



Hartley Brook Primary Academy is part of the Astrea Academy Trust. We are a mainstream primary school and we admit pupils from age 4 to 11. Nursery provision is also available.

<p style="text-align: center;">1</p> <p>What kind of Special Educational Needs are provided for at Hartley Brook?</p>	<p>At Hartley Brook we provide support for pupils across the 4 areas of need as laid out in the SEND Code of Practice 2014 :</p> <ul style="list-style-type: none"> • Communication and interaction • Cognition and learning • Social, emotional and mental health difficulties • Sensory and/or physical needs
<p style="text-align: center;">2</p> <p>How do you ensure children who need extra help are identified early?</p>	<p>Pupils are identified as having SEND, and their needs assessed, through :</p> <ul style="list-style-type: none"> • information passed on from other Nurseries and previous primary schools; • end of Key stage results and progress data; • feedback from teaching staff and observations; • Pupil Premium and class based interventions not showing impact; • Referrals/concerns from parent/carers; • SEND concern forms are used by teachers to flag up concerns about progress or ask for extra support from the SENCO's. • Speech and language screening in EYFS and KS1. <p>Specialist assessments can be carried out by Learning Support, Speech and Language and the Educational Psychologist at the request of the Assistant Head (Inclusion) or KS1 SENCO.</p>
<p style="text-align: center;">3a</p> <p>How do you judge whether the support has had an impact?</p>	<ul style="list-style-type: none"> • Progress meetings are held after each data point and individual children are discussed and their progress evaluated. • Interventions are tracked at the start and the end to monitor how effective they are. • Reports are made to the Governing Body at least annually. • Regular monitoring with Book Looks, Learning Walks and discussions with staff.



<p style="text-align: center;">3b</p> <p>What arrangements do you have for assessing and reviewing pupils' progress?</p>	<p>At Hartley Brook we:</p> <ul style="list-style-type: none"> • track data carefully over the year and hold pupil progress meetings with teachers to review individual progress; • complete detailed gap analysis to ensure that children catch up any lost learning through Covid Lockdown • hold SEND Support Plan reviews three times a year; • complete annual reviews for children with Education, Health, Care (EHC) plans; • hold reviews 3 times a year for children with a My Plan; • hold regular parent evenings.
<p style="text-align: center;">3c</p> <p>How do you teach children with SEND?</p>	<p>Provision for SEND pupils includes :</p> <ul style="list-style-type: none"> • “Quality First Teaching”, with appropriate differentiation in place; • extra adult support within the year group; • personalised provision through time limited interventions; • personalised provision through the use of resources and specific teaching strategies ; • personalised provision through planned breaks in lessons and using the KS1 and KS2 sensory rooms; • a school funded KS1 SEND group (Sunflower Room) providing small group support for children with very complex speech and language difficulties; • a KS2 Nurture group (Snug) providing specialist support for children with social or emotional difficulties; • speech and language strategies embedded within every classroom as well as 1-1 and group interventions.
<p style="text-align: center;">3d</p> <p>How do you adapt the curriculum and learning environment for pupils' with SEND?</p>	<p>At Hartley Brook provision includes:</p> <ul style="list-style-type: none"> • small group teaching that targets specific levels of progress; • differentiated resources and teaching styles; • appropriate choices of texts and topics to suit the learner; • access arrangements for tests and or examinations;



HARTLEY BROOK

PRIMARY ACADEMY

Astrea Academy Trust

INSPIRING BEYOND MEASURE

	<ul style="list-style-type: none"> • additional adult (TA) support in every year group; • Links with outside (alternative) provisions such as Unity and Primary Inclusion; • Catch up and Keep up sessions to ensure that gaps are identified quickly. • Specialist teaching sessions for the KS1 SEND group children, including music and PE adapted for their needs; • Access to provision such as Nurture in KS2 (for children who struggle to access a whole lesson in their mainstream class); • Teachers follow advice from the specialist PE Teacher who leads PE teaching across the school; • Teachers follow strategies and advice given by outside agencies such as the Hearing Impaired and Visual Impaired Teams – these can include seating plans, use of coloured backgrounds, font size, regular breaks etc; • Use of technology such as talking tins and Clicker 7; • Use of visual support such as PECS and Communicate in Print; • Care Plans for children with long term medical needs; • Radio aids for certain hearing impaired children (using training from the HI team).
<p style="text-align: center;">3e</p> <p>How accessible is your school environment?</p>	<ul style="list-style-type: none"> • Hartley Brook is a split site with Early Years and Key Stage 1 in the top building and Key Stage 2 in the bottom building. There is access to both buildings via ramps; • Rooms used by pupils are all on one level (ground floor); • There are disabled toilets in both buildings; • There is a disabled changing room in the Key Stage 1 building; • Classes use visual resources such as visual timetables; • Staff in Nursery and Reception are trained in basic Makaton signing which they use to support language development;



	<ul style="list-style-type: none"> • Communicate in Print is used in Reception, Nursery and in the Integrated Resource to support children. It is also used in classrooms in Key Stage 1 and Key Stage 2 to support children with additional needs; • The playground is painted to support children who are visually impaired; • A minibus is available to take children who attend the KS1 SEND group and our Nurture groups on trips to the local area. Trips will resume in 21/22 following Covid restrictions • Training is arranged from specialist teams to support learners with medical needs such as diabetes, sickle cell, epilepsy and allergies' • An accessibility plan is published on our website.
<p>3f</p> <p>How do you support the development of good social, emotional and mental health for children with SEND?</p>	<p>At Hartley Brook we offer:</p> <ul style="list-style-type: none"> • An anti-bullying policy that is supported by annual anti-bullying weeks; • 2 Learning Mentors trained in interventions such as Bereavement Counselling, Self Esteem interventions and Circle of Friends; • 4 members of staff (2 in KS1 and 2 in KS2) trained as Thrive Practitioners to support children 1-1 and in small groups. • 2 members of staff (1 in KS1 and 1 in KS2) trained as Trauma Practitioners to support children 1-1 and through advice/training for teachers and support staff • A "Classic" nurture group led by a trained Nurture Team with support from the Sheffield Nurture Network; • Pupil Voice via the School council; • Specialist support from the MAST (Multi Agency Support) team and the Educational Psychologist); • Specialist support from the Astrea Therapeutic Team (including an Education Psychologist and a Counsellor)



	<ul style="list-style-type: none"> • A Home-School Liaison Officer who provides a strong link between parent/carers and school; • A member of the safeguarding/inclusion team attends all Team around the Child/Family meetings arranged by MAST; • Themed weeks promoting issues such as Child Mental Health Awareness (following guidance from Place2Be); • Involvement in the Healthy Minds project creating close links with CAMHS and providing training for all members of staff (including children from the School Council).
<p>How are children with SEND enabled to engage in activities within school?</p>	<ul style="list-style-type: none"> • Individual risk assessments are written to enable ALL children to attend school trips and visits. Support required will be identified and arranged in these risk assessments; • The Inclusion Team, including the Inclusion Assistant and the Learning Mentors ensure that children with social and emotional difficulties and medical needs have access to after school clubs and our breakfast club; • The PE specialist in school enables access to all PE sessions through advice and modelling; • Key staff trained to drive the school minibus meaning that children with specific needs can attend trips and outings.
<p>4 Who is your SEND Co-ordinator?</p>	<p>Our SEND co-ordinator for KS2 (and Lead SENCO) is:</p> <p>Alethea Broadway (Snr Assistant Head: Inclusion) 0114 245 6882 alethea.broadway@astreahartleybrook.org</p> <p>Our SEND co-ordinator for Nursery, Reception and KS1 is:</p> <p>Sarah Morris 0114 245 6882 sarah.rasdale@astreahartleybrook.org</p>



	<p><u>Our Inclusion Officer is:</u></p> <p>Sara Fairchild 0114 245 6882 Sara.fairchild@astreahartleybrook.org</p> <p>Our Astrea National SEND Lead is: Jenni Machin</p> <p>Parent/Carers with safeguarding concerns should contact a member of our safeguarding team – Debbie Hughes (DSL), Alethea Broadway (Strategic Lead), Estelle Nicholson (DDSL KS2), Lisa Betts (DDSL KS1) or Collette Renshaw (DDSL attendance).</p>
<p style="text-align: center;">5</p> <p>What training have the staff supporting children with SEND had, or are currently having?</p>	<ul style="list-style-type: none"> • Staff in Nursery and Reception classes are trained in basic Makaton signing which they use to support language development. <p>TA's have accessed training in the following areas:</p> <ul style="list-style-type: none"> • Use of numicon to support maths • Dyslexia • Delivery of interventions such as Alphabet Arc, Acceleread/Accelwrite, First Class @ Number, IDL Cloud and Fine Motor Skills. • Specific language interventions such as LEAP, NIP and VIP. • Phonics • Nurture principles/delivery of a nurture provision • Team Teach training is on a rolling programme for key staff. • As well as having completed the SENCO Award, the Assistant Head (Inclusion) is a Specialist Dyslexia Teacher and a former member of AMBDA. The EY/KS1SENCO has also completed the SENCO Award. • We have two members of staff who have been trained by the Speech and Language Team to deliver specific language programmes. • Regular training from the Speech and Language Therapist in EY and KS1.



	<ul style="list-style-type: none"> • 2 members of staff have completed the Diploma level Trauma informed school course and all staff at Hartley Brook have received training around Trauma. • 4 members of staff are now licensed Thrive Practitioners • Hartley Brook acknowledges that at times we need specialist advice and we buy in support from external agencies such as the Educational Psychology Service and the Speech and Language Team. • We also work closely with agencies such as MAST, the Hearing Impaired Service and the Autism Service. <p>Training for medical needs within school is updated annually or as needed. Staff are currently trained to support:</p> <ul style="list-style-type: none"> • Allergies (epipens) • Sickle Cell • Diabetes • Epilepsy.
<p style="text-align: center;">6</p> <p>How will equipment and resources be secured?</p>	<ul style="list-style-type: none"> • Notional SEND funding; • Pupil Premium Funding; • Higher Level Needs Funding; • Charities; • Support Services.
<p style="text-align: center;">7</p> <p>How are parent/carers involved?</p>	<p>Hartley Brook is committed to building strong working relationships with parent/carers. We do this in a variety of ways including:</p> <ul style="list-style-type: none"> • Newsletters • Parent App • Coffee mornings • Parent/Carer workshops • Parent evenings • Celebration assemblies • Termly Support Plan reviews • Annual reviews for children with EHC plans • Using interpreters for meetings on request (Scas and Language Line) • Access to a full time Home School Link Officer. • Play and Stay sessions in the Nurture Groups. • Carers of Looked after Children have regular reviews and target meetings led



	by the Looked After Children Co-ordinator (Alethea Broadway). The progress of these children is monitored carefully.
<p>8</p> <p>How can my child give his/her views about their education?</p>	<ul style="list-style-type: none"> • School council; • Support Plan reviews; • My Plan reviews; • Annual reviews; • Children’s views are also asked as part of our lesson review process; • Questionnaires; • Wishes and Feelings work led by MAST; • 3 Houses/Schools work led by our Learning Mentor team.
<p>9</p> <p>How are complaints dealt with?</p>	See complaints procedure
<p>10</p> <p>How are the Governors involved and what are their responsibilities?</p>	<ul style="list-style-type: none"> • The Assistant Head (Inclusion) contributes information when requested which is presented at the Governors meetings. Reports give information regarding the progress of children with SEND but do not refer to individuals so that confidentiality is maintained; • We have access to the Inclusion Team at Astrea as well as a designated SEND governor on the LECC board. • Governors agree priorities for spending within the SEND budget to ensure all children receive the support they need; • The Astrea Academy provide regular audits and reviews to ensure that systems and processes are in place and compliant; • The Astrea Academy provides regular CPD for SENDCo’s and TA’s working with children with SEND.
<p>11</p> <p>What specialist services are available to the school?</p>	<ul style="list-style-type: none"> • The Assistant Head (Inclusion) is a Specialist Dyslexia Teacher and is a former Associate Member of the British Dyslexia Association; • We work closely with outside agencies such as Ryegate, the Nursing Team, MAST, CAMHS, the Autism Service, the Hearing Impaired Service and Social Care. In Early Years we have access to support from the Early Years Inclusion Team;



	<ul style="list-style-type: none">• Hartley Brook buys in support from a Learning Support Teacher (Fusion) and the NHS Speech and Language Team.• Hartley Brook receive support from the Local Authority Educational Psychology Service and the ASD Team;• Hartley Brook have access to the Astrea Therapeutic Team• Hartley Brook works closely with Primary Inclusion and SENDSARS;• Hartley Brook have worked closely with the Visual Impaired team in the past and currently work with the Occupational Health Team.
<p>12 How do you support pupils' with SEND in transition?</p>	<p>At Hartley Brook we support transition in a variety of ways including:</p> <ul style="list-style-type: none">• Inductions for children starting in our nursery, including parent/carer workshops;• Inductions with key staff for pupils' transferring to us mid-term;• Social stories are used to support children with SEND as they move to a new year group;• Transition weeks are planned to allow children to get to know their new teachers. Extra visits are planned for children with SEND;• Transition visits with secondary schools and meetings between key staff co-ordinated by our Senior Learning Mentor;• Prompt transfer of information – all information relating to Child Protection and SEND is passed on to the new school quickly;• The views of the child are recorded in Support Plan reviews and these are passed to the next teacher. The Support Plan includes strategies that work for each child as well as their strengths and areas of need;• Ambitions and strengths are recorded in Annual Education, Health, Care Plan reviews and the SEND Team works with the school to help the child achieve these in the long term.



<p style="text-align: center;">13</p> <p>Where is our SEND policy?</p>	<p>Our SEND policy can be found on our website.</p>
<p style="text-align: center;">14</p> <p>Where is our Accessibility Plan?</p>	<p>Our Accessibility Plan can be found on our website.</p>
<p style="text-align: center;">15</p> <p>How do we fulfil our duties under the Equality Act 2010?</p>	<p>Our Equality Policy and Objectives can be found on our website. Examples of our procedure at Hartley Brook include:</p> <ul style="list-style-type: none"> • Implementing strategies and reasonable adjustments before the child starts; • Promoting equality through our school ethos and through the teaching of PSHCE and British Values; • Making arrangements for children with medical conditions following the statutory guidance: “Supporting pupils with medical conditions at school”.
<p style="text-align: center;">16</p> <p>Where is your “Local Offer” published?</p>	<p>From 1st September 2014, the “Sheffield Local Offer” is available on their website www.sheffield.gov.uk There is a link on the website.</p>

This report complies with Schedule 1 of the SEND regulations 2014 and Section 6 of the SEND Code of Practice 0-25 years.