



HORBURY BRIDGE CE J&I ACADEMY

Special Educational Needs and Disability (SEND) Report

Value Statement

We are committed to an inclusive ethos, underpinned by our Christian values, where every child is recognised, respected and valued as an individual. We recognise that children have different educational, emotional, behavioural and social needs and we work to minimise the barriers which might exclude any child from equal access to, participation in and outcomes of education. We strive to enable all children to maximise their personal attainment and progress, regardless of language, culture, gender, physical, intellectual or emotional state and socioeconomic status and to integrate children with Special Educational Needs or Disabilities into both the academic and social life of the Academy.

Provision			
	Whole Academy Approach	Targeted support for individuals or small groups (short/medium term support)	Specialised individual support (longer term support)
Curriculum, Teaching and Learning Approaches	Quality First Teaching Differentiated curriculum Differentiated resources Visual timetables Stimulating learning environment Broad curriculum Ongoing formative teacher assessment identifying strengths, gaps and informing planning Talk Partners Support Assistants depending on age and needs of the class Termly advice and review meetings with Educational Psychologist and Learning Support Service Parent progress meetings twice a year and termly reports The Academy has good partnerships and relationships with parents, with staff readily available to discuss concerns	Targeted small group and individual intervention strategies to meet the needs of different children Teaching approaches adapted for different groups of learners Formal and informal meetings to update parents	Learning Support Service referral Educational Psychology referral Specific 1:1 programmes run to meet the needs of the child Meetings to inform and update parents of progress



<p>Physical</p>	<p>The Academy is compliant with the DDA regulations</p>	<p>Intervention groups to meet the needs of small groups and individual children may include activities to develop gross and fine motor skills such as the Fit to Learn programme</p>	<p>Programmes to address specific needs delivered by trained support staff including: Speech and Language Occupational Therapy Physiotherapy Specialist resources and equipment as advised by specialist agencies eg writing slope, balance cushion, support chair</p>
<p>Emotional and Well Being</p>	<p>Christian Values explicitly taught and referred to in class and through assemblies</p> <p>Social, Emotional Aspects of Learning (SEAL) explicitly taught to complement our Values</p> <p>Pastoral care: All staff take responsibility for all children; know and respond to them as individuals</p> <p>Before and After school club available for all children</p> <p>Positive Behaviour systems and rewards</p> <p>Talk Partners</p> <p>Broad curriculum promoting individual skills and achievements eg in music, cooking, outdoor learning (Forest Schools)</p>	<p>Social skills groups eg Time To Talk</p> <p>Individual behaviour targets</p> <p>Response to and support for individual short term needs</p>	<p>Specific support and intervention to meet the needs of the child</p> <p>Referral to specific services as necessary including: STAR Bereavement Educational Psychologist referral CAHMS referral Targeted Youth Support Social Services referral and Family Support such as Common Assessment Framework (CAF) or Child In Need (CiN) process CIAT (Communication and InterAction Team)</p>
<p>Transition</p>	<p>Strong links with local secondary academies (Horbury and Ossett) including conversations about individuals at transition</p> <p>Participation in workshops and activities hosted at the secondary academies eg inter school sports events hosted at Horbury Academy</p> <p>Transition programme and 'taster' visits to secondary academies</p> <p>'Moving up' sessions to the next class within school</p>	<p>Sharing of key information between staff including use of One Page Profiles</p>	<p>Transition annual review involving SENCo of receiving school</p> <p>Photo story book of next class/school</p> <p>Additional visits to the new school</p>



Questions You May Have:

How does the Academy know if my child needs extra help?

Teaching is differentiated to meet the needs of all learners within the class and individual progress is monitored and tracked. Where children do not make expected progress, are working well below age related expectations, there is a change in progress or behaviour or where concerns are raised by parents, children may be determined as needing additional support. Many children within school will have additional help or intervention at some point to help them with some aspect of their learning.

What should I do if I think my child has Special Education Needs?

Parents are welcome to discuss any concerns with the class teacher in the first instance. At an appropriate stage, this may include discussion with the Special Educational Needs Co-ordinator (SENCo). Where we have ongoing concerns about a child, we may seek general advice from outside agencies and will discuss our concerns with parents. The SENCo can make referrals to the appropriate agencies when necessary.

How will the curriculum be matched to my child's needs?

Your child's needs will be met within the class, supported by high quality teaching. Where appropriate, the curriculum will be differentiated to enable a child to access this more easily.

Teachers assess and track children's learning on an ongoing basis and your child's progress will be reviewed regularly. This will inform the targets for their next steps of learning.

Support staff may be provide individual or small group support and interventions to target more specific needs.

If appropriate, specialist equipment may be given to the pupil e.g. writing slopes, pen/pencils grips or easy to use scissors.

How will my child be included in activities outside the classroom, including school visits?

Visits and outdoor learning opportunities are planned for all children, regardless of need. A risk assessment will be carried out and procedures put in place to enable all children to participate. If the risk assessment suggests that a high level of 1-1 support is needed, a parent or carer may be asked to accompany a child on a visit to ensure their safety and well-being.

How will the Academy support my child?

Where appropriate, we will seek general advice from outside agencies through termly meetings with LA Learning Support and Educational Psychology services.

Where necessary we may seek support specific to your child from outside services. This will be discussed with you and a referral made with your agreement.

Children work within a variety of groupings within class; small groups, mixed ability, 1:1, to enable them to access work at an appropriate level. Additional individual or small group support and interventions may take place to target more specific needs.

How will I know how my child is doing?

Staff are readily accessible for informal discussions and available by appointment to discuss progress.

You will also be able to discuss your child's progress at Parents' Progress Evenings which are held twice a year. These involve the child, parent and teacher in discussion of the child's learning and next steps.

Termly reports also inform parents about children's attainment and progress.

Additionally, the progress of those children with identified additional special educational needs are discussed and reviewed in more depth at appropriate intervals throughout the year.



How I can support my child's learning?

Teachers suggest ways of supporting all children's learning through the termly curriculum newsletters. The class teacher or SENCo may suggest additional ways of supporting your child's learning through a note in the reading diary, at parents' evenings or by arranging a meeting with you. The One Page Profile includes a section on supporting your child's learning. Outside agencies may suggest advice or programmes of study that can be used at home.

What training do the staff supporting children with SEND have?

All staff have some training related to SEND. Training is on-going and revisited on a regular basis. Some staff who support children with SEND are also trained in delivering more specialised support programmes and interventions eg speech and language, ASD strategies, hearing impairment, learning difficulties. Our SENCo keeps up to date with latest good practice through training and liaison with the Local Authority SEN services.

How will you prepare and support my child to join the Academy and how will you support them to move on the next stage of education?

Many strategies are in place to enable the child's transition to be as smooth as possible. Discussions between the previous or receiving schools take place prior to the child joining/leaving. All children attend a transition session where they spend some time with their new class teacher. Additional visits are also arranged for children who need extra time in their new school. The class teacher and SENCo are always willing to meet parents/carers prior to their child joining the school to discuss their child's needs. Secondary school staff visit children prior to them joining their new school and discuss individual needs with the current class teacher. The SENCo liaises with the SENCOs from the secondary schools to pass on information regarding SEN children.

How are the Academy's resources allocated and matched to children's Special Educational Needs?

The Academy's SEN budget is allocated each academic year to provide additional support or resources as necessary to enable the delivery of the curriculum and any appropriate interventions. Decisions are based on individual needs throughout school and the most effective and efficient way of meeting these. Resources may include deployment of staff depending on individual circumstances.

Where additional top-up funding is allocated by the Local Authority, the Academy identifies the best way to spend the money depending on the needs of the children to whom it has been allocated. The Governing Body is responsible for ensuring that funding is used appropriately, and for monitoring teaching and accessibility and receives regular reports regarding SEN.

How is the decision made about what type and how much support my children will receive?

High quality inclusive teaching is expected in each class which will support the needs of most children. Progress is tracked on an ongoing basis and monitored each term with children's individual needs being identified. Should additional support be required, this is planned by the class teacher in consultation with the SENCo. Interventions are planned to match the needs of the child and these are evaluated regularly to ensure they are positively impacting on progress.



How accessible is the school environment?

The school has been extensively refurbished with DDA requirements being taken into account including:

- Disabled parking with dropped kerb access is marked in the car park
- Main entrances to the school and hall are level. Ramp access is provided to other parts of school including the church, where some school functions take place
- External doors have contrasting colour handles and a low level (wheelchair height) intercom
- A disabled toilet and changing area provides children and adults with accessible facilities

We are always willing to meet with parents/ carers to discuss an individual's requirements.

Who can I contact for further information?

For parents who are considering whether their child would join our Academy, and feel that they would like to discuss their child's specific needs, please contact:

Headteacher/SENCo

01924 302800

The Wakefield Council link for details about the city wide local offer is:

<http://wakefield.mylcaloffer.org>