



**HIGHFIELDS**  
SPENCER ACADEMY

# **SEND INFORMATION** **REPORT**

***SCHOOL'S CONTRIBUTION TO LOCAL OFFER***  
***2020-2021***

***Statutory Information for the School's Website***

This information is reviewed every year by the school's SENDCo

# **SEND INFORMATION REPORT/SCHOOL'S CONTRIBUTION TO LOCAL OFFER**

<b>Name of School:</b>	Highfields Spencer Academy
<b>Address:</b>	Highfield Estate, Tutbury Avenue, Littleover, Derbyshire, DE23 3UX
<b>Telephone:</b>	01332 955599
<b>Email:</b>	info@highfieldsspencer.co.uk
<b>School website:</b>	highfieldsspencer.co.uk
<b>Principal:</b>	Mrs Anna Jones
<b>Special Educational Needs Coordinator:</b>	Mrs Anna Jones
<b>Age Range:</b>	Foundation Stage to Year 6 (3 – 11 years) Currently open with Nursery and Reception Sept 2020
<b>Last Ofsted Inspection:</b>	Ofsted pre-registration inspection passed May 2020 New school Sept 2020.
<b>Outcome of Inspection:</b>	N/A
<b>Number of pupils with Special Educational Needs:</b>	7 ( 2 pupils with EHCPs plus 5 other pupils)
<b>Number of children receiving additional support:</b>	<p><b>Total on SEN register:</b> 7 pupils (15.5%) National average – 12.1%</p> <p><b>1:1 support (EHCP and top up)</b> 2 pupils ( 4.4%) National average – 3.1%</p>

## **1. The kinds of special educational needs for which provision is made at the school.**

**FAQ - "How does the setting know if children/young people need extra help and what should I do if I think my child may have special educational needs?"**

We are a mainstream school with a commitment to inclusive practice. We recognise that children learn at different rates and that there are many factors affecting achievement. At Highfields Spencer Academy we aim to identify problems as early as possible and provide teaching and learning contexts that enable each child to achieve their full potential. We regularly track pupils' progress and where there is evidence that a pupil is not making age-related progress in one or more areas of the curriculum, we would provide additional support in class or use specific interventions to target areas in which they are struggling.

Along with pupil tracking, any of the following can trigger a concern:

- Parent/carer
- Child
- Class teacher
- Widening gap between self and majority of peers
- Feedback from service providers or other professionals

- Records transferred from another school
- Baseline and on-going assessments
- EYFS/KS1 results
- School testing and assessment.

If a concern is raised, then class teachers would talk to you about your child's progress and suggest ways in which you could help at home. If difficulties persist, the SENDCo may become involved. At this point, there may be a need for more specific assessments in school. The SENDCo will discuss the next steps with you and your child.

## **2. Information about the school's policies for the identification and assessment of pupils with special educational needs.**

### ***FAQ - "How do you identify children with special educational needs?"***

We use a range of school assessments in order to achieve a clear picture of a pupil's strengths and weaknesses. Assessment is on-going as it is for all pupils in school.

Children with special educational needs are identified when, despite receiving differentiated learning opportunities, they:

- Make little or no progress when teaching approaches are targeted particularly in a child's area of identified weakness
- Show signs of difficulty in developing skills which result in poor attainment in some curriculum areas
- Present persistent emotional or social difficulties which are not modified by the positive behaviour management techniques usually employed in the school
- Have sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment
- Have a communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.

The class teacher and SENDCo will communicate closely in order to provide a targeted approach to supporting your child with any difficulties. Staff are trained to identify pupils who may have more specific needs (eg Dyslexia, Autistic Spectrum Difficulties). If required, after consultation with parents, school will seek to involve, and work in partnership with, other outside agencies (eg Speech and Language Therapists, Health Visitors, Educational Psychologist, Visual Impairment service, Behaviour Support Service, Autism Outreach team).

### **3a. Information about the school's policies for making provision for pupils with special educational needs whether or not pupils have Education Health and Care (EHC) Plans.**

***FAQ - "How will you support my child?"***

**FAQ - "How does the school know how effective its arrangements and provision for children with special educational needs are?"**

If your child is identified as having SEND, in addition to in class support, we will provide additional support in areas such as reading, writing, spelling, maths, speech and language, socialising. If your child has an EHCP (Education Health Care Plan) or a Statement of Special Educational Needs, we will put provision in place as outlined in that plan. Class teachers, working with the SENDCo, monitor pupils' progress regularly and monitor how your child is progressing. We do this for all pupils in school, not just those pupils identified as having SEND. School Governors and Subject Leaders are also involved in this monitoring process.

We track the progress of all groups very closely. Staff in Early Years use Tapestry, which is an online learning journey to assess pupils. This is used to inform next steps planning and to create targeted interventions as soon as possible, the next day or the next week. Teachers provide Teacher Assessment Grades each half term and they analyse the results to help them to alter provision to meet the needs of all groups. These judgements are RAG rated every few weeks so that interventions can be targeted to pupils who may need support. Spencer Academies Trust also has Academy Angels who are specialist senior leaders who come in to support schools in addressing specific areas of need.

Children identified as requiring support which is greater than the majority of the class will have an Individual Provision Map that will be used to communicate targets and progress between teachers, pupils and parents. The SENDCo monitors the impact of the support put in place and regularly reviews the school's 'Provision Map' which identifies how group interventions and individual support will be timetable. Where a child's academic targets are in line with whole class targets, a one-page profile will outline day-to-day strategies needed to support them.

### **3b. The school's arrangements for assessing and reviewing the progress of pupils with special educational need**

**FAQ - "How will both you and I know how my child is doing and how will you help me to support my child's learning?"**

We meet with parents and pupils at least once a term to review targets, discuss next steps and amend provision if necessary. Some pupils may require an individual provision map, a copy of which will be sent home. These targets will also be reviewed on a termly basis. Parents are encouraged to talk to class teachers or make an appointment to speak to the SENDCo if they have any concerns. It may be desirable for a Home/School book to be initiated so that parents and teachers can make regular contact. We also hold workshops for all parents on a range of curriculum areas, including phonics, reading and maths strategies.

### **3c. The school's approach to teaching pupils with special educational needs;**

**FAQ - "What is your approach to individual learning?"**

Class teachers are trained to adapt their teaching to meet a range of pupils' needs. We differentiate the curriculum accordingly and take into account ability and different ways in which pupils learn. The SENDCo has a role in supporting class teachers to do this as effectively as they can. Teachers, Subject Leaders and the SENDCo monitor pupils' books to see how effective these strategies are. We take into account recommendations from outside agencies when adapting teaching to meet specific needs. Where progress for any child is inadequate, the class teacher will make provision that is additional to and different from that provided as part of the usual differentiated curriculum offer, to enable the pupil to learn more effectively.

### **3d. How the school adapts the curriculum and learning environment for pupils with special educational needs;**

**FAQ - "How will the curriculum be matched to my child's/young person's needs?"**

The Accessibility and Equality Plan are regularly reviewed. We make suitable adjustments to the school building where possible and provide a range of additional resources for SEND pupils (eg enlarged texts, reading books, maths equipment, ICT). We group pupils according to their needs and regularly review groupings in order to respond to pupil progress.

### **3e. Additional support for learning that is available to pupils with special educational needs;**

***FAQ - "How is the decision made about the type and how much support my child will receive?"***

Additional support is tailored to meet the individual needs of our pupils. It may include additional support from the class teacher, teaching assistants and/or the SENDCo; this may be on a 1:1 basis or in a small group depending on the needs of the child. The exact nature of any additional support would depend on the individual pupil's needs and significance of difficulties. Class teachers will discuss additional provision with parents and pupils. Our aim is to provide enough support to help the pupil to become more independent with their learning, but not to become reliant on support, so that they are ready for transition to the next educational setting.

### **3f. Activities that are available for pupils with special educational needs in addition to those available in accordance with the curriculum;**

***FAQ - "How will my child be included in activities outside the classroom including trips?"***

We provide a range of extra-curricular activities (clubs, trips and residential) which are made available to all pupils. If a pupil has additional needs, we plan carefully with parents in order to meet specific needs. For example, if your child has ASD, it is possible that he/she may be more anxious about a trip out of school. In that situation, we would make every effort to familiarise them beforehand and provide any additional one to one support required.

### **3g. Support that is available for improving the emotional and social development of pupils with special educational needs.**

***FAQ - "What support will there be for my child's overall well-being?"***

We believe that emotional and social development is very important in the overall education of pupils. Being happy at school is crucial and school leadership team monitors happiness and well-being. Where pupils are found to have needs around emotional and social development, provision is put in place to support (eg social communication groups, anger management, circle time) and progress monitored. Some pupils may have needs related to behaviour and we work closely with parents to support such pupils in school. We have a medical safety policy and if your child has additional medical needs, we have protocols in school to manage such requirements. Your child's safety is of paramount importance to all staff in school. We have a safe-guarding policy and all staff are regularly trained in looking for signs which indicate a concern.

#### **4. In relation to mainstream settings and maintained nursery schools, the name and contact details of the SEND co-ordinator.**

***FAQ - "How will I be able to raise any concerns I may have?"***

In the first instance, we would encourage you to share any concerns you may have with your child's class teacher. However, if you continue to be worried, or the concerns are of a more serious nature, you should contact the SENDCo/ Principal. The SENDCo at Highfields Spencer Academy is Anna Jones, Principal.

#### **5. Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.**

***FAQ - "What specialist services and expertise are available at or accessed by the setting?"***

***What training have staff supporting SEND had or what training are they having?"***

It is a high priority for us to develop staff confidence in teaching and supporting pupils with SEND. We have had recent training in dyslexia, ASD, phonics, reading coaching, supporting pupils with mathematics. Part of the role of the SENDCo is to identify what training is needed and to ensure that any specific requirements will be met. We work with a range of outside agencies to secure specialist expertise. These include:

Speech and Language

- Educational Psychologist
- Specialist Teaching Service
- Community Paediatricians
- Health Visitors/School Nurse
- Autism Outreach Service
- Child & Adolescent Mental Health Service Family
- Support Worker

Visual Impairment Team

#### **5b. The Staff at Highfields Spencer Academy and how they're used to support children**

**with SEND:** At Highfields, after assessing every half term, the class teachers provide a provision map and a support timetable which shows any focused interventions that will take place. Currently, our support staff are working within their own classes to deliver these interventions to the targeted SEND children. This enables them to work closely on a day-to-day basis with these children to maximise the impact of the support. Regular feedback sessions take place between the support staff, the class teachers and the SENDCo to ensure that the impact of the interventions being delivered is as high as possible and to ensure the children are working towards making expected progress.

The support staff structure is as follows:

- Mr Ryan Gamble – Level 3 teaching assistant
- Miss Rachel Wardle – Level 3 teaching assistant.
- Miss Laura North – 1:1 Learning Support Assistant with a child with an EHCP
- Miss Sophie Wildgoose – 1:1 Learning Support Assistant with a child with an EHCP
- **Any SEND support delivered by said members of staff is delivered within the specific classrooms throughout the day.**

In the Early Years, Tapestry is used as an online assessment tool, so photos and videos can support analysis of pupils' strengths and areas of need so that timely interventions can be put in place.

Support for pupils with physical difficulties ( fine and gross motor skills) are supported through the use of interventions such as Motor Skills United. This is organised by Mr Gamble as part of his role as PE Co-ordinator and he also leads our lunchtime physical activity sessions, which are adapted for pupils who need support to develop core body strength or hand eye co-ordination.

### **5c. Specific SEND Training Staff have received in the last two years:**

The staff have received the following training in the last two years:

- Early Years SENCO training, Derbyshire – Anna Jones, SENDCO
- Making Sense of Autism by Ruth Fidler from Autism Education Trust - all class teachers and support staff.
- Widgit and PECS introduction from Rebecca Lynch, WIDGIT champion and Rosehill Special School lead teacher– all class teachers and teaching support staff.
- Positive handling from Dynamis Training– Mrs Anna Jones, Mrs Rachel Huntingford, Miss Rose McInnes, Mr Ryan Gamble, Mr Luke Knight, Miss Laura North, Miss Sophie Wildgoose
- Makaton training from Charlotte Grace, our SaLT attended by teachers and support staff.
- Training from our Speech and Language therapist and behaviour support is accessed as needed for specific pupils.

The SENDCo also regularly attends Derbyshire LA briefings and Spencer Academies Trust meetings to keep up to date with local and national developments and to share best practice.

### **6. Information about how equipment and facilities to support children and young people with special educational needs will be secured.**

#### ***FAQ - "How accessible is the setting both indoors and outdoors?"***

Accessibility of the school is reviewed annually as part of our Accessibility Plan. On site, we have two disabled accessible toilets ( one with a shower) and as a new building there are no ramps etc- the school is all on one level so all areas of the school, outdoor provision and playground are all accessible.

## **7. The arrangements for consulting parents/carers of children with special educational needs about, and involving such parents/carers in, the education of their child.**

***FAQ - "How are parents involved in the setting? How can I get involved? Who can I contact for further information?"***

We believe that it is of paramount importance to involve all parents in their child's education. We hold parents' evenings in the first half of Autumn and Spring terms and provide a summary report in the second half of the Autumn and Spring terms, plus a comprehensive written report in the Summer Term. Additionally, we hold SEND review meetings termly for those pupils with additional or significant educational needs. These can be held with the class teacher, SENDCo or both. We adopt a number of other strategies to communicate with parents depending on your availability; informal meetings with staff at the end of the school day, home-school diaries, class dojo and phone call discussions. Parents are welcome into the building at the end of the day to look at their child's work or learning journey.

## **8. The arrangements for consulting young people with special educational needs about, and involving them in, their education.**

***FAQ - "How will my child's views be listened to?"***

We encourage pupils to contribute their views about their needs and comment on the support they receive. We do this by pupil interviews and/or questionnaires. Pupils will be encouraged to put themselves forward as School Council representatives from Reception onwards, so they have the opportunity to be involved in making whole school decisions. We want pupils, from the early years, to be involved in the decision-making process on a personal and whole school level and will use Pupil Voice to gain their opinions on school including meals/ lunchtimes/ class provision/ playtimes etc. Pupils are involved in the setting of their targets and encouraged to reflect on these. Where children have a SEND support plan or EHCP, these are reviewed in a pupil-centred review meeting.

**9. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents and carers of pupils with special educational needs concerning the provision made at the setting.**

***FAQ - "What should I do if I have a complaint?"***

We would encourage parents in the first instance to discuss their concerns with their child's class teacher. However, if the matter is not satisfactorily resolved, they should then make an appointment with Mrs Jones, SENDCo/ Principal or our Early Years Lead, Mrs Huntingford. The Chair of Governors is also available to listen to complaints and mediate with school to resolve any issues, as is the SEND Governor. There is a complaints policy in school, in which such procedures are outlined (contact the school office for details) or these can be accessed through our school website <http://highfieldsspencer.co.uk/policies/>

**10. How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils.**

***FAQ - "Who else has a role in my child's education?"***

Governors are aware that in addition to teachers and classroom assistants, a wide range of other professionals and organisations are involved in meeting the needs of all pupils including those with SEND. These include access to Health and Social Care Professionals, Voluntary organisations and Local Authority Support Services as detailed in section 5.

**11. The contact details of support services for the parents and carers of pupils with special educational needs, including those for arrangements made in accordance with clause 32.**

***FAQ - "What other support services are there who might help me and provide me with information and advice?"***

If you need support in finding an organisation or support service for your child, please contact Anna Jones (Principal/ SENDCo) at Highfields Spencer Academy, who will be happy to help you navigate through the local offer. You may also find the SENDIASS useful <https://www.derbyshireiass.co.uk/children-and-young-people/about-us/about-us.aspx>. This website explains the information and support services for Derbyshire.

**12. The school's arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living.**

***FAQ - "How will the setting prepare and support my child to join, transfer to a new setting or to the next stage of education and life?"***

At Highfields Spencer Academy, we have 'meet the teacher' sessions during the Summer term to which parents are invited, enabling them to meet the new teacher, hear about the following year's curriculum and discuss any concerns. Open mornings enable parents to keep abreast of the work their children are doing and give a chance to familiarise themselves with methods and standards. In light of Covid this year some of these events have also been held on Zoom so that families are still able to find out about our school, see videos and photos of the classroom and speak to the class teacher. We use Class Dojo to keep parents informed about events and as a whole school communication tool.

We liaise with pre-school settings and will also work with our local High Schools to ensure smooth and effective transition between settings. There are comprehensive transition arrangements in place for all children who come to us from other settings, but additional bespoke arrangements are made for individual pupils as required, including additional visits to the next school and meetings between parents and SEND staff who will be supporting children at their new setting.

### **13. Information on where the local authority's local offer is published.**

#### ***FAQ - "Where can I find the local authority's Local Offer?"***

We work closely with the local authority to ensure that our school offer of SEND complies with the new Code of Practice. The local authority's local offer can be found on their website.

We are in Derbyshire local authority as a school, but the Highfields Estate serves families from Derbyshire and Derby City, so dependent on where you live you need to look at what is available from your local council.

For Derbyshire's local offer please visit <https://localoffer.derbyshire.gov.uk/#!/directory>

For Derby City's local offer please visit <https://www.derby.gov.uk/education-and-learning/derbys-send-local-offer/>

### **14. Pupil Progress**

#### ***FAQ - "How much progress do children make if they are identified as having SEND at Highfields?"***

We track pupils' progress every day through marking and feedback of pupils' work. This, in turn leads us to professional judgements about how well pupils perform compared with Age- Related expectations. Children are expected to make 6 points progress per year and 3 points progress in half a year.

We recognise that there are variations between year groups but SEND pupils tend to make better progress the longer they are at our school and the older and more mature they are. We use our data tracking to identify underperforming pupils and to plan to alter our provision accordingly.

Historically, SEND children have not made as much progress as expected so we have been working to focus our interventions and support through tighter 'provision maps' which are reviewed regularly. Children at Highfields are expected to make excellent progress, whether or not they are identified as having SEND. We use the Spencer Academies Trust tracking system to help us to track progress through the teacher assessments identified above and we will use the following standardised tests to help us to assess gaps and next steps for children once they enter Year 1:

- Standardised spelling test
- Standardised reading test
- Standardised maths test

Regular moderations with other Spencer Academies Trust schools and our local schools also takes place to ensure consistency of judgement in teacher assessments.

## 15. Medical and Mental Health

### ***FAQ - "How will my child be supported if they have a medical and/or mental health issue at Highfields?"***

The school recognises that pupils at school with medical conditions should be appropriately supported so that they have full access to education, including school trips and physical education.

Some children with medical conditions may also have special educational needs (SEN) and may have an EHC plan which brings together health and social care needs, as well as their special educational provision where the SEN Code of Practice (2014) is followed. Equally, children's mental health should be appropriately supported so that they can have full access to education. Children with any type of SEND may also have mental health issues that require support from school as part of, or in addition to mainstream class provision. Our Route to Resilience forms part of this whole school provision whilst our ELSA will provide intervention where required.

Laura North, our one-to-one TA is our lead Mental Health Ambassador for pupils, parents and staff. She is available to talk to any parents who need support as well.

Laura runs a lunchtime club for pupils who may otherwise struggle with the noise or hustle and bustle of the hall or playground. She runs this in our 'Happy Room,' a calm place where pupils are taken to work or to settle into a quiet structured activity.

**Our information report or local offer will be adapted in line with COVID-19 guidance.**