



WCAT

High Craggs Academy

Special Educational Needs and/or Disabilities
Information Report

The kinds of SEN that are provided for

High Craggs Academy is a supportive and inclusive Primary school. We support and value the abilities of all our students regardless of their individual needs. It is our duty to provide equal opportunities for every person in our care and to offer a safe and fully equipped learning environment which caters to the needs of every student as an individual. We are committed to inclusion within the school curriculum and participation in all aspects of school life. High Craggs Academy adopts a 'whole school approach' to Special Educational Needs and Disabilities. All staff work to ensure inclusion of all students. The School is committed to ensuring that pupils with special educational needs and disabilities can fulfil not only their academic potential and achieve optimal educational

Need Type:	SpLD	MLD	BESD/SEMH	VI	HI	PHYSICAL/MEDICAL	ASD	SLCN
No of students	5	17	7	0	0	2	10	18

outcomes, but also achieve physically, creatively, emotionally and socially.

We are able to cater for and provide for students with a variety of needs. We have Designated Specialist Provision (DSP) for 6 children with Severe Language Impairment. The list below is used to help identify and classify the priority need in line with the most recent SEND Code of Practice pg 97 -98(July 2014). Please take into account that students may have more than one need type. It is usually deemed appropriate that a student with Severe or Profound Moderate Learning Difficulties would be educated in a specialist setting rather than at this Academy.

SLCN	Speech, Language and Communication Needs	SEMH	Social, Emotional and Mental Health
ASD	Autism Spectrum	VI	Visual Impairment
MLD	Moderate Learning Difficulties	HI	Hearing Impairment
SLD	Severe Learning Difficulties	MSI	Multi-Sensory Impairment
PMLD	Profound Moderate Learning Difficulties	PD	Physical Disability
SpLD	Specific Learning Difficulties		

Policies for identifying children and young people with SEN and assessing their needs, including the name and contact details of the SENCO

- Special Educational Needs and Disabilities Policy
- Safeguarding and Child Protection Policy (including e-safety policy)
- Disability Equality Policy including Accessibility Plan
- Administering Medications Policy (in line with ‘*Supporting pupils at school with medical conditions*’ guidance)
- Behaviour Policy
- Anti-bullying Policy
- Teaching and Learning Policy
- Admissions Policy

The named SENCO is Sarah Bowe

Other members of the SEN team are Joyce Ward, Juanita Bailey, Helen Neen, Angie Roberts and Danielle Chattaway

Please contact them through the main telephone number : 01274 584068

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

The new SEND Code of Practice states:

“6.64 Schools **must** provide an annual report for parents on their child’s progress. Most schools will want to go beyond this and provide regular reports for parents on how their child is progressing.

6.65 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. (DfE: page 104)

The full document can be accessed through:

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

At High Craggs Academy we:

- Hold statutory annual review meetings for those students with a statement for special educational needs
- Hold interim or emergency review meetings when necessary for those students with a statement for special educational needs
- Hold 'assess, plan, do, review meetings' and involve parents/carers in the process
- Attend Team Around the Child/ multi-agency meetings when appropriate
- Hold annual parents evenings for all students and the SENCO is available to consult with parents of those on the SEND register

Parents and carers may wish to access central Bradford services such as Parent Partnership, the Learning Support Service. Please see link to Bradford's Local Offer.

www.localoffer.bradford.gov.uk

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

At High Craggs Academy we aim to develop further the voice of the student, and to encourage active participation in planning, monitoring and reviewing their educational provision when appropriate.

We will look carefully at how the Code of Practice details guidance on recording student views using one page profiles for example.

All students will be involved through:

- Discussions regarding their individual targets with teachers.
- Discussions with specialist staff such as the Hearing and/or Visually Impaired Service, Service for Children with a social and communication difficulty including Autism, Educational Psychologist, Occupational Therapist, Staff from Child and Adolescent Mental Health Service (CAMHS) etc. Families will be informed of these visits.
- Discussions with the SENCO.
- Discussions with educational support staff.
- Discussions with pastoral support staff.
- Attending their statutory review meetings if they have a statement for special educational needs (in the future Education, Health and Care plans EHC).
- Attending plan, do, review meetings.
- Students are welcome to attend parents evenings
- SEND students are on the school council

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 new SEND Code of Practice all students will be made aware of their assessment targets and the outcomes for which they are aiming. The school strives to improve students’ literacy and numeracy skills and progress is tracked rigorously using the school system. Students receiving additional literacy and/or numeracy interventions are assessed to evaluate the effectiveness of the intervention and determine the next step.

The provision map will develop to allow the SENCO to evaluate the impact of interventions in relation to good value for money.

Published tests such as dyslexia screeners are used on identified students and carried out by the SENCO.

The school uses internal assessment data to show progress of groups of students against national expectations (i.e. by gender, SEND/non-SEND, ethnicity, Children who are looked after, Pupil Premium etc.) Progress is measured at least termly in line with the whole school academic tracking systems. The SENCO will look at the relationships between those on the SEND register and other vulnerable groups. The data manager links closely with the SENCO to ensure that progress and attainment reports are fit for purpose with regard to those on the SEN register.

The SENCO and senior leaders will evaluate the Governments ‘Raise Online’ (or its replacement) report to establish how the identified SEND students have progressed and attained against National averages and expectations.

All students currently with a Statement of Special Educational Need will transfer to EHC plans within the next three years in accordance with guidelines laid down by the Government and Local Authority, with specific year groups prioritised.

The approach to teaching children and young people with SEN

High quality teaching, differentiated for individual students is the first step in responding to students who may, or may not, have SEND. In agreement with 'The Code' all staff agree that additional intervention and support cannot compensate for a lack of good quality teaching. The quality of Teaching and Learning of all students is supported through the lesson observation cycle; learning walks; book scrutinies and the work shadowing and tracking of individual students. All staff will have one to one pupil progress meetings that address the impact of teaching and provision as well as identifying staff need and areas for development

High Crags Academy is working to ensure that the overall quality of teaching for all students is classed as good and better in line with OfSTED requirements. Full school procedures will take into account the teaching and learning of all vulnerable students including those with SEND.

Full school development plans will include an action plan related to SEND and the Equality Duty. It is the aim that SEND is a constant thread throughout all mainstream policies and practices as well as being an individual area of provision.

The school will allow the SENCO to develop an overview of Wave One and Two provision as well as targeted support at Wave Three.

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

Wave Three

The SENCO alongside appropriate staff will identify students that require 'additional to' and 'different from' provision.

The school has designated specialist provision (DSP) for children with an EHC plan for Speech, Language and Communication Difficulties. The staff working within the DSP are highly qualified and work under the guidance of a high-level Speech Therapist. This expertise permeates throughout school with other staff having received Elklan training in speech and language development.

The school employs Teaching Assistants (TAs) who support identified students within mainstream classes. These TAs act as a good link between the SENCO and class teachers. They also become very aware of individual student need and will meet with the SENCO to share concerns and good practice.

Other examples of specific provision are :

- Individualised programmes for children identified with Specific Learning Difficulties
- Intervention programmes delivered by HLTAs where gaps identified
- Outside agency support e.g. The Lighthouse Group Nurture programme for children with SEMH; PALZ; CAMHS

The school has good accessibility via a number of ramps.
Entrance to the school is well signposted and easy for those with mobility difficulties.
There is a disabled accessible toilet and wet room facility which includes a hoist.
There are two stair lifts.

The Academy has an administering medicines policy that ensures there are safe practices in relation to those who need regular medication on site to enable them to access their learning.

The Academy ensures that their practice is in line with the new guidelines: '*Supporting pupils at school with medical conditions*'.

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

When appropriate, a programme of professional development/staff training will be organised in relation to different SEND need types to allow staff to feel confident that they are providing a rich and varied learning environment for students and that reasonable adjustments are made. The SENCO and senior leaders aim to empower staff so that there is a good level of understanding related to individual students as well as general needs and conditions.

Recent training has included understanding Speech and Language Difficulties and appropriate strategies, and specific training on understanding and managing challenging behaviour.

The SENCO has a Masters degree in SEN and an OCR Certificate in SPLd identification and assessment.

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

The Teachers and Teaching Assistants meet with the SENCO in order to share information about the successes and barriers to individual student's learning.

The SENCO works closely with the pastoral manager to ensure that all agencies are working together to meet the individual needs of all children.

Statutory review meetings are held for those students with a statement for special educational needs or Education Health and Care plan

The SENCO works alongside those responsible for managing data to ensure that the latest progress and attainment reports for SEND are created and evaluated.

The SENCO works in collaboration with class teachers to manage strategies and evaluate progress for the most vulnerable when appropriate.

The SENCO is a member of SLT and this ensures that there is a strategic overview in relation to attainment and progress for SEND.

The SENCO monitors progress and attainment measures for SEND with subject leaders.

The SENCO provides a report for SLT and Governors.

A costed provision map is reviewed, evaluated and updated at least annually.

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

High Craggs Academy has very close relationships with the local authority, social care and health services.

These include:

- Educational Psychology Service
- Occupational Therapist
- Physiotherapists
- NHS School Nurse Service
- Social Care
- Visual Impaired Service
- Hearing Impaired Service
- Speech and Language Therapists
- Autism/communications Team
- CAMHS

Families are encouraged to use the 'Parent Partnership Services' for impartial support and advice or to bring an appropriate relative or friend to meetings if they wish to do so.

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

High Craggs Academy has a complaints procedure which is strictly adhered to.