their intellectual abilities.    **Physical Disability (PD)**  There is a wide range of physical disabilities Some pupils are able to access the curriculum and learn effectively without additional educational provision. They have a disability but do not have an SEND. For others, the impact on their education may be severe.    Some pupils may have primary SEND needs and additional or complex needs from more than one category. As an Academy we will ensure that we are aware of each need and that learning is personalised to ensure that all of these needs are met to enable the pupil to learn.    If pupils are significantly falling behind their peers or are making lower than expected progress over a period due to barriers to learning they may be assessed as having SEND. This may be due to the development of fine and gross motor skills, perceptual skills, self -help and care difficulties, cognitive development, difficulties with communication and language, social communication concerns. | experience, please see the website on: [www.highburtonfirst.org.uk](http://www.highburtonfirst.org.uk)  The SEND team works closely with Kirklees Deafness and Hearing impairment team ensuring the children have the support/aids to access their learning. This includes working with audiologists and specialist teachers of the deaf to ensure the learning environment and curriculum is appropriate for the needs of hearing-impaired children.    The SEND team also works with the VIT for any children who may be identified as having a visual impairment and take advice about relevant resources and activities to further enhance access to the curriculum. |

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|  | SEND can affect learning in many ways and pupils may have difficulty with:     * Reading and writing * Numeracy and mathematics * Concentration and staying on task, for example attention deficit conditions * Physical movement * Medical difficulties that affect health and wellbeing * Sensory processing, such as hearing or visual impairments * Social communication and socialising with others * Controlling and managing emotions, such as anger * Dealing with anxiety or stress |  |
| 2. Who is the named Special  Educational Needs and  Disability Co-ordinator  (SENDCO) and how does the Academy identify and assess the needs of pupils with SEND? | **THE CO-ORDINATOR OF SEND AND**  **NAMED GOVERNOR**    The SENDCO is the member of staff at the Academy who makes decisions and develops support for pupils with SEND, alongside the Principal and governing body. Daily responsibilities are providing support for pupils identified as SEND, including those with Education Health and Care (EHC plans), and their families. This member of staff is also  responsible for communicating with parents/carers of pupils with SEND and external agencies who may offer support. | The Academy has a named Coordinator of SEND who provides support and advice regarding SEND identification and provision within the Academy.    The SENDCO at Highburton C.E First Academy is Mrs Joanne Illingworth. She can be contacted on 01484 506526 or [jo.illingworth@highburton.enhanceacad.org.uk](mailto:jo.illingworth@highburton.enhanceacad.org.uk)    The SEND Governors are Rebecca Rowland.    Information with regards to SEND at Highburton C.E First Academy including the SEND policy, |

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|  | **IDENTIFYING PUPILS WITH SEND**    **Transition**  A child may be identified as needing support for SEND at transition from primary school to secondary school or across phases if they transfer mid-year.    If this is the case the SENDCO from the primary or secondary school will contact our SENDCO to share information.    This communication may include visits to the school and children, meetings with the SENDCO and external agencies, attendance at review meetings and meetings with the children and parents/carers. | Accessibility Plan and link to the Local Offer can  be found on the Academy website  [www.highburtonfirst.org.uk](http://www.highburtonfirst.org.uk)    SEND pupils may also attend additional transition visits and events to develop their confidence and self- esteem.    There is a SEND referral process in place for staff to refer concerns or pupil difficulties to the  SENDCO.    At each assessment point the data is analysed and discussed by class teachers, the SENDCo and Senior Leaders to identify any pupils who may need additional support or intervention.    Parents/carers are invited to attend parents’ evenings twice a year. Parents/carers also meet the class teacher and/or SENDCO a minimum of three times per year to review their child’s support plans.    All SEND children have a Supporting Me to Learn Plan document that will be shared with the children and parents/carers. This will include the wishes and feeling of the children, strategies to support them, provision and outcomes.    We work in liaison with several external agencies |

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|  |  | to ensure that all children access Early Help and have support that is pro- active. Health diagnosis and health professionals are involved in planning for support, where needed. We acknowledge that a joined-up, multi-agency approach to support will result in the best outcomes for families and children. |
| 3. What is in place at the Academy for consulting with parents/carers of pupils with identified SEND needs and how do we involve parents/carers in their child’s education? | The views and voice of our parents/carers is important to the Academy. There are many activities and events throughout the year where all parents/carers are invited to attend the Academy to discuss pupil progress and celebrate achievements, including where a SEND need is identified.    The SENDCO will also ensure that parents/carers of pupils identified with SEND have regular communication, meetings and are involved in the **‘assess, plan, do and review’** cycle of support for their child. This will include:    **Assess** - Parents/carers are contacted by the class teacher/SENDCO if any concerns are raised about barriers to learning to assess the needs of the pupil. Class teachers or senior leaders may make a referral to the SENDCo with regards to needs that have been identified during lessons.    **Plan** – A meeting with parents/carers, the pupil and other agencies and professionals is held to discuss these concerns and plan for the right | The class teacher is the first point of contact for parents/carers if they have a concern,    Phoning or email are ways for parents/carers communicating with staff.    Parents/carers of SEND children meet with the SENDCO and/or class teacher throughout the year.    Each child is assessed on a regular basis and progress is reported to parents/carers every term. This includes attitudes to learning as well as performance. Assessment data of all children will be analysed to ensure that every child is making progress and is supported in their learning.    Once a year parents/carers receive a summary report which also includes comments from the class teacher. |

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|  | support.    **Do** – We make an action plan, identify needs, set targets and put the right support in place. We action this support and intervention.    **Review** – We review the support and  intervention to see if it has been successful and look at next steps for support. We meet with parents/carers and the pupil to find out what has worked and how we can better support their needs. This may include information from subject teachers    Parents/carers will be consulted at all times if ever there is a change to the planned support for the pupil or any changes to their needs. | Parents/carers are invited to celebration assemblies, open mornings, the Academy open days and other community events.      Parents/carers of children with SEND can contact the class teacher / SENDCO to arrange a meeting to discuss any concerns and/or support.    The SENDCO or class teacher will contact parents/carers and invite them to an initial meeting when a child is identified as having additional needs.    Where a pupil has an Education Health and Care Plan regular review meetings will be held with parents/carers to discuss support and progress on the plan as well as an annual review. During these meetings learning outcomes, targets and review dates will be discussed and agreed.    We will signpost parents/carers to KIAS, the impartial information and advice service for SEND if parents/carers require further support. |
| 4. What are the arrangements for consulting with pupils with SEND and involving them in their | Developing strong relationships with pupils and members of staff is very important so that pupils feel comfortable and confident having | School council representatives are elected by their peers in Years one to six. There is one from each year group and they meet regularly across the year. |

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| education? | conversations about their education and any concerns.    Pupil voice is important to us as the pupil is at the centre of everything that we do. We will endeavour to speak to the pupil before any meetings about them to listen to how they feel. Sometimes pupils will also be invited to review meetings to express their thoughts and feelings.    We will always record what the pupil thinks and feels and the SENDCO will share this in meetings with parents/carers and external agencies.    Regular discussions will be held with class teachers and pupils to review their progress and discuss any concerns. The class teacher will always listen to what the pupil needs and personalise learning to ensure that they are making progress. | Termly Support Plans, My Support plan reviews and annual EHCP reviews record pupil voice where possible and a variety of formats for recording this are available. |
| 5. What arrangements are in place for assessing and reviewing pupil’s progress towards outcomes, including the opportunities to work alongside parents/carers and pupils as part of this assessment and review? | The Academy has an overall approach to monitoring progress and development.    At each assessment point teachers, class teachers and the SENDCO alongside Senior Leaders analyse data and decide if pupils may need of intervention.    If a pupil is already receiving support and/or | A SEND register is kept ensuring that all staff are aware of which children have identified needs. The SEND register is reviewed and updated at the minimum every term.    Children can be taken off the SEND register if they make expected or sufficient progress in discussion  with parents/carers. |
|  | intervention the SENDCO, alongside Senior Leaders, will regularly monitor and track this support alongside general assessment criteria. The SENDCO will also review progress against set targets and outcomes from the SEND plan, statement or Education, Health and Care Plan with the pupil and parents/carers. This will be part  of the **Assess, Plan, Do and Review** Cycle for SEND pupils and their parents/carers.    The Academy closely monitors the progress and attainment of SEND pupils through assessment levels, attendance data, reading and spelling testing and work examples.    The SENDCO works with the designated governor to ensure that all pupils receive high quality provision. | Children can be added to the register where a SEND need is identified in discussion with parents/carers.    Supporting Me to Learn Plan holds information gathered by the SEND Team, class teacher and the individual child    The EHCP sets out a child’s outcomes. These are reviewed and updated yearly unless a review is required at an earlier date.    Support and intervention is regularly reviewed in at senior leadership meetings.    There is a rigorous approach to monitoring the evaluation and quality assurance of SEND support and intervention.    Learning observations and work scrutiny are undertaken by the senior leadership team to ensure that SEND pupils receive high quality teaching.    SEND provision is based upon a graduated approach with a focus on the Assess, Plan, Do and Review cycle.    Ongoing monitoring by class teachers is part of an overall approach to assessment and monitoring. |
| 6. What arrangements are in place at the academy to support pupils moving between phases of education and in preparing for adulthood, including aspirations, the next stage of education and participation in society? | All pupils including those with SEND are supported to make successful transitions to school, from year to year, from key stages and into further education and adulthood. It is our mission to ensure that all of our pupils are able to become rounded young people with fulfilled lives.    We have very high aspirations for all pupils and work to improve the outcomes of SEND and the most vulnerable by giving them and their parents guidance and advice, including about next steps in their education. | The transition process for Year 5 to middle school includes extra visits, meetings with the Year 6 teachers and SENDCo, visits to the Academy, group work and additional visits for identified children experiencing anxiety about the move to a different school.    SEND children may also attend transition visits and events to develop their confidence and self- esteem and help support organisation. During transition children are immersed in activities across curriculum subjects.    Where possible, the middle school SENDCO will attend Year 4 and 5 review meetings for children with SEND or Education Health and Care plans.    If a child transfers schools mid- term, where possible the SENDCO will attend review meetings prior to transition.    Senior leaders and/or the SENDCO will lead an initial meeting with parents/carers and children, a tour of the Academy and a transition programme for new and mid-year transfers.      Parents/carers of children with SEND who are |

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|  |  | thinking about transferring to Highburton C.E First Academy should contact the SENDCO to discuss support.    The SENDCO will liaise with the previous school’s SENDCO to ensure a smooth transition to Highburton C.E First Academy.    If a pupil transfers school mid- term the SENDCO and/or delegated staff will attend handover and review meetings prior to transition.    The SENDCO and/or delegated staff will lead an initial meeting with parents/carers and the pupil, provide a tour of the academy and a transition programme for new and mid-year transfers. |
| 7. What arrangements are in place to ensure accessibility and access arrangements? | The Academy is accessible by wheelchair/mobility aids for pupils, staff and parents/carers with mobility difficulties.    If parents/carers have English as an additional language (EAL) or New to English (NtE), we can arrange for a translator to attend meetings to ensure that parents/carers are able to express their views. This applies to parent’s evenings, meetings and other key events.    If parents/carers have difficulty with transportation, we may be able to make arrangements to ensure that parents/carers can | Please see the Accessibility Plan on our website at [www.highburtonfirst.org.uk](http://www.highburtonfirst.org.uk) [f](http://www.morleynewlands.leeds.sch.uk/local-offer/)or detailed accessibility arrangements at Highburton C.E First Academy.  We work closely with the Deaf and Hearing-Impaired Team and Visually Impaired Team if extra equipment is needed for children.    Accessibility arrangements for examinations and tests will be applied for by SENDCO when needed in consultation with parents/carers and children, for example a scribe or reader.    If parents/carers are considering their child joining |

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|  | attend meetings. | the Academy and have accessibility queries, they can contact the SENDCO  [www.highburtonfirst.org.uk](http://www.highburtonfirst.org.uk) or on 01484 506526 |
| 8. What approaches are used to teach pupils with SEND? | We expect all of our teachers to be teachers of SEND and that there is Quality First Teaching in every classroom for all pupils. Our staff will personalise learning to ensure that ever lesson meets the needs of every pupil within that class. This will consider the needs of SEND pupils to ensure that there are included in whole class experiences.    As a mainstream Primary School, all intervention is delivered with the intention of complimenting the Quality First Teaching received within the mainstream lesson and therefore, all intervention is offered as a short term intervention to support children within their mainstream lessons.    Where it is recognised that a pupil may need additional support of intervention they may be withdrawn for short periods of time for brief interventions building on strengths and developing knowledge and skills to enable them to thrive in lessons.    The SENDCo, Teaching Assistant (TA) and Higher Level Teaching Assistant (HLTA) will work alongside the class teacher to plan this support for targeted pupils. | Learning is personalised for every pupil to ensure that the needs are met in all lessons.    Specialist support staff are utilised to support SEND pupils.    Strategic seating planning and personalisation is used to ensure that groupings and seating meets the needs of pupils.    Work scrutiny by the SENDCO/ Senior  Leadership Team ensures that pupils have work with challenge, pace and personalisation that is suited to their needs.    Pupils will have Quality First Teaching which is high quality and personalised learning within the classroom. Programmes of learning are structured so as to promote recall of prior learning.    Pupils may access Targeted Intervention where additional needs are identified, which may include differentiated work in the classroom and short- term group work.    Pupils may access Specific Intervention if they have a diagnosis and/or identified needs and |

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|  | Class Teachers are responsible for the learning of all children within their class. We recognise that the SEN Code of Practice and Teaching Standards state that all teachers are teachers of SEND. The class teacher is the primary contact for parents regarding SEN queries relating to their child and the school has a referral process for the class teacher to refer onto the SENDCO where necessary. | complex difficulties, which are not met by Quality First Teaching, and where a specialist agency such as: Child and Adolescent Mental Health Services, Educational Psychologist, Speech and Language are involved in planning, intervention and support.    A small minority of pupils may need to access more bespoke intervention and may require modified tasks within the classroom, regular 1:1 support and small group work, and will be supported through the involvement of multiple agencies.    If parents/carers have any concerns with regards to their child’s progress in learning they can contact the class teacher or SENDCo or call the Academy reception on 01484 506526 and request a return call. |
| 9. How are adaptions made to the curriculum and learning environment for pupils with  SEND? | The SENDCo has a budget to purchase resources, aids and services for SEND. The Academy budget is allocated to provide staffing, support staff, Educational Psychology services and resources, specifically used to provide learning opportunities for SEND pupils within and outside of the classroom.    We expect our teachers to personalise learning to ensure that all pupils are able to make progress. This includes ensuring individualised outcomes and resources are used in lessons.    If a pupil has an Education Health and Care | All curriculum maps have been expertly developed to ensure that all pupils can access a broad and balanced curriculum that stretches and challenges them whilst meeting their individual needs.    Class teachers are the primary pastoral support for pupils.    SEND pupils may participate in literacy, reading and maths intervention according to their need.    All pupils attend Personal, Social, Citizenship, Health and Economic Education lessons to promote their Spiritual, Moral, Social and Cultural |

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|  | Plan, the Academy will ensure that they receive the provision described on their plan. This will be reviewed in partnership with parents/carers and pupils.    As an Academy, we have high aspirations for all pupils and try to give all pupils the opportunity to learn in a community where they feel included and valued. | development, Fundamental British Values and develop skills for life.    Strategic seating planning is used which includes the needs, difficulties, strengths, group dynamics and skills of every pupil on the plan and informs seating, teaching approaches and assessment.    The use of strategic grouping and pairing during lessons.    Interactive and SEND friendly class displays and classroom environments.    Some pupils may have time-limited reduced timetables to suit their needs and/or personalised timetables enabling shorter periods of learning that incorporate movement and sensory breaks.    The use of visual timetables and differentiated resources. Additional equipment may be given to the pupil Including: writing slopes, pens, pencils, coloured overlays etc. |
| 10. What expertise and training is provided for staff to ensure the best support for pupils with SEND, including securing specialist expertise? | It is the responsibility of teaching staff, senior leaders and the SENDCo to ensure that all pupils are able to make progress. It is important that these staff members receive regular information to help them to develop the skills and knowledge.    All staff attend briefings and training to help them to support pupils with SEND. Enhance | The SENCO delivers training and support to teaching and support staff. Other members of the Trust are able to come in and provide specific support depending on the need identified by the SENDCO / Senior Leaders.    Regular staff training is held to develop skills in many areas of support for pupils. |
|  | Academy Trust also leads  Continuous Professional Development days where all staff across the Trust receive training to enhance teaching and support.    Where pupils make little or no progress, or where complex needs are creating significant barriers to learning the Academy will make referrals for support from specialist and external agencies.    If pupils and their families need additional specialist support, we can refer to a number of different agencies for specialist advice and expertise. | The Trust holds Continuous Professional Development days for all staff.    The SENDCo attends regular training and partnership opportunities to help develop best practice.    Literacy intervention group work is led by experienced members of staff.    There is external training available for learning mentors, senior leaders, teachers and support staff.    The academy works with the Educational Psychologist to provide support, consultation, support for staff and families to ensure the needs of pupils are met. The Educational Psychologist can support parents/carers, observe students, offer professional advice and strategies and write a report to assist with the application of an Educational Health and Care plan for identified pupils. |

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|  |  | • The Kirklees Local Offer has information for parents/carers and staff about local agencies please visit  <https://www.kirkleeslocaloffer.org.uk/> |
| 11. How do we evaluate the effectiveness of the provision made for pupils with SEND? | By assessing and reviewing the services provided for pupils we can ensure that pupils are making progress towards planned targets and outcomes.  This is important to make sure that pupils are achieving targets, narrowing the gap between themselves and their peers and making age expected progress.    This evaluation includes formal assessment as well as verbal feedback to parents/carers and pupils. | Ongoing assessment of data with regards to children progress with class teachers and Senior Leaders.    Formal assessment of progress at assessment points.    Termly review of the Support Plan and My Support Plan document with children and parents/carers. This includes personalisation with updated targets and expected outcomes    Children with an EHCP are assessed against their individual outcomes throughout the year and receive an annual review whereby their progress against their Key Stage outcomes is evaluated.    Learning is monitored and evaluated through regular |

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|  |  | Learning Walks, drop ins and book monitoring to ensure learning is personalised, specific to a child’s outcomes and appropriately challenging. |
| 13. What support is available for improving emotional and social development, including arrangements for listening to the views of pupils with SEND and prevention of bullying? | As an Academy we recognise that barriers to learning can have a lasting impact on  pupils’ ability to learn and their life chances. We are proud that we are able to provide support for our most vulnerable pupils.    We want to ensure that every pupil is able to fulfil their potential. To do this we ensure that all pupils can have access to pastoral support to improve their social emotional development and resilience.    We also have a zero-tolerance attitude to bullying of all pupils, including SEND and those with protected characteristics.    The class teacher is the first point of contact for pupils, they monitor attendance, offer support and track positive discipline. | All pupils have access to pastoral support from their class teacher.    Personal, Social, Health and Citizenship Education lessons raise awareness of bullying and online safety and healthy relationships, as well as many other key areas of personal development.    The promotion of Spiritual, Moral, Social and Cultural Development through learning environments, assemblies, workshops, lessons and community events.    Anti-bullying week/month activities and ongoing promotion and celebration of equality and diversity, difference.    Positive discipline ensures that there are graduated and stringent sanctions for pupils who  bully others, including restorative practices.    Pupils with social communication difficulties, for example, Autistic Spectrum Conditions, will work on storyboards, social stories and development friendship skills, and development of social communication, |

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|  |  | including possible support from CCI. |
| 14. How does Highburton C.E First Academy involve other bodies, including health and social care, local authority support services and voluntary sector organisations in meeting the needs of pupils with SEND and their families? | Meetings with parents/carers, pupils and agencies to identify other professionals from who can offer support, advice and guidance. We have many different agencies available to support our families.    We have a hub of agencies that we work alongside to support pupils and families. (please see some examples in the table at the end of this document for useful contact  numbers and websites) | Pupil’s needs may be met by Early Help Plans which are led by family support/child protection designated officers and key staff.      We have close working relationships with Children’s Social Work Services and adult social care to ensure that all children are safeguarded and safe from harm.  We can refer to charitable and voluntary agencies offering services, such as the SAD Events Team for bereavement and loss.    We can access financial support for families, including food banks, financial and housing support.    Family support services such as Signpost and the Multi-systemic Team (MST),    Local government agencies, such as Educational Psychologist, Children’s Social Work Services, speech and language and complex needs.    Health, for example the Child and Adolescent |

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|  |  | Mental Health Services, pediatricians, speech and language therapists and school nursing team. |
| 15. What arrangements are in place to support Children Looked After (LAC)/ Previously LAC by the Local Authority and have SEND? | As Corporate Parents we have a special duty to safeguard and promote the education of pupils in looked after care. These pupils face life challenges so deserve sensitive and proactive support to give them equal life chances that every pupil deserves. This includes ensuring they receive the best education, are supported to attend school and achieve; and their physical, social, emotional and mental health needs are fully met.    We will strive to:   1. provide a safe and secure environment which values education and believes in the abilities and potential of all students. 2. bring the educational attainments of LAC/previously LAC students nearer to those of their peers and to narrow the gap in attainment and progress. 3. identify the Academy role as Corporate Parents to promote and support the education of our LAC/previously LAC students.   Ensure that LAC/previously and LAC SEND students have high aspirations for themselves and are prepared to move into the next stage of | The Designated Teacher for LAC/ Previously LAC is Graham Booth. He works closely with the Virtual School to ensure LAC and Previously LAC pupils’ needs are met.    There is a nominated governor for LAC/ Previously LAC who is also the Pupil Premium and Safeguarding Governor.    Effective use of Pupil Premium + funding to support resources for LAC/ Previously LAC pupils with SEND is monitored.    Quality First Teaching and personalisation in teaching and learning is rigorously monitored.    Attendance of key members of staff at LAC meetings and reviews including review of the Care Plan and Personal Education Plans (PEP and ePEP) is prioritised |
|  | education. |  |
| 16 . What arrangements are in place for handling complaints from parents/carers of pupils with SEND about the provision made at the academy? | All complaints should follow the Academy complaints procedure as set out in the Trust policy.    We want to ensure that the needs of all pupils are met. If you feel that you need to speak to a member of staff with regards to a complaint, please speak in the first instance to the  SENDCO.    If the complaint is with regard to this member of staff please speak to the Headteacher and if further support is needed the governing body. | KIAS can provide information and advice.  They can be contacted at <https://www.kias.org.uk/>    The SENDCO and/or the Head teacher can be contacted on 01484 506526    For complaints, please see our complaints and SEND policy and other related policies, such as child protection on <https://www.highburtonfirst.org.uk/our-school/policies>    Complaints relating to SEND can also be addressed to our nominated SEND Governors Rebecca Rowland. |

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| **Areas of SEND Needs and Types of Intervention/Support (please note this is not an exhaustive list)** | | | |
| **Communication and interaction** | **Cognition and Learning** | **Social, Emotional and**  **Mental Health**  **(SEMH)** | **Sensory and/or physical needs** |
| Quality First Teaching Literacy and numeracy support Short term individual and small group work led by a  TA and/or HLTA following  Speech and Language | Quality first teaching Personalisation and  differentiation Small group work  Literacy and numeracy  intervention | 1:1 learning mentor support for pupils specifically identified as  requiring this by the SENDCO and/or as outlined within EHCP | Specialist support – Hearing impaired/ visually impaired team Specific equipment: tables/chairs  hearing/ visual aids Wobble cushions, kick bands, |
| Therapy recommendations Resilience, social communication, life skills and emotional regulation group work Restorative practice following our Positive  Discipline policy Solution focused support  Social stories Use of numeracy manipulatives Phonics Speech and language  support Literacy programmes  Higher Level Teaching Assistant/ Teaching Assistant support Reduced timetable  Visual timetable Praise reports/Positive discipline reports Nurture space  Sensory room | Educational Psychology referral  Literacy and numeracy programmes  Maths manipulatives Handwriting intervention Coloured overlays Writing slopes  Easy grip pens  Triangular pencils  Use of ICT/laptops  Reading intervention Spelling intervention Dictionaries Access arrangements Numicon Programs | Early Help Plan  External agency referrals  Educational Psychologist Small group work – resilience building, emotional regulation, cognitive behaviour therapy, social and communication, motivation and learning. Reduced timetable  Nurture space Stress balls/Time out Positive  Behaviour Support  Plans  Individual Pupil Risk Assessments | ergonomic  pens/pencils/writing slopes, laptops, coloured overlays, visual timetables and sensory tools.  Occupational therapy Physiotherapy  Nurture room Specialist equipment Tactile resources Intimate  Care Plan Health  Care Plan  Time out |

# Support, Advice and Guidance for Parents and Carers

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| **Type of Difficulty** | **Name of Organisation and Telephone Number** | **Links to website/ information** |
| General information, advice and |  | <http://www.afasic.org.uk/> |

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| factsheets |  |  |
| **Category: Communication and interaction** |  |  |
| Autism | Young Minds  Parent helpline - 0808 802 5544 | [www.youngminds.org.uk/**autism**](http://www.youngminds.org.uk/autism)  You can email the Parents Helpline by filling out the online contact form and selecting Parents Helpline |
|  | National Autistic Society    Parent to Parent Service - 0808 800 4106 | [www.autism.org.uk](http://www.autism.org.uk/) |
|  | NHS support and advice about autism | [www.nhs.uk/Livewell/**Autism**/Pages/**Parents**gu](http://www.nhs.uk/Livewell/Autism/Pages/Parentsgu) ideto**autism**.aspx |
| Speech and Language | Fact sheet and information at  [www.talkingpoint.org.uk/.../Factsheet%20A%20**S**](http://www.talkingpoint.org.uk/.../Factsheet%20A%20S)  **peech**%20and%20**Lan** | <http://www.talkingpoint.org.uk/parents/speech->and-language/some-children-struggle |
|  | iCan website  Advice, resources and information | [www.ican.org.uk/](http://www.ican.org.uk/) |
| **Category: Cognition and Learning** |  |  |
| ADHD | Young minds  Parent helpline - 0808 802 5544 | [www.youngminds.org.uk/**adhd**](http://www.youngminds.org.uk/adhd) |
| Dyscalculia | Dyscalculia.org  Advice and information | [www.**dyscalculia**.org](http://www.dyscalculia.org/) |
| Dyslexia | National Dyslexia Society | [*www.bdadyslexia.org.uk*](http://www.bdadyslexia.org.uk/)    [*www.nhs.uk/conditions/****Dyslexia****/Pages/Introdu*](http://www.nhs.uk/conditions/Dyslexia/Pages/Introdu) *ction.aspx* |
| **Category: Social, Emotional and Mental Health (SEMH)** |  |  |
| Mental Health | MindMate | https://[www.**mindmate**.org.uk/](http://www.mindmate.org.uk/) |
|  | ChildLine is a free and confidential helpline. Call 0800 11 11 or visit. | [www.childline.org.uk](http://www.childline.org.uk/) |
|  | **Child and Adolescent Mental Health Service** (CAMHS) provides specialist emotional support. | [Kirklees :: West Yorkshire Health & Care Partnership](https://www.westyorkshire.icb.nhs.uk/places/kirklees) |
|  | HOPELineUK offers specialist, non-judgemental support to anyone feeling suicidal. You can call them on 0800 068 41 41. |  |
|  | Beat can help if you’re affected by eating disorders or other difficulties with food, weight and body image. Call them on 0845 634 7650. | https://[www.b-eat.co.uk/](http://www.b-eat.co.uk/) |
|  | CAMHS | [www.kirkleeslocaloffer.org.uk/search/search-services/?id=820ae4c1-78a8-40fa-893f-ac7e00ddd324](http://www.kirkleeslocaloffer.org.uk/search/search-services/?id=820ae4c1-78a8-40fa-893f-ac7e00ddd324)  [01484 343783](tel:01484%20343783) |
| **Category: Sensory and/or physical needs** |  |  |
| Deaf and hearing impaired | For disability information call free on 0808 800 3333 | [www.scope.org.uk](http://www.scope.org.uk/) |
| Visually impaired | Support line - **0800 781 1444** | [www.blindchildrenuk.org/](http://www.blindchildrenuk.org/) |
| Physical disability / sleep | For disability information call free on 0808 800 3333 | [www.scope.org.uk](http://www.scope.org.uk/) |