SEND Information Report

Last reviewed	September 2023
Review frequency	Every 1 year
Review date	September 2024
Person responsible	Rachael Hindle - SENDCo

What types of SEND are provided for?	**Communication and interaction** Speech & Language and Communication Needs (SLCN), Developmental Language Delay (DLD), Autism Spectrum Condition (ASC) including Asperger's Syndrome. **Cognition and learning** Moderate Learning Difficulties (MLD), Dyslexia, Dyscalculia, Dyspraxia. **Social, Emotional and Mental Health Difficulties** Mental Health Difficulties (anxiety, depression, self-harming, substance misuse, eating disorders) Attention Deficit Disorder (ADD), Attention Deficit Hyperactive Disorder (ADHD), Attachment Disorder (AD). **Sensory and/or physical needs** Visual Impairment (VI), Hearing Impairment (HI), Physical Disability (PD).
A whole academy approach	High quality first teaching and additional interventions are defined through our dialogue across the academy. We regularly review and record what we offer a young person in our care. These discussions also serve to embed our high expectations among staff about quality first teaching and the application of a differentiated and personalised approach to teaching and learning. We make it a point to discuss aspirations with all our learners. Underpinning all our provision in academy is the **graduated approach** cycle of:

All teachers are responsible for every child in their care, including those with special educational needs.

SEND support at The Hyndburn Academy is implemented and regularly reviewed using the 'graduated approach', outlined above. The team will be involved at every stage of this process:

1. **Assess**: the class/subject teacher and SENDCo should clearly analyse a student's needs before identifying him/her as needing SEND support.

2. **Plan:** the class/subject teacher and SENDCO should agree the support to be put in place. Parents/carers must also be notified and consulted. The support will usually be set out in an academy-based SEND support plan.

3. **Do:** the class/subject teacher remains responsible for working with the student on a daily basis. Students may also receive additional interventions outside the main curriculum, but the focus should be on integrating all students and continuing to use high-quality, differentiated teaching.

4. **Review**: the class/subject teacher and SENDCo should review the effectiveness of the support regularly and agree any changes where needed.

The quality of teaching for students with SEND, and the progress made by students is a core part of the academy's performance managementarrangements and its approach to professional development for all teaching and support staff.

The SENDCo will discuss any patterns in the identification of SEND, both within the academy and in comparison, with national data, and use these to reflect on and reinforce the quality of teaching.

The identification of SEND is built into the whole school approach on assessment.

How do we identify children and young people with SEND and assess their needs?	Identification of students with SEND results from: • Information from either the primary or previous school which is passed to the SEND team. • The academy's own baseline assessments. • KS2 SATs scores. • Progress based on data collections. • Teacher referrals. • Head of Year referrals. • Parent / carer referrals. • Student Care Team referrals. • Student self-referrals. • Referral from an outside agency.
What is the local offer?	Lancashire County Council's Local Offer can be found using the following link: https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/
What is the name and contact details of our SENDCo?	Mrs Rachel Hindle – rachael.hindle@hyndburnacademy.org.uk
How do we consult with parents/ carers of children with SEND and involve them in their child's education?	We believe that regular and effective engagement with parents / carers by schools often leads to improved student outcomes, attendance and behaviour. Where a student is receiving support, we talk to parents / carers regularly to set clear outcomes and review progress towards them. We discuss with parents / carers the activities and support that will help achieve them; and identify the responsibilities of the parent / carer, the student and the school. In addition to parents' evenings, we meetparents / carers of students with and EHC plans at least three times each year. These are to review the progress students are making in relation to the targets in the student's student passport and for their annual review.
How do we consult young people with SEND and involve them in their education?	We consult with SEND students by: • Heads of Year speak to targeted groups of students including SEND students. • Departments collect student views on their work and progress inthe classroom. • Students with an EHCP have an opportunity to tell us what they think as part of the review process. • Students' views are considered when creating their Student Passport. • The Principal collects SEND student voice on a termly basis.
How do we assess and review children and young people's	• Progress is continually monitored by teachers, tutors and Heads of Year.

progress towards outcomes? What opportunities are there to work with parents / carers and young people as part of any assessments and reviews?	• The progress of children with an EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education. • The SENDCo will review the progress of students on the SENDregister after the relevant data drops. • Progress of students in Y11 with an EHCP or who are identified asSEND support is reviewed after each professional predicted grade is entered into SIMS. • The student and parent / carer voice are captured ahead of and during Annual Reviews to review outcomes and set new goals. • Student's views are considered when creating their Student Passport. • The Inclusion team conducted student voice on a termly basis anduse this to enhance practice.

How do we support children and young people in moving between phases of education and in preparing for adulthood	To ensure a successful transition to the academy for students with SEND: - The academy holds an open evening in September/October for all primary students and their families who are in the process of choosing a secondary school and the SENDCo is available to speak to parents / carers. - We contact our feeder primary schools to find out as much information about the needs of the SEND students transferring tothe academy. - There is planning between the schools and with parents/carers in Year 6 to support the student's move from primary to secondary school. - The primary transition day takes place in July for all students transferring to the academy. - On entry to the academy, all students KS2 scores are reviewed. This helps pick up potential difficulties at the earliest stage. - We ensure that teachers are highly alert so that such areas of need are spotted early and referred to the SEND team so that supported can be coordinated promptly. - In Year 9, SEND students are interviewed by either the SENCo, a member of SLT or their head of year regarding their chosen courses to make sure they have chosen the best subjects and qualifications for their career path. We help prepare SEND students for transfer to post -16 education: - All students with an EHCP will have at least one meeting with a member of staff from the carers advisory service. During this meeting students will have the chance to talk about different Post 16 options. - Academy staff liaise with work experience placements to ensure that their staff are aware of student needs. - Students receive support with completing college applications and, if required, a member of inclusion can also attend the college interview to support the process.

What is our approach to teaching children and young people with SEND?	Our SEND provision will depend on the student's needs.
	If a child has difficulties with literacy and learning
	Students have an opportunity to access: • Quality First teaching with appropriate differentiation (including best SEND practice). • Visual aids to support key vocabulary, concepts and themes. • Access to homework support clubs with support from learning support. • Accelerated Reader Programme. • KS2 to KS3 transition support. • Access to assessment for identification of significant needs. • Bespoke Reading/Spelling intervention delivered by the Cognition and Learning Strand Lead. • Specialist small group teaching by the SENDCo or Cognition and Learning Strand Lead. • Dedicated and caring staff who value all students regardless of ability.
	Support for targeted groups of students may include: • Small group lessons that focus on a range of needs such as literacy, comprehension and spelling. • Withdrawal from some teaching to enable small group literacy teaching delivered by SEND specialists if parent/carer permission is gained. • Support in some lessons. • Targeted lunch time clubs for vulnerable students. • Literacy intervention during tutor times. • A bespoke reading intervention led by the Cognition and Learning Strand Lead.
	Targeted individual support may include: • Where needed, help from an external agency (e.g. Educational Psychologist). • Testing for students with literacy difficulties to review and plan. • External agency advice where needed including learning assessments completed by a Specialist Dyslexia Teacher. • Exam Access Arrangements. • Post 16 Transition support.
	If a child has sensory and/or physical needs
	Students have an opportunity to access: • Quality First teaching with appropriate differentiation (including best SEND practice). • Visual aids to support key vocabulary, concepts and themes. • Amplification of sound for aid users. • Access to VI equipment for students with a visual impairment.

- Access to homework support clubs with support from Learning Support.
- Specialist clubs offered at lunch times.
- Access to Occupational Therapy Services.
- Access to a Physical Disability Specialist Teacher who works in collaboration with the academy Inclusion staff.
- If required, a personal medical care plan will be in place.
- KS2 to KS3 transition support via tutor programme.
- Access to assessment for identification of significant needs.
- Dedicated and caring staff who value all students regardless of ability.

Support for targeted groups of students may include:
- Medical Care Plans.
- Handwriting /fine motor/keyboard skills training.
- Group discussions and information given through Inclusion support.
- Access to assistive technology, software, audio digital books and IPad applications.
- Access to Strand Lead support.

Targeted individual support may include:
- Personalised support plans.
- Access to a Mobility Officer.
- 1:1 Outside Agency support from Advisory Teachers.
- Individual handwriting /fine motor/keyboard skills training.
- Specialist equipment and materials, such as low vision aids and enlarged adapted resources.
- Access to assistive technology, software, audio digital books and IPod applications.
- Targeted support for complex medical needs, including practical support.
- Exam Access Arrangements.

If a child has difficulties with communication and interaction

Students have an opportunity to access:
- Quality First teaching with appropriate differentiation (including best SEND practice).
- Visual aids to support key vocabulary, concepts and themes.
- Access to homework support clubs with support from the Communication and Interaction Strand Lead.
- SLCN intervention programmes.
- Access to Speech and Language Therapy input and assessment if this is required.
- Accelerated Reader Programme.
- KS2 to KS3 transition support.
- Access to assessment for identification of significant needs.
- Robust tutor programme which focuses on effective communication skills.

Support for targeted groups of students may include:
- Assessment and identification of language need and feedback to parents / carers and staff.
- Small group sessions with specialist teacher/Strand Leads/Speech and Language Therapist.
- In-class support in some lessons.
- Specialist lunch time extra-curricular offer.

Targeted individual support may include:
- 1:1 sessions with a Speech and Language Therapist for young people with EHCPs identifying SLCN.
- 1:1 sessions with Strand Leads in the school, linked to other needs on ECHP.
- On-going monitoring and regular feedback to parents / carers and students (at least termly and including the Annual Review).
- Exam access arrangements.
- Post 16 transition support.

If a child has difficulties with social, emotional health or mental health

Students have an opportunity to access:
- Quality First teaching with appropriate differentiation (including best SEND practice)
- Access to a school counsellor.
- Access support from a Well-Being Practitioner in collaboration with ELCAS.
- If flagged during screening or transition, access to the Motivational Mentoring Programme.
- Whole school focus on building self-esteem, staying safe and recognition of achievement.
- Whole school policy for behaviour management with graduated response.
- Key Stage transition support.
- Access to peer mentoring led by the ELCAS Well-Being Practitioner.
- Anti-bullying processes.

Support for targeted groups of students may include:
- ALL years Motivational Mentoring Programme
- Learning Support lunchtime drop-in.
- Year 7 transition support groups.
- Peer mentoring
- Year 11 support with college applications and career paths.
- Year 11 support for exam stress management.
- Access to support in liaison with ELCAS professionals.
- Support from mentors on Exam Results Days.

	Targeted individual support may include:
	• 1:1 mentoring.
	• Counselling.
	• Outside agency input (eg. Educational Psychologist)
	• Well-being Practitioner support.
	• Flexible timetables.
	• In-class support for students at risk of exclusion.
	• Support by a mentor if a student attends an alternative pathway and needs support at the transition phrase.
	• Child Looked After support from Safeguarding Lead.
	• Close liaison with the family to build collaboration and partnership.
How are adaptations made to the curriculum and the learning environment of children and young people with SEND?	• Teachers plan lessons and homework according to the specific needs of all groups of children in their class and will ensure that a child's needs are met.
	• A member of Learning Support may work with the teacher to support a child's learning in the classroom.
	• Specific resources and strategies will be used to support a child individually and in groups as is judged appropriate to meeting a child's needs.
	• We provide targeted support with homework at lunchtime and after school.
	• Timetables are adjusted to support students with SEND – for example providing specialist literacy intervention classes.
	• Differentiated schemes of work are in place.
	• Team teaching between subject specialists and Inclusion teachers takes place in the core subjects.
How do we train staff to ensure that they are fully able to support children and young people with SEND?	We develop our staff's knowledge and practice through the following methods:
	• SENDCo attendance at SENDCo Network Meetings.
	• Whole school INSET days that focus on SEND and Inclusion.
	• The creation of the Inclusion area to share strategies.
	• In school sessions – SENDCo and other Strand Leads delivering/organising training for Learning Support on the different categories of SEND/strategies/interventions etc.
	• Delivering training sessions for newly qualified staff, trainee teachers and staff new to the school.
	• SEND staff working closely with teachers and Heads of Department to make sure that the most effective strategies and interventions are used to meet the needs of all SEND students. This takes place on request.
	• Internal reviews which focus on SEND good practice.
	• Strand Leads deliver training to departments.
	• Subject teachers are encouraged to develop their own subject specific expertise by attending relevant courses and/or seeking out information.
	• Team teaching opportunities.

How do we evaluate the effectiveness of the provision made for children and young people with SEND?	We believe that regular and systematic monitoring and evaluation is vital to ensure effective SEND provision. **We do this in several ways including:** • Regular observations and learning walks. • Analysis of the attainment and achievement of different groups of students with SEND. • Success rates in respect of targets. • Post 16 destinations of young people with SEND. • Scrutiny of teacher's planning and students' work. • The views of parents / carers and the students. • Regular monitoring by the governing body/SEND governor. • Maintenance of assessment records – numeracy, reading and spelling ages etc – that indicate progress over time for students involved in small group / individual intervention. • Departmental reviews of the progress of SEND students. • Annual reporting on successes and identifying aspects for future improvement. • Monitoring the number of students requiring lower levels of support. • Monitoring procedures for identification and assessment of and provision for students with SEND. • Reviews of the SEND department by professionals within United Learning.
How do we ensure that 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 SEND?	We make every effort to include all students in school trips. If an individualrisk assessment is required, we will write this to ensure that everyone isfully included. We also help prepare children for any changes in their school day, such as school trips, awards ceremonies and sports day. We are able to write Social Stories to help students prepare for their participation in a school trip or activity. We monitor the attendance of SEND students on school trips.
What support does the academy provide for improving emotional and social development?	We support children to develop socially and emotionally in the following ways: • Motivational Mentoring Programme • Tutor periods and reflective character-building activities • Report card monitoring • Assemblies • Learning mentor sessions • Counselling services • Lunch time clubs and activities • Reward trips
What arrangements are there for listening to the views of	• Heads of Year speak to targeted groups of students including SEND students.

children and young people with SEND?	• Departments collect student views on their work and progress inthe classroom. • Students with an EHCP have an opportunity to tell us what they think as part of the review process. • The Principal has meetings with students including those with SENDfrom all years to hear their views on the way the school is run. • The termly collection of student voice by Inclusion Leads.
What measures are there to prevent bullying?	The academy has adopted a range of strategies to prevent and reduce bullying, to raise awareness of bullying and support victims and those displaying bullying behaviour, including: • The consistent promotion of the school's code of behaviour which requires all students to respect the rights of others. • The reinforcement of the clear message that violence has no place at the academy and that restorative practice is a core ethos in restoring broken relationships. • Consultation with the 'Student Voice' on how to prevent bullying. • Training for all members of staff on the Behaviour and Inclusion policy and strategy. • The supervision by school staff of all social areas at lunch times and breaks. • Student Care Team referrals and meetings. • Swift and decisive action by the Heads of Year in conjunction with Inclusion team members if required. • Peer mentoring support. • Providing information to all parents / carers on the symptoms of bullying and the steps to take if the suspect their child is being bullied. • Mobile phones not being permitted to be used during school hours. • The celebration of all student's backgrounds and cultures through assemblies, tutor periods and lessons such as the assembly to raise awareness. • Revised Equalities Policy. • Students discuss and explore bullying issues and how to increase the anti- bulling culture of the academy during tutor periods andlessons in relevant curriculum areas. • Raising awareness of cyber bullying and teaching students to safely use technology (including mobile phones, email, internet). • All websites accessed in school are screened. This software screens the language used in all documents, emails and websites. Rude or offensive emails, websites, documents are sent to the Principal and the Safeguarding Leads. If appropriate, action will be taken and recorded. • Effective recording systems on SIMS. • Work with multi-agency teams including police as appropriate. • Contacting the parents of both the child being bullied and the bully.

	• Challenging sexual content within verbal abuse, specifically homophobic and gender abuse/ discrimination.
How does the academy involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, to support children and young people with SEND and their families?	The academy aims to work in partnership with other agencies to provide effective support based on the needs of the student. **Such specialist services include:** • Educational Psychologists • Enhanced Learning Credits Administration Service (ELCAS); • Specialist teachers or support services for learning. • Therapists (including speech and language therapists, occupational therapists and physiotherapists). • Access to a Physical Disability Advisory Teacher. We also arrange Multi-Agency meetings to secure effective expert support from outside agencies in assessing more complex cases and making provision for the most vulnerable students.
What arrangements are there for handling complaints from parents / carers of children with SEND about the provision made at the academy?	We seek to promote an active partnership with parents/carers and to involve them fully at every stage. Most concerns and complaints can quite properly be resolved swiftly and satisfactorily. Formal complaints are resolved through our complaints process. Our complaints process is detailed in a document entitled The Hyndburn Academy Complaints Procedure. This document can be found on our website.