



Hill Avenue Academy
SEND Local Offer



SEND Local Offer

At Hill Avenue Academy we aspire for each child to achieve their best. Our aim is to develop each child emotionally, physically, intellectually, spiritually and socially so that they are able to fulfil their true potential and are prepared for the next stage in their education leading towards adulthood.

'All children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential. This should enable them to:

- achieve their best
- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood, whether into employment, further or higher education or training'

Special educational needs and disability code of practice: 0 to 25 years. DFE January 2015

In order to do this many steps are taken to support them achieve their best through their learning journey. Quality of teaching is vital; however for some children there are occasions when further additional support may be needed to help them achieve their targets and reach their full potential. This is where support from the SEND team can be provided

Special Education Needs and Disabilities Leader
Miss Amy Savin

Children and Families Bill 2013

The Children and Families Bill takes forward the Coalition Government's commitment to improve services for vulnerable children and support strong families. It underpins wider reforms to ensure that all children and young people can succeed, no matter what their background. The Bill will reform the systems for adoption, looked after children, family justice and special educational needs.

The Government is transforming the system for children and young people with special educational needs (SEN), including those who are disabled, so that services consistently support the best outcomes for them. The Bill will extend the SEN system from birth to 25, giving children, young people and their parents/carers greater control and choice in decisions and ensuring needs are properly met.

It takes forward the reform programme set out in *Support and Aspiration: A New Approach to Special Educational Needs and Disability: Progress and Next Steps* by:



- Replacing statements and learning difficulty assessments with a new birth – to – 25 Education, Health and Care Plan, extending rights and protections to young people in further education and training and offering families personal budgets so that they have more control over the support they need;
- Improving co-operation between all the services that support children and their families and particularly requiring local authorities and health authorities to work together;
- Requiring local authorities to involve children, young people and parents in reviewing and developing provision for those with special educational needs and to publish a 'local offer' of support

What is the Local Offer?

The local offer was first introduced in the Green paper (March 2011) as *a local offer of all services available to support disabled children and children with SEN and their families. This easy to understand information will get out what is normally available in schools to help children with lower-level SEN as well as the options available to support families who need additional help to care for their children*"

Roles and Responsibilities of the Special Educational Needs and Disabilities Leader

Our SEND Leader, working alongside the Assistant SENDCO, Executive Head Teacher and Governing Body, has responsibility for the strategic development of the SEND policy and provision. The SENDCO will:

- Develop and review annually the school's SEND policy and SEND Information Report
- Have day to day responsibility for the operation of the SEND policy and the co-ordination of specific provision to be made to support individual children with SEND, including those with EHC plans.
- Provide professional guidance to colleagues and work closely with children, parents and other agencies to monitor pupils' progress and plan interventions where progress is slower than expected.
- Work with children and parents and carers to ensure that they are involved in supporting their child's learning, they are fully informed about progress and they are involved in any review that that takes place
- Liaison with external agencies to ensure appropriate support when and where necessary

How does Hill Avenue Academy School know if a child needs extra help?

We know when pupils need help if:

- Concerns are raised by parent/carers
- Concerns are raised by teachers and teaching assistants and this is based on lack of progress, changes in progress or pupil's behaviour



- A child asks for additional help in a subject

How do we identify Special Educational Needs at Hill Avenue Academy School?

At Hill Avenue Academy we identify the needs of the whole child, which may include not just the special education needs of the child or young person. Children's Special education Needs are often thought of in four broad areas of needs and support:

- **Communication and Interaction**

Children and young people with speech, language and communication needs have difficulty communicating with other. This may be because they may have difficulty in saying what they want to; understand what is being said to them or do not use social rules of communication.

Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which impact on how they relate to others

- **Cognition and Learning**

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation.

Learning difficulties cover a wide range of needs. Specific Learning Difficulties, affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

- **Social, Emotional and Mental Health Difficulties**

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive and disturbing behaviours. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

- **Sensory and/or Physical Needs**

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI), physical disability (PD) or a multisensory impairment will require specialist support and/or equipment to access their learning.





What should I do if I think my child may have Special Educational Needs?

If a parent/carer have any concerns then contact your child's teacher, Miss Savin (SEND Leader)

How will my child be supported at Hill Avenue Academy School?

Class teachers are responsible and accountable for the progress, attainment and development of the children and young people in their class. High quality first teaching, differentiated for groups and individuals is the first step in responding to a pupils individual needs. This may include general support by the teacher or teaching assistant who may work in the class.

Reasonable adjustments are made in order to enable all learners to access the curriculum. If a pupil has needs related to more specific areas of 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 the teacher or teaching assistant. The length of time of the intervention will vary according to the need but will generally be for a term. The interventions will be regularly reviewed by all involved to ascertain the effectiveness of the provision and to inform future planning. These interventions will be recorded on a class provision map (this is a record of the interventions, timings, cost and impact of the intervention). If you have any queries relating to the interventions please do not hesitate to contact the class teacher or SENDCo.

Pupil Progress meetings are held each term. This is 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 to further support to be planned.

Where it is felt that action is required to increase rates of progress, this will follow a graduate response of assess, plan, do and review model. An assessment of needs will be made, information will be gathered from a range of sources and people, the views of parents and children is paramount in assessing the level of need and support. A plan of adjustments, support and intervention is identified, specific teaching strategies/approaches are highlighted. The class teacher will oversee the support that has been put into place and a review of progress at regular intervals will take place.

Occasionally a pupil may need more expert support from an outside agency such as the Children's Therapy Team, Paediatrician etc. a referral will be made, with your consent and forwarded to the most appropriate agency. After a series of assessments, a programme of support is usually provided to the school and parent/carer.

When it is felt that a child requires SEN support as it has been determined that a child does have SEN, this will be discussed with the parents. The child will be added to the schools SEN



register. The aim of this is to ensure that effective provision is put in place to remove barriers to learning in order to the improve attainment and progress of a child.

Each child will then have an Individual Action plan which will be detailed by the class teacher. It will be differentiated accordingly to suit the pupil's individual's needs. This may include additional general support by the teacher or teaching assistant in class.



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

When a pupils has been identified with special educational needs their work will be differentiated by the class teacher to ensure effective provision is put in pace to enable the child to access the curriculum

Teaching assistants will be allocated to work with the pupils in a 1-1 or small focus group to target more specific needs

When a child has been identified as having a special educational need, they will be given an Individual Action Plan (IAP). Targets will be set according to their area of need. These will be monitored by the class teacher weekly and the SENDCo throughout the year. IAP's will be shared with parents/carers and copy will be given to them. The child will take ownership of a one page profile to enable them to be clear about the support they want to receive.

If appropriate specialist equipment may be given to the pupils e.g. writing slopes, concentration cushions, pens/pencil grips or easy to use scissors

How will I know how well my child is doing?

Attainment and progress will constantly be monitored so that any necessary adjustments can be made. Parents are able to discuss their child's progress at Parent's evening

A child's class teacher will be available at the end of the school day if parents wish to raise a concern

Miss Savin, the SENDCo will meet with parents to discuss how to support your child.

Appointments can be made by visiting the school office

How will School help me to support my child's learning?

The class teacher may suggest ways of how you can support your child's learning



Miss Savin, the SENDCo, will meet with parents to discuss how to support their child. The class teacher and or a member of Senior Leadership team may meet with you to discuss how to support your child with strategies to use if there are difficulties with a child's behaviour/emotional needs

If outside agencies or Educational Psychologists have been involved reports, suggestions and programmes of support will be provided for use at home.

What support will there be for a child's overall well-being?

The school offers a variety of pastoral support for pupils who are encountering emotional difficulties. These include:

- Members of staff such as the class teacher, teaching assistants, SENDCo, Senior Leadership Team are readily available for pupils who wish to discuss issues and concerns. Where appropriate mediation sessions are carried out
- Individuals who need social and emotional support at Lunchtime will be supported by

Pupils with Medical Needs

If a child has a medical need then a detailed Health Care Plan is compiled with support from the school nurse in consultations with parents/carers. These are discussed with all staff who are involved with the pupil

Staff receive Epipen training delivered by the school nurse on an annual basis

Staff receive Asthma training delivered by the school nurse on an annual basis

Paediatric first aid trained and First Aid at Work trained staff work in every phase of the school

Staff are trained to support specific medical needs when required e.g. to support type 1 diabetes

Where necessary and in agreement with parents/carers medicines (where the medication is a matter of routine for the child wellbeing) are administered in school but only where there is a signed medical consent form and are in place to ensure the safety of both the child and the member of staff

What specialist services and expertise are available at or accessed by the school?

At times it may be necessary to consult with outside agencies to receive their specialised expertise. These agencies include:

- Wolverhampton Outreach Service
- Child Protection Advisors
- Educational Psychologists
- CAMHS (Child & Adult Mental Health Service)
- APP (Attendance Advisory Practitioner previously known as Educational Welfare Office)

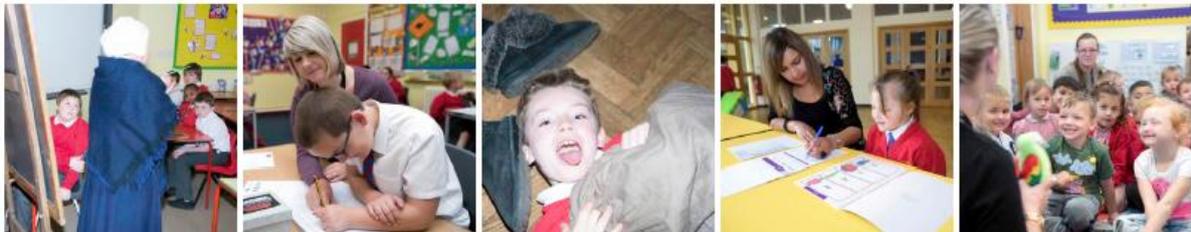


- Sensory Inclusion Service to support children with hearing/visual Impairment
- Social Care
- Children's Therapy Services (Speech and Language/Occupational therapy)
- GEM Centre (Paediatricians)
- School Nurse
- Early Years Special Needs Team

An Educational Psychologist (EP) works within the school. She normally only works directly with pupils who needs are felt to be quite considerable and have not responded well to interventions previously put in place for them.

Potential involvement from an EP is discussed with parents/carers prior to any referral being made and once a referral has been made this is discussed at a Multi-Agency Support Team meeting or at an Early help Meeting

In order to help understand pupil's education needs better, the EP will meet with staff in school and parent/carers to gather information and to give feedback after any assessment has been completed. He/she will offer advice to the school and parent/carers on how best to support the children in order to take their learning forward.



What training are the staff supporting children and young people with SEND had or are having?

- ✓ How to support pupils on the Autistic Spectrum
- ✓ How to support pupils with social and emotional needs
- ✓ How to support pupils with speech and language difficulties (ELKLAN)
- ✓ How to support pupils with physical and co-ordination needs (Cool Kids and Cool Characters delivered by Occupational Therapy)

Miss Savin have gained to qualification 'National Award for Special Educational Needs Co-ordination'

How will my child be included in activities outside the classroom including school trips?
Educational Visits are available to all.



- Risk assessments are carried out and procedures are put in place to enable all children to participate
- However, if it is deemed that an intensive level of 1:1 support is required a parent/carer may be asked to accompany their child using this visit

How accessible is the school environment?

The school's three year accessibility plan outlines the ongoing development of the school environment. As a school we are happy to discuss individual access requirements. Facilities we have at present are:

- Ramps into school to make the building accessible to all
- Ramps to access the playground and classrooms
- Disabled toilets off the main corridor
- Wide doors in all parts of the building

How will the school prepare and support my child when joining Hill Avenue Academy or transferring to a new school?

Many strategies are in place to enable the pupil's transition to be as smooth as possible. These include:

- Discussions with parents in entry to school where children have an identified SEN
- Discussions between the previous or receiving schools prior to the pupil joining/leaving.
- All pupils attend transition sessions where they spend some time with their new class.
- Additional visits are also arranged for pupils who need extra time in their new school
- Miss Savin is always willing to meet parent/carers prior to their child joining the school
- Secondary school staff visit pupils prior to them joining their new school
- Miss Savin liaises with SENDCo's from secondary schools to pass on information regarding SEND pupils
- Where a pupil may have more specialised needs, a separate meeting may be arranged with Miss Savin, the secondary school SENDCo, parents/carers and their appropriate the pupil

How are the school's resources allocated and matched to children's Special Educational Needs?

- The SEN budget is allocated each financial year. The money is used to provide additional support or resources dependant on an individual's needs
- The additional provision may be allocated after discussion with the class teacher at pupil progress meetings or if a concern has been raised by them at another point in the year.



- Resources may include deployment of staff depending on individual circumstances

How is the decision made about how much support my child will receive?

- These decisions are made in consultations with the class teacher and Senior Leadership Team. Decisions are based on the termly tracking of pupil progress and as a result of assessment by outside agencies
- During their school life, if further concerns are identified due to the lack of progress or well-being then other interventions might be arranged

How will I be involved in discussions about and planning for my child's education?

All parents are encouraged to contribute and take an active role in their child's education.

This may be through:

- Discussions with the class teacher
- During parents evening
- During discussions with Miss Savin and/or other professionals



Who will I contact for further information?

If you wish to discuss your child's Special Educational Need or are unhappy regarding your child's schooling please contact the school office to arrange a meeting with Miss Savin the school SENDCo. or Mr Hateley Headteacher

The Governors of Hill Avenue Academy School are responsible for entrusting a named person, Mr Hateley to monitor safeguarding and Child protection procedures. She is also responsible for the monitoring and correct administration of the Disclosure and Barring services procedure and the School's Single Central Record. In a support and challenge role the Governors ensure that the school is as inclusive as possible and treats all children and staff in an equitable way. They monitor and review the accessibility plan and all other statutory policies as defined by the DfE

