

# SEND Information Report

(July 2023)

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**Local Offer Contribution:** [Local Offer](#) | [Sunderland Information Point](#)

## Whole School Approach:

High quality first teaching and additional interventions are defined through our annual dialogue across the school contributing to our provision management approach. These documents help us to regularly review and record what we offer EVERY child/young person in our care and what we offer additionally. These discussions also serve to embed our high expectations amongst staff about quality first teaching and the application of a differentiated and personalised approach to teaching and learning. We make it point to discuss aspirations with ALL our learners.

### Universal Provision

Every child at Holley Park School receives **quality first teaching**.  
Class teachers are responsible for meeting the needs of all children.  
Lessons and activities are planned and adapted to meet the needs and abilities of all children so that they can learn and succeed.

*If a child is not making appropriate progress, is not achieving age-related, or if a parent/carer has concerns, assessments will be made and discussions will take place between parents/carers, class teacher and the SENDCo to discuss the way forward.*

### Targeted Provision

Specific additional interventions will be provided for children who need help to accelerate their progress so that they can catch up to where they need to be. These interventions may be 1 to 1 or may be targeted to a group of children with similar needs. The interventions will be short-term and follow the **assess, plan, do, review** format. The SENDCo will have an overview of these interventions in order to monitor their impact. Your child may or may not be added to the SEND register at this time.

*If a child's progress continues to be slow, the class teacher will discuss this with the SENDCo and parents in order to seek more specialist provision.*

### Specialist Provision

Targeted provision is for the small minority of children who require highly tailored intervention. This provision may include specialist interventions from outside agencies, such as Speech and Language. These interventions will be longer term, but will still follow the **assess, plan, do, review** format. Your child will be on the SEND register at this time and the class teacher will regularly review their progress towards individual targets. Your child's teacher will meet with you at least three times a year to share your child's progress towards their targets and to collect your viewpoint. The school's SENDCo will monitor your child's progress, completing additional assessments, referring to outside agencies and applying for additional funding if necessary.

\* Please note that access to the different types of provision is not static and your child may move between areas of provision as their needs change.

## Identifying and assessing pupils with SEND:

The following steps will be taken to identify children who need to be added to the SEND register:

### Step 1: Initial Discussion

#### ASSESS

Initial discussions take place between the SENDCo and/ or teachers, parents/carers, and teaching assistants. This will allow the SENDCo to ascertain if school and the parents/carers share the same concerns.

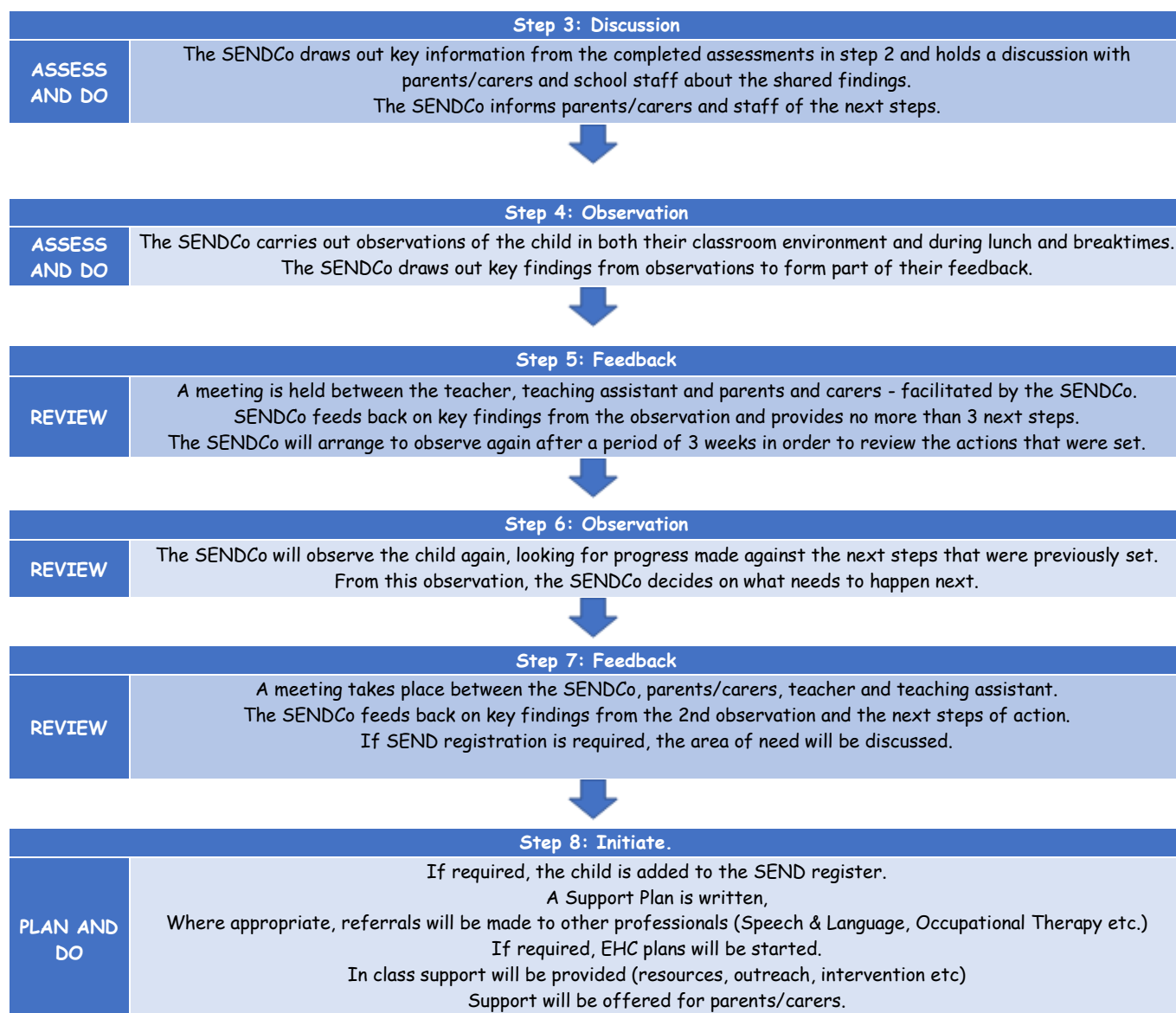


### Step 2: Assessments

#### ASSESS

School begins to gather information about the child by asking all relevant parties complete an assessment of the child (see overleaf).  
Parents/carers should complete and return this to school following the initial discussion.





All teachers are responsible for every child in their care; including those with special educational needs.

Once a support plan has been created after having consulted with children, young people and their parents, all our additional provision (internal or external) is based on an agreed outcomes approach and will follow the following cycle:



### SEND Needs:

As of July 2023, we had 28 children (11% of the school) receiving some form of SEN Support across school.

Children and young people's SEND are generally thought of in the four broad areas of: **communication and interaction, cognition and learning, social, emotional and mental health, and Sensory and/or physical needs.**

Some of the strategies used by school to support pupils over the course of the this academic year have included:

### **Communication and interaction**

- Development of a new sensory breakout space
  - Explicitly teach skills and model rules of social interaction, for example through age-appropriate social stories.
  - Tailor timetables and adult support where necessary to maximise preparedness for learning
  - Positively reinforce good behaviour in line with the school's Behaviour Policy and/ or with individualised motivators where appropriate.
  - Use visual supports to define areas and structure the day, for example, visual timetable or 'Now and Next' boards.
  - Give pupils a specific role in group work to support their interaction
  - Understand and manage potential health and safety considerations, for example lack of an awareness of danger about running away/off site or using certain equipment.
  - Ensure pupils are seated in the best place to reduce distraction and provide additional equipment to support concentration, for example wobble cushions, ear defenders etc.
  - Each pupil's special interests are incorporated to focus attention and increase motivation.
  - Staff check that information has been understood, by asking the child to explain what they have to do rather than repeating instructions.
  - An appropriate level of language is used, with short, simple sentences if needed.
  - School may also wish to seek external support from agencies such as the Autism Outreach Team ([Sunderland Autism Outreach Team – Home \(sunderlandaot.co.uk\)](http://sunderlandaot.co.uk)).
- This academic year school has made four referrals to AOT.

### **Cognition and learning**

- Embedded use of metacognition strategies to support children's learning and inform teachers' assessment of pupils
- Regularly monitor pupil's understanding by asking the pupil to show or explain the instructions in their own words
- Provide scaffolding and resources to support children accessing their learning task or differentiating the task if necessary.
- Use of same-day catch up interventions when required and the use of specific targeted interventions, for example Lexia and, Plus One and Power of 2.
- Provide additional processing time to respond to questions and tasks
- Provide opportunities for repetition and reinforcement

- Give information in small steps in clear, concise language
- Relate the work to the pupil's direct experience whenever possible and avoid the use of ambiguities
- Encourage the pupil to use strategies to process information e.g. silent rehearsal of instructions, identifying the important words in the instruction etc.
- School may also wish to seek external support from agencies such as Speech and Language or an educational psychologist. This academic year school has made five referrals to the educational psychologist and one referral to Speech and Language.

### **Social, emotional and mental health**

- Adopt key principles of Thrive approach, including use of PACE and targeted interventions when appropriate.
- Access to the school nurture provision to support children to develop their self-confidence and develop coping mechanisms. This year, 18 pupils have accessed our Nurture Provision, including 4 SEND pupils.
- Have a knowledge of the pupil and possible triggers and help to strengthen the pupil's self-confidence and help them to develop and implement coping strategies, such as breathing and expressive writing.
- Anticipate impending sensory overload in order to intervene at an early stage, or allow the pupil to remove themselves from the situation
- Have discussions with pupil and parents/carers about how support for emotional and mental health needs is managed
- Prepare the pupil for new or unusual experiences
- School may also wish to seek external support from agencies such as Sunderland Community CAHMS ([Sunderland Community Child and Adolescent Mental Health Service \(CAMHS\) :: South Tyneside and Sunderland NHS Foundation Trust \(stsft.nhs.uk\)](#)), CYPS Children and Young People's Service – South Tyneside and Sunderland – CNTW166 – Cumbria, Northumberland, Tyne and Wear NHS Foundation Trust, the Behaviour Support Service ([Behaviour Support Service – The Link School](#)) and the VPP ([Vulnerable Pupils Panel – Together for Children](#)). This academic year, school has made three referrals to CAMHS, two referrals to the Behaviour Support Service and two referrals to VPP.

### **Sensory and/or physical needs**

- The classroom is adapted to reduce visual or auditory distraction.
- There are opportunities for alternative forms of recording e.g. use of technology
- Staff use agreed verbal and visual cues if and when necessary.
- Clear expectations of activities are established with visual cues.
- Teaching areas are kept tidy and uncluttered to support pupils' access to the environment.
- School may also wish to seek external support from agencies such as occupational therapy and any other relevant medical professionals. School has not made any referrals to occupational therapy this academic year.

(Reference: SEND Policy December 2022)

### **Wider curriculum engagement:**

We ensure that all children have access to wider curriculum opportunities across school. This year 11 of our SEND pupils have accessed some form of out of school provision including themed afterschool clubs, wrap-around care, pre-school maths and English booster sessions, Breakfast Club and educational visits, including Year Six's residential visit to Derwent Hill.

### **Improving the emotional and social development of children with SEND:**

Aside from promoting academic progress, we are committed to supporting the wider social and emotional development of our pupils. This year, we have supported this through a newly implemented PSHE curriculum, the introduction of a new assembly programme to include coverage of Fundamental British Values build awareness of the nine Protected Characteristics. We have also held lifestyle workshops in each year group ran by the Change4Life Programme. Also, our nurture provision runs weekly sessions to support children's confidence and self-esteem. Over the course of this academic year, key staff have also began training in Thrive approach and Kidsafe with a view to these being implemented in September 2023.

### **Evaluation of the effectiveness and impact of provision:**

We have internal processes for monitoring quality of provision and assessment of need. This includes: termly moderation of SEND support plans by the SENDCo to monitor children's progress against their individual targets, an annual review led by the Northern Lights Learning Trust to evaluate the school's current SEND provision and identify potential next steps for development, termly feedback to the Local Governing Body on SEND by the SENDCo, a SEND is also a thread that runs through all lesson visits and work moderations conducted by the Senior Leadership Team and external partners. This academic year, external partners have included the School Improvement Officers for maths and English at Sunderland Local Authority and the Director of Education at the Northern Lights Learning Trust.

### **Consulting with children, young people and their parents:**

Involving parents and learners in the dialogue is central to our approach, in addition to annual parent and pupil voice questionnaires, we achieve this through termly meetings with parents/ carers as part of the review process for children's individual support plans. The voice of the child is also incorporated into this process. In addition to this formalised process, class teachers and the SENDCo will also regularly seek contact parents/ carers with any updates or relevant information regarding their child's learning journey, personal development, and well-being. Annual reviews are held for children with Educational Health Care Plans

### **Looked After Children who also have SEND:**

At Holley Park Academy, we are considerate to the needs of Children who have a looked after status. We are sensitive to the fact that they may have different life experiences and staff may need to unpick patterns in their behaviour to help support their specific needs. It is particularly important for staff to be aware of the background and liaise with adults looking after the child. We expect LAC children to make good progress from their starting points and they will be nurtured and included to do so. LAC children will have an additional Personal Education Plan (PEP) which is personalised and will cover the range of educational needs that at child may have including any catch-up support that is needed and any additional

transitional support required. This would be produced by school in conjunction with any social worker and family/carers as deemed appropriate to the individual. The PEP plan will have actions/targets for the child and adults involved. It will detail who will carry out the actions/support towards the targets and when this will take place. Some Looked after children will have special educational needs and this would be met with the school procedures.

At present, we have no Looked After or Post Looked After pupils who are on the SEND register.

### **Staff development:**

We are committed to developing the on-going expertise of our staff. We have current expertise in our school:

Role	Area of expertise	Level (as per p68-9 of SEND Code of Practice 2015)
All staff	Metacognition	Awareness
HLTA X 2	Team Teach – Positive handling and de-escalation technique	
Class teacher/ HLTA	Kidsafe – Personal development	
Senior Leader/ HLTA	Thrive Approach – Child development	
HLTA	Children's mental health	Enhanced
NA	NA	Specialist

This year, we have put in additional training into developing our approach to target setting for pupils with SEND using the SMART approach, as well as strengthening curriculum provision to support quality first teaching for all pupils.

### **Staff deployment:**

Considerable thought, planning and preparation goes into utilising our support staff to ensure children achieve the best outcomes, gain independence and are prepared for adulthood from the earliest possible age. Support staff are timetabled to ensure that children receive the support they need, this could be one to one basis to deliver bespoke intervention or small group support to fulfil individual targets outlined on children's support plans. Staffing across this year has been comprised of 11 teachers, 4 HLTAs and 2 TAs.

### **Arrangements for pupils with a disability**

- The arrangements for admission of disabled persons as pupils at the school;
- The steps taken to prevent disabled pupils from being treated less favourably than other pupils;
- The facilities provided to assist access to the school by disabled pupils;

- The plan prepared by the governing body under paragraph 3 of Schedule 10 of the Equality Act 2010 (accessibility plan).

A full list of our external partners who we work with can be found in our contribution to the Local Offer. Extending our school approach, we commission using an outcomes-based approach. This enables us to hold our partners and ourselves to account.

### **School Partnerships and Transitions:**

Our academic assessment for children with special educational needs is moderated through our cluster of schools and Local authority partners.

This year, we supported 8 SEND children to transition to the next phase in education. To support a successful transition, school liaised with the SENDCos of the destination schools to discuss the provision in place for these children and also ensured all relevant records were securely passed on. Parents and carers were included in these discussions whenever possible.

We closely monitor children and young people's destination data.

### **Complaints:**

Our complaints procedure is available to view here: [Northern Lights Learning Trust](#)

### **Further development**

Our strategic plans for developing and enhancing SEND provision in our school next includes continuing to strengthen quality first teaching across the curriculum through evaluating existing curriculum design to improve outcomes for all pupils, including those with SEND needs. Professional development will also be focused around further enhancing staff's understanding of specific barriers to learning and how to overcome these.

### **Relevant school policies underpinning this SEND Information Report include:**

- Accessibility Policy
- Behaviour Policy
- Child Protection Policy
- Early Years Foundation Stage Policy
- Intimate Care Policy
- Relationships and Health Policy

### **Legislative Acts taken into account when compiling this report include:**

- Children & Families Act 2014
- Equality Act 2010
- Mental Capacity Act 2005

The Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS) provides advice and information to young people, and parents whose children have Special Educational Needs. They provide impartial and factual support on all aspects of the SEN framework to help parents and young people play an active and informed role in their child's or their own

education. SENDIASS can be contacted: Telephone: 0191 643 8317 and 0191 643 8313 Email:  
[SENDIASS@northtyneside.gov.uk](mailto:SENDIASS@northtyneside.gov.uk)

**Date presented to Governing Body:** July 2023