**SEND Information Report January 2023**

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| **Academy Name** | **Hartley Brook Primary** |
| **Date** | **January 2023** |
| **Written by** | **Sarah Morris**  **Sara Fairchild** |
| **Annual review date** | **January 2024** |

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| Principal | Claire Costello |
| KS1 SENCO | **SEND co-ordinator for Nursery, Reception and KS1**  Sarah Morris  0114 245 6882  sarah.morris@astreahartleybrook.org |
| KS2 SENCO | **SEND Co-ordinator for Key Stage 2**  Sara Fairchild  0114 245 6882  sara.fairchild@astreahartleybrook.org |
| Pastoral Team | Mel Brough |
| Pastoral Team | Charlie Wragg |
| KS1 Senior Learning Mentor | Lisa Betts |
| KS2 Senior Learning Mentor | Estelle Nicholson |
| Designated Safeguarding Lead | Debbie Hughes |
| Attendance Officer | Colette Renshaw |
| Assistant Principal (Behaviour Lead) | Danielle Maxey |

**Other contacts within Astrea Academy Trust**:

• Jenni Machin, National Leader of Inclusion- [jenni.machin@astreaacademytrust.org](mailto:jenni.machin@astreaacademytrust.org)

• Naomi Reed, Specialist Leader of Behaviour and SEND [naomi.reed@astreaacademytrust.org](mailto:naomi.reed@astreaacademytrust.org)

**Contacts within the Local Authority can be found on the Local Offer website:**

• Sheffield Local Offer – <https://www.sheffield.gov.uk/schools-childcare/local-offer>

**SEND Provision at Hartley Brook**

**School Vision**

***At Hartley Brook we are committed to Inclusion; the pupils are at the heart of everything that we do. We are a caring and inclusive school, with a clear vision to nurture social and emotional wellbeing. We value all children equally, ensuring that every child matters, whatever their differences.***

***We believe that the journey through school life should be enjoyable, memorable and valuable. We strive to provide a broad and balanced curriculum for all that is inclusive and engaging so that regardless of need individuals thrive and achieve their potential. The curriculum is inspiring, creative and progressive; a rich blend that provides the children within our care with a good knowledge and understanding base, as well as a strong skill set.***

***Our core values of scholarship, tenacity, curiosity, responsibility and unity form the heart of our provision. We are proud of our inclusive and nurturing approach at Hartley Brook. We celebrate strengths and the things that make us unique, whilst identifying and targeting areas to improve. We have high expectations for all but also give support when needed, so that everyone achieves their best. We want all children to be able to thrive within the learning environment. We will work towards removing barriers to enable all children to feel that they are a part of the whole school community. Everything is done in collaboration with pupils, parents, staff and where appropriate external services.***

***Positive learning behaviours are encouraged and promoted to enable pupils to get the best out of each and every day. We promote high expectations and aspirations from all individuals. Everyone is encouraged to contribute positively - to our school, the local community and beyond. We believe that this combination enables pupils to succeed now, in the next phase of their learning and for future success. Our goal is for individuals to be all-rounded, life-long learners.***

**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.**

At Hartley Brook we are an inclusive school. We provide support for pupils across the 4 areas of need as laid out in the SEND Code of Practice 2014 :

• Communication and interaction

• Cognition and learning

• Social, emotional and mental health difficulties

• Sensory and/or physical needs

We want every member of the school community to feel valued and respected, and for each person to be treated fairly and well. All children are warmly welcomed by the school and the governing body. Every opportunity will be taken to ensure that all children are treated equitably and fairly at all times.

**Policies for identifying children and young people with SEN and assessing their needs:**

The following policies can be found on the website

* Anti bullying
* Inclusion
* Behaviour
* Attendance
* Safeguarding

Pupils are identified as having SEND, and their needs assessed through:

* Information passed on from other Nurseries and previous primary schools at transition points.
* Reports indicating diagnosis / need
* End of Key stage results and progress data;
* Feedback from teaching staff and observations;
* Pupil Premium and class based interventions where progress is limited
* 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.
* Staff use the Sheffield Support Grid to outline areas of need and the level of support needed.

Specialist assessments can also be requested and carried out by Fusion (Consultant Teachers from Fusion SEND Hub), Speech and Language and the Educational Psychologist.

Referrals to Ryegate and CAMHS can be requested via the child’s GP or through the Primary Mental Health Worker (MAST)

Procedures for identifying pupils with SEND and for monitoring their progress will be shared with parents and pupils.

**Evaluating the effectiveness of the provision made for children and young people with SEND.**

* The gathering of Pupil Voice is central to understanding of the impact of provision
* Progress meetings are held each term, individual children are discussed and their progress evaluated.
* Senior Leadership Team / SENDCOs / Curriculum Leads monitor provision through Learning Walks, Book Looks

**Arrangements for assessing and reviewing progress towards outcomes, including the opportunities available to work with parents and children as part of the Assess, Plan, Do, Review cycle.**

* SEND reviews are held each term to update Support plans. Provision is reviewed and adapted as part of a graduated response.
* Parents are invited to attend all SEND support plan reviews
* Pupil voice is gathered prior to the SEND review.
* Individual provision is reviewed and adapted as necessary.
* Class based interventions are set using pre and post data.
* Individual based interventions are set using pre and post data and / or specialist assessment.
* The Inclusion Team meets on a weekly basis. Individual children are prioritised. Provision is discussed and adapted as necessary.
* Data is tracked carefully over the year. Progress meetings are held each term, individual children are discussed and their progress evaluated.

Annual Reviews are held for children with Education, Health, Care Plans (EHCP)

* Parent evenings are held each team.
* In addition to planned reviews, the Inclusion team are available every day to meet and greet parents at the beginning and the end of the day.

**Approach to teaching children with SEND**

At Hartley Brook our practice is inclusive. All staff, whatever their role has a duty to promote the equality of opportunity for all pupils and positive attitudes towards all pupils. Our approach to teaching and learning is planned to meet the learning styles and needs of all children through Quality First Teaching. We use additional interventions, where appropriate, to support children’s next steps in their learning. Interventions are planned depending upon their area of need. Suitable resources are chosen which both motivate and are sensitive to children with additional needs.

**Adaptions to the curriculum and learning environment for children with SEND**

Hartley Brook strongly believes that all children should access a full broad and balanced curriculum that can be adapted and is accessible for all.

The Equality Act requires schools to make reasonable adjustments (according to need but that are practically and financially viable) to ensure that disabled pupils and users of the school are not put at substantial disadvantage and are able to access the same opportunities as their peers.

Our Equality Policy and Objectives can be found on our website. Examples of our procedure at Hartley Brook include:

• Implementing strategies and reasonable adjustments before the child starts;

• Promoting equality through our school ethos and through the teaching of PSHE and British Values;

• Making arrangements for children with medical conditions following the statutory guidance: “Supporting pupils with medical conditions at school”.

All children on the SEND register have a Support Plan in place. The Support Plan outlines the areas of need and the steps towards meeting the outcomes. Children with more complex needs have a My Plan / Extended Support Plan or an EHCP.

**Enhanced support**

* Small flexible group teaching that targets specific levels of progress;
* Pre teaching of concepts / knowledge
* 1:1 programmes
* Targeted interventions
* Visual support
* Hands on experiences
* Use of scaffolds / resources to support understanding within lessons
* Appropriate choices of texts and topics to suit the learner
* Access arrangements for tests and or examinations
* Additional adult (TA) support within the 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.
* Access and support from the Inclusion team
* Use of specific resources
* 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 Teams, Visual Impaired Teams, Fusion - Learning Support Teams – these can include seating plans, use of coloured backgrounds, font size, regular breaks etc;
* Use of technology such as talking tins and Clicker
* Radio aids for certain hearing impaired children (links with HI team)
* Staff in Nursery and Reception are trained in basic Makaton signing which they use to support language development;
* Symbols (widget) are used through school where needed. Classes use visual resources such as visual timetables;
* Training is arranged from specialist teams to support learners with medical needs such as diabetes, sickle cell, epilepsy and allergies
* Care Plans for children with long term medical needs

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;

* There is a disabled changing room in the Key Stage 1 building;
* Wheelchair access into both buildings
* An accessibility plan is published on our website.

**Supporting the development of good social, emotional and mental health for children with SEND**

The Inclusion team meet weekly to prioritise the SEMH needs for all children across school including those children with SEND.

**The Inclusion Team**

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| Assistant Principal – (Behaviour & Y3/4 Lead) | Danielle Maxey | NPQLBC (Leading Behaviour Curriculum)  NPQML  Trauma Informed Practioner Trainee– Feb 2023 Cohort |
| Assistant Principal  (Teaching and Learning & Y5/6 Lead) | Jo Miller | Developing the role of Senior Mental Health Lead Training trainee - Completion Date May 2023  Link teacher Mental Health Support Team |
| KS1 SENCO | Sarah Morris | SENCO Qualification  Thrive Practioner |
| KS2 SENCO | Sara Fairchild | SENCO Qualification  Thrive Practitioner  Autism Tier 1 and 2 (EAT)  Healthy Minds |
| Pastoral Team | Mel Brough | Trauma Informed Practioner  EBSA training  ELSA  Young Carers project Greater Brighter Futures |
| Pastoral Team | Charlie Wragg | Zones of Regulation  ELSA  EBSA |
| KS1 Senior Learning Mentor | Lisa Betts | Thrive Practioner  Bereavement training |
| KS2 Senior Learning Mentor | Estelle Nicholson | Thrive Practiioner  Bereavement Training |
| Designated Safeguarding Lead | Debbie Hughes | Bereavement Training  Counselling Training  Young Carers project Greater Brighter Futures |
| Attendance Officer | Colette Renshaw | EBSA Training |

This academic year whole school training has included

* Zones of Regulation
* Emotion coaching
* Trauma Informed approaches delivered by Trauma Informed Practitioner

Planned training for whole school

* Autism Training Spring 2023

**Arrangements for SEMH support and intervention**

* All children are monitored termly using a strength and difficulties questionnaire. This is analysed by the Inclusion team and intervention and support is planned.
* Additional assessments available includes the use of Boxalls, ELSA, Emotional Literacy Questionnaires

Interventions / provision across school includes:

Nurture room (snug / sunflower room) to facilitate SEMH interventions

Thrive Room

2 x sensory rooms (KS1 building and KS2 building)

Lego therapy

Mighty Minds

Communicate in print (moving towards the use of widgets)

Transition programmes (Y6 – Y7)

Sensory profiles re clothing / sensory needs

5 point scale

Sensory circuits

Talking Mats

Flexibility re support at lunchtimes

Sensory breaks

Drawing and Talking Intervention

Thrive

Nervous mouse

Nurture Lunch

Nurture Breafast

Ready to Learn clubs

Circle of Friends

Individual plans for lunchtime for those children that need additional support

Lunchtime clubs to encourage social interaction and emotional regulation (Friendly club / colouring club / sport club / Nurture Lunch / Movie club).

Lunchtime Ambasssadors

Hartley Brook are able to refer into the following services for additional support re SEMH

* Astrea Therapeutic Team (school counsellor)
* At Hartley Brook we have established strong links with the Sheffield Mental Health Support Team (linked to CAMHS). We have a Trainee MHST practitioner based at Hartley Brook school for one day per week. This role has been created to support individuals and groups as well as supporting with whole school wellbeing initiatives.
* MAST
* Educational Psychologist
* Complex Team
* Inclusion and Attendance
* Fusion
* The Attendance Officer and the Designated Safeguarding Lead provides strong link between parent/carers and works closely with the Inclusion Team.
* 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);
* Well Being Ambassadors. This is a role that children from across school are able to volunteer and apply for. The children receive training to help to promote healthy mind and body strategies throughout the school.
* PHSE curriculum is planned and delivered with consideration to the areas of need highlighted from within the school community.

**Supporting children with SEND to engage in activities within school with children that do not have SEN**

* 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 ensures that all children are given the opportunity to access extra-curricular activities
* 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.

**Across school, staff have training in the following interventions**

* LEAP
* NIP
* VIP
* Attention Autism
* Intensive Interaction
* Makaton
* Use of Visuals
* Shape coding
* Individual programmes (advice from Speech and Language Therapist)
* Cued Articulation
* Language Legends
* Autism Training
* Read Write Inc
* Fresh Start
* Precision Teaching
* Paired Reading
* Alphabet Arc
* Mighty Minds
* Zones of Regulation
* Nervous Mouse
* Thrive
* Trauma informed interventions
* Lego Therapy

Team Teach training is on a rolling programme for key staff.

Training for medical needs within school is updated annually or as needed.

Paediatric First Aiders are trained across school

**Arrangements for consulting with parents / carers**

Hartley Brook is committed to building strong working relationships with parents/carers. We do this in a variety of ways including:

* Newsletters
* Parent App
* Coffee mornings
* Parent/Carer workshops
* Parent evenings
* Celebration assemblies
* Termly SEND Support Plan reviews
* Annual reviews for children with EHC plans
* Using interpreters for meetings on request (Scais and Language Line)
* Play and Stay sessions in the Nurture Lunch / Breakfast
* Carers of Looked after Children have regular reviews and target meetings led by the Looked After Children Co-ordinator (Claire Costello). The progress of these children is monitored carefully.

**Arrangements for consulting children and young people with SEND**

* SEND Support Plan reviews;
* EHCP Annual reviews;
* Senior Leadership Learning walks
* Curriculum Lead Learning Walks
* Questionnaires
* Wishes and Feelings
* Talking Mats / visual support
* Inclusion Team 1:1

**Arrangements for handling complaints from parents of children with SEND about the provision make at the school:**

Hartley Brook has a robust complaints procedure. Parents with SEND children should first speak with their class teacher. If they are not satisfied with the response, an appointment should be made with the SENCO (Mrs Sarah Morris – Foundation & KS1 / Mrs Sara Fairchild – KS2)

If the issues are not resolved a complaint can be made through the Principal (Mrs Claire Costello, following the school complaints procedure.

**Specialist Services and organisations**

At Hartley Brook we have very strong links 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;

Hartley Brook receives allocated time from Educational Psychology Service and children can be referred into the ASD Team.

SENCOs can seek further support and advice from the Locality SEND Panel meetings (Multi Agency, Family of Schools). These are led by the Locality SENCOs providing support and advice regarding individual children as well as groups of children.

Training / Network Briefings for SENCOs is delivered by the Astrea Trust termly.

Training / Briefings for SENCOs is delivered by the Locality SENCOs termly.

• Hartley Brook works closely with Primary Inclusion SENDSARS;

• Hartley Brook works alongside Inclusion and Attendance to support engagement in education as well as support with key transition points.

Hartley Brook currently funds additional support from the following services to enhance the package of support.

* Fusion SEND Hub (Learning support)
* NHS Speech and Language Team
* Educational Psychology Team

**Arrangements for supporting children in moving phases of education and preparing them for adult hood**

* Inductions for children starting in our nursery, including parent/carer workshops;
* Inductions with key staff for pupils’ transferring to Hartley Brook 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 / SENCO
* Prompt transfer of information – all information relating to Child Protection and SEND is passed on to the new school in a timely manner.
* 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.
* Outside agencies such as the Educational Psychology Service and the Attendance and Inclusion Service are involved to support the key transition points in school.

**School Governor involvement**

* The SENCOs 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 the Astrea Central Team 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.

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

*This must be updated annually and any changes to the information during the year must be updated as soon as possible*.