



Huntingdon Academy

A L.E.A.D. Academy

## **SEND Offer / Information Report**

**Our SENCO team:  
Miss Louise Yarnell &  
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### **What is a SEND Information Report?**

A SEND Offer / Information Report is information for parents/carers of children who have Special Educational Needs. The offer outlines the support and provision that they can expect to receive from Huntingdon Academy.

### **SEND Offer Statement**

At Huntingdon Academy we strive to achieve the highest standards to support pupils with Special Educational Needs and Disabilities (SEND). We promote an inclusive educational environment in which we support and encourage all pupils to reach their potential. High Quality Teaching is vital; however for some children there are occasions when further additional support may be needed to help them achieve their targets. In order to do this, steps may be taken to support young people through their learning journey.

Huntingdon Academy works closely with Nottingham City Local Authority in order to support our children who are identified as having an additional need within the four areas of SEND, as identified by the DfE (SEN CoP 2014)

- 1. Communication and Interaction (including ASD across the spectrum)**
- 2. Cognition and Learning (including dyslexia, dyspraxia and SPLD)**
- 3. Social, Emotional and Mental Health (including ADHD)**
- 4. Sensory and/or Physical**



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## How do we define Special Educational Needs?

At Huntingdon Academy we keep a detailed up to date register of all students who receive additional support in the following three categories – which currently are:

**SEN Support** – Your child is receiving additional intervention(s) to support them in making academic progress and meet their targets.

**Additional SEN Support** – Your child has an outside agency working with them and school to assist in making the best provision for them.

**Education Health Care Plan** – Your child has significant and complex needs and has been identified as requiring support to access the curriculum.

## What can I expect if I send my child to Huntingdon Academy?

**A personalised approach to learning with the relevant support and adjustments that will maximise your child's learning.**



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## How do we support parents and pupils with SEND?

### Pupils with SEND

### Support for:

### Parents

Your child is the responsibility of his/her class teacher. They plan and deliver the majority of your child's lessons and learning

The SENCO co-ordinates the relevant support for children with SEND. This includes, if required, additional adult support, interventions, tracking and collaboration with outside agencies.

Your child's class teacher will be able to support or answer any queries you might have regarding your child. However, the SENCO, who has responsibility for inclusion, or the Headteacher are available to meet with you to discuss your child's progress or any concerns/worries that you may have.

All information from outside agencies and professionals will be shared with you in person or via written reports. The SENCO will share any new assessments and support strategies suggested by outside agencies with you. You will be informed if a new support measure is put into place.

The SENCO is also able to signpost you to any relevant support organisations or websites that could assist you.



## **How can I let the school know that I am concerned about the progress that my child is making?**

- If you have any concerns about your child's progress, you should speak initially to your child's class teacher. They will address your child's needs through the normal school procedures.
- If your child is continuing to cause you or the school concern then they may be referred to the SENCO for further investigation.
- If you are not happy that the concerns are being managed and that your child is still not making progress you should ask to speak to the SENCO.



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## Universal Provision

(Huntingdon Academy provide to all of its pupils)



### All pupils will be:

- Supported by the school 's pastoral systems
- Encouraged and supported to achieve their full potential in all aspects of school life
- Supported by a safe, happy and purposeful environment
- Able to access an enriched curriculum that incorporates different learning styles in all subject areas
- Supported through adaptive teaching
- Supported to ensure that they are making progress which is monitored and tracked within school
- Encouraged to be actively engaged in their learning
- Offered a varied range of clubs and extra-curricular activities
- Able to access further support should a need be identified
- Taught by staff who have information on the nature and degree of pupil's specific needs
- Supported through appropriate universal interventions.



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### **SEN Support & Additional SEN Support**

**If your child is in need of additional support, these are some of the support systems currently being offered in our school.**



### **Communication and Interaction:**

- Adult in class support
- One-to-one support / small group support
- Augmented communication systems for pre-verbal children,
- English, Maths, Social skills and Speech intervention programmes
- Writing aids e.g. pencil grips
- Use of IT software (laptops)
- Identified safe area
- Daily meet and greet
- Use of visual prompts and symbols
- Access to a sensory room
- Social stories
- Visual timetables
- Lunchtime support
- Individual Provision map (an outline of support and short term targets)
- Lesson observations
- Extra time for completion of tasks
- Liaison with Local Authority external agencies e.g. Autism Team, Speech and Language Therapy (SALT), Educational Psychology (CEPs)
- Links with support groups and agencies



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### Cognition and Learning:

- Adult in class support
- One-to-one support / small group support
- English, Maths, Social skills intervention programmes
- Individual Provision maps (outline of support/targets)
- Differentiated work
- Writing aids e.g. pencil grips
- Use of IT software (laptops)
- Identified safe area
- Daily meet and greet
- Use of visual prompts and symbols
- Social stories
- Visual timetables
- Lunchtime support
- Lesson observations
- Extra time for completion of tasks
- Use of working memory strategies
- Liaison with Local Authority external agencies e.g. Speech and Language Therapy (SALT), Educational Psychology (CEPs), Learning Support team.
- Links with support groups and agencies
- Dyslexia screening



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#### **Social, Mental and Emotional Health:**

- Adult in class support
- One-to-one support / small group support
- English, Maths, Social skills intervention programmes
- Identified safe/calming area
- Sensory room
- Risk assessment, positive handling policy, behaviour plan
- Daily meet and greet
- Use of visual prompts and symbols
- Social stories
- Visual timetables
- Unstructured time support
- Individual Provision map
- Lesson observations
- Extra time for completion of tasks
- Routes to Inclusion Pathway (R2i) a support framework for the identification, assessment and intervention of children presenting with social, emotional and mental health (SEMH) needs.
- Liaison with Local Authority external agencies e.g. Autism Team, Speech and Language Therapy (SALT), Educational Psychology (CEPs), Child and Adolescent Mental Health Service (CAMHS) and Behaviour Support Team (BST)
- Links with support groups and agencies
- Mental Health Support Team (MHST) referral - early intervention for mild to moderate mental health and emotional wellbeing issues, such as anxiety, low mood, behavioural difficulties or phobias,



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### **Sensory and / or Physical Needs:**

- Adult in class support. One-to-one support / small group support
- Use of the lift (if required) and other specialist equipment
- Reasonable adjustments made to aid learning e.g., modified language, enlarged resources.
- Reasonable adjustments made to the school environment e.g. hand rails, door handles, marking steps.
- Personalised evacuation plan and risk assessment
- Use of ICT software (laptops)
- Sensory room
- Identified safe/calming area
- Additional support in practical lessons, e.g. PE
- Use of visual prompts and symbols
- Social stories
- Visual timetables
- Lunchtime support
- Individual Provision map
- Extra time for completion of tasks
- Liaison with Local Authority external agencies e.g. Autism Team, Speech and Language Therapy (SALT), Educational Psychology (CEPs), The team is made up of a range of specialist practitioners including; Teachers of the Deaf, Teachers of the Visually Impaired, Sensory Impairment and Physical Disability team which includes: Teacher of the Multi-Sensory Impaired, Teachers of Children with Physical Disabilities, Educational Audiologist, Bilingual Instructors, Teaching Assistants and a Rehabilitation Officer.
- Identified staff provided with training from external agencies.
- Links with support groups and agencies



## How do we ensure that your child has a successful transition from one Key Stage / phase to another?

We recognise that transitions can be difficult for a child with SEND and will require more detailed planning, the closer participation of parents and the sharing of a wider range of information.

### **If your child is moving to another school:**

- We will contact the school SENCO and ensure he/she knows about any special arrangements or support that needs 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. The Individual Provision Map will be shared with the new teacher, along with all other relevant knowledge, strategies and paperwork.
- A one-page profile will be written which gives a shared understanding about the child, built from the knowledge of the child, the family and teaching staff. They give parents an opportunity to share their learning and expertise on what good support means for their child, and what is important to them. It is these 'little things' that make a huge difference.
- A transition book with photographs of your child's new classroom and teaching staff will also be made to support them by being shared regularly at home and discussed with the child in a positive way.

### **In Year 6:**

- The SENCO will contact the Secondary School SENCO to advise them of your child's SEND.
- Where it is felt necessary, 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.
- Outside agencies such as the Learning Support and Autism Team can also support children with a personalised transition plan.