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Welcome to our Special Educational Needs and Disability (SEND) Information Report.



Hunningley Primary Academy is an Inclusive setting determined to ensure all children's needs are met irrespective of gender, race or disability. The school has an Equality Policy, Anti Bullying Policy and Special Educational Needs Policy that ensures there is equality of opportunity and those children with Special Educational Needs and Disabilities are not disadvantaged.



One thing that we firmly believe in is that, by working in partnership with all stakeholders (parents, governors, staff, pupils and other outside professionals) children get the best.

- * The best possible care
- * The best possible support
- * The best possible education
- * The best possible opportunity to achieve their potential and beyond.



Mrs Sadie Howard is our Head of School with responsibility for Special Educational Needs and Disabilities (SEND), Looked After Children (LAC), Safeguarding, vulnerable pupils and wellbeing. Sadie's contact details are:

Telephone: 01226 284867

Email: s.howard@hunningley.org



Mr Guest is one of our Year Two teachers and is Inclusion Lead for the school.

Mr Guest's contact details are: 01226 284867

Email: nicholas.guest@hunningley.org



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What is Special Educational Needs?



'A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if they:

(a) have a significantly greater difficulty in learning than the majority of others of the same age; or

(b) 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 mainstream schools or mainstream post -16 institutions.

For children aged two or more, special educational provision is educational provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools.

A child under compulsory school age has a special educational need if they fall within the definition (a) or (b) above or would do so if special educational provision was not made for them (Clause 20 Children and Families Bill)' (SEN Code of Practice January 2015, pg.15)

What are the areas of SEND?



Communication and Interaction:

Children with speech, language and communication needs (SLCN) have difficulty communicating with others and may also not understand and use social rules of communication. This often includes children with Autism Spectrum Disorder (ASD), including Asperger's.



Cognition and Learning:

Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), and severe (SLD), where children are likely to need support in all areas of the curriculum. Specific Learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.



Social, Emotional and Mental Health:

Children may experience a wide range of social and emotional difficulties. These may include becoming withdrawn and isolated, as well as displaying challenging, disruptive or disturbing behaviour. Other children may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.



Sensory and/or Physical needs:

These include vision impairment, hearing impairment or multi-sensory impairment which will require specialist support and/or equipment or access their learning. Some children with a physical disability require ongoing support and equipment to access all the opportunities available to their peers.



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What are the different types of support available for children with SEND?

Wave 1

Quality first teaching forms the basis of provision for all children. Lessons are correctly pitched to allow all children to make progress from their individual starting points. All teaching staff regularly receive up-to-date training to meet the needs of their class.

Wave 2

Children who require additional support have these needs met through a graduated framework of carefully planned interventions and support. The school uses its funding to ensure that class sizes are kept as small as possible and that children have access to additional small group and 1:1 support as required.

Wave 3

External agencies are employed as appropriate to provide additional support and guidance. This may also include bespoke learning packages and high level of adult support.

What types of SEN do we provide for?

Hunningley Primary is a mainstream Primary Academy that provides education for all types of needs and disabilities. We have children with mild SEN to those with more complex needs, difficulties and disabilities.



Communication and Interaction support includes interventions and strategies such as; music interaction, lego therapy (construction crew), six bricks, special time and WellComm (EYFS), Kagan structures, scaffolds, barrier games, time to talk, socially speaking, bespoke speech and language programs, comic strip conversations, social stories, Makaton, visual aids and checklists



Cognition and Learning At Hunningley, teaching is guided by Rosenshine's Principles of Instruction, using strategies such as modelling, scaffolding, and regular review to support all learners, particularly those with SEND. Targeted support may include pre-teaching, personalised learning, visual aids, and adaptations to reduce barriers and promote progress. Kagan Cooperative Learning Structures are also used to enhance engagement, collaboration, and inclusive classroom practice.



Social emotional and mental health support includes interventions and strategies such as; therapy based intervention/strategies, safeplace, anxiety gremlin, starving the anger gremlin, Escape from Exclusion, build a world, bereavement support, emotional check-ins, CBT toolkit, lunch time club (as appropriate), 101 social skills, how do I feel work, structured approaches to unstructured times, comic strip conversations, social stories, 5 point scales, blob tree, circle times, circle of friends, reflective and therapeutic language.



Sensory and/or physical support includes interventions and strategies such as; sensory circuits, bespoke sensory and movement breaks, bespoke sensory equipment and tools, bespoke PT and OT programs, portwood gross and fine motor intervention, bespoke specialist equipment for visual impairments and hearing impairments, large print texts, magnifiers, ramps, walking frames, writing tools and supports, write from the start (handwriting and fine motor)



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The Equality Act 2010 states that a person has a disability if they have a physical or mental impairment and the impairment has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

A physical or mental impairment includes: learning difficulties including specific learning difficulties; medical conditions including epilepsy, diabetes, more severe forms of asthma and eczema; autism; speech, language and communication impairments.

If the impairment has a substantial and long-term effect on a person's ability to carry out normal day-to-day activities it may amount to a disability.



Who are the best people to talk to in school about my child's difficulties with Special Educational Needs?



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Class teacher: If you feel that your child may have SEND then you should ask to speak to your child's class teacher in the first instance.



SENDCo or Inclusion Lead: Mrs Howard is our SENDCo and Mr Guest is our Inclusion Lead. They work closely with class teachers to put in place strategies and interventions to help remove your child's barriers to learning. Mrs Howard has the National Award for Special Educational Needs Coordination.



Inclusion Manager: Mrs Howard is our Inclusion Manager. She works closely with your child's teachers to track your child's progress in school and organise extra support if your child is falling behind. Mrs Horton-Hale leads the Inclusion Team with Mrs Howard supporting to ensure children receive the best possible provision for all.



Pastoral leads: Mrs Gemma Blackley and Mrs Deborah Glover are our Pastoral Leads. They provide lots of support for families and children and can signpost you to local services such as children centres, legal advice and Family Learning. They liaise closely with other agencies such as the EWS (Education Welfare Service), local family centres, social workers and family support workers to ensure our families are supported.



SEN Governor: Janine Astley is our SEN Governor. She challenges school to ensure children's needs are being met and shares this information with the Governing Body.



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What Policies support my child with SEND?



These Policies have been written to further support your child within school. Please ask at the office if you'd like a copy of any of these policies to read, some are also available on the school's website.

SEND Policy

Accessibility Plan

Behaviour Policy

Anti Bullying Policy

Equality Opportunities Statement

Supporting Pupils with Medical Needs Policy

What other agencies can school use to support my child?

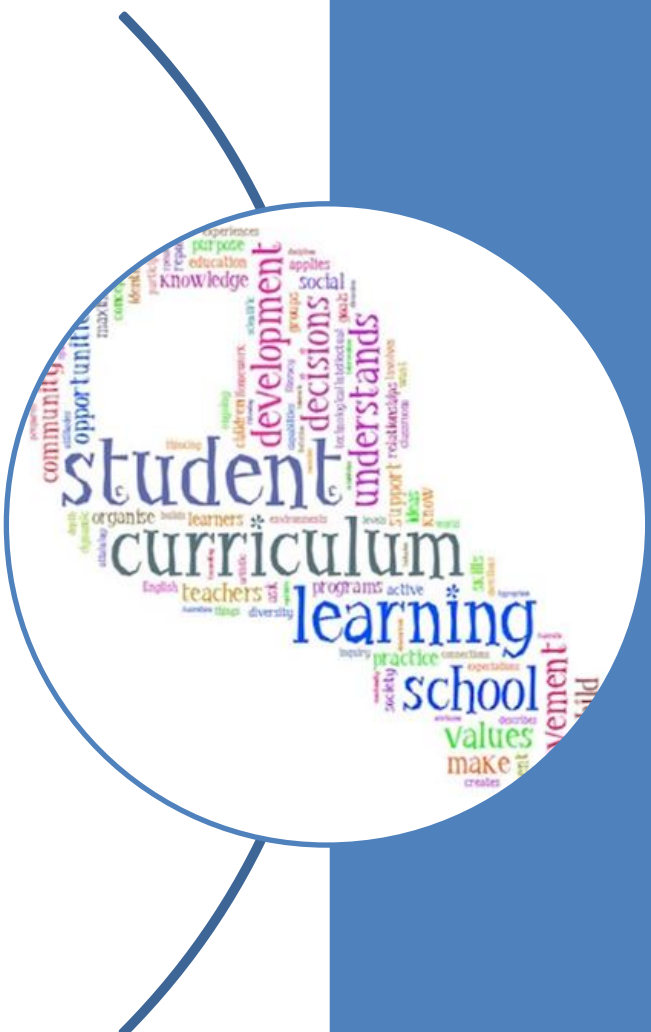


For some children school support may not be enough and with your agreement, school will make the decision to increase the level of support provided. This external support might be from:

- *Educational Psychologist
- *Speech and Language Therapist
- *Occupational Therapist/Physiotherapist
- *SCI Team (Social Communication & Interaction Team)
- *Play and Filial Therapist
- *School Nurses 0-19 service
- *Behaviour Support Service
- *CAMHs
- *COMPASS Be
- *Specialist teachers
- *Inclusion service

The local authority have an SEND local offer which is an online resource for parents of children or young people with a special educational need or some kind of disability. This can be found at: https://barnsley.cloud.servelec-synergy.com/Synergy/Local_Offer/

How does the school environment meet my child's needs?



*Our curriculum is delivered through Rosenshine's Principles of instruction. These encourage children to be active participants in their learning and increase autonomy and independent learning strategies. We accommodate for different learning styles providing a platform for personalised learning. This is achieved through lessons and activities that are driven through key skills which are linked to each subject area.

*Children who are working two or more years below their chronological age follow a bespoke curriculum and are tracked on A2E for personal progress from their starting points. We believe that every child is gifted in their own way, children are provided with the skills to allow them to fly and be the best they can be.

*The school has adopted a standard approach to classroom organisation and display. This is to support children with cognitive load and have key vocab, concepts, models and scaffolds readily available at all times. It also helps to ensure that children become familiar with the layout and resources of the room.

*A range of physical adaptations have been made to the building in order to ensure that they are accessible for all children. These include, lifts, ramps and hoists. Bespoke specialist equipment has been purchased for individuals who require it for needs such as hearing and visual impairments or physical disabilities.

* We offer a variety of ways in which teaching can be delivered, from whole class, small group work, personalised provision to outdoor learning, specialist literacy groups and intervention groups. Teachers make changes to pedagogy, sequence or content, depending on the needs of the pupil(s). It is vital we address the individual needs of the child(ren) whilst ensuring they are receiving an inclusive educational diet.

What extra-curricular activities can my SEND child take part in?

At Hunningley we offer a range of activities and clubs throughout the year, these may include:

- *Breakfast Club
- *Multi- Sports
- *BFC Football
- *Performing Arts & Young Voices
- *Lunch Club/Homework Club
- *Cooking Club
- *Reading Club
- *Art Club
- *Athletics
- *Dance & Gymnastics
- *Eco Heroes Club
- *Forest School
- *Phonics Clubs
- *Girls Sports Club

All children are welcome to attend the clubs and any special provision needed to make them accessible will be discussed with you.



How will my child's learning needs be identified and assessed?



Identification: this is usually highlighted by parents - parents are a child's first educator. A parent may speak with their child's class teacher to raise concerns. Alternatively, potential additional needs could also be identified by the class teacher. They would initially discuss this with parents and together next steps will be identified and carried out. This would then be logged on our secure system called CPOMs under the child's name. The agreed actions will be implemented and monitored with data collected on entry and exit to measure outcomes and impact. Children that are working two years below their chronological age will have their progress tracked on A2E which celebrates smaller steps of progress from those pupils' starting points.



SEND Register: Following implementation of the next steps, the class teacher may speak with the SENCO to discuss the child's needs and what progress has been made. A meeting will be arranged with teacher, parents and possibly SENCO to confirm if we all feel they have an area of need and be placed on the SEND register. Again, next steps will be agreed by all and the cycle of Assess-Plan-Do-Review will start. Parents and children will be met with three times per year during parent teacher meetings where progress and next steps are reviewed, discussed and planned.



SEN Enhanced and EHCP: Some children have more complex needs that may require outside agency involvement and advice. These children may require higher levels of support and intervention. A plan will be written with pupil and parent voice recorded. The parents and children will be met with more frequently to monitor progress and review provision. Some of these children's needs may be particularly high level and may require an EHCP (Education Health and Care Plan). This is where parents, children, SENCO any outside agencies and class teachers work together to submit paperwork and evidence to the Local Authority to request a Statutory Needs Assessment. Once this has been submitted a legal timescale is then started. This process is bound by legislation and guidance within the SEN Code of Practice. Throughout this process your child's needs will continue to be met through the support that is already in place. Children with an EHCP also have an annual review.



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How effective is Hunningley provision for children with Special Educational Needs?



Our most recent Ofsted report stated, "there is an exceptional level of care and consideration given to ensuring that pupils feel safe and are ready to learn. staff are relentless in making sure that all pupils achieve well...including those with special educational needs and/or disabilities (SEND)...there is strong culture of inclusivity at this school. Leaders consider the needs of pupils with SEND in every aspect of school life. Pupils with SEND are supported by adults to access the curriculum in every subject. they are given the right amount of support at the right time...the work developed by leaders in school support pupils with SEND is exceptional."

Hunningley Primary Academy has a robust policy for Special Educational Needs. The policy is implemented by all members of staff and its effectiveness monitored and evaluated by the Governing Body on an annual basis. continuous monitoring takes place throughout the school year.

The SENDCo meets termly with the SEN Governor to share anonymous information on the progress of all children with SEND to ensure that we narrow the gaps in our provision for all our children.

Termly reports are written by the SENDCo about the provision and progress of all children with SEND, this forms part of the termly Headteachers Report to Governors.

The SENCO attends pupil progress meetings to gain an overview of all children and their flight paths.

Data is monitored by the SENCo and teaching and learning lead so any trends or areas for development can be addressed.

Progress of high-need pupils is monitored and tracked through a system called A2E (Access to Education), this allows staff to track smaller steps of progress for those learners who have significant barriers to learning. Children tracked on this system will typically be performing two years below their age. A2E helps plan the pupil's next steps in learning and provides bespoke, small group and whole class activities to meet those personalised objectives.

SEND pupils make good progress term by term with some making excellent progress. The minority of pupils that do not make satisfactory progress are identified and further actions implemented such as; work scrutiny and triangulation of the pupils' daily diet to identify barriers, referrals to outside agencies (if not already explored) or application for statutory assessment.

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



As a parent you can arrange to meet the class teacher before or after school by phoning the office or sending an email to the class inbox where we will be happy to discuss your child's progress and any concerns you may have. Teachers are happy to share successful strategies used in school which can be used by parents at home.

Mrs Howard is also available to help answer any further questions you may have about your child's needs.

All information from outside agencies will be shared with you personally or through written reports.

Class teachers will share class provision maps, Pupil Plans, EHCPs (as appropriate) with you on a termly basis and discuss the progress made towards individual targets.

Within school the Inclusion and Pastoral Team can offer you a range of support to help meet your child's needs both in school and at home.

Nurturing children with needs can be challenging and families can sometimes need a little extra support. Hunningley can support families by arranging meetings in school with the Pastoral Leads, referrals to parenting groups, sign posting to other support services and targeted support can also be offered.

Sometimes many agencies are involved in supporting your child and to help manage and coordinate all these people an Early Help Assessment (EHA) may be set up so that you can meet regularly with all agencies involved.

SENDIAS is an organisation that helps families with children with SEND. You can self-refer using the link: <https://www.barnsley.gov.uk/services/schools-and-education/children-with-special-educational-needs-and-disabilities-send/barnsley-sendias/> or call on 01226 787234. They also have a facebook page.

How will we support your child when leaving this school or moving to another class or school?

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 or moving into Year 7:

- * We will contact the school SENDCO and ensure they know about any special arrangements or support that needs to be made for your child prior to their arrival.
- * We will make sure that all records about your child are passed on to the receiving school.
- * Wherever possible we will arrange additional transition visits for children with SEND.
- * Wherever possible we will arrange further parents information visits.
- * Structures such as social stories and scripts can be made for individual children

When moving classes in school:

- * Transition meetings are held between current and receiving classes to share all information related to individual children and set new targets for the coming term.
- * Current strategies and supports in place for a child will transfer to the new teacher and classroom.
- * Bespoke transition packages can be arranged for individuals with specific needs.



How do we consult pupils with SEN and involve them in their education?



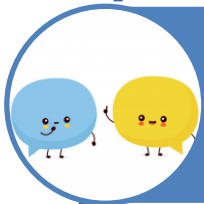
Blob tree

This is an image that helps children discuss how they are feeling when they may not be able to express it verbally or label exactly how they are feeling



Thoughts and feelings web

This helps to guide a conversation with a pupil about what works, isn't working, times of the day they find challenging, areas of the setting they struggle in.



Interview/pupil consultations:

This is usually an informal chat so children feel safe and secure to discuss whatever difficulties they are experiencing.



Observations:

For very young children, the most reliable way of gaining their voice is through observation. This allows us to build up a picture of the child, their likes and interests, their areas of difficulty and learn how they express their needs and wants.

What training and expertise do our staff have to support pupils with SEN?



Communication and Interaction:

Our staff have received training on ASC delivered by the educational psychologist, training by the Social Communication and Interaction Team on Lego Therapy, Music Interaction and Makaton, our staff are supported by Speech and Language Therapists who also offer training for staff working with specific children and needs. Other interventions staff have expertise in delivering are; 101 social skills, Time to Talk, Socially Speaking, and WellComm.



Cognition and Learning

Our staff attend regular update training hosted both in-house and delivered by specialists. Training on Precision Teaching delivered by the Educational Psychologist, Read Write Inc, and modelled reading, Whole staff training has also been ongoing with a focus on working memory, reducing cognitive over load and Rosenshine's Principals of Instruction.



Social Emotional and Mental Health

Key staff have been trained to deliver bespoke SEMH interventions such as Safeplace, Build a World, Cool Play Crew, and Messy Crew. Our Pastoral leads have had training in mental health first aid, bereavement support, anxiety, play therapy, self harming and Nurture practice. All staff have received training on therapeutic language. We offer a range of other SEMH interventions including Homunculi, Escape from Exclusion, Starving the Anxiety and Anger Gremlin.



Sensory and/or Physical

Our children who have physical and/or sensory needs tend to have bespoke packages tailored to their specific difficulties. We work with Occupational therapists, Physio therapists and health colleagues to design packages of support for individuals. Some children require alternative entrance/exits routes, some need specialist equipment and resources. We have staff that have skills in delivering interventions such as Cool play crew (gross motor and spatial awareness), Messy crew (sensory needs) and Sensory Circuits.

How do we handle complaints from parents of children with SEN about provision made at the school?



Class Teacher

Firstly, if there are any problems with the day to day provision for a child, always discuss these with the Class Teacher so they are aware and can implement changes quickly.



Senco and Inclusion Lead

If there any problems or issues continue, the next person to contact would be the SENCo Sadie Howard or Inclusion Lead Mr Guest. (Contact details are in this document and on the school website).



Head Teacher

Unresolved issues would then be escalated to the Principal Mrs Horton-Hale for further investigation and meetings with parents/carers.



Board of Governors

Parents can always contact the Governors of the school by writing a letter or telephoning to raise concerns. Send written correspondence to the school marked 'FAO The Chair of Governors'



SENDIAS

Parents can always contact SENDIAS (used to be parent partnership) they are independent and can offer support and guidance around provision for SEND children on 01226 787234.