

# SEND Information Report

OCTOBER 2023



# Who our Key contacts for SEND?

The first person you should contact in school would always be your child's class teacher.

Additional contacts are:

SENDCo	Amy Savin
Executive Headteacher	Matthew Wynne
Head of School	Daniel Steventon
Telephone	01902 558750
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Date	October 2023



# What is the purpose of Hill Avenue Academy's Information Report?

- The purpose of this report is to provide information for parents and carers around what to expect for their child if they attend Hill Avenue.
- There is an overview of provision that we provide.



# Local Offer

- This report can be read in conjunction with the Wolverhampton Local Offer.

<https://win.wolverhampton.gov.uk/kb5/wolverhampton/directory/localoffer.page?localoffercha>

- If your local council is Dudley then you can also refer to the Dudley Local Offer.

<https://dudleyci.co.uk/send-local-offer>



# What are the aims of our provision for pupils with SEN and/or disability?

- At Hill Avenue Academy we aspire for each child to develop emotionally, physically, academically 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.
- We aim that pupils with SEN and/or disability are supported to access the full curriculum through appropriate levels of scaffolding and support.
- We aim that children receive support for their emotional well-being alongside their learning needs.
- We aim to support children to enable them to access a wider range of activities (including extra-curricular activities) alongside pupils without SEN.



# How are pupils with SEN/D identified and how are their needs assessed?

At Hill Avenue Academy, we follow the graduated approach (the four part cycle of assess, plan, do and review model).

- **Assess** - Assessments are made using school data, assessments and observations of pupils
- **Plan** - Specific outcomes are planned for with 'additional to and different from' support identified and a support plan is created
- **Do** - Strategies will be implemented - progress will be closely monitored
- **Review** - Progress is reviewed - external agency might be support if pupil progress is limited despite intervention and additional support.

Class teachers, in liaison with our school SENDCO, will develop a good understanding of each pupils' individual needs. This will include - teacher assessment information, pupil observations, the views and experiences of parents, the pupils' own views and where appropriate, advice from external agencies.

Using the assessments made, class teachers (working alongside the SENDCO) will work with parents, teachers and other key professionals, where appropriate, to plan an appropriate programme of support for a pupil.





# How are pupils with SEN/D identified and how are their needs assessed?

For a small percentage of pupils, whose needs are significant and complex, it might be appropriate to make a request to the local authority to conduct an assessment of Education, Health and Care needs. This would be if the SEND support required to meet their needs cannot be met within our schools' budget or resources. This may result in an Education, Health and Care Plan (EHCP) being issued. Any professional working with a child or family can make a referral to the authority for an Education, Health and Care Needs Assessment. Parents/carers have the right to make a direct request for an Education, Health and Care Needs Assessment should they feel this is appropriate but should ensure they have consulted with the SENDCo/Head Teacher.

The identification and assessment of the special educational needs where English is an additional language requires additional assessments. Where there is uncertainty about a particular child, a teacher will look at all aspects of the child's performance in different subjects to establish whether the problems are due to limitations in their command of English or arises from a SEND.



# What is our approach to teaching pupils with SEN/D?

Teachers are responsible and accountable for the progress and development of all pupils in their class. High quality teaching is always the first step in supporting children with SEN/D.

Class teacher's

- use adaptive teaching strategies
- a wide variety of teaching approaches.
- provide a range of multisensory, stimulating, interactive, and practical approaches.
- track pupil progress to inform next steps in teaching
- use specialist equipment or digital technology to support learning, engagement, and retention.
- use the Wakefield Assessment framework to help track steps of progress (where appropriate) and plan for personalise learning opportunities where required.

Children identified as having SEN/D will have their own targets set half termly. Support will be put in place to enable them to achieve these targets and the impact of this support will be monitored by the SENDCo. External agencies can also be consulted where needed to gain advice on support and next steps. Parents are asked to contribute towards this.





# What external agencies do we work alongside?

- Speech and Language therapists (Local NHS offer)
- Educational Psychologist (School Psychology service - bought in support via the psychology service)
- Specialist Teacher Service (Wolverhampton Local Authority - bought in support)
- Wolverhampton Inclusion Support Team
- Wolverhampton Outreach team
- Occupational Therapists (Local NHS offer)
- Community Paediatrician team (based at the Gem Centre-Wolverhampton NHS)
- School Health nursing team (Local NHS offer)

# What pastoral support do we offer?

Within school we have a Care and Attendance Officer (Mrs Guest) who is also one of our Designated Safeguarding leads. Mrs Guest, the SENDCo and the Senior Leadership Team work closely together to identify and plan targeted support for children that require it.

We offer a therapeutic service called 'Wild and Well' which offers targeted support to children within school. This can be small group or targeted 1:1 sessions which offers mentoring, emotional support and social skills support.

We also work closely with other agencies externally and draw upon their services should we need more specialised support.



# What training do staff have to support children with SEN/D?

- All teachers and teaching assistants attend SEN/D staff meetings to ensure that their subject knowledge and expertise is updated. Staff have received support in providing support for pupils with SEN/D, how to use adaptive teaching strategies and a range of strategies to support children.
- All teachers and teaching assistants receive training (within school) on quality first teaching.
- All teachers and teaching assistants receive training (within school) on how to accurately assess pupils.
- Training to use Wakefield Progression Steps to support progress of steps of learning has been delivered to all staff in March 2023 and updated in October 2023.
- All staff received ASD and ADHD level 1 training in March 2023.
- We have 4 members of staff trained to deliver Lego Therapy.
- We have 2 members of staff trained to WELCOMM screen children and deliver interventions.
- When a child has a specific programme of Speech and Language, the therapist and/or practitioner always supports staff working with that child with strategies to deliver the programme successfully.



# How do we support pupils with transition?

## Reception/nursery starters

- We have a planned induction for pupils starting at our setting. This either includes a home visit or if a child already attends a nursery, it will be a visit to their nursery setting.

## Transitioning from another setting

- Previous school records are requested, and an induction visit will take place.
- For children who have more complex needs a TAC (Team Around the Child) will often take place to ensure all the relevant support can be in place for when a child joins Hill Avenue.

## Transition to another setting

- School records will be transferred to your child's new school.
- If your child has a SEN/D need the SENDCo will contact the new setting to share information.

## High school transition

- Transition meetings take place and following this additional induction visits may be planned.



# How do we evaluate the effectiveness of our SEN/D provision?

We evaluate the effectiveness of our provision for pupils with SEN/D by

- reviewing pupil progress
- review the impact of interventions
- ask pupils for their views using pupil questionnaires
- learning walks and observations of teaching
- book trawls where we monitor learning that has been delivered to pupils
- SEN/D half termly review meetings
- Pupil progress meetings held with the Senior Leadership Team half termly
- Annual reviews for pupils with EHCP's (Education Health and Care Plans).