

# SEN Information Report

Newark Hill Academy is an inclusive setting and offers a range of provision to support children with additional needs which fall within the four primary areas of Special Educational Needs and Disability (SEND):

- **Cognition and Learning** (Including Dyslexia, Dyspraxia, Dyscalculia, Moderate Learning Difficulties)
- **Communication and Interaction** (Autistic Spectrum Conditions, Speech and language conditions)
- **Social, Mental and Emotional Health** (ADHD, Attachment disorder, mental illness -depression, self-harm)
- **Sensory and /or physical needs** (vision or hearing or motor skill difficulties)

Our Inclusion team are responsible for overseeing the inclusion of children with additional needs. Our Special Educational Needs Co-ordinator is **Mrs Frankie Shortland**. She oversees the day to day running of the SEN policy and is line manager to a team of skilled Teaching Assistants who support our children and teachers. **Mrs Rizwana Farooq** is the Academy's Inclusion Manager.

Please see the Academy SEN and Disability Policy. This policy will be updated in line with the new Code of Practice.

When a child's special educational needs are considered significant, other agencies may be involved in their assessment and support. These include:

- Educational Psychologists ([www.peterborough.gov.uk](http://www.peterborough.gov.uk))
- CAMHS / Paediatrician /Sensory Impairment Team-please see ([www.peterborough.gov.uk](http://www.peterborough.gov.uk)/for contact details)
- School nurse 01733 758236
- LA SEN contact (Jessica Conway [www.peterborough.gov.uk](http://www.peterborough.gov.uk))

# How do we identify SEN and how do we support the children?

At Newark Hill Academy we do this in several ways including the following:

- By speaking to SENCOs from previous settings
- Meeting with Parents
- Liaising with specialists
- Using teachers assessments
- Using the Special Needs Assessment Profile (SNAP)
- Assessing Language development using the BPVS resource.
- Using reading tests (HORT) (YARC) Observation Survey (Marie Clay)
- Numeracy assessments (Sandwell)
- Sensory profile (Paston Pack)
- Speech and Language needs (Southfields Pack)
- Behaviour check lists

When children are being assessed for SEN, multi-agency meetings may be convened. This ensures that everyone involved with the child can contribute their views. A meeting may be requested by parents, Academy professionals and involved outside agencies.

For some children who have medical or developmental needs, a care plan may be written. This will be shared with parents and involved professionals and confidentiality will be ensured.

Children will receive support that is specific to their individual needs. This may all be provided by the class teacher and may involve:

- Advice from the Academy's Special Educational Needs Co-ordinator and other members of staff within the Academy.
- Staff from the Local Authority central services such as the Educational Psychologist, Specialist Teachers for Autism, and ADHD or from the Sensory service (for students with a hearing or visual need)

All pupils with SEN are taught a full range of subjects by teachers with training and experience of adapting lessons to make them accessible but appropriately challenging for all pupils. Pupils have access to all aspects of the curriculum unless otherwise stated in a published Education and Health Care Plan (EHCP).

The quality of every teachers' provision for pupils with SEN is observed, monitored and challenged as part of the Academy's quality assurance processes and the teachers' annual performance management arrangements.

The Newark Hill Academy provides regular training throughout the year to support teachers in addressing specific SEND ensuring that pupils receive 'quality first teaching'. All teaching staff at the Academy have accessed idponline which contains advice and strategies which address the four primary areas of SEND.

Classes provide additional support in the classroom to help pupils access the lessons. Special Access Arrangements may be put in place for tests. Our aim is to encourage and prepare all pupils to become independent learners.

After children have been identified as possibly having a special educational need, teachers will plan how best to address the needs, in consultation with the SENCO and the parents and the child (where possible).

For example, this could include increased use of visual aids, use of an iPad, in class support from TAs, focussed group work or Pupil Premium funded group work).

The impact of any intervention will be monitored and evaluated monthly or half termly and the outcome shared with the parents and child. Planning for next steps will be put in place.

- Teacher assessments will inform planning and review
- Data of children's attainment and progress is collected every half term and compared with national data.
- Outcomes are discussed with Senior Management Team (SMT) and class teachers and inform immediate next steps for planning.
- Review meetings are arranged to take place at least 3 times a year with parents and at least every half term with teachers and SMT.
- Written reports. Where specialists have assessed children for SEN, a written report will be produced and shared with parents.
- Additional support may be provided by TAs within the classroom, By a specialist teacher eg Reading Recovery trained teacher, by TAs providing small group interventions such as Catch up maths, Boosting Reading Potential, Supported Spelling)
- GDFT SEN Education Advisors may be involved.
- Request for LA involvement. This may include the Educational Psychologist or other specialist professionals depending on the type of Special Educational Need. The Peterborough City Council website has more information on these specialists.
- Access Arrangements- Children who meet the criteria for Access arrangements will be provided with a reader, scribe, additional time, rest break as appropriate.
- Requesting an EHCP Plan- For children who require specialist SEND support as a result of long term, complex needs and who are supported by a range of outside professionals, a EHCP Plan may be requested by the academy or by parents.

## Parental Involvement

We value parents' views of children with SEN and want meaningful parent participation in their child's education. We will always encourage:

- Discussion with parents regarding assessments
- Planning to meet the child's needs will be recorded in writing and will be shared with parents
- Parents will be invited to review meetings to discuss progress and forward planning 3 times in an academic year (this may be done by telephone, email or at parents evening).

We will aim to consult our children with SEN wherever possible and encourage their involvement in reviews.

# Accessibility

The Academy has an Accessibility Plan which is reviewed every three years.

This sets out how the Academy enables access to the curriculum for children with SEN.

Policy will be reviewed in September 2019.

## Useful Links

Please see links below to agencies and resources which can give advice and support in many areas of Special Educational Needs:

[www.bdadyslexia.org.uk](http://www.bdadyslexia.org.uk) (information about dyslexia)

[www.dyspraxiafoundation.org.uk](http://www.dyspraxiafoundation.org.uk) (information about dyspraxia)

[www.gov.uk/government/publications/special-educational-needs-sen-a-guide](http://www.gov.uk/government/publications/special-educational-needs-sen-a-guide)

[www.talkingpoint.org.uk/](http://www.talkingpoint.org.uk/) (information about speech and language)

[www.peterborough.gov.uk/](http://www.peterborough.gov.uk/) (useful information about local SEN support)

[www.nasen.org.uk](http://www.nasen.org.uk) National SEN information

[www.nas-peterborough.org.uk](http://www.nas-peterborough.org.uk) local branch of National Autistic Society

[www.cpft.nhs.uk/services/peterborough-young-carers](http://www.cpft.nhs.uk/services/peterborough-young-carers)

[www.adhdtogether.com](http://www.adhdtogether.com) (ADHD information)

[www.asdfriendly.org](http://www.asdfriendly.org) (Autism advice)

[www.autism.org.uk](http://www.autism.org.uk)

[www.littlemiraclespeterborough.org.uk/](http://www.littlemiraclespeterborough.org.uk/) (Support for parents)

[www.familyvoice.info/](http://www.familyvoice.info/) Support for families)

[www.dialpeterborough.co.uk/care-and-carers/](http://www.dialpeterborough.co.uk/care-and-carers/)

[ww.sgchp.btck.co.uk/Aboutus](http://ww.sgchp.btck.co.uk/Aboutus) (St George's Hydrotherapy Pool)

[www.peterboroughcab.org.uk/](http://www.peterboroughcab.org.uk/) (Citizen's Advice Bureau)

Peterborough ADHD Support group 01733 266702.

[www.pcv.s.co.uk/](http://www.pcv.s.co.uk/) (Peterborough Council for Voluntary Service)

Parents who have a concern regarding the provision for their child's SEN should contact the SENCO in the first instance. Should you remain dissatisfied, your specific concerns

should be addressed to the academy Principal. If you are still unhappy the academy Executive Principal or the AAC member for SEN should be contacted and a meeting arranged.

## Appendix 1

### PETERBOROUGH SCHOOLS: SEND PROVISION / LOCAL OFFER TEMPLATE

The Local Authority is committed to all pupils, regardless of their specific needs, making the best possible progress in their educational setting which, wherever possible and with the agreement of the family or the young person, will be in a mainstream setting.

All Peterborough's schools have a similar approach to meeting the needs of pupils with special educational needs and disabilities. Maintained schools have access to a range of professional services provided by the Local Authority which include the Educational Psychology Service, the Autism Outreach Service, the Sensory Support Service and the Specialist Teacher for pupils with ADHD.

Academies and Free Schools within the city also have access to these services though the funding mechanisms differ to those in place for maintained schools.