



Heath View Academy SEND Information Report

The kinds of SEND that are provided for at Heath View Academy are:

We welcome all children into our Academy regardless of their individual needs and we will strive to fully meet their needs. We recognise our responsibility to nurture our children whatever their individual needs and to encourage and help each child to achieve their potential, not only intellectually, but also physically, creatively, emotionally and socially.

We cater and can cater for children with:

- SPLD specific learning difficulties
- MLD moderate learning difficulties
- SLD severe learning difficulties
- BESD behaviour, emotional and social difficulties
- SLCN speech, language and communication needs
- PD physical difficulties
- ASD autistic spectrum disorder
- HI hearing impairment
- VI visual impairment

Policies for identifying children and young people with SEND and assessing their needs.

The following policies are attached for information about Heath View Academy;

Special Educational Needs Policy

Safeguarding Policy and Procedures

Disability Equality Policy

Medicine Policy

Intimate Care Policy

For further information please contact: Mrs Alyson Million, Headteacher at Heath View Academy, or Mrs Lindsey Corbett Deputy Headteacher 01924 303655



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

In line with the new SEN Code of Practice

“The Children and Families Act 2014 requires local authorities to provide children with information, advice and support relating to their SEN or disability. Many children will access information, advice and support via their parents. Where a pupil is receiving SEN support, schools should talk to parents regularly to set clear outcomes and review progress towards them, discuss the activities and support that will help achieve them, and identify the responsibilities of the parent, the pupil and the school. Schools should meet parents at least three times each year.”

SEND draft code of practice 0-25 years. June 2014

At Heath View we will hold:

- **3 parent evenings** per year for all children, (where targets and or provision maps will be shared including specific targets for children with SEND.) Personal targets the children have set will be shared with the child and will be an integral part of their daily routine.
- Termly curriculum meetings for each class, for parents/carers to attend.
- Provide a more detailed progress and attainment **report** at the end of the academic year.

In addition to this we also:

- Hold termly **parent/carer group meetings** for children with SEND (where we value parent/carer feedback and suggestions)
- Hold an **Annual Review** for Statements or Education Health Care Plans (EHCP)
- Hold termly plan do and review meetings for children with OPP (one page profiles)



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

All children will be involved in:

- Target setting for the school as a whole, for their class and individual targets.
- Children with specific needs may spend some time with outside agency workers during school time, for example speech and language therapists, educational psychologists and learning support services. Parents will be informed of these visits and any outcomes involving their child's education will be shared.
- Children with specific needs may have additional classroom resources to support and involve them in their education. These may include: visual timetables, task boards, first and next step boards, pupil profiles, resources provided by Occupational Therapy, Learning Support Services, feelings cards, positive behaviour charts.
- At the end of the year individual children with specific needs will also be involved in a transition plan. This may involve transition to the high school or preparing transition booklets for the next class or key stage.
- The children may be supported by additional learning support staff and the Learning Mentor who will be fully involved in the child's target setting, be fully aware of the child's needs and be able to involve the child at all times.



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

In line with the SEN code of practice all children will be aware of their assessment targets and the outcomes they are aiming for.

(school using internal assessment data to show progress of groups of children against national expectations)

Small steps of progress are planned for each half term in line with the whole school target tracking systems.

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

At Heath View we have many arrangements to support transition, these include:

- **FEET** (Families Enjoying Everything Together) these take place the term before a child starts Early Foundation and are a weekly afternoon session where children and parents are involved in activities in school.
- Termly transition meetings for nursery and reception children who attend PVI nurseries and if necessary, individual transition sessions to meet the individual needs of the child.
- Commando Joe sessions with identified pupils to promote self-esteem, improve attendance and punctuality, respect, discipline, and health and wellbeing, as well as raising academic attainment.
- We work closely with the Pre 5 service and SENCo to ensure we meet the needs of children who have had early intervention and identification.
- Within school we have transition plans between age groups and key stages.



- We have transition plans between ourselves and the High Schools, which can involve additional visits for children and parents. This transition starts as soon as a child enters Y6.
- The Academy works in close partnership with other schools in the pyramid, Wakefield City Academy Trust schools and transferring High Schools.
- The SENCo from the transferring high school is invited to all annual reviews for Year 5 and 6 children.
- All paperwork for individual children is updated, prepared and passed on to transferring high schools.
- The school has transition days where children will work in their future classrooms and meet their new teachers.
- Specialist Services are involved in transition meetings and providing additional advice and giving continuing support at transferring schools.
- Heath View Academy provides a large selection of after school clubs catering for children's interests and strengths.



The approach to teaching children and young people with SEND

Heath View Academy has a shared vision with parents and pupils.

Pupils will leave the academy equipped with the skills, confidence and ambition to be successful in their transition to secondary school and beyond in the world of work and further/higher education.

We will strive to achieve this by having teaching and support staff who will provide an excellent learning environment that supports and enables every child to reach their full potential. We have the highest expectations and recognise the importance of developing moral values, good conduct, respect, confidence and consideration of others.

To support children and young people with specific SEND we will constantly review implementation in line with the SEND code of practice and the Children's Family Act 2014.

We will provide quality first teaching that supports all children in our academy.

How adaptations are made to the curriculum and the learning environment of children and young people with SEN

At Heath View Academy differentiation is "key" to providing quality first teaching that caters for all children's SEN. The curriculum and environment are adapted to cater for and develop all children with SEN.

The Academy Accessibility Plan demonstrates how the school will continue to meet the needs of SEND pupils over time, to access the curriculum and learning environment.

Heath View Academy can provide support with personal hygiene and administering medicines and we have policies that outline this support. Staff have up to date first aid training as well as having training from the school nurse on administering Epipens, specific medication and asthma care and medication.



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

As part of our SEND offer, Heath View Academy have very close links with health services, social care and education services. We have very good relationships with a variety of outside agencies that come into school to work with and offer advice and support for individual children with SEND.

As a result of this all staff including teachers, learning support assistants and lunch time supervisors are frequently given up dated training focusing on specific SEND.

All staff are up to date and have at least Level 1 child protection training and are fully aware of the safeguarding procedures. Alyson Million and Lyndsey Corbett have Level 3 child protection training.

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

To evaluate the effectiveness of provision provided for our children with SEND, Heath View Academy use the following tools:

- Our provision map which lists all provision throughout school and is updated and reviewed regularly.
- Multi agency meetings take place as appropriate, involving all those involved in health, social and education to evaluate and review the most effective provision provided for individuals.
- Key members of staff have been trained to implement provision for example Socially Speaking, Music Interaction, Fit to Learn, Say Hello and will constantly monitor and review the effectiveness of the provision. This will be shared with the class teacher, SLT, the child, parents/carers and other individuals involved with the child.
- A yearly action plan is developed and shared with the SLT and governors highlighting provisions and its effectiveness.



- Support staff are involved in monitoring interventions and being supported in delivering and using these interventions by outside agencies.

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

Heath View is a fully inclusive school and aims to meet the needs of all our children and their parents/carers. We strive to involve all children and ensure all children including those with SEND can engage and be active in the whole school life. This is firstly through support within the mainstream classroom by providing quality first teaching.

At Heath View Academy we also:

- Complete and have up to date risk assessments which ensure risks are covered so allowing access to all activities.
- All children attend all school trips and risk assessments are again completed ensuring access and where required one to one support is provided.
- Reasonable adjustments are made on sports day so all children can participate.
- In P.E adjustments can be made to support the P.E curriculum.
- We have some specialist equipment to ensure all children are engaged in activities.
- After school and lunchtime clubs are adapted to again involve all children: this includes reading clubs, sport clubs and clubs run by Commando Joe.



Support for improving emotional and social development.

At Heath View Academy, our curriculum actively promotes equality, care and respect for others.

- We have a school council who speak on behalf of the children and are well represented by children with SEND.
- Our learning mentor works with vulnerable children throughout school and is available to support individual children when a need arises.
- We have close links with the behaviour support services and PIMs have been involved with working with individual children in school.

To support our parents we have had drop in sessions with Educational Psychology Services and the Communication Interaction and Access Team to support individual parents/carers and their children.

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

Heath View Academy has very close relationships with the local authority, social and health services.

These include: Education Psychology services, Behaviour Support Services, Occupational Therapy, The school nurse, Social services, City Limits Early Help Hub, Learning Support Services, Visual and Hearing Impairment, Speech and Language therapists, Communication Interaction and Access Team.

The authority also have a central team for children with high needs and they are involved at statutory assessment meetings.

Within school we have a safeguarding and inclusion manager and learning mentor who both work very closely with all parents/carers and makes close links with outside agencies.

- We involve other bodies by holding regular multi-agency and CAF meetings to support individual parents where required.
- CAMHS have good links out of school supporting parents and children.
- We work closely with the Early Help Hubs to support our children's needs.



- We have a Parent Support Advisor to work closely with families and to support attendance.
- The Local Authority also have a parent support worker who can advise parents.
- We make close links with Wakefield City Academy and other schools within WCAT and our local Pyramid of schools.

Arrangements for handling complaints from parents of children with SEN about the provision made at the school 6.80 The above should include arrangements for supporting children and young people who are looked after by the local authority and have SEN.

If you have any concerns about your child's provision you should contact Mrs Alyson Million, Headteacher, who will be pleased to arrange an appointment. A multi-disciplinary meeting may be held where input can be provided from all agencies involved with the child to best meet the child's SEN.

If your concern is unresolved and you wish to pursue it further, the Education Authority has drawn up a complaints procedure (required under Section 409 of the Education Act 1996), which you may wish to consult.

The Chair of the Local Governing Body is Mr Roy Burnett

In line with the new SEN code of Practice:

"11.71 The proprietors of academies, free schools and independent schools **must**, under the Education (Independent School Standards) Regulations 2010, ensure that a complaints procedure is drawn up which is in writing and is made available to parents. The procedure **must** allow for a complaint to be considered informally in the first instance and then, if the parent remains dissatisfied, there should be a formal procedure for the complaint to be made in writing. If the parent is still dissatisfied the complaint can then be heard in front of a panel of at least three people one of whom **must** be independent of the management and running of the school. Should the parent still not be satisfied they can complain, in the case of academies and free schools, to the Education Funding Agency (EFA) acting on behalf of the Secretary of State or, in the case of independent schools, to the Secretary of State directly. Both the EFA and the Secretary of State will look at whether the school handled the complaint properly, rather than the substance of the complaint."