



SEND Information Report

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Our school's approach to supporting pupils with SEND

Holley Park Academy has adopted a similar approach to all Sunderland Local Authority (LA) maintained schools in meeting the needs of pupils with Special Educational Needs and /or disabilities. The Academy is supported by the LA to ensure that all pupils, regardless of their specific needs, make the best possible progress in school.

All schools are supported to be as inclusive as possible, with the needs of pupils with Special Educational Needs and Disabilities (SEND) being met in a mainstream setting wherever possible.

Where a pupil is identified as having SEND, to enable the pupil to participate, learn and make progress schools should take action to:

- remove barriers to learning
- put effective special educational provision in place.

SEND support should arise from a four- part cycle, known as the graduated approach, through which earlier decisions and actions are revisited, refined and revised, leading to a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes.

The four stages of the cycle are:

- Assess
- Plan
- Do
- Review.

The graduated approach starts at whole-school level. Teachers are continually assessing, planning, implementing and reviewing their approach to teaching all children. However, where a potential special educational need has been identified, this cyclical process becomes increasingly personalised:

- Individualised assessment leads to a growing understanding of the barriers to and gaps in the pupil's learning.
- Continual reflection on approaches to meeting the pupil's needs leads to a growing understanding of strategies that directly responsible and accountable for all pupils in their class(es), even when pupils are receiving support from a teaching assistant or other specialist staff, within or outside the classroom.

The responsibility and accountability for the progress and development of pupils with SEN lies with the class teacher, not with the SENCO.



Catering for different kinds of SEND

Holley Park Academy has high expectations for all pupils and is committed to meeting the needs of pupils including those with SEND. Our expectation is that pupils will make good progress or better.

What do we mean by ‘Special Educational Needs’?

At different times in their development, a child or young person may have a special education need. This might include literacy, numeracy difficulties or a physical disability as well as hearing impairment (HI) and visual impairment (VI).

The government’s 2015 Code of Practice defines Special Education Need (SEN) as:

“A child or young person has SEN if they have a learning or disability which calls for special education provision to be made for them.”

A child or young person of compulsory school age has a learning difficulty if they:

Have a significantly greater difficulty in learning than the majority of others of the same age; or

Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in a mainstream school or post-16 mainstream institution.

We will work hard to ensure that any child with special educational needs gets the targeted support they need and makes excellent progress. We monitor this progress very closely.

We aim to meet the needs of pupils whose needs fall into the following broad areas:

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory and/or physical / medical needs

What is disability?

The Equality Act 2010 gives the following definition of disability:

“A person has a disability for the purposes of this act if they have a physical or mental impairment which has a substantial and adverse long-term effect on their ability to carry out normal day-to-day activities.”

This definition of disability includes children and young people with long-term illnesses. These children or young people do not necessarily have SEN but there can be a significant overlap between the two. The school works hard to make sure that any student who has a medical difficulty will be fully supported. We work closely with parent and health professionals to meet medical needs in school.

The school will make a reasonable adjustment for students who need special arrangements. For example, we make sure that a student with a hearing impairment has the use of radio aids in the classroom.



Key staff and expertise

The SEND Team

Name of staff member	Area of expertise	Level of qualification (e.g. BA (Hons), Masters)
Mrs Susan Kitchen	Sendco, Deputy Headteacher	B.Ed,(Hons) Primary Education, The National Award for SEN Coordination (NASENCO)
Miss Emma Crowther	Assistant Sendco	BA (Hons), PGCE
Mrs Clare Gallant	KS2 Lead, Assistant Headteacher	BA (Hons), PGCE
Mrs Justine Whyte	KS1 Lead	BA (Hons), PGCE
Miss Tricia Pearson	EYFS Lead	BSc, PGCE, NPQML

The SENCO – contact details

Name of staff member	Email address	Phone number
Mrs Susan Kitchen	susan.kitchen@holleyparkacademy.co.uk	0191 4170303

Securing and deploying expertise

Who should I talk to in school about my child's difficulties with learning / Special Educational needs or disability (SEND)?

The Class teacher is responsible for:

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support) and letting the Special Education Needs/Disabilities Coordinator (SENDCo) know as necessary.
- Writing Pupil Progress targets/ Individual Educational Support Plans, and sharing and reviewing these with parents at least once each term and planning for the next term. Personalised teaching and learning for your child as identified on school's provision map.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

The SENDCo - Mrs Susan Kitchen is responsible for:

- Developing and reviewing the school's SEND policy
- Coordinating all the support for children with special educational needs or disabilities (SEND)
- Ensuring that you are;
 - involved in supporting your child's learning
 - kept informed about the support your child is getting
 - involved in reviewing how they are doing.
- Liaising with all the other people who may be coming into to school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc.
- Updating the Academy's SEND register (a system for ensuring that all the SEND needs of pupils in this school are known) and making sure that records of your child's progress and needs are kept.
- Providing specialist support for teachers and support staff in the Academy so that they can help children with SEND in the school to achieve the best progress possible.

The Assistant SENDco – Miss Emma Crowther :

Currently shadowing and assisting the role of the SENDco.

Additional Members of the SEND Team Mrs Clare Gallant (KS2 Lead), Mrs Justine Whyte (KS1 Lead), Miss Tricia Pearson (EYFS Lead):

Monitor and assist in the achievement of SEND pupils within each Key Stage. (Interventions & Vulnerable Group Provision Maps)

The Executive Headteacher Mrs Sharon Richards & Headteacher Mrs Moya Robson are responsible for:

- The day to day management of all aspects of the Academy, this includes the support for children with SEND.
- The Headteacher will give responsibility to the SENDCo and class teachers but is still responsible for ensuring that your child's needs are met.
- The Headteacher must make sure that the Governing Body is kept up to date about issues relating to SEND.

The SEND Governor – Lynn Watkins is responsible for:

- Making sure that the necessary support is given for any child who attends the Academy, who has SEND.

School contact telephone number - 0191 4170303



Identifying and assessing pupils with SEND

How will we measure the progress of your child in school?

Your child's individual progress is formally and continually monitored by his/her class teacher as well as their Key Stage leader and SENDco Team.

- His/her progress is reviewed every term by the SEND Team.
- At the end of each key stage (i.e. at the end of Reception, Year 2 and Year 6) all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and are the results that are published nationally.
- Children may have a support plan / personal targets which will be reviewed, and a future plan made.
- The progress of children with a statement of SEND/ EHC Plan is formally reviewed at an Annual Review, with all adults involved with the child's education.
- The SENDCo will also check that your child is making good progress within any individual work and in any group that they take part in.

How will the school let me know if they have any concerns about my child's learning in school?

If your child is identified as not making progress, the school will set up a meeting to discuss this with you in more detail and to:

- Share initial concerns
- listen to any concerns you may have
- plan any additional support your child may need
- discuss with you any referrals to outside professionals to support your child's learning



Consulting with pupils and parents

Parents

How can I let the school know I am concerned about my child's progress in school?

- If you have concerns about your child's progress you should speak to your child's class teacher initially.
- If you continue to be concerned that your child is not making progress, you may speak to the Special Education Needs/ Disabilities Coordinator (SENDCo).
- The school SEND Governor can also be contacted for support.

What support do we have for you as a parent of a child with a SEND?

The class teacher is regularly available by appointment to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used.

- The SENDCo is available by appointment to meet with you to discuss your child's progress or any concerns/worries you may have.
- All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report.
- Your child's support plan containing personal progress targets will be reviewed with your involvement.
- Homework will be adjusted as needed to your child's individual needs.
- A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child.

Pupils

The children attending our school are aged 3-11 years, so consulting with them to seek their views about how we are meeting their needs has to be age appropriate, especially when some may have communication difficulties.

We use the following strategies;

- Have regular meetings and discussions with parents about what we have planned for their child and how to link this with interests and passions demonstrated at home.
- Make close observations during school to identify the types of activities and experiences that most engage each child so these can be developed further and be used inform future planning
- Have high aspirations for our children, involving all children with their next steps in learning as well as any personal targets that they may have been set either in class or through a support plan.
- Extend any resources that they show a preference to or need for.
- Most importantly, ensure that all children are happy, motivated and make expected levels of progress throughout their time in school.



Involving key stakeholders

Who are the other people providing services to children with SEND in at Holley Park Academy?

Academy Provision

- Teaching Assistants / Learning Support/ Nurture Groups
- Breakfast club / After school club
- School clubs
- Attendance Monitoring
- Referral to appropriate outside agencies where necessary

Local Authority Provision delivered in school

- Autism Outreach Service
- Sensory Service for children with visual or hearing needs
- Sendias (Special Educational Needs Information Advice Service)
- Language and Learning Team
- Early Help Workers

Health Provision delivered in school

- Additional Speech and Language Therapy input to provide a higher level of service to the school.
- School Nurse
- Occupational Therapy
- Physiotherapy
- CAMHS
- CYPS



Progression Towards Outcomes, Teaching Approaches and Additional Support

The different types of support available for children with SEND in our Academy?

a) Class teacher input via excellent targeted classroom teaching (Quality First Teaching). For your child this would mean:

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching is built on what your child already knows, can do and can understand.
- Different ways of teaching are in place so that your child is fully involved in learning in class. This may involve things like using more practical learning.
- Specific strategies (which may be suggested by the SENDCo) are in place to support your child to learn.
- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap or gaps in their understanding/learning and needs some extra support to help them make the best possible progress.

Specific group work - Intervention which may be:

- Delivered in the classroom or another teaching area.
- Delivered in small groups or 1:1
- Delivered by a teacher or a Teaching Assistant (TA).

b) Specialist groups run by outside agencies e.g. Speech and Language therapy, Language and Learning

SEN Code of Practice 2014: School Support (SS)

- This means your child has been identified by the Class Teacher and Sendco as needing some extra specialist support in school from a professional outside the school. This may be from:
 - Local Authority central services such as the ASD (Autistic Spectrum Disorder) Outreach Team or Sensory Service (for students with a hearing or visual need)
 - Outside agencies such as an Educational Psychologist

What could happen:

- You may be asked to give your permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself, understand your child's particular needs better and be able to support them better in school.
- The specialist professional will work with your child to understand their needs and make recommendations as to the ways your child is given support.

c) Specified Individual support

- This type of support is available for children whose learning needs are, severe, complex and lifelong.
- This is usually provided via a Statement of Special Educational Needs, which is now known as an Education, Health and Care Plan (EHCP). This means your child will have been identified by professionals as needing a particularly high level of individual or small group teaching.
- This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups and in line with the Together for Children SEND Ranges 2019.
- Your child will also need specialist support in school from a professional outside the Academy. This may be from:
 - Local Authority central services such as the ASD Outreach Team, Language and Learning or Sensory Service (or students with a hearing or visual need)
 - Outside agencies such as the Speech and Language therapy (SALT) Service

For your child this would mean:

- The school (or you) can request that Local Authority Services carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child.

After the request has been made to the 'Panel of Professionals' (with a lot of information about your child, including some from you), they will decide whether

- they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the current support.
- After the reports have all been sent in, the 'Panel of Professionals' will decide if your child's needs are severe, complex and lifelong. If this is the case they will write a Statement of Special Educational Needs or an Education Health Care Plan (EHCP). If this is not the case, they will ask the school to continue with the current level of support and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.
- The Statement or EHC Plan will outline the number of hours of individual/small group support your child will receive from the LA and how the support should be used and what strategies must be put in place. It will also have long and short term goals for your child.
- Additional adult support may be used to support your child with whole class learning, run individual programmes or run small groups including your child.



How are the teachers in school helped to work with children a SEND and what training do they have?

The SENDCO'S role is to support the class teacher in planning for children with SEND.

- The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEND. This includes whole school training on SEND issues such as Autism Spectrum Condition (ASC), Hearing Difficulties, Speech and Language difficulties and serious allergies.
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g. from the Autism Outreach Team (AOT) service.

How is extra support allocated to children and how do they progress in their learning?

- The school budget includes money for supporting children with SEND.
- The Head Teacher decides on the deployment of resources for Special Educational Needs and Disabilities in consultation with the school governors, on the basis of needs in the school.
- The Head Teacher and the SENDCo discuss all the information they have about SEND in the school, including:
 - the children getting extra support already
 - the children needing extra support
 - the children who have been identified as not making as much progress as would be expected and decide what resources/training and support is needed.
 - the child's view will be sought informally and for review meetings; this may not always be possible with very young children / children with delayed development.
- The SENDCO identifies the needs of their pupils on a school provision map which for SEND pupils identifies all resources/training and support are reviewed regularly and changes made as needed.



Transition support

How will we support your child when they are leaving this school? OR moving on to another class?

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

If your child is moving to another school:

- We will contact the school SENDCO and ensure he/she knows about any special arrangements or support that need to be made for your child.
- We will make sure that all records about your child are passed on as soon as possible.

When moving classes in school:

- Information will be passed on to the new class teacher IN ADVANCE and in most cases, a planning meeting will take place with the new teacher. SEND Support Plans will be shared with the new teacher.
- If your child would be helped by a book to support them understand moving on then it will be made for them.

In Year 6:

- The Year 6 teacher and SENDco will discuss the specific needs of your child with the SENDco of their secondary school. You will also be invited to attend a meeting with these professionals to discuss arrangements and any concerns.
- Your child will do focused learning about aspects of transition to support their understanding of the changes ahead.
- Where possible your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school.



Adaptations to the curriculum and learning environment

How will the teaching be adapted for my child with SEND?

Class Teachers plan lessons according to the specific needs of all groups of children in their class and will ensure that your child's needs are met.

- Support staff, under the direction of the class teacher, can adapt planning to support the needs of your child where necessary.
- Specific resources and strategies will be used to support your child individually and in groups.
- Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs.



Inclusivity in activities

How is Holley Park Academy accessible to children with SEND?

- The building is fully wheelchair accessible with disabled toilet facilities.
- We ensure, wherever possible, that equipment used is accessible to all children regardless of their needs.
- After school provision is accessible to all children including those with SEND.
- Extra-curricular activities are accessible for children with SEND.
- Holley Park Academy makes reasonable adjustments for all pupils who may need them. This may include providing additional resources such as pencil grips, ear defenders as well as completing risk assessments and care plans where necessary to ensure the safety and well-being of all pupils.



Supporting Emotional and Social Development

What Emotional and Social Development support we have for a child with a SEND?

We recognise that pupils with SEND may well have Emotional and Social Development needs, that will require support in school.

- The Emotional Health and Well-being of all our pupils is very important to us.
- We have a robust Child Protection and Safeguarding Policy in place, we follow National & LA Guidelines.
- The Head teacher, Senior Management Team and all staff continually monitor the Emotional Health and Well-being of all our pupils.
- We are an Anti-bullying school with Gold Award status
- We have nurture facilities and arrangements for pupils who require extra support.
- We arrange for a chosen member of staff to work with pupils on an individual basis to support their Emotional Health and Well-being, as appropriate.



Evaluating effectiveness

We continuously ensure provision has a positive impact on the outcomes for all of our children/young people. The progress of children with SEND is monitored by the class teacher, the SENDCo and Assistant Sendco, Key Stage Leaders and the Strategic Senior Leadership Team using both summative assessments and the day to day informal assessments that are made during lessons. This information regarding progress is then used to evaluate the effectiveness of the support that is given. We will also gather information from the child, parents, carers as well as professionals from other agencies.

It is of the upmost importance to us that the provisions we provide are effective and therefore we regularly review their impact. Review meetings are held with the SENDCo and class teacher, in addition to regular informal discussions with all staff.

Other methods of our evaluation include:

- Book scrutiny
- Vulnerable Group Provision Mapping / Intervention monitoring
- SENCO/SSLT/Governor monitoring
- Learning walks
- Performance management targets
- Pupil Voice

Support Plans and EHC Plans are monitored and reviewed on an at least termly basis with staff, parents and children and updated to reflect progress. In addition to monitoring academic progress, we monitor social and emotional progress and wellbeing to ensure that all a child's needs are fully met.



Handling complaints

Holley Park Academy aims to resolve all complaints at the earliest possible stage and is dedicated to continuing to provide the highest quality of education possible throughout the procedure.

The Complaints Procedures Policy has been created to deal with any complaint against a member of staff or the school as a whole, relating to any aspects of the school or the provision of facilities or services.

Any person, including a member of the public, is able to make a complaint about the provision of facilities or services that Holley Park Academy provides. This policy outlines the procedure that the complainant and school must follow.

Once a complaint has been made, it can be resolved or withdrawn at any stage.

At Holley Park Academy, the Headteacher will be the first point of contact when following the complaints procedure.

Our school complaints policy and procedures can be accessed through the school website.

www.holleyparkacademy.co.uk

or directly at

<https://www.holleyparkacademy.co.uk/attachments/download.asp?file=145>



Local Offer

What is the Local Offer?

The Children and Families Bill was enacted in September 2014. From this date Local Authorities (LA) and schools are required to publish and keep under review information about services they expect to be available for children and young people with special educational needs (SEN) aged 0-25. The LA refer to this as the 'Local Offer'.

The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area.

Schools utilise the LA Local Offer to meet the needs of SEND pupils as determined by school policy and the provision that the school is able to provide. Schools refer to this as 'The Special Education Needs Information Report'.

<https://www.sunderlandinformationpoint.co.uk/kb5/sunderland/directory/localoffer.page?localofferchannel=0>



Named contacts

Name of individual	Email address	Phone number
Headteachers Mrs Sharon Richards – Executive Headteacher Mrs Moya Robson - Headteacher	info@holleyparkacademy.co.uk	0191 4170303
SENDco Mrs Susan Kitchen	susan.kitchen@holleyparkacademy.co.uk	0191 4170303
Link Governor Lynn Watkins	info@holleyparkacademy.co.uk	0191 4170303